

## 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**

### **SENCO:**

**Mrs F Jaggs**

**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?**

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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?**

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

- Mr M Escott 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 Jaggs 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?**

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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”**