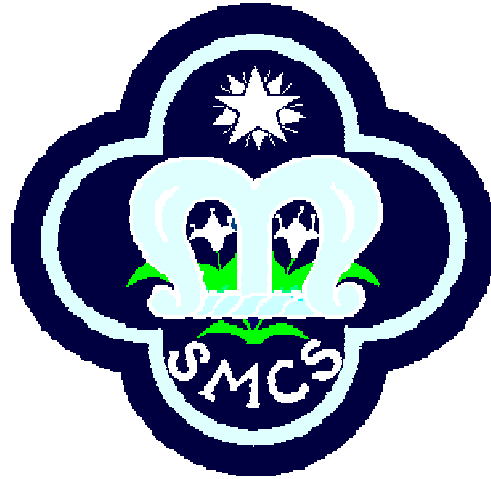


ST MARY'S CATHOLIC SCHOOL



INFORMATION FOR PARENTS

Headteacher: Mr A Sharpe

Chair of Governors: Fr J Cunningham



ADDRESS DETAILS

St Mary's Catholic School, Windhill, Bishop's Stortford, Herts CM23 2NQ

Tel: 01279 654901	Voluntary Aided
Fax: 01279 653889	Roman Catholic
Email: info@stmarys.net	Specialist School: Performing Arts
Website: www.stmarys.net	Number on roll: 942 , mixed
	Admission Limit: 155
	LEA: East Hertfordshire Ref: SMC 205

OPEN EVENTS

Thursday 1st October 2009, 6.30pm – 9.00pm.

St Mary's looks forward to welcoming prospective pupils and their parents. There will be talks by the Headteacher at 7.00pm and 8.00pm. Parents will be able to see the work of departments and meet staff and pupils throughout the evening. Refreshments will be available.

STATISTICAL INFORMATION

Secondary Transfer Year	Number of places available	Total number of applications (all rankings)	Total number of allocations
2009	155	349	158

Secondary Transfer – September 2009

	Statemented Pupils allocated by HCC	6
Criteria 1	Catholic Looked After Children	0
Criteria 2	Catholic applicants who have provided a Certificate of Baptism and who have a brother or sister at the school at the time of application who will also be in attendance at the school at the time of admission	75
Criteria 3	<i>Catholic applicants with no sibling connection, who have provided a Parish Priest's Reference in the following proportions:</i>	
	42½% of the remaining places to those living in the Catholic parishes that are based in Bishop's Stortford, Sawbridgeworth and Much Hadham	25
	42½% of the remaining places to those living in other parts of the Lea Valley Deanery	44
	15% of the remaining places to those living in the Catholic parishes that are based in Dunmow, Bardfield and Thaxted, Saffron Walden and Stansted	6
Criteria 4	Catholic applicants with no sibling connection, who have provided a Certificate of Baptism, who live in the three areas designated in Criterion 3.	0
Criteria 5	Non-Catholic Looked After Children	0
Criteria 6	Any applicant who is a catechumen or member of an Eastern Christian Church	0
Criteria 7	Any Catholic applicant who at the time of application is attending a Catholic primary school within one of the areas designated in Criterion 3	0
Criteria 8	Any applicant with a brother or sister at the school at the time of application who will also be in attendance at the school at the time of admission	2
Criteria 9	Any non Catholic applicant who at the time of application is attending a Catholic primary school within one of the areas designated in Criterion 3	0
Criteria 10	Any Catholic applicant who has provided a Certificate of Baptism and who lives outside the areas designated in Criterion 3.	0
Criteria 11	Any applicant who is a practising Christian of another denomination. Evidence of regular church or chapel attendance will be required from the appropriate priest or minister of religion. This evidence should state that the priest or minister knows the applicant as a member of the faith community who regularly worships. A baptismal certificate is not required but a birth certificate is required as proof of identify.	0
Criteria 12	Any other applicant, including those submitting incomplete applications.	0
	TOTAL	158

MISSION STATEMENT

A Catholic community dedicated to achieving
excellence for all

The aims of the school are:

- the formation of our young people according to Gospel values;
- the fulfilment of the potential of our pupils in all aspects of the curriculum;
- the personal, social and spiritual development of our pupils into responsible, generous and caring members of society;
- the achievement of all these within a culture of respect and appreciation for the worth and contribution of each member of our school and its wider community.

