



SEND Information report - St Cuthbert Mayne

Joint Roman Catholic & Church of England school

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What do we do here to meet students' 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 and will always try to meet student needs through high quality adaptive teaching.

In addition facilities and support includes:-

- Learning mentors that provide targeted support for all four broad 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, including The 'Lexia Power Up' Literacy programme for students with significantly low Standard Assessment Score for reading and phonics intervention using 'That reading thing' delivered by trained learning mentors or our librarians.
- Numeracy Support & Intervention – numeracy and maths support programmes including Matheletics.
- SEMH (Social emotional and mental health) support through ELSA (Emotional literacy support assistants), targeted 1:1 support and group interventions and targeted support directed by Boxhall profile.

- EBSA (Emotional Based School Avoidance) - Support in the Ararat Learning Hub, flexible timetables and transition support to lessons.
- Communication and interaction support programmes including 'Lego therapy' and 'Active Listening For Active Learning'.
- 1:1 targeted mentoring delivered by learning mentors through learning plans.
- Whole school support for students with Dyslexia and Autism – in addition to Quality first teaching, staff use dyslexia friendly classrooms.
- Assessment for Exam Access Arrangements through Education Psychology Service.
- Comprehensive pastoral structure with a Head of Year, Pastoral Support Officers and tutor.
- Support from the Speech & Language service.
- Intervention and support from the school nurse and the 0 -19 team.
- Use of diagnostic assessments using New Group assessments, including Literacy Screeners and PASS (Pupil's Attitude to School & Self) assessments.
- Support from the Educational Psychology Service, including coffee morning styled Q&A sessions.
- Careers and work-related learning programme.
- SENDIASS support.
- Access to Hearing Support Advisory Teachers in school.
- Support from SEND Torbay local authority.
- Access and referrals to CAMHS and checkpoint.
- Access to and support from Evolve Physiotherapy and the medical tuition service.
- Checkpoint.
- Family Support Services.

What sort of needs would a student have for us to be able to help them?

Under the SEND Code of Practice 2015 students identified as having a special educational need or disability (SEND) are considered within one or more of the following categories of need:

1. Communication and Interaction

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

Communication and Interaction needs include: Speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD)

2. Cognition and Learning

Students with learning needs may learn at a slower pace than other students even with appropriate adaptations. Students may have difficulty developing literacy or numeracy skills or understanding new concepts.

3. Social, Emotional and mental health difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Some students may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

4. Sensory and/or physical needs

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Sensory and/or physical needs include: Visual impairment (VI), Hearing impairment (HI – including Deaf and hearing impairment), Multi-sensory impairment (MSI - sometimes referred to as Deafblind) and Physical disability (PD).

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

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

- Information from parents/carers 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
- Detail of current difficulties
- Information from Primary School/previous schools and settings.
- Learning assessments early in Year 7.
- Specialist assessment in school .
- Support from our educational psychologist.
- A request for needs assessment by the local authority.

How do we find out about what students' and parents/carers think?

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

- Parents/carers 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/carers are invited to attend SEN Review meetings to discuss progress and appropriate SEND provision.
- Annual parent and student voice.
- SEND Forums.
- Termly meetings with students to both complete and review Pupil Passports.



How will we teach children with a SEND?

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 adapted work and scaffolding 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, resources and expertise are sought. Parents/carers 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 year 7, a small nurture group supports primary transition including literacy and numeracy catch up.

What sort of things will students learn here?

The curriculum is adapted to meet the needs of individual students in the following ways:

- 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 SEND into account, with resources in place to adapt teaching enabling all students to reach the learning focus.
- Learning mentor support is available within the classroom or for small group / 1:1 work.
- Any additional resources, if appropriate (e.g. iPad, netbook, magnifier).

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

- We apply for targeted funding. This has provided investment for our nurture based classroom and outside gym.
- We provide regular SEND professional development for all our staff and targeted training for children with specific needs.
- We work with outside agencies and link with professionals– e.g. speech & language, sensory support, occupational therapy and CAMHS.

- We work closely with Local Authorities.
- We also monitor the effectiveness of our interventions and funding to ensure you are getting the correct support when you need it.

How is our provision funded?

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

The SLT/Business Manager/SENDCo 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 SENDCo and Deputy Headteacher with responsibility for Inclusion monitor and review:
 - 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 deputy;
 - 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 Pupil Passports.

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

As well as interventions in Numeracy and Literacy, other forms of support are available depending on need. The learning mentors work within the classroom and will also work on a 1:1 and in small groups. This situation is flexible and the learning mentor 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
- ELSA (Emotional literacy support assistants)
- Mentoring plans led by learning mentors through targeted learning plans

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

How can we help students' learn about their 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
- Pastoral support officers
- Counsellor
- Social Emotional and Mental Health Champion's
- ELSAs (Emotional literacy support assistants)
- Extra-Curricular Clubs
- Family Support Workers – Early Help
- Mental Health Support Team

The aim is that the students feel valued and nurtured and have their needs met. The Deputy Headteacher (Inclusion), Designated Safeguarding Lead and Assistant headteacher's for (pastoral/ attendance/ behaviour) meet weekly to maintain levels of awareness for targeted early support.

How can we help students' 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 learning mentor 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?

Accessed through SENDCO / 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, pastoral support is available and there is access to the 'The Ararat Social Hub' in learning support.

The school will also liaise with outside agencies and encourage visits off site – e.g. through young carers, guide dogs, Adelong.

What other activities can we do here?

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

- 'The Ararat Social Hub' - break and lunch time support for children with SEND
- Young Carers
- Homework Club - open every day to all children after school
- Residential Visits & School Visits additional support.
- Breakfast club

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

How do we know that the help we are offering 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 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 an EHCP – this is formally reviewed at an Annual Review with the child and all adults involved with the child's education.

You will receive information through:

- SEND Reviews
- Reports
- Progress checks
- Parents' Evenings
- Data checks
- Letters to parents/carers.

How can students' and their families tell us what they think?

Consulting with parents/carers 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 students' with SEND has the right skills and training?

Our teaching staff and support staff have a whole range of qualifications, training, expertise and experience. There is a 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, EBSA (emotional based school avoidance)
- Physiotherapy
- Adaptive teaching
- Definitions of various types of SEND and suggested strategies to support the students
- Information from the Code of Practice

What can parents/carers and children do if they 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/carers 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

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, Hearing impaired services, occupational, physiotherapy, 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 SENDCo) will organise meetings accordingly.

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

The designated teacher works with the SENDCO 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 SENDCO) will organise support accordingly.

