

SEND Information Report 2025-26

ST. CUTHBERT'S PRIMARY SCHOOL


ANN-MARIE HANDFORD





ST CUTHBERT'S SCHOOL/SETTING

SEN Information Report

Approved by	
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Position:	Head
Signed:	
Date:	September 2025
Review date:	September 2026

The following information outlines what is on offer at St. Cuthbert's Catholic Primary School for children with Special Educational Needs and/or disability.

Type of school: Nursery and Primary

Specialist Provision on site: None

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

School Based Information	Staff	Summary of Responsibilities
<p><u>Key Members of Staff</u></p> <p>Who are the best people to talk to at St. Cuthbert's about my child's difficulties with learning/ Special Educational Needs and Disabilities (SEND)?</p>	<p>SENDco – Ann-Marie Handford</p>	<p>The SENco is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and disabilities (SEND) and developing the school's SEN/D Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that parents/carers are: <ul style="list-style-type: none"> • involved in supporting their child's learning • kept informed about the support their child is getting via the staff who are working directly with them • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEN/D register (a system for ensuring all the SEN/D needs of pupils in this school are known) and along with the class teacher and school's assessment coordinator ensuring that there are detailed records of pupil's progress and needs.

How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

<ul style="list-style-type: none"> • How do we identify children with special educational needs? • How will I be able to raise any concerns I may have? • What SEN do St. Cuthbert's provide for? 	<p>At St. Cuthbert's Catholic Primary School we may identify a child with SENDs (<i>Special Educational Needs and Disabilities</i>) in various ways:-</p> <ul style="list-style-type: none"> • From transition information from Nursery, and other early years settings or from other primary school (i.e. may be on SENDs register, previously with an Individual Educational Plan (IEP); • By being identified through assessment and half termly pupil progress meetings held by teachers; • Through the child making insufficient progress in end of year or half termly assessments or performing below expected age levels; • As children move through school staff will raise concerns to the Head Teacher and SENCo. Actions can then be put into place to support these children. • From information and liaison with an extensive list of professionals and external agencies including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, community pediatricians, school health nurse team, social care, CAMHS (Child and Adolescent Mental Health Services) and GPs. <p>If parents have any concerns about their child we encourage them to speak to the class teacher, SENCo (Ann-Marie Handford) or the Head Teacher (Ann-Marie Handford) as soon as possible.</p> <p>There are four areas of SEN identified in the Code of Practice: Communication and interaction, Cognition and learning, Social, emotional and mental health difficulties and Sensory and/or physical needs. Currently, we cater for children who present difficulties within all 4 areas of need.</p>
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How will staff at St. Cuthbert's School support my child?

<ul style="list-style-type: none"> • Who will observe and plan the education 	<ul style="list-style-type: none"> • The class teachers will set the highest expectations and deliver quality first teaching to all children; together with teaching assistants, they will plan and deliver any additional support, with advice from
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programme and who will be working with my child and how often?

- What will their roles be?
- How are the governors involved and what are their responsibilities?

the SENCo.

- We use a range of specialist teachers to advise on programmes, support and resources as well as advice and support from organisations such as Family Action, NSPCC and the Community Police Officers.
- An Individual Pupil Plan may be drawn up with clear measurable SMART targets (Specific, Measurable, Achievable, Realistic, Time scaled) or a planned intervention programme may be delivered (eg Maths or Reading Intervention). These will be regularly communicated and reviewed by teachers with parents and children by the class teachers.
- Children may be provided with the resources they require which are tailored specifically to their needs. These may include sloped writing tables, coloured worksheets and coloured overlays and large font texts.
- All children are assessed for their suitability to sit the SATS tests. Strict guidance laid out by Department for Education (DfE) is adhered to. Any child who meets the criteria for additional time, a scribe, a reader or being dis-applied is given the correct level of support. Assessment is then carried out by the class teacher.
- Mrs Handford (Sendco) works with both teaching staff and teaching assistants.
- Governors are involved in the strategic planning and running of the school. They ensure resources are identified and allocated for children with additional needs.
- The progress of identified groups of pupils is a standing agenda item in Governor meetings.

How will the curriculum be matched to my child's needs?

- What is the settings approaches to differentiation?
- How will that help my child?

- Teachers plan lessons according to the specific needs of all groups of children in their class.
- Support staff will support with a child's learning in the classroom.
- Specific resources and strategies will be used to support a child individually and/or in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet a child's learning needs.
Children with EHC Plans will have some work planned specifically for them by their learning

- How are children with SEN enabled to engage in activities available to children without SEN?

support assistant.

- Reasonable adjustments are made to ensure all pupils with SEN can access the same experiences at St. Cuthbert's School as pupils with non-SEN.
- At St. Cuthbert's it is our aim to ensure that all children receive provision which maximises their enjoyment and achievement. We do our best to ensure that all children can access all things as best as we can. We do not see SEND as a barrier to accessing the full curriculum and ensure that children with SEND are fully included in all activities in order to promote the highest levels of achievement.
- For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality-learning experiences for our children.