SCHOOL UNIFORM – UNIFORM LIST

Full uniform is compulsory and must be worn at all times. All items of clothing must be marked clearly with pupil's name. Henry Taylor of Walthamstow is our uniform stockist. Parents are asked to contact the school before buying any item of uniform that they are uncertain about. All pupils must change back into full uniform if they have worn PE or dance kit before leaving school.

Hair may not be dyed, tinted or highlighted. Extreme styles may not be worn. Girls may wear plain, navy ribbons or slides only. Long hair should be tied back for reasons of health and safety.

The Headteacher is empowered by the governors to resolve any problems concerning uniform and appearance.

GENERAL UNIFORM		Only available from school supplier
Blazer	plain navy, compulsory for Years 7-11 to be worn at all times	
Blazer badge	Compulsory	X
Sweater	plain navy stocking-stitch, V-neck, long sleeves (no designer labels), optional	
Socks – boys Socks/tights - girls	grey or black <ul style="list-style-type: none"> • plain white or navy socks or thick navy tights • girls in Years 10 and 11 may wear sheer tights • socks with tights may not be worn 	
Shoes – girls Shoes – boys	black, low heels black Parents are urged not to send pupils to school in fashion shoes. Boots and trainers may not be worn in school.	
Scarf (optional)	school colours or plain navy scarf and gloves may be worn	
Coat, raincoat or anorak	plain navy or black	

GIRLS' Additional Uniform

Skirt	School skirt	X
Blouse	blue, long or short sleeves, open-necked, compulsory for Years 7-11	

BOYS' Additional Uniform

House tie	school tie available in house colours	X
Shirt	blue, long or short sleeves, worn with tie	
Trousers	plain, dark grey or black (worsted) neither too tight nor baggy	

OUTDOOR UNIFORM (GIRLS AND BOYS)

- Plain navy or black coat raincoat or anorak
- A scarf in the school colours or plain navy may be worn. Any motifs must be discreet.

PE UNIFORM

- PE uniform is compulsory for all pupils
- All kit should be taken home and not left in school, as there are no facilities for keeping it safe.

Full details of uniform are given in the New Intake Brochure that is issued to parents of new pupils. They are available from the school upon request.

School Uniform Supplier: Henry Taylor (Outfitters) Ltd.
 119-1121 Hoe Street,
 Walthamstow, London E17 4RX
 Tel: 020 8520 6172 (Boys)
 020 8521 2413 (Girls)

CHARGING POLICY

- 1 Within the constraints of the Education Reform Act the Governors will make a full economic charge to parents whose children take part in optional activities outside school hours.
- 2 Governors will charge for, or expect parents to provide, the ingredients for products in Food Technology lessons and Design Technology in circumstances where parents of the pupils keep the finished product. Exceptions to this charge will be made in line with those in Section 7.
- 3 Governors will charge for individual instrumental music tuition where such tuition does not form part of the syllabus for a prescribed public examination (GCSE or A-level) and where it is not required for the National Curriculum. Where the County Music Service increases its charges, the change will be reflected in the following term's charge to parents. GCSE and A level students will enjoy a 75% remission of fees. The level of remission will be reviewed on an annual basis, at the same time as the review of the policy in its entirety.
- 4 Governors will charge parents for public examination entry fees in certain situations:
 - where the pupil enters an examination against the advice of the school;
 - where the pupil enters an examination for which he/she has not been prepared by the school;
 - where a pupil fails to attend or complete the examination requirements without good reason;
 - re-sit examinations.
- 5 Governors will pass on to parents any charges made by an examining body in relation to the re-scrutiny of results where these are requested by parents.
- 6 Governors will charge parents the cost of damage and loss as a result of a pupil's misbehaviour. Thus, lost, damaged and defaced books will be charged for at their replacement value; the replacement of broken windows and the repair of the fabric of the school or loose equipment will be charged for at the cost of repair/replacement. Restorative compensation will be expected for defacement caused by graffiti and other wilful or careless behaviour.
- 7 The Governors may ask parents for voluntary contributions towards the cost of:
 - any activity which takes place during school hours, including non-curriculum activities
 - school equipment
 - school funds generally.

