

ST. CUTHBERT MAYNE CATHOLIC SCHOOL

DIOCESE OF WESTMINSTER

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Special Educational Needs Information Report (To be read in conjunction with Our School Local Offer) **Our SEND Information Report has been shared with Governors and Parents.**

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 SCM 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. At SCM we take a holistic approach to education and promote the development of the whole child as they move along their academic and spiritual journey.

December 2023 Information

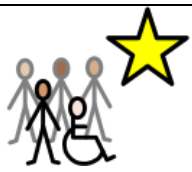
Comparing SEND Data:

<u>National Statistics</u> Children supported by EHC plans 4.3% DfE 2023	<u>School Data</u> Children supported by EHC plans 2.54 %
<u>National Statistics</u> Children receiving SEND Support 13% DfE 2023	<u>School Data</u> Children receiving SEND Support 17.4 %



The Inclusion Co-ordinator and SENDCo is Mrs Alison Rayson

If you would like to contact Mrs Rayson, please call school on:
01442 253347 or email admin@cuthbertmayne.sch.uk



Special Educational Needs

At St Cuthbert Mayne Junior School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

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 at the end of each lesson and/or topic and tell their teacher if they do not feel confident and would like some extra help.

If you have concerns about your child and/or the progress they are making should be addressed to the class teacher in the first instance as they know your child best. The class teacher may then refer to Mrs Rayson. 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 Mrs Rayson.

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 such as:

- Link Advisory Teacher for Speech, Language and Communication and Autism (SLCAT), Dacorum Education Support Service (DeSC), Education Psychologist (EP), Specific Learning Difficulties (SpLD) Advisory Service Speech and Language Therapy Service (SaLT), and School Nursing Service, Gade Family Services.

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?

At St Cuthbert Mayne School we work closely as a team and if staff have a concern about a child, they discuss concerns with SENDCo and parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a termly cycle we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the goals your child is working on and the support they are receiving.

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.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Our Curriculum Drivers, **P.R.A.Y**, support and remind everyone in our community of our values and vision:

Protecting our Planet – learn and contribute to protecting God's creation – in our community and wider world. Caring the world we live in;

Resilience – be able to face challenges and use them to help us progress. Overcome difficulties that challenge us;

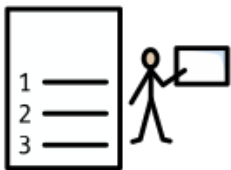
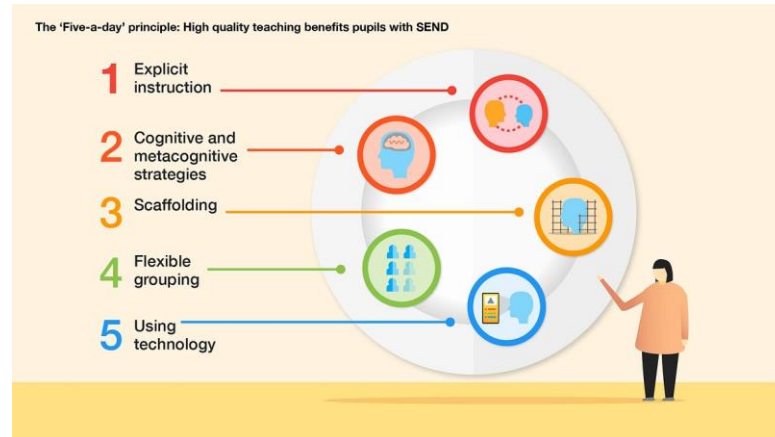
Aspiration – we are created by God to do amazing things – each one of us. Ambitious / belief in ourselves and in what we can achieve;

Yes to equality – we are all equal and important in God's eyes. Everyone is equal and deserves to be valued and respected.

These messages are integral to our approach with teaching all our children and encouraging inclusion of all our pupils.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment including:

- Visual Timetables
- Task Boards (Now and Next)
- Positive behaviour
- Peer Mentoring
- Peer Marking
- Assistive Technology
- Talk Partners
- Ear Defenders
- Fidget Tools and movement breaks
- Timers
- Explicit instructions
- Word Banks
- Adult mentoring
- Self-assessment

We also seek advice and equipment from outside agencies as and when the need arises.

