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St Cuthbert's C of E Junior School

SEN Information Report for

St Cuthbert's C of E Junior School 2025

(Part of the Somerset Local Offer for Learners with SEND)

Special Educational Needs Co-ordinator (SENCo):	Miss Lisa McLaurie
SEND Governor	Rachel Jarrett
Contact:	01749 678066 School.office@scjwells.co.uk
Dedicated SEND Time:	SENCO 2.5 days per week (Monday and Tuesday plus half a day)
Ratified by Governing Board	19 th March 2025
Review Date	February 2026
Link to: The Somerset Local Offer	
Link to: The local offer for St Cuthbert's Junior School	

Mission

At St Cuthbert's Junior School, it is our mission to ensure that every child, no matter their ability or need, receives the best provision possible in order for them, to not only access the curriculum to its fullest, but to also find enjoyment in their learning and discovery. In order to achieve this, we aim to remove the barriers to learning and allow every child to feel valued and part of the school's family. Alongside this, we also have high expectations for all of our children and we strive to give them the best possible outcomes. We respect that all children are individual and learn in different ways and as a result we provide a range of different strategies in order to ensure that children have the best possible experiences whilst at St Cuthbert's Junior school.

What is SEND?

SEND stands for Special Educational Needs and Disability. Special educational needs and disabilities, as defined in the Code of Practice 2014, states that a child or young person has SEN if they 'have a significantly greater difficulty in learning than the majority of others of the same age' or 'have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

These difficulties fall into four main categories:



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- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and/or physical development

The school are currently supporting children with the following needs:

ADHD
Autism
Tourette's
Cognition and learning difficulties
Dyslexic tendencies
Moderate Learning difficulties
Social emotional and mental health needs
Social communication differences
Sensory processing differences
Speech and Language needs
Medical conditions

What should I do if I am concerned about my child's progress or wellbeing?

If you have any concerns about your child, you should see the class teacher. Teachers are available at the end of the day for short discussions or you can make an appointment with the class teacher if you need to talk in more detail about your concern.

If you are still concerned after seeing the class teacher, you can make an appointment to meet with the Special Educational Needs Coordinator (SENCo), Miss Lisa McLaurie, or the Headteacher, Mrs Helen Mullinger. If you are still concerned after talking to the Headteacher you can contact the Governor for SEN, Mrs Rachel Jarrett via the school office.

If you would like someone to help you to talk to the school, you can contact Somerset SENDIAS (Special Education Needs and Disability Information, Advice and Support) either via telephone (01823 355 578) or their website: [Somerset SENDIAS](#).

The Parent Carer Forum can be contacted on: 01458 259389 or their website: [Somerset Parent Carer Forum](#)

How do you know if a child needs extra help?

St Cuthbert's Junior School is committed to the early identification of children with barriers to their learning, and needs which are additional or different to their peers. Children may be identified as having SEND through a variety of ways including the following:

- Children may voice concerns with their class teacher, teaching assistants or parent/carer
- Teacher observations of the child



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- Analysing assessment data
- Concerns raised by parents/carers
- Specific diagnostic/assessment tools may be used by the SENCo to identify specific needs
- Staff liaison with infant school/previous school
- Termly Pupil Progress Meetings held between the teachers / senior staff/SENCo/head teachers
- Liaison with external agencies

All children are monitored by the class teachers, senior teachers and the SENCo. If your child's class teacher is worried about your child's progress or wellbeing, the teacher will discuss their concerns with the SENCo and with you.

The SENCo will support the class teacher in helping your child overcome any difficulties and decide whether to carry out a special assessment to better understand these difficulties. The SENCo may ask other specialists for support and advice. Parent/carers will be asked for consent to do this and will be involved in planning to meet needs.

How will the school support my child?

If your child needs support which is different from and extra to the usual classroom work, their education will be specially monitored and tracked by the class teacher and the SENCo to make sure that expected progress is being made.

Work may be designed specifically for your child and the teacher may change the way that class work is done to enable your child to take part in classroom activities. Your child may work with class teachers, teaching assistants and sometimes advisors from outside the school.

After speaking to your child's teacher, please contact the SENCo if you would like to know more about the special arrangements that have been made.

