

ST. CUTHBERT MAYNE CATHOLIC SCHOOL

DIOCESE OF WESTMINSTER

Headteacher: Mr A Sallis
Deputy Headteacher: Mrs E Welch

e-mail:
admin@cuthbertmayne.herts.sch.uk
website:
www.cuthbertmayne.herts.sch.uk



Clover Way
Gadebridge,
Hemel Hempstead,
Herts. HP1 3EA

Tel: 01442 253347
Fax: 01442 230320

Information on Interventions

St Cuthbert Mayne RC Junior School is an inclusive school and may offer the following range of provision to support children with SEND as appropriate to overcome their individual barriers to learning.

Interventions in place at the school
<p>Social Skills programmes/support including strategies to enhance self-esteem:</p> <ul style="list-style-type: none">• Individual and small group support sessions aimed at specifically increasing self Esteem, recognising and coping with emotions, keeping safe and coping in a variety of social contexts.• Support from DESC (Dacorum Education Support Centre) – school and home support• Support from Gade Family Support workers• Support and advice from the Speech Language, Communication and Autism advisory teacher (SLCAT)• Employment of external play-therapists to support children with complex emotional concerns.• Year 2 to Year 3 and Year 6 to Year 7 Transition programme in the final half term of summer term.• Designated lunchtime staff and play leaders facilitating play opportunities for individual students and small groups with turn-taking games, supporting interactions and modelling social behaviour and reinforcing social expectations and boundaries.• Delivery of PSHCE schemes of work• Personalised social stories to support friendships, social skills and behaviours
<p>Access to a supportive environment:</p> <ul style="list-style-type: none">• Visual timetables displayed in classrooms• Prompt and reminder cards for organisational purposes and expectations• Access to chrome books, laptops and tablets for all children• Easy access to learning aids and practical multi-sensory resources for example, magnetic letters, number fans, consolidating board games, Numicon and other concrete materials.• Access to voice recording equipment (i.e. microphones) for verbal rehearsal to support written work• Top tips displayed in classrooms• Working Walls to reinforce current work• Individual work stations for individual working areas• Apps including Squeebles, NumberGym

Strategies/programmes to support speech and language:

- Interventions and visits from a Speech and Language Therapist
- Delivery of a planned Speech and Language programme from SENDCo/Teaching Assistant
- In-class support from a Teaching Assistant to implement recommended Speech and Language strategies

Mentoring activities:

- Use of talk/learning partners – mixed and matched ability
- Focused support from Teaching Assistants
- Access to Drama/Play Therapy
- Sign posting families to extra support outside school, e.g. Educational Psychologists at Children's Centre's, Speech and Language Drop-ins, Family Support Workers
- Year 3 and 6 Buddy system partnership between older and younger pupils
- Focus support where relevant from a TA for Pupil premium children
- Focus support for pupils who may be vulnerable in their learning.

Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs:

- Advice is sought and acted upon from the relevant Occupational Therapist or Physiotherapist.

Strategies to reduce anxiety/promote emotional well-being:

- Regular Communication with Parents
- Support from DESC (Dacorum Education Support Centre)
- Meet and greet session at the start of each day
- Home-School link book
- Learning Passports
- Delivery of PSHCE
- Access to Drama/Play Therapy/Counselling from external agencies
- Rainbows Bereavement Programme

Strategies to support/develop English skills:

- *Advice, support and referrals made to the Specific Learning Difficulties Outreach Team if appropriate.*
- Regular small group guided reading sessions each week using high interest reading books.
- Individual reading with an adult each day.
- Small group support in class.
- Withdrawal in a small group for 'Catch-up' Literacy activities, including reading, writing, phonics – e.g. Letters and Sounds, tailored Literacy programmes
- Small group/ individual reading, writing, phonics at the start of the school day with a Teaching Assistant
- Fine Motor Skills activities in small groups or 1:1 with TAs to develop handwriting and muscle strength
- Use of TRUGS (Teaching Reading Using Games) resource

Strategies to support/develop Mathematics:

- Advice, support and referrals made to the Specific Learning Difficulties Outreach Team if appropriate.
- Small group problem solving support.
- Teacher-led intervention groups once each week.
- Use of Numicon and other manipulatives to aid concrete, pictorial and abstract representations
- Withdrawal in a small group for 'Catch-up' Maths activities, e.g. Plus 1, Power of 2 etc.

