

ST. CUTHBERT MAYNE CATHOLIC SCHOOL

DIOCESE OF WESTMINSTER

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Special Educational Needs Information Report

St Cuthbert Mayne Catholic Junior School is an inclusive school. We seek to ensure that children reach their full potential, with a focus on challenge for all across the curriculum and deeper understanding in their knowledge and love of Christ.

Some children, at certain points in their school life, may need adjustments to the content, delivery and/or pace of lessons, and at St Cuthbert Mayne we aim to identify these needs as soon as possible, so that support and appropriate teaching methods can be put into place to enable every child to achieve their best. A special educational need may be determined to be anything that is additional to, or different from the usual differentiation and high quality teaching that takes place in class. It may be a cognitive need, a personal, social or mental health need, a communication or interaction need or a sensory/physical need. We take a holistic approach to education and promote the development of the whole child as they move along their academic and spiritual journey.

Some questions parents may want to consider:

1. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Class teachers informally assess children throughout every lesson and plan future teaching accordingly. Children are assessed formally at the end of each term to ensure all children are making progress towards individual targets and age-related expectations.

Children are also encouraged to self-assess their work as part of each lesson and respond to formal and informal feedback. Children are supported to be resilient and persevere (including using misconceptions to support learning for themselves and others).

If you have concerns about your child and/or the progress they are making, these should be addressed to the class teacher in the first instance as they know your child best. The class teacher may then refer to Miss Kerry (SENDCo). Class teachers and the Senior Leadership Team (SLT) are available at the end of every day on the playground to meet parents and arrange formal and informal meetings to discuss these concerns. All children have a home-school diary that messages can be written to the teacher or to Miss Kerry.

Some children have a recognised additional need and SCM will provide extra help and support, as appropriate to the needs of the individual at that specific time, (see School Local Offer detailing interventions that take place at SCM). We also regularly liaise and seek advice from the following

external agencies:

Education Psychologist, Specific Learning Difficulties Base, Advisory Teachers for Communication and Autism, Dacorum Education Support Service, Gade Schools Family Service and the Speech and Language Therapy Service. Other support agencies may be contacted as appropriate to the needs of the children at SCM at that time.

2. How will school staff support my child?

If a child is not making progress, the class teacher will discuss this with the child, parent and Miss Kerry as appropriate. The child's specific focus will be highlighted on the class provision map. Individual targets will be set and support for the following term at the end of which it will be reviewed. This support in the first instance, will be through an in-class focus group and may involve specific additional activities, questioning and teaching with their class teacher and/or teaching assistant. If a child still does not make progress further strategies will be discussed with the school SENDCo. The child may also receive direct intervention from Miss Kerry.

Some children have additional teaching from Miss Kerry, either individually or as part of a small group. There may be follow-up sessions with the teaching assistant and/or class teacher. There may be homework tasks to enable parents to be involved in the additional support process.

Occasionally a child may need to work with Miss Kerry and a teaching assistant individually on a personalised learning curriculum. If this is the case, Miss Kerry and the class teacher will contact you on a regular basis to keep you informed of the curriculum your child is following.

Some children need additional support in areas other than English and Maths, e.g. maybe to develop their friendships or raise their self-esteem. Some children, for other reasons may benefit from having a named adult that they can talk to at times of worry. Other children may benefit from group work or clubs to develop further emotional needs.

3. How will I know how my child is doing?

At St Cuthbert Mayne, we believe your child's education is a shared partnership between parents and teachers. We work hard to build a strong relationship with you. As part of this we communicate regularly with you so you know and understand exactly what your child can do, what they need to develop and what their next steps are. Termly progress meetings are held with the parents of any child who is not making expected progress, or who receives additional support in class. Miss Kerry also meets with parents regularly and is available at parents' evenings for more formal meetings.

Appointments with the class teacher and/or Miss Kerry can be made throughout the school term at any time using your child's home-school diary or via the school office.

The success of additional interventions is reported to the Governors termly and they evaluate its effectiveness.

4. How will the learning and development provision be matched to my child's needs?

If your child is part of a focus group, the class teacher will use their knowledge of your child, along with ongoing formative assessments, to pinpoint exactly what your child needs to develop in order to take learning forward and devise an intervention target and series of learning opportunities. If your child works with Miss Kerry, they may have a Learning Passport that details exactly how your child learns best, what his/her strengths are, as well as particular concerns/difficulties your child is presenting with at this specific time. These may change as your child progresses and so you will have the opportunity to contribute to this at least three times a year with your child's class teacher. Parents and children contribute to this and have a say as to which strategies and teaching helps them learn best. Everyone working together to pool information for a child, ensures any barriers to learning are identified and effective provision is put into place to meet your child's individual needs.