How will I know how my child is doing and how will St. Cuthbert's help me support my child's learning?

- What arrangements will there be for me to discuss my child's progress with staff?
- How does the school know how well my child is doing?
- How can I support my child's learning outside of the school setting?
- How and when will I be involved in planning my child's education?

- We have an open door policy, which means you can speak to your child's teacher frequently. The headteacher, Mrs Handford, will always make time to speak with parents.
- We also have regular parent's evenings as well as annual reviews for children with EHC plans. Progress evening takes place termly, which are in addition to parents' evenings.
- Continuous assessment helps teachers know where each child is at academically, measured against National Expectations and helps them identify what the next steps for learning are.
- We detailed assessment records to keep track of maths and reading and writing progress for each child.
- Assessments are carried out half termly.
- Pupil Progress meetings are held half termly with class teachers and in discussion with the SENCo - this determines where extra support and intervention is needed.
- Parents are informed of any interventions undertaken.
- Children on the SENDs register may have a support plan which is shared with parents every term and reviewed; clear targets are given for the children and key ways in which parents can support their child.
- We liaise with relevant agencies to help and support parents. We also signpost to relevant support agencies.

What support will there be for my child's overall well-being?

- What is the pastoral, medical and social support available for children with SEND?
- How does the setting manage the administration of medicines and providing personal care?
- What support is there for behaviour?
- How will my child be able to contribute their views?
- What support is on offer for improving emotional and social development?

- Children's wellbeing is paramount and all staff in school are aware of the children's needs
- Staff are trained to deal with any medical needs a pupil may have and training is kept up to date.
- All staff are given necessary training for any pupil with a specific medical need (ie Asthma, Epilepsy etc) and medication can be administered by designated members of staff. (The school has a policy regarding the administration and managing of medicines on the school site.)
- Clear individual health care plans are drawn up with parents.
- Clear information on pupils with medical needs are held by each class teacher and are available for any staff working within that class;
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- School have a clear behaviour policy and an anti-bullying policy (available on our website) whereby all staff are expected to be responsible for behaviour; parents are kept informed of any negative behaviour at the earliest stage. All staff are committed to providing support for children who exhibit challenges in any of their behaviours. We use positive behaviour management and use a variety of strategies including individual and small group work activities to reinforce this.
- Risk assessments are undertaken before any educational visit with correct ratio of adults to children, including extra support if needed with children with SENDs.
- Children can contribute their views through the school council. Additionally the views of children with complex special needs will be sought through a questionnaire when reviewing support plans and for all Annual Reviews held for children with Educational Health Care Plans (EHCP).
- At St. Cuthbert's School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, and indirectly with every conversation adults have with pupils throughout the day.
- Our gospel values work involves teaching the children 6 values throughout the year, and having a rewards system to praise those children who adhere to these values.

- As a school, we have a nurture group, which also directly teaches a range of social skills and emotional development skills. We make use of a range of resources such as Socially Talking to support children’s emotional and social development, and to teach resilience and self-help strategies. The Speech and Language Service are also supporting school with individual pupils who require extra support with their social skills.
- Pastoral support is offered to all children on a lunchtime in our nurture room. Pupils are free to access this support on a ‘drop-in’ basis.
- Some pupils may also benefit from additional support through specific behaviour strategies, such as the use of social stories, time out spaces and personalised reward charts. We may also, with parents’ consent, refer to external agencies for additional advice.
- Please refer to our Anti-Bullying Policy for additional information regarding how we address issues around bullying at St. Cuthbert’s.

What specialist services and expertise are available at or accessed by St. Cuthbert’s?

What other services does the school access?

- Learning support teachers
- Teaching Assistants
- ELSA
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- School Improvement Services – Specialists for ASC, Literacy, Early Years etc.
- School Nurse
- Occupational Therapy

	<ul style="list-style-type: none"> • Specialist Nurses for medical conditions such as epilepsy, diabetes etc.
What training are the staff receiving or have completed to support children with SENDs?	
How are the teachers in school supported to work with children who have a SEND and what training do they have?	<p>The SENDco's job is to support the teachers in planning for children with SEND.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN/D issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from specialists for autism etc.
How accessible is the school environment?	
Is the building fully wheelchair accessible? Are there disabled changing and toilet facilities?	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We provide emotional support through 'time out', 'worry boxes', 'Time to Talk', and our school pastoral support TA etc. • Learning spaces are adapted to suit the needs of the child is necessary or appropriate. • Wheelchair users can access the school through the ramp at the pupil entrance and the entrance to the EYFS area. • We have a disabled toilet and parking space.
How will the school prepare and support my child to join the school or to transfer to a new school?	
<p>What preparation will there be for both the school and my child before they join the school?</p> <p>How will my child be prepared to move to the next stage?</p> <p>What information will be provided to the new school?</p> <p>How will you support the new school to</p>	<p>When a child is ready to move to the next stage of his/her school career, we hold transition meetings to allow the children to meet their new teachers and for them to become familiar with their new environment.</p> <p>Teachers from the other schools visit our children in our school environment so the children can share their experiences and our children visit the local secondary school. Children with additional needs have more regular planned visits to the secondary school.</p>