Underpinning ALL our provision in school is the graduated approach cycle of:





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Here's how it works:

All teachers are responsible for every child in their care, including those with special educational needs. The school uses the Somerset Graduated Response Tool to identify barriers to learning that children may have and to decide upon strategies and provision to support them. Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

Assess:

All pupils are carefully monitored against national expectations, and a range of assessments are regularly used throughout the school. High quality teaching, together with targeted universal support for individual children, is the first step in responding to those who may have SEND.

If a child continues to struggle to make expected progress, a period of assessment by the class teacher with SENCo support will be undertaken, having regard for the following criteria:

- Progress is significantly slower than that of their peers starting from the same baseline.
- Progress fails to match or better the child's previous rate of progress.
- Progress fails to close the attainment gap between the child and their peers.
- Lack of progress widens the attainment gap
- Discussions and information gathering with the parents.

A variety of nationally recognised assessment tools are used in consultation with the parent/carer. Further details are available on request, but most assessments used by the school can be found in [The Somerset Graduated Response Tool](#).

Plan:

If these assessments lead the class teacher and SENCo to the conclusion that more personalised support would benefit the child then, in consultation with the child and parents, the child's name will be placed on the Special Educational Needs register. A plan for support will be created to meet the outcomes identified for the child. This will be based on reliable evidence of effectiveness, and provided by staff with relevant skills and knowledge. Any staff development needs will be identified and addressed if necessary. The Class Teacher will meet with both the parents and the child to create a Personal Learning Passport, which will include details of the areas of need, outcomes, strategies to be implemented and interventions in place. A copy of the completed plan will be given to the parents and will be available for all staff working with the child including supply teachers.



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Do:

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, teachers will still retain responsibility for the pupil. Teachers work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review:

The effectiveness of the support and its impact on the child's progress will be regularly reviewed and will take place in a variety of ways:

- Tracking of pupil progress in terms of National expectations – 3x yearly
- Evaluation of need 3x yearly based around the update of the Personal Learning Passport in collaboration with class teacher, pupil and parents
- Termly pupil progress meetings with class teacher and leadership team
- Review meetings with SENCo and external agencies where appropriate
- An Annual Review will be held for children in receipt of Higher Needs Funding (Education Health Care Plan EHC)

Parents will be given clear information about the impact of the support provided and be involved in planning next steps. This cycle of action will identify the best way of securing good progress.

The SEND register is a working and fluid document and is updated on a regular basis. A child may be identified as no longer needing SEND support following successful cycles of Assess, Plan, Do, Review.

What is an EHCP?

An EHCP is a legally binding document outlining a child or young person's special educational, health, and social care needs. The document will give an up-to-date picture of a child or young person's needs, based on assessments carried out by education, health and social care professionals. It will show which provision will be put in place to meet each of these needs and any provision listed must be specific, detailed and measured. The plan will name the educational setting to deliver the provision.

An EHCP details the individual support the child or young person requires to meet their needs to achieve their hopes and aspirations for the future. The EHCP will detail the Special Educational Provision needed which is above and beyond what the school can offer through SEND support.

More information can be found: [Local Authority – EHCP information.](#)



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What support is available in school?

In the first instance, the school adopts High Quality Teaching within the classroom to be supportive and inclusive for all learners (universal provision). This will include a more personalised approach and careful differentiation and adaptation within the classroom. For those children who need 'additional to' and 'different from' SEND support, the following is also available: This is not an exhaustive list and will vary according to assessed need and advice from specialists. Again, the school refers to [The Somerset Graduated response Tool](#) to carefully select appropriate support:

1) Communication and interaction

- Following Speech and language care plans provided by the Speech and Language therapist with CYPTS
- Talk and communication interventions - to improve the way children communicate across the curriculum, enabling them to be independent and skilful speakers and listeners
- Social stories

2) Cognition and learning

- Read Write Inc. Phonics groups
- Freshstart phonics (Year 5 and 6)
- Targeted Maths Booster groups
- Targeted English Booster groups
- Precision teaching
- Reading dog

3) Social, emotional and mental health

- ELSA (Emotional Literacy Support Assistant)
- Parent and Family Support Advisor (PFSA)
- Nurture - via outdoor gardening provision
- Forest School
- Happy Mojos – wellbeing support

4) Sensory and/or physical needs

- Occupational and Physio therapy programmes followed where appropriate from CYPTS
- Fizzy intervention for gross motor skills (and SEMH)
- Sensory circuits intervention
- Fine motor skills programme
- Handwriting intervention



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What specialist services can the school call on?

