

SEN Information

Local
Offer

Person with overall responsibility for SEN within school / college / organisation:	Mrs J. Brown – SENCO Mr L. Sargeant – Deputy Headteacher (Line Management)
Contact Details:	01803 328725
Web address of SEN Policy:	http://www.st-cuthbertmayne.co.uk/students/send/

Name of Education Provider: St. Cuthbert Mayne School

1. What special education provision is available at our setting?



What do we do here to meet your needs?

St Cuthbert Mayne believes in the importance of 'high quality teaching'. All teachers are fully qualified and believe in, inclusive education. The teachers have the highest possible expectations for all students including those with SEN.

In addition facilities and support includes:-

- Learning Mentors provide targeted support
- EAL support
- Qualified Counsellors
- Literacy Support & Intervention – in addition to Quality First teaching
- Numeracy Support & Intervention – in addition to Quality First teaching
- Read Write Inc programme
- Support for students with Dyslexia
- Assessment for Exam Concessions
- Pastoral structure – Year Co-ordinator / and deputy YCO
- Access to Speech & Language
- Intervention and support from school nurse
- Use of diagnostic assessment
- Access to Educational Psychologist
- Behaviour Support Centre
- Access to Careers and work related learning
- Family Liaison Officer (SENDIASS)
- Access to Hearing Support Advisory Teacher
- Support from SEN Advisory Department – Local Authority
- Access to CAHMS
- Access to and support from EOTAS, Brunel and Burton Academy
- Checkpoint
- Family Support Services
- W.E.S.C.

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

At St. Cuthbert Mayne all children have access to a broad and balanced curriculum. We recognise that some students may need 'something different from or in addition to' support to enable them to make the expected progress to achieve in line with their peers. This could be in the form of small group intervention work, additional support to make the expected progress to achieve in line with their peers. This could be in the form of small group intervention work, additional support from Learning Mentors, 1:1 tuition or use of additional equipment to help them achieve their potential. Some students might need additional diagnostic assessments to identify areas of strength and difficulty. These students will be placed on the confidential school SEN Register. Further, more targeted support maybe required if the students have been granted a statement or EHCP.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

Identification of SEN is achieved from the evidence a school requires from a variety of means. For example:-

- Information from parents and parental concerns
- Reports from outside agencies
- Identification by subject teacher of child failing to make expected levels of progress.
- Continual assessment to follow student's progress and liaison with SENCO and Year Co-ordinators
- Current difficulties
- Learning assessments early in Year 7
- Information from Primary School

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

At St. Cuthbert Mayne we actively seek involvement of parents in the education of students with SEN, in order to help them achieve their full potential.

- Parents are consulted before involvement of Local Authority Support
- Parents' Evenings and Target Setting Day
- Inviting students and families to look around the school setting
- Extra visits for Year 6 students
- Induction Day for Years 6-7 and Induction Evening
- Primary liaison visits
- Annual Reports
- Parents are invited to attend SEN Review meetings to discuss progress and appropriate SEN provision
- Termly Review meetings
- SEN Forums

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

At St. Cuthbert Mayne one of the aims is for the students to become independent learners and to access a broad and balanced curriculum. The students are provided with appropriately differentiated work and some receive targeted support from the LSA team. Some students benefit from further intervention either on a 1:1 basis or small group work.

Where a student's needs are complex and require higher of support, specialist equipment and expertise are sought. Parents will be contacted if the school believes a student needs extra support.

The students with high needs are removed from the mainstream class for 1-3 hours per week for 1:1 or small group intervention.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

- The curriculum is differentiated to meet the needs of individual students
- Teaching styles are flexible and are adapted according to the needs of the students
- Schemes of work will reflect the school's approaches to Teaching and Learning and take SEN into account with resources in place, differentiation etc.
- LSA support is available within the classroom or for small group / 1:1 work
- Any additional resources, if appropriate (e.g. Ipad, netbook, magnifier)
- Adapting timetable to suit needs
- Support from outside agencies

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

- Targeted funding
- JPD for staff
- Working with outside agencies and link professional – eg speech & language, sensory support, occupational therapy and CAHMS
- Working with Local Authority
- Monitoring effectiveness of funding

8. How is this provision funded?



Who pays for this?

The school receives funding to respond to the needs of pupils with SEN.

The Deputy Headteacher/Business Manager/SENCo decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.

The Deputy Headteacher with responsibility for inclusion will discuss all the information they have about SEN in the school with the SENCo, including:

- 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.

They will then decide what resources/training and support are needed.

- All resources/training and support are reviewed regularly and changes made as needed.

The school could spend this money on:

- Learning Mentors at the appropriate levels;
- The SENCo and their assistants;
- Early identification and intervention work with students;
- Training for all teachers and teaching assistants so they can meet students' needs more effectively;
- Special books and equipment;
- Additional advisory services;

The details of how individual students receive support are recorded on their Individual Education Plans/Passports.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

As well as interventions in Maths and English, other forms of support are available depending on need. The LM's work within the classroom situation and will also work on a 1:1 / small group basis.

This situation is flexible as the LM could work with another group whilst the teacher is working with those of a greater need.