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

At St Cuthbert Mayne we take a holistic approach to education valuing the development of confidence, self-esteem and spirituality as well as academic studies. We have a range of rewards in school, from citizenship stars, given for caring and helpful behaviour towards others; PE awards for effort, good sportsmanship and taking part; merit certificates and head teachers awards for excellent work.

We have a friendly office team who ensure children and parents are met with a friendly face to make new arrivals feel comfortable and to ease the transition between home and school.

We have a consistent behaviour policy that is adhered to by all members of staff and explained to all children as they enter each school year. We have a strong emphasis on Behaviour for Learning and our Learning Agreement was written together with the children to ensure everyone has ownership and responsibility for their own learning. This emphasis on learning, helps all children have a real purpose for their behaviour, including those children who find following the rules difficult at times.

Teachers and teaching assistants are highly skilled in implementing personalised effective behaviour strategies and working closely together with parents and children to ensure strategies are consistent with those at home. Children are able to speak to Miss Kerry or Mrs Smith when they need advice, guidance or support. When appropriate, children have a Pastoral Support Plan that details specific individualised strategies and support that are put into place for a child. This plan is written together with the child, parents, class teacher and a member of the SLT. It is reviewed on a regular basis, sometimes weekly, to ensure strategies are being successful in supporting the child to work within the behaviour expectations of the school. Additional external advice may be sought if necessary.

The school adheres to the statutory guidance 'Supporting Pupils at School with Medical Conditions.' All medication is kept in a secure place and is only administered by designated people. Individual health care plans are written for children with medical conditions and shared with all staff who work with the child including lunch time staff. We have a number of staff trained in delivering first aid, including the use of an AED device. Staff receive annual training in managing children with asthma, anaphylaxis/use of epipens and managing diabetes.

6. What specialist services and expertise are available at or accessed by the school?

In line with the New SEN code of Practice (2014), the responsibility for the progress of all children at St Cuthbert Mayne lies with the class teacher. Miss Kerry (SENDCo) is available to support and give advice when necessary. We currently have 12 full and part-time teachers employed by the school and 8 teaching assistants. Our staff are highly trained and have experience of working with children with a range of additional needs. Some staff have developed specialisms such as: working with children with an autistic spectrum condition; specific learning difficulties including dyslexia, dyscalculia and others; hearing impairments; reading interventions; maths interventions; speech and language difficulties and challenging behaviour. In addition, the school has access to all the support services available through Hertfordshire LA. These include a link Education Psychologist, named Speech and Language Therapist, and other specialist and advisory professionals.

7. What training have the staff, supporting children and young people with SEND, had or are having?

All staff discuss their training needs as part of appraisal meetings three times each academic year. The SENDCo ensures all staff undergo training that is relevant to support the needs of the children they work with and to keep updated on recent research. In addition, Miss Kerry has completed the National SENDCo Award. 4 members of staff are trained to deliver Fischer Family Trust intervention, 1 teacher has achieved their NVQ level 3 in ELKLAN speech and Language and 3 staff members are trained to deliver the SpLD Specific Learning Difficulty base assessments.

This is in addition to the continuous training linked to priorities in the school development plans and in-house training delivered by senior teachers.

8. How will you help me to support my child's learning?

Formal Parents' Evenings are held twice each year to keep parents fully informed of their child's progress and an annual report is written for each child in the Summer Term. Parents are involved in progress meetings where extra support has been put in place and their views are sought at each opportunity to help develop their child's learning. Children are set homework regularly each week, which will involve reading and one piece of English, Maths, Topic or RE work so that parents are able to see what their children can achieve independently and support them with their learning, if necessary.

Curriculum Evening is held towards the beginning of each year so that parents are informed which topics will be covered and expectations for each new year group are explained. Teachers make a point of introducing themselves informally to parents during the first few weeks of term. Parents and are invited to Mass at least once a term. SEN Parent Forums are held at least termly, as are parent workshops with Miss Kerry, to answer any questions parents might have about how to support their child at school. Some of the most recent of these include: how to support your child to develop their reading skills, Supporting your child with spelling, understanding the schools calculations policy, and phonics work. SEN policies and the school's working practises are discussed at the Parent Forum. All information given out to parents is also available on the school website, with additional information about how to support your child.

9. How will I be involved in discussions about and planning for my child's education?

At St Cuthbert Mayne we aim to work in partnership with you to support your child. Class teachers and the SLT are available after school every day to meet parents informally. A more formal or longer meeting can be arranged through your child's home-school diary or via the office. Working parents are able to telephone to arrange for a teacher to call them back. Parents are represented on the school governing body and there is also a very active PA in school. Parents of children with SEN are regularly involved in discussions through Learning Plan reviews.

In line with the new SEND Code of Practice, parents/carers of children with SEND are fully involved in all decisions made. If it is necessary to apply for an Education, Health and Care Plan (EHC) Miss Kerry will discuss the procedures and support parents in completing paperwork and attending meetings.