prepare for my child?	<p>We use lots of information about the new setting in a variety of ways. We use photographs, recordings etc. to make books that can be shared at home during the holidays. We also provide similar support for children who find the transition to another class difficult.</p> <p>We will make sure that all records about a child are passed on as soon as possible.</p>
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How are the school's resources allocated and matched to children's special educational needs?

How are the settings' special educational needs budget allocated?	<ul style="list-style-type: none"> • The school budget, received from Cumbria County Council, includes some money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed. • All resources/training and support are reviewed regularly and changes made as needed. <p>All extra interventions and support is then documented in the school's provision map.</p>
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How is the decision made about what type of and how much support my child will receive, who is involved in this and how will I be involved?

	<ul style="list-style-type: none"> • Initially, Decisions are made in consultation between the class teacher, the SENCo, the Senior Leadership Team as well as with parents. These decisions are based upon half termly tracking of pupil progress and assessment. • Parents may be asked to give permission for the school to refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and parents understand the pupil's particular needs better and be able to support them better in school. • The specialist professional will work with the pupil to understand their needs and make recommendations, which may include:
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| | <ul style="list-style-type: none">○ Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better○ Support to set skilled targets which will include their specific expertise for teachers to implement○ A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit○ A group or individual work with outside professional |
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- The school (or you) can request that the Local Authority carry out a statutory assessment of a pupil's needs. This is a legal process and more information about this can be found in the Cumbria County Council Local Offer.
<http://www.cumbria.gov.uk/childrensservices>
After the school have sent in the request to the Local Authority (with a lot of information about the child, including some from the parent) they will decide whether they think a pupil's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report outlining their specific needs. If they do not think a pupil needs this, they will ask the school to continue with the support that they are already providing.
- After the reports have all been sent in the Local Authority will decide if a child's needs are severe, complex and lifelong and that they need more than 6 hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan. If this is not the case, they will ask the school to continue with the support they are already providing.
- The draft Educational Health Care Plan will outline the number of hours of individual/small group support a child will receive from the Local Authority and how the support should be used; detailing the strategies that must be put in place. It will also have long and short term goals for the pupil. Parents will be asked to approve the plan and also have a say as to what the funding their child has been allocated will be used for e.g. support in school, from outside agencies etc.
- Again more information about this process can be found on the County Council Website/Local Offer.

What are the arrangements at St. Cuthbert's for handling complaints from parents of children with SEN about the provision made?

- At St. Cuthbert's, we operate an 'open door' policy. Parents and carers are encouraged to speak to the class teacher about any concerns they may have. If you wish to discuss your child's needs further, please contact the SENCO in the first instance, who will be able to talk to you about how St. Cuthbert's are supporting your child.
- The school's complaint procedure is on our school website. This includes complaints around SEN and Looked After Children. We can also provide a paper copy on request. Please follow the procedure outlined in this policy if you should wish to make a formal complaint. However in the first instance, a discussion with the class teacher, Senco and Headteacher is encouraged to try and resolve any issues.

Contact details of support services for the parents with special educational needs.

The LA Local Offer can be found here. <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

Other useful information sites for parents can be found below:

<https://www.ipsea.org.uk/> Independent parental support

<https://www.specialneedsjungle.com/new-send-code-of-practice-approved-by-parliament-send-reform-infographic/> Parent-led website

<https://contact.org.uk/> Information for parents with children with disabilities

<http://www.talkingpoint.org.uk/> Communication and Language support

Accessibility Plan

In line with the Equality Act 2010, St. Cuthbert's Catholic Primary School has an Accessibility Plan, which is available on our school website or from the school office on request.

The plan sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to increase accessibility for disabled pupils.
- Improve the delivery of information to disabled pupils in accessible formats.

Admission Arrangements for Disabled Pupils

We welcome all children, including those with disabilities, and follow the Cumbria Local Authority admissions process. No pupil will be refused admission on the basis of disability. We make reasonable adjustments to ensure that pupils with disabilities are not disadvantaged compared to their peers. Where necessary, we work closely with parents and relevant agencies to plan a smooth transition into school.

Preventing Less Favourable Treatment

We are committed to ensuring that disabled pupils are not treated less favourably than others. This includes making reasonable adjustments in teaching, curriculum access, and participation in school trips and extracurricular activities. All staff receive guidance on inclusive practice and supporting pupils with additional needs.

