

Behaviour

Class Teacher

- First share your concerns with the class teacher.
- Keep the school informed about medical needs or changes to circumstances that may affect your child in school.

SENCO

- When the class teacher shares your concerns the next step is to make an appointment through the school office to see the Inclusion Lead.
- During this meeting the SENCO will listen to the views of the parent, the child and the teacher, thinking about what is working well and future strategies to support.
- Your child's progress will be monitored by the Inclusion team and the SLT and discussed during pupil progress meetings. A small group intervention could be recommended and adjustments may be made.
- Consideration will be made to refer to outside agencies for additional support or expertise.
- In some cases where a child may have severe, profound or complex needs, we may begin the process of applying for an Education, Health and Care Plan (EHCP) assessment.

Headteacher

- Make an appointment via the school office if after taking the above steps you feel your child's needs are not being met.

Points of contact



Headteacher:

Mrs D Marlow

admin@stcaths.herts.sch.uk

School office telephone number: 01992 463214

Inclusion Lead:

Mrs J Fitzgerald

admin@stcaths.herts.sch.uk

More information can be found on our school website: <https://www.stcaths.herts.sch.uk/> Here you can follow the links to view our SEN policy and our SEND School Information Report.

For more information about local SEND services access the HERTS local offer:

<https://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

Special Educational Needs and Disability (SEND)



Information Leaflet For Parents

Communication and Interaction

Literacy support

Numeracy support

Social, emotional and mental health

Cognition and learning

Sensory and physical

I think my child may have a special educational need (SEN) what should I do?

Make an appointment to see your child's class teacher to share your concerns.

- When your concerns are shared by the class teacher, make an appointment with our Inclusion Lead to discuss ways to support your child in their learning.

- For some children, a referral may need to be made to another service:

1. Speech and Language
2. Education Psychology
3. Advisory teachers
4. Communication Autism Team
5. School Nursing Team
6. Behaviour Support

What is the school already doing to meet the needs of children with SEND?

Our Inclusion Lead is an experienced teacher, who has achieved the NASENCO award.

- Mr P Falconbridge is our designated SEN Governor.

- We apply person centred approaches, ensuring the young person with SEN remains at the heart of everything we do at St Catherine's.

- SEN pupils collaborate in the production of their pupil support plans to:

1. celebrate skills and talents,
2. share what is important to them,
3. and think about how they like to be supported.

- The progress of pupils with SEND is monitored closely by Mrs Fitzgerald as a member - with the Senior Leadership Team (SLT) during Pupil Progress meetings – where decisions are made about additional provision and the impact of interventions.

- SEN pupil support plans are used to summarise needs, strategies and set appropriate targets in collaboration with families.

- Development of Inclusion team to offer more support across the school.

What do our pupils think?

Here are some quotes from some of our children with SEN, collected as part of a SEN learning walk and SEN pupil voice survey:

“I know i can ask for help if I'm stuck”

“I like being able to express my ideas about myself and how I learn”

“I feel more confident working with a talk partner before I start independent work”

“I like to use the help desk station in my class if I get stuck”