Additional support also includes:-

- Mind mapping
- Virtual aids
- Memory interventions
- Social communication work

The support is accessed via the SENCO / Year Co-ordinator and Heads of Department.

Students with an EHCP or statement have a higher level of need and therefore take priority for suitable support.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

In the summer term transition arrangements are put in place so that the Year 6's and their parents / carers are familiar with the new school and routines etc. This can also be carried out in Year 9 and Year 11 especially if the student is moving on to another establishment.

Whilst at St. Cuthbert Mayne the pupils in need have access to :-

- the Inclusion Centre
- Pastoral Support Workers
- Counsellor
- Extra Curricular Clubs
- Family Support Workers – Early Help

The aim is that the students feel valued and nurtured and have their needs met.

Support and Pastoral staff meet regularly to maintain levels of awareness and training.

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

St. Cuthbert Mayne has a structured transition programme. We visit all of the feeder primary schools and meet all of the students.

There is a transition day (usually early July) and we offer other days if a student requires it. Each student is an individual; therefore, the additional support will be structured accordingly. For example, visits after school, away from break time, with a LM etc.

The school also offers:-

- Annual Reviews (Especially at Year 9 and Year 11)
- Taster sessions
- Pathway Evenings (Year 9)
- Induction Evenings
- Careers Advice
- Support moving on from Year 11
- Records of students with SEN transferred to future establishments
- Transition into Key Stage 5

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

Accessed through SENCO / Year Co-ordinator/Deputy YCO / Head of Department / Pastoral Support Work / Family Liaison.

Support is available for physical needs e.g. Assessment by Occupational Therapist or other specialist needs.

During unstructured times of the day Deputy YCO is available and access to the 'Chatterbox Club'

The school will also liaise with outside agencies and encourage visits off site – e.g. through young carers, Torbay Autistic Society.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

St. Cuthbert Mayne operates a fully inclusive policy. Students can attend:

- 'Chatterbox Club'
- All Equal All Different group
- Young Carers
- Facilitate Parkfield
- Homework Club
- Residential Visits & School Visits

All clubs offered by the school, e.g. sports clubs, drama clubs etc.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

The school uses a variety of assessment processes which are relevant to their stages.

Progress is reviewed regularly. There are many opportunities for pupils to reflect on and improve on their progress ("purple penning") and time for students to plan and work on their next steps.

All students will be assessed at the end of KS4 using GCSE or vocational qualifications.

The school uses a family centre approach when assessing progress of students with a statement – this formally reviewed at an Annual Review with the child and all adults involved with the child's education.

- Annual Reviews
- Reports
- Progress checks
- Parents' Evenings
- Target Setting Day
- Review Meetings
- Line Management Meetings
- Data checks
- Letters to parents
- Student Learning Gateway

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

Consulting with parents and students is vital. This is done at Annual Reviews, Target Setting days and Parents' evening.

The school carries out regular data check, analyses exam results, conducts learning walks and does lesson observations.

Through these parents, Quality Assurance / Parent / Student Voice can track pupil progress and review the effectiveness of the plans / interventions.

The Governors receive an annual report.

The school is subject to an Ofsted inspection.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

Our teaching staff and support staff have a whole range of qualifications, training, expertise and experience. There is a JPD programme which covers a wide range of needs such as:

- Hearing impairment
- Visual impairment
- Specific medical conditions e.g. asthma, diabetes
- Specific learning difficulties e.g. dyslexia
- Autistic Spectrum conditions
- Speech, Language and Communication needs
- Emotional difficulties e.g. attachment disorder, bereavement
- Physiotherapy
- Differentiation
- Definitions of various types of SEN and suggested strategies to support the students
- Information from the Code of Practice

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

- | | |
|---|---|
| <ul style="list-style-type: none">• Reports (annually)• Progress checks (termly)• Parents' Evenings• Review Meetings• Availability of Form Tutor or subject teacher to discuss progress or concerns | <ul style="list-style-type: none">• Data checks• Letters to parents• Target setting day• Access to electronic data |
|---|---|

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

If a parent has a complaint or concern they can raise the matter with either the tutor, Year Co-ordinator or SENCO. If the issue then does not get resolved it can be referred to the Senior Leadership Team and the Headteacher. In the event of a further dispute the School Governors, LA and Headteacher will work closely with the parents to resolve the matter.

The complaint procedure is set on our website.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

If your child has a disability or Special Educational Need, please do not hesitate to contact us on 01803 328725 to arrange a visit.

Or, you can visit the school website at <http://www.st-cuthbertmayne.co.uk/>

Or, e-mail us at admin@stcm.torbay.sch.uk

20. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

The school is well supported by other organisations, for example, WESC (visually impaired), Hearing impaired services, occupational and physiotherapy. Depending on the needs of the student, some of those organisations will attend meetings and reviews. The information and reports are shared appropriately and as needed.

21. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?



How do we work with everyone else to help you?

The lead professionals in the school will liaise with the appropriate people to ensure the looked after students have their needs met. This might include social workers, Medical and Tuition Service, Academy 21 teachers, adoption and support, for example.

If a request for Statutory Assessment is made then the lead professional (SLT member or SENCo) will organise meetings accordingly.