When a child has a specific need, we can involve or buy into specialist services such as:

- Educational Psychology
- Advisors from The Virtual school
- Advisors from the Local authority - via The Inclusion Advice Line
- Parent and Family Support (PFSA) *
- The Mental Health Support Team
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapists (CYPTS)
- Speech and Language Therapists (CYPTS)
- Occupational therapists (CYPTS)
- Access and Assistive Technology Team (AAT) SEND ITC
- Special school outreach service (SOS outreach)
- School Nursing Team
- Family Intervention Service (FIS)
- Children Social Care
- Children Social care (Children with Disabilities)
- A range of therapists/counsellors via charities or signposted to parents to purchase (many free of charge)
- CAOT – Autism outreach team - to work with parents
- Education Engagement Service
- Vision support team
- Hearing Support Service

The external specialist may:

- Act in an advisory capacity to refine targets and make suitable recommendations
- Provide additional assessment of needs
- Work to support families and children
- Extend the expertise of staff
- Provide or signpost the school to equipment or resources to support the child

*Our PFSA is based at The Blue School which strengthens the links between us and making transitions smoother. The role of the PFSA can be viewed on the school website.

How will I know how my child is doing and how can I support my child myself?

There are parent carer consultations every term, and all parents receive written reports each year, as well as informal contact.

In addition, children who have a high level of need and have extra support from professionals outside the school (children who are in receipt of an Education, Health and Care Plan) will have an Annual Review meeting to inform and plan for next steps.



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Class Dojo can be used to communicate with the class teacher and the class teacher will keep you informed of your child's targets throughout the year through both informal and formal meetings.

Parents may be signposted by the school to materials and support services where appropriate.

How will the school know how well my child is doing?

A rigorous process for evaluation of effective provision is in place.

- Use of a Personal Learning Passport to measure progress and achievement – evaluated at least 3 times a year
- Evaluation of provision and school-based plans every term
- Use of assessment information, including pre- and post- interventions data
- Use of attainment and progress data as part of the whole school tracking system 3x yearly
- Discussion at pupil progress meetings with class teacher and senior leaders
- Discussion with pupils and parents
- Monitoring by SENCO via observation, questionnaires for children, parents and staff, looking at children's work and planning etc.
- A cycle of review meetings, based on the access-plan-do-review model takes place throughout the year for children involved with outside agencies
- Senior Leadership Team (SLT) monitoring

Do staff have regular training?

St Cuthbert's is committed to developing the on-going expertise of our staff. We have regular training and updates of SEND.

Our Teaching Assistants (TAs) have received training in delivering the specific intervention programmes that we use and are competent at monitoring progress as directed by the class teacher.

Staff have received training on attachment difficulties and Trauma, as well as ADHD and Read write Inc Phonics.

Other training for specific members of staff includes:

ELSA training (Emotional Literacy Support Assistant)

Individualised Literacy Intervention (ILI)

Freshstart phonics (for year 5/6 children)

Emotion coaching

Mental health support

SCERTS (ASC training)

AET Autism awareness

Talk Boost – language intervention

Disseminated training from the Autism and ADHD SENCo support group



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The SENCo has undertaken the National Award for SEN Co-ordination. She attends regular SENCo Network group meetings to keep up to date with changes in SEND as well as regular SENCo conferences and briefings.

The SENCo and Senior Leadership Team look at where there are areas of need in the school and ensure that the appropriate staff are trained in supporting these specific needs.

More information about specific training is available on request.

How are the Teaching Assistants used to support my child?

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

There are 9 Teaching Assistants (TAs), 4 of whom are part time. The majority of TAs are deployed to provide reading intervention each morning. For the rest of the morning, the class teacher will direct the support they provide.

Some of the teaching assistants provide 1:1 and small group support for those children that require it throughout the day.

The deployment of teaching assistants is under constant review according to current need.

What support will there be for my child's overall wellbeing?

As well as support for academic subjects, the school provides support for social, emotional or mental health needs. This includes the option for any child in the school to talk over concerns or worries with a trained and experienced Emotional Literacy Support Assistant (ELSA).

We can also refer to the Parent and Family Support Advisors (PFSA) who can also work with children and families to support wellbeing.