The contribution must be genuinely voluntary and the pupils of parents or guardians who are unable or unwilling to contribute may not be discriminated against. Where there are not enough voluntary contributions to make an activity possible, and there is no way to make up the shortfall, then it may be cancelled.

For families in which parents receive Income Support, Working Tax Credit, Disabled Person's Tax Credit or Income-based Jobseeker's Allowance, the following remission of charges will apply:

- accommodation and food - full remission of charges;
- travel and entry charges - half remission of charges.

For such activities as visits to museums and theatres, the governors will seek contributions from parents to enable these activities to take place. Governors will similarly seek contributions from parents in connection with foreign exchange visits and study periods abroad, to enable such activities to take place.

The following examples of usual practice may be helpful:

- **Evening visits to the theatre.** Parents will be charged the full economic cost of entry, travel and supervision.

- **Holiday visits abroad and in this country** - e.g. pony trekking holiday at Easter; skiing holiday in the February half-term; outward bound activities in holidays. For all such activities parents will be charged the full economic cost of board and lodgings, excursions, hire of equipment, entry fees, travel and supervision.
- **Sports activities outside school hours** - e.g. inter-school matches, participation in clubs. Parents will be charged any necessary cost of travel and a sum towards the purchase of sports kit and equipment and the laundering of kit.
- **Educational visits during the school day** - e.g. visits to museums, theatres, galleries, where these are helpful but not essential. Parents will be invited to contribute the cost of entry, travel and supervision to enable the activity to take place.
- **Educational visits during the school day where such a visit is an integral and necessary part of the course.** (The decision as to whether an activity is a necessary and integral part of a course will rest with the school.) No charge will be levied or contribution invited in respect of any pupil following the course.
- **Retreat days and days of reflection.** Parents will be invited to contribute the cost of travel and accommodation, in order to enable the activity to take place.
- **Residential visits abroad primarily in school time** in cases where they are helpful but not essential. Contributions will be invited from parents to meet the full cost. In the event of sufficient contributions not being made, the journey would not take place. The school will not enter into binding financial arrangements until all contributions are received.
- **Residential visits in this country primarily in school time** which are necessary and integral to a course e.g. Biology and Geography field work for A-level students. An economic charge will be made for travel and board i.e. accommodation and food.

Education Criteria

- This policy will function effectively in concert with the school policies relating to lettings and school visits.
- The policy will ensure that charges by the school are levied in a fair, legal and transparent way.

Reviewed: 2 December 2008

Review Date: by April 2010

Responsible Committee: Policy & Resources

ACTIVITIES SUPPORT CHARGE

The Governors have decided to request a voluntary contribution of £5 per pupil (up to a maximum of two contributions per family) towards the Activities Support Charge. These contributions are payable by cash, cheque or standing order. The Fund is used to support additional costs incurred by the Governors in the running of the school, including the upkeep of the school chapel, extra-curricular activities, school prizes and transport to school events. All monies will be used for the direct benefit of the pupils.

THE ST MARY'S ASSOCIATION

The St Mary's Association, our parent-teacher association, is instrumental in building the school community by promoting partnership between staff and parents. Additionally, the funds raised by the SMA and donated to the school benefit students by significantly augmenting the school's income.

The Governing Body wishes to record its appreciation of the work done by the St Mary's Association. In particular, we thank the Committee of the SMA for their dedicated efforts. We also appreciate that many other parents and staff have contributed their time and gifts in support of SMA events.

SAFEGUARDING CHILDREN

All parents need to understand that schools have a duty to safeguard and promote the welfare of children who are their pupils/students, that this responsibility necessitates a child protection policy and procedures, and that a school or institution may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

St Mary's Catholic School has a Child Protection Policy and a copy of Hertfordshire Area Child Protection Procedures, both of which are available for parents/carers to see.

Mrs Grant is the Designated Senior Person for Child Protection. She will be happy to discuss any questions or concerns parents/carers may have about Child Protection Policies and Practice.

RACISM

St Mary's has a policy which aims to promote equal opportunities for all, irrespective of ethnic background. Any form of racist behaviour is unacceptable and will be dealt with. St Mary's believes that our children should learn to value the diverse talents and experiences that individuals bring to our community within the overarching values of our Catholic faith.