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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 that you know and understand exactly what your child can do, what they need to develop and what their next steps are. Mrs Rayson also meets with parents regularly both face to face and virtually.

For children who have an Education, Health and Care Plan, SEN Support APDR (Assess Plan Do Review) Plan or require specialist support (over and above what is ordinarily available), we hold APDR meetings every term and where possible we offer an appointment with both class teacher and SENDCo. These meetings are used to celebrate your child's learning, looking at the progress they have made against the goals set, create new goals and discuss next steps. A copy of this will be sent home after the meetings.

Appointments with the class teacher and/or Mrs Rayson 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 annually who evaluate its effectiveness.

From January 2024 we have introduced a coffee morning once a term for parents of pupils with SEND so that they can meet up and support each other in a safe environment. This will support and strengthen our relationship and communication. At these sessions we gather parent feedback on SEN provision at St Cuthbert Mayne, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

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 is identified to have additional needs, 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 termly when you meet with class teachers and Mrs Rayson. The children themselves 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 teacher's 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 Mrs Rayson or Mr Sallis when they need advice, guidance or support. When appropriate, children have a Relationship 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. All staff have completed first aid training. Staff receive training as required 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 SEN code of Practice (2014), the responsibility for the progress of all children at St Cuthbert Mayne lies with the class teacher. Mrs Rayson (SENDCo) is available to support and give advice when necessary. We currently have 14 full and part-time teachers employed by the school and 16 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 other SpLD; 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, access to advice from an NHS 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?

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All staff discuss their training needs as part of appraisal meetings 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, Mrs Rayson completed the National SENDCo Award (Awarded November 2022) and also holds OCR Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties. She also attends training related to supporting the different needs of children with SEN (ASC, SpLD, Sp and Lang). Members of our teacher assistant staff are trained to deliver the SpLD Specific Learning Difficulty base assessments, Rainbows Support Groups, Steps Behaviour management. As a whole school team we attended INSET training with SLCAT advisory service and have been awarded Herts Level 2 Autism training certificates in April 2023. A member of staff is trained in Drawing and Talking.

This is in addition to the continuous training linked to priorities in the school improvement plan 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 are invited to Mass at least once a term. All information given out to parents is also available on the school website, with additional information about how to support your child.

From January 2024 we have introduced a coffee morning once a term for parents of pupils with SEND so that they can meet up and support each other in a safe environment. This will support and strengthen our relationship and communication. At these sessions we gather parent feedback on SEN provision at St Cuthbert Mayne, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

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 Assess Plan Do Review (APDR) reviews.

In line with the 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) Mrs Rayson 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. Wherever possible no child is disapplied 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.

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

- Pupils are given regular opportunities to:
- Self-assess how they are doing
- Attend meetings and help decide the support needed
- Feedback and review their progress with intervention and support
- Take Part in 'Pupil Voice' activities.

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.

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.

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 Mrs Rayson. If after a period of time, working closely with the teacher/Mrs Rayson, you are still concerned, then make an appointment to discuss these with Mr Sallis.

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?

Year 2 to Year 3

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 formal tour of the school and a talk from Mr Sallis.

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. For some children in need of more intensive transition support, Mrs Rayson and our hub lead Miss Brydon arrange additional meetings and sessions during the summer term to ensure a smooth transition. This includes opportunities to meet children in their current setting and offer chances to visit St Cuthbert Mayne. 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.

Mrs Rayson regularly visits and volunteers at St Rose's to build up relationships and get to know pupils. She is currently working with year one and two pupils.

Secondary Transition

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 Mrs Rayson 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. We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. In some cases we can work with external agencies such as the SLCAT advisory teacher, Gade pupil support worker and DeSC to support with some pupils' transition plans.

End of Year Transition

When children move up a year, for some pupils we provide transition social stories or photo boards which include photos of the teacher, TA and classroom environment.

We arrange flexible opportunities during the summer term to allow children to go up to their new classroom and meet their teachers and adult supporters.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share APDR Plans.

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 (Local High 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

We 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.

Many thanks

Mrs Rayson

Inclusion Co-ordinator and SENDCo. Special Educational Needs Information Report

Reviewed January 2024