



# **SEND Information report - St Cuthbert Mayne**

*Joint Roman Catholic & Church of England school*

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## **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 SEND.

In addition facilities and support includes:-

- Learning Mentors that provide targeted support for all four board areas of need including;
  - Social emotional and mental health
  - Cognition and learning,
  - Speech, language and communication
  - Physical/ sensory difficulties
- Qualified Counsellors and wellbeing support
- Literacy Support & Intervention – in addition to Quality First teaching including Lexia programme and Read, write inc.
- Numeracy Support & Intervention – in addition to Quality First teaching including 'The SpringBoard' programme
- Whole School support for students with Dyslexia – in addition to Quality first teaching and dyslexia friendly classrooms.
- Assessment for Exam Concessions
- Comprehensive pastoral structure with a Head of Year and tutor

- Support from the Speech & Language service
- Intervention and support from school nurse
- Use of diagnostic assessment
- Support from the Educational Psychology Service
- Emmaus centre support including Interventions for behaviour and emotion
- Careers and work-related learning programme
- SENDIASS support
- Access to Hearing Support Advisory Teachers in school
- Support from SEN Advisory Department – Local Authority
- Access and referrals to CAMHS and checkpoint
- Access to and support from Evolve Physiotherapy, Brunel and Burton Academy
- Checkpoint
- Family Support Services

### **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 from or in addition to’ support to enable them to make the expected progress to achieve in line with their peers. This could also be in the form of small group intervention work, additional support from Learning Mentors in class, 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 SEND Register. More targeted support may be required if the students have been granted an Education Health and Care Plan (EHCP).

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

Identification of SEND is achieved from a variety of means. For example:-

- Information from parents and parental concerns
- Reports from outside agencies
- Identification by the subject teacher of the student failing to make expected levels of progress.
- Continual assessment to follow student’s progress and liaison with SENDCO and Head of Year
- Current difficulties

- Learning assessments early in Year 7
- Information from Primary School

## 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 SEND, in order to help them achieve their full potential.

- Parents are consulted before involvement of Local Authority Support
- Parents' Evenings
- Inviting students and families to look around the school setting
- Extra transition 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 SEND provision
- SEND Forums
- Termly meetings with students to complete a learning passport

## 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 Learning Support 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. 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 1:1 or small group intervention.

In KS3 a small nurture group supports primary transition including literacy and numeracy catch up.



## **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.
- 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 timetable to suit needs
- Support from outside agencies

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

- We apply for targeted funding
- We provide regular SEND professional development for all our staff
- We work with outside agencies and link professional – e.g. speech & language, sensory support, occupational therapy and CAMHS
- We work closely with Local Authority
- We also monitoring effectiveness of our interventions and funding

## **How is our provision funded?**

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

The SLT/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 Assistant Headteacher with responsibility for SEND monitors and reviews:
  - 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.
- 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 SENDCo 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 Learning Passports.

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

As well as interventions in Numeracy and Literacy, 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
- Active Learning for Active listening
- Drawing and talking therapy
- ELSA
- Mentoring plans

The support is accessed via the SENDCO / Head of Year and Heads of Department.

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

### **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 :-

- Attachment and trauma aware school status
- The Emmaus Centre
- Welfare Officers
- Counsellor
- Social Emotional and Mental Health Champion
- 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.

### **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 of 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:-

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

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

Accessed through SENCO / Head of Year / Head of Department / Welfare Team.

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

During unstructured times of the day the Welfare Team 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.

### **What other activities can you do here?**

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

- 'Chatterbox Club'
- Young Carers
- Homework Club
- Residential Visits & School Visits

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

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

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 is 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
- Review Meetings
- Line Management Meetings
- Data checks
- Letters to parents

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

Consulting with parents and students is vital. This is done at Annual Reviews, Parents' evening, or SEND review meetings/professional meetings.

You can also contact the Head of year or SENDCo directly if you would like to discuss your child and their needs further. The Local Authority can also be contacted for support.

The SENDCo writes a report to Governors annually which can be viewed. The school is also subject to an Ofsted inspection.

### **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 (professional development) 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

### **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, Head of Year or SENDCO. 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 out on our website.

## **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)

## **How does the school involve 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?**

The school is well supported by other organisations, for example, WESC (visually impaired), Hearing impaired services, occupational, physiotherapy, SWIS and Adelong Evolve. 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.

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 Tuition Service, Evolve Physiotherapy, Adoption and virtual school support, for example. If a request for Statutory Assessment is made then the lead professional (SLT member or SENCo) will organise meetings accordingly.

## **How do we help children who are looked after by Torbay Council?**

The designated teacher works with the SENCO to provide support to meet a child's needs. The on-going targets are actioned through the PeP (personal education plan). This will include working with the Virtual School, Social Workers and possibly Medical Tuition Service, Adoption and Support agencies. If a request for statutory assessment is made the lead professionals (SLT member or SENCO) will organise support accordingly.