

# Local Offer Torbay

## Education Provider

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 first teaching'. All teachers are fully qualified and believe in, along with the support staff, inclusive education.

In addition facilities and support includes:-

- Fully qualified Special Education Needs Co-ordinator (SENCO)
- Learning Mentors (LM's)
- English as an Additional Language (EAL) Qualified teachers
- Qualified Counsellors
- Literacy Support & Intervention
- Numeracy Support & Intervention
- "Read Write Inc" programme
- Support for students with Dyslexia
- Assessment for Exam Concessions
- Pastoral structure – Year Co-ordinator / Pastoral Support Workers
- Access to Speech & Language
- Intervention and support from the School Nurse Service
- Use of diagnostic assessment
- Access to Educational Psychologist
- Access to Inclusion Centre
- Access to Careers and Work Related Learning
- Family Liaison Officer
- Access to Hearing Support Advisory Teacher
- Support from Special Educational Needs (SEN) Advisory Department – Local Authority
- Access to Child and Adolescent Mental health Services (CAHMS)
- Access to and support from Pupil Referral Unit (PRU), Medical Tuition Service (MTS)
- Checkpoint
- Family Support Services
- West of England School and College for the visually impaired (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 students have access to a broad and balanced curriculum. We recognise that some students may need 'something different or in addition to' 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 from Learning Mentors Assistants, 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.

## 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 Primary School
- Learning Assessments in Year 7
- Identification by subject teacher of a student failing to make expected levels of progress.
- Information from parents/carers
- Concerns raised by parents/carers
- Reports from outside agencies
- Continual assessment to follow student's progress and liaison with SENCO and Year Co-ordinators

#### 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/carers in the education of students with SEN, in order to help them achieve their full potential.

- Parents/carers are consulted before involvement of Local Authority Support
- Consultation Evenings and Target Setting Day
- Inviting students and families to visit the school setting
- Extra visits for Year 6 students
- Induction Day for Years 6-7 and Induction Evening
- Primary liaison visits
- Annual Reports
- Learning Gateway
- Parents/carers are invited to attend SEN Review meetings to discuss progress and appropriate SEN provision
- Termly Review meetings with parents/carers and students
- St Cuthbert Mayne 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. Through high quality first teaching all students are provided with appropriately differentiated work and some receive targeted support from the LM 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 a higher level of support, specialist equipment and expertise are sought.

**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
- Schemes of learning will reflect the school's approach to Teaching and Learning and take SEN into account
- LM support is available within the classroom or for small group / 1:1 work
- Any additional resources, if appropriate (e.g. IPad, netbook, magnifier)
- Adapting the timetable to meet individual 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
- Continued Professional Development (CPD) for staff
- Working with outside agencies and link professional
- Working with Local Authority
- Monitoring effectiveness on funding

**8. How is this provision funded?**



**Who pays for this?**

**The Headteacher, Business Manager and Governors decide the allocation of funding. Resources are allocated according to need.**

**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

**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 Year 6 students and their parents / carers become familiar with our school and daily routines. This can also be carried out in Year 9 and Year 11 especially if a student is moving on to another establishment.

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

- The Behavioural Support Centre
- PRU (Pupil Referral Unit)
- Pastoral Support Workers
- Counsellor
- Extra-Curricular Clubs
- Family Support Workers

## 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 the first Thursday in 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 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 / Head of Department / Deputy Year Co And Welfare Officer

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

During unstructured times of the day Pastoral Support Worker (PSW) available and access to the 'Chatterbox Club'

### 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

### 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?

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

**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/carers and students is vital. This is done at Annual Reviews, Target Setting days and Consultation Evenings.**

**The school carries out regular data checks, analyses exam results, conducts learning walks and undertakes lesson observations.**

**Through these consultation evenings, Quality Assurance, Parent and Student Voice, we can track pupil progress and review the effectiveness of the plans and interventions.**

**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 CPD 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**

**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?**

- Reports (annually)
- Progress checks (termly)
- Parents' Evenings
- Review Meetings
- Data checks
- Letters to parents
- Target setting day
- SIMS Learning Gateway (SLG)

**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/carer 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, Local Authority (LA) and Headteacher will work closely with the parents/carers to resolve the matter.

**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](mailto:admin@stcm.torbay.sch.uk)