COMPLAINTS PROCEDURE

Rationale

St Mary's Catholic School seeks to maintain and develop its internal and external relationships. The success of the school is founded on the quality of those relationships. All stakeholders – be they parents, pupils, staff, governors, or others with an interest in our community – have a right to complain where concerns remain unresolved. This procedure does not apply to the areas of admissions and exclusions, which have their own statutory processes and structures.

Objectives

This procedure aims to:

- give a structured opportunity for those with concerns to voice complaints

- to improve the efficiency of the school by listening to those complaints, and instigating the appropriate process to deal with them
- to protect all stakeholders from complaints that are unfair, unfounded or malicious.

Procedures

1. Complaints by staff: these will follow the published grievance procedure of the Catholic Education Service, copies of which are available from the school office. Complaints which fall outside the remit of these procedures must be made through the line management system.
2. Complaints from other parties:
 - All complaints should first be made to the **learning coordinator or subject leader**. Though such complaints may be copied to the headteacher for information, it is unlikely that he/she will be directly involved in the first instance. However, he/she may well direct the complainant to the most appropriate school manager to deal with the complaint.
 - Should the complaint be unresolved after the efforts made by the appropriate manager, the matter can be referred by the complainant to the relevant senior manager of the school's leadership group.
 - In the unlikely event that the complaint remains unresolved, then it will be referred to the headteacher.
 - In the rare event where the complainant feels that the concern remains then the issue will be considered through:
 - (i) a meeting between the headteacher and the complainant in order to resolve the issue;
 - (ii) where necessary the appropriate panel of governors will hear the complaint as outlined in the Appendix.

3. Timescales

It is essential that school managers are given appropriate time to deal with complaints. The school operates a two-tier system for responding to parents:

- Minor pastoral issues, complaints and queries will receive a response within three school days.
- More complex complaints, or complaints that raise a number of concerns will, within three days, receive a response which outlines the likely timeframe required. This timeframe is unlikely to exceed thirty school days.

4. Evaluation, Review

The effectiveness of this policy will be reviewed every three years – both through the school's application for the Charter Mark award, and through its self-evaluation structure. The next review is scheduled to take place in April 2010

Note: the Appendix that regulates governor hearings to consider complaints will be provided to plaintiffs when earlier stages have been exhausted.

PUBLIC ACCESS DOCUMENTS

A list of the Statutory Instruments and Statutory Orders for the National Curriculum and Circulars and Administrative Memoranda relating to the powers and duties under Chapter 1 of the Education Reform Act, together with the Education (School Curriculum and Related Information) Regulations 1989 Para 6(3a) is available from the School Office. The appropriate documents are also available for inspection.

Our School Rules are published annually for the information of new pupils and parents. They are available on request.

STATUTORY STATEMENT OF CURRICULUM POLICY

Learning in St Mary's will be placed in the context of the School's ethos and philosophy of education in the Roman Catholic tradition of the Christian faith. Learning will be prized particularly for its capacity to foster the development of the human spirit and ennoble the mind. At the same time appropriate emphasis will be placed on the development of knowledge and skills in order to further the life goals of securing employment aspirations; developing a sense of the responsibilities of family life, service in the community and the duties of good citizenship; exhibiting care for the environment; and appreciating the importance of sustaining personal health and participating in worthwhile recreation activities.

The curriculum will meet fully statutory requirements concerning both compulsory subjects and subjects which students must be offered as an entitlement. Additionally, St Mary's may on its own initiative offer further optional subjects; in selecting which further subjects to offer, the School will recognise the actual and potential aspirations of students with a view to progression into continuing education and/or employment after graduating from St Mary's. The School will seek to inform such aspirations through a well prepared and delivered programme of careers education. St Mary's will aim to deliver subjects in appropriate depth while maintaining the breadth and balance of the whole curriculum. In so doing, the School may choose to exercise its statutory rights to make compulsory on its own initiative certain subjects or subject groupings. Religious Education will be compulsory in all years. The curriculum will conform to the requirements of the Roman Catholic Diocese of Westminster as to Religious Education, Personal, Social and Health Education and sex education.

St Mary's will aim to develop students as independent learners who progressively adopt responsibility for the management of their regimes of study. Departmental managers will ensure that appropriate schemes of work are in place, suitably differentiated to serve the learning targets of individual students. Teachers will employ a variety and balance of appropriate teaching strategies in order to maximise the cognitive development of each student and the achievement of her/his learning targets; in order to further the motivation of students to learn ambitiously in the context of a well ordered environment supported by the school's discipline policy; and in order to meet statutory requirements concerning lesson structure.