Strategies to support/ modify behaviour:

- Clear, consistent, staged behaviour policy in place throughout the whole school.
- Individual successes recognised.
- Hertfordshire Steps behaviour training for all staff.
- Advice from DESC implemented as necessary.
- Social Stories, Comic Strip Conversations
- Access to advice from DESC (Dacorum Education Support Centre) for in-class support
- Social skills small group work
- Use of relationship support plans for some individual pupils

Provision to facilitate/support access to the curriculum:

- Small group support from Teacher/Teaching Assistants both in and out of class
 - Specialist equipment such as wobble cushions, tilted work stations,
 - Use of a personalised curriculum if required
- Differentiation of tasks and outcomes, including teacher/teaching assistant support

Strategies/support to develop independent learning:

- Focus on learning behaviour throughout the school
- Use of visual timetables
- Talk/ learning Partners
- Success criteria for tasks, i.e. checklists
- Modelling of tasks, positive praise and feedback
- Top tips displayed in class
- Use of checklists to check through own work
- Self and peer assessment
- Pre teaching of subject/topic specific vocabulary
- Adapted curriculum, modified resources, alternative methods of recording
- Chunking and scaffolding of tasks and activities

Support/supervision at unstructured times of the day:

- Social Stories to address issues such as toileting, behaviour
- Two members of staff are available on the playground to meet and greet pupils as they arrive from 8.40 each day.
- Individual children have a named member of staff with whom they can talk to
- Individual children may have additional hover support at play and lunchtime

Planning and assessment:

- Quality first teaching

- Targets for Reading, Writing, Maths
- Termly class provision maps based on Pupil Progress Meetings
- Pupils are formatively assessed each lesson and summative assessed each term. This is discussed in Pupil Progress meetings with class teachers, deputy head and SENDCo each term.
- Progress meetings are held with parents to inform them if their child has not made adequate progress and interventions put into place as necessary.
- Planning takes account of individual learning styles as well as abilities and progress.
- Statement of Educational Needs Education, Health and Care Plan where required – Annual Review Meetings with parents (and pupils where relevant) and all professionals involved with the child.
- Some children will be monitored using the CAPPS (Collett Assessment of Pupil Progress) and pre-key stage 2 standards, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Liaison/Communication with Professionals/Parents:

- Liaison and referral to a wide range of external professionals
- Staff are available to attend meetings, Families First Conferences, etc. as appropriate
- Regular progress meetings with Parents
- Explanation of professional reports to Parents
- Staff are available on the school playground every day after school and longer appointments are made through the office.
- Individual children have home school contact books for more detailed liaison between home and school.

Diagnosis of specific needs (such as ASD, ADHD, Dyslexia):

- Referral via GP to Community Paediatrician
- Advice and support from Community Paediatricians implemented in school
- Advice from the ADHD Nurse/Step2 service
- Advice and support from SpLD Outreach Service implemented in school
- School will provide supplementary advice and reports to aid a diagnosis and offer advice and support to parents

Access to Medical Interventions:

- All Key Staff receive first response first aid training from external medical professionals
- Staff are fully trained to administer medical interventions as required by pupils at the school, for example, diabetic medication, epi pen intervention and epilepsy awareness.
- Advice is sought from the relevant medical professional and put into practice as necessary.
- Individual protocols for pupils with significant medical needs and allergies – Health Care Plans

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Local High Needs Funding, or through the Educational Health Care Plan process.