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

At St Cuthbert Mayne there are many opportunities for children to extend, enrich and explore learning outside the classroom. Every effort will be made to ensure that all children are included and no child is disappplied from these learning experiences due to an additional need. Detailed Risk Assessments are undertaken before any school trips/activities, outside the classroom, take place. Parents will be involved in discussing how best to manage their child's additional or medical need. We will complete an individual risk assessment for those children who may find the experience difficult to manage. This includes our residential Y6 school Journey, currently to the Isle of Wight.

Where the outings are run by outside agencies, agency staff are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner.

11. How accessible is the school environment?

The school is fully compliant with the Equality Act and reasonable adjustments are made for all children with SEND where necessary. The building has disabled changing and toilet facilities that are large enough to accommodate changing and personal care needs. Specialised equipment is provided where appropriate for children with SEN and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

All classrooms are fitted with 'Soundfield' systems to help support any child who has a hearing impairment or glue-ear. All the classrooms are decorated in colours sympathetic to those with light sensitivity and corridors are carpeted to prevent undue noise for those with sensitive hearing. Both playgrounds have shelters for those children with light sensitivity and there are outside undercover learning areas to complement our outdoor classroom for those children who need regular movement breaks and who benefit from outdoor learning.

12. Who can I contact for further information?

If you have concerns about your child your first port of call should be your child's teacher. If he/she is unable to resolve your concerns you should make an appointment with Miss Kerry. If after a period of time, working closely with the teacher/ Miss Kerry, you are still concerned, then make an appointment to discuss these with Mrs Smith.

If you wish to make a complaint, the school has a complaints procedure which is available from the school office.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We encourage all parents of children with SEND, thinking of transferring to St Cuthbert Mayne, to visit us during the school day to see our learning environment in action. A 'New Parents Evening' is held every November for a formal tour of the school and a talk from Mrs Smith.

There is a detailed transition programme in place for children new to the school, moving to new classes or leaving the school. For children coming to our school from St Rose's, a transition meeting is held in the summer term with the SENDCos from both schools and parents. Often a transition plan is written and put into place. It may involve additional visits to St Cuthbert Mayne to experience various parts of our school day.

Miss Kerry and/or SCM staff may observe a child in their current class and discuss their learning needs and successful strategies with the class teacher. Transition and preparation for the move to SCM for some children can begin as early as April, once a school place has been confirmed. This gives time for parents to discuss any ongoing concerns they may have, staff to receive appropriate additional training if needed and other considerations to be met and discussed.

Transition to secondary school can be a challenge for any child. SCM will do everything we can to make sure children are ready for the challenges of KS3, both socially and academically to ensure transition is as smooth as possible especially for children with SEND. We have a close working relationship with JFK and other local secondary schools. As needed, additional visits to the school can be arranged for the child. Year 6 teachers and Miss Kerry will liaise with the SEND team at the new school to ensure they are fully versed in each child's individual needs. In some instances, staff from the new school will visit SCM to meet the child.

14. How are the school's resources allocated and matched to children's special educational needs?

The school has an amount identified within its overall budget called the notional SEN budget. This is used for resources to support the progress of children with SEN. This may be used to employ Learning Support Assistants to meet the needs of children with SEN, buy specialist equipment, books or stationery or provide specialised training for staff. Where a child requires provision which exceeds the nationally prescribed threshold additional, top-up funding can be applied for through the local authority (Exceptional Needs Funding). If this is applicable to your child, the application will be discussed with you, but this is a school funding issue and responsibility for the use of this money resides with the school governors, not the parents in this instance. If your child is eligible for an EHC plan, at the annual review you may request a personal budget from the LA. Parents may specify a preference as to which target this money is used to address, but the overall day-to-day

expenditure remains in the hands of the governors.

15. How is the decision made about how much support my child will receive?

The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with their class teacher, the SENDCo and SLT. This support is reviewed regularly with amendments being made to the programme of support, as and when necessary. Interventions typically last between 1 and 2 terms, with the emphasis being on early identification and targeted effective support.

At St Cuthbert Mayne we believe it is important for children to become responsible for their own learning and everything will be done to enable the majority of children to manage independently at school.

16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The authority's local offer of services and provision for children and young people with SEN can be accessed at

www.hertsdirect.org/localoffer

I hope this information has given you a clear picture of how St Cuthbert Mayne is a fully inclusive school. We value every child. Early identification is crucial to prevent any gap between the progress or attainment of your child and that of their peers, from developing or widening further. If you have any concerns, please do not hesitate to speak to your child's class teacher or myself.

If you are thinking of applying to St Cuthbert Mayne for your child and you are concerned about any aspect of your child's development or transition into our school, please do not hesitate to contact me through the school office.

Miss Kerry
SENDCo.

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