The school are supported by The Mental Health Support Team, which provides training, support, supervision and courses available to parents and pupils when needs arise. In addition, the school are able to refer children to the team for an individual assessment and a block of intervention with the therapists.

The school follows an excellent PSHE programme called Jigsaw, where a significant proportion of the programme covers wellbeing.

The school SENCo has also undertaken Local Authority government training and is the school Senior Mental Health Lead.

Children are also asked for their voice via a pupil interview/questionnaire with the SENCo, where support needs can be identified.



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The school has a Wellbeing Action Group (WAG) that assess, plan and provide wellbeing support across the setting for all members of the school community,

How are the school's resources allocated and matched to a child's SEND needs?

All resources coming into the school budget for SEND are spent on staff, resources, training, accessibility arrangements and commissioning additional external services.

Most children receiving SEND Support, access what they need through group or individual work with the class teacher or teaching assistant with guidance from the SENCo.

This support changes termly as a result of the 'assess-plan-do-review' graduated response. Children who have higher needs may have some individually targeted support to achieve their learning. Most of the budget for this is, once again, taken from the school's SEND budget.

A few children who have more complex needs may be allocated "Top-Up" funding from The Local Authority, which has to be applied for by the school via an Educational Health Care Plan (EHCP) assessment of needs. This is also used to provide staff support and specialist resources/provision for the child.

How will the school support my child's transition to their new school?

We make sure we know important information about your child before they arrive. Some children identified as having Special Educational Needs will be discussed at a School Entry Planning Meeting attended by you, school staff and any external professionals involved. We will discuss how all parties can make the move between schools as smooth as possible.

For children with medical needs, this will include identifying if staff training is needed to make sure your child's needs are met and make sure any potential difficulties are identified and solved.

All families of Year 2 children are invited to a meeting in the summer, prior to starting at the school, and we hope you will feel able to ask any questions you have about our Special Needs arrangements at that time.

Both the Infant and the Junior school employ the same SENCo in an aim to facilitate very smooth transitions from Year 2 to Year 3.

Before moving on to secondary school, children in Year 6 with special educational needs or disabilities are discussed at length with the secondary school and all documents are sent on before the new academic year. Additional visits can be organised within school time. Some parent carers like to visit the secondary school beforehand to talk to staff about their child's needs.

For those children with an EHCP, secondary school staff are invited to attend the Year 5/6 Annual Review meeting to support transition planning.



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The PFSA from The Blue School is also able to offer transition support for a small group of children identified as having concerns/worries about transition.

How will my child be included in activities outside the classroom including trips?

All pupils are encouraged to access extracurricular activities and trips. A risk assessment is undertaken prior to any trip and a higher staff pupil ratio could be offered when necessary to meet the needs of individual children. Where appropriate, alternative activities, which will cover the same curriculum areas, will be provided. Parents will be involved in the decision making about school trips and activities.

How accessible is the school environment?

The school has an accessibility plan to plan for and future proof the accessibility of the school: [Accessibility Plan](#).

The whole school site is wheelchair accessible. Where there are steps, alternatives are available with ramped entries. There are changing and disabled toilet facilities.

Classrooms are organised to keep clutter to a minimum to allow easy movement around the room and to make equipment accessible.

All children with access needs have the right to access class trips where it is safe for them to do so. Alternative provision can be made such as additional adult support, alternative transport arrangements, or arrangements for giving medicines.

The school refer to statutory guidance to ensure they are taking steps to prevent disabled pupils from being less favourably than other pupils.

If your child has a disability and you would like a place at the school, please contact the school office and SENCo to discuss your child's needs and to arrange a visit to the school site.

What do I do if I need to make a complaint?

The school's complaints procedure is outlined in the Complaints Leaflet and Policy and can be found on the school website: [Complaints](#)

The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

What do parents say?



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At the time of the most recent survey, 33 children were receiving SEND support and responses were invited from their parents. 19 response were received = 58% of the total school population with SEND.

79% of the 19 parents either agreed or strongly agreed that:

- The school understands my child's needs
- The school tells me about my child's learning and progress
- Teachers are approachable and listen to my concerns
- I know how my child is supported in school
- The school and I work together to plan how my child's needs will be met
- I am involved in reviewing my child's needs and outcomes
- I am informed as to how to support my child at home
- Homework is set an appropriate level for my child
- My child feels happy and safe in school
- Overall, I am pleased with what the school does for my child