The progress of each student will be equally valued and equitably resourced. Target setting will therefore be managed within a value added regime. Learning targets will be set for each student in each subject across a key stage; such targets will be planned on the basis of progress during the key stage and so, taking into account an assessment of the attainment level of the student at the outset of the key stage, an appropriately challenging target for attainment at the end of the key stage will be developed. Assessment will inform regular monitoring, evaluation and review of progress and will also be directed toward appropriate reporting to students, and to parents to serve a partnership with them in fostering students' commitment to their studies.

Staff, managers, the head teacher and governors will be committed to working together to realise the aims of this curriculum policy. Each participant will work diligently in the execution of the policy and will make an appropriate contribution to regular monitoring, evaluation and review of the curriculum, pedagogy, target setting and procedures for assessment, recording and reporting.

CURRICULUM POLICY DOCUMENT **2009/10 Provision**

All students in Key Stages 3 and 4 will follow a core programme of English, Mathematics, Science, Religious Education, PE and ICT.

At Key Stage 3 all pupils will also follow courses in Art, D&T, Drama, Dance, Geography, History, Modern Foreign Language (all pupils study French, some also study German from Year 8) and Music. In Year 7 some pupils will have the opportunity to study Latin and others will follow a course in Citizenship..

At Key Stage 4, students study GCSEs in English Literature and Language, Mathematics and either Double or Applied Science courses. A Modern Foreign Language is also studied which is compulsory for all students except those who follow a vocational GCSE in Business. In this instance, the student will be disapplied to allow them to follow additional lessons in the key skills within a business context. All students will study Citizenship as a discrete subject and the short course in ICT.

There will be option choices for Art, Business Communication Systems, Graphics, Textiles, Resistant Materials, Food, GCSE and BTEC PE, Drama, Music, Dance, Drama, History, Geography, Media Studies and the Vocational GCSEs in ICT and Business.

In the Sixth Form at Key Stage 5, the school will offer vocational courses in Business, Science, Travel & Tourism, Performing Arts and a wide range of AS/A level courses. A level students are encouraged to take four AS subjects in Year 12 and then continue with three full A level subjects in Year 13. All Sixth Form students take the AS course over two years, which incorporates the key skill of communication; a course of General Studies is delivered along with the PSHE programme.

The school works within the Bishop's Stortford and Sawbridgeworth consortium and offers Dance and Music Technology as AS/A2 subjects that students from other schools in the town can participate in at St Mary's.

In the light of the Government green paper, "Extending Opportunities, Raising Standards", the main focus will be to develop the 14-19 curriculum to provide continuity and progression for students of all ability. This will include the further development of vocational education programmes at both Key Stages 4 and 5, thereby ensuring access to the Sixth Form for all.

Parents have the right to withdraw pupils from RE, sex education and collective worship. Such students will receive an alternative provision; this is likely to take the form of community service, supporting premises staff in keeping school facilities in good order for the benefit of all.

ATTENDANCE REPORT

This report is based on the period from 1st September 2008 to 23rd May 2009 and refers to pupils in years 7-11 only.

The percentage sessions (½ days) missed through authorised absence was 5.9% as compared to 7.4% nationally and 6.8% in Hertfordshire. The percentage sessions missed through unauthorised absence was 0.7% as compared to 1.1%% nationally and 0.9% within the County.

The pastoral team, Miss Butterworth (the school's attendance officer), and form tutors have all had an important role to play in ensuring that St Mary's figures compare very favourably.

The strategies which have contributed to this success were:

- The leadership group monitors pupils who are late;
- Form teachers and learning coordinators follow up absence notes rigorously;
- The attendance officer carrying out internal spot checks and telephoning parents;
- The new electronic registration/lesson monitor system provides appropriate monitoring information;
- Our education welfare officer is actively involved in managing attendance.
- Pupils whose attendance is below 95% are required to meet with the headteacher if they request a term-time leave of absence.

We would ask that parents refrain from taking pupils out on holidays in term time as this is not in the student's interest.

CURRICULAR PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEED

SEN POLICY

Rationale

The school aims to enable all pupils to have equal access to the curriculum, regardless of aptitude or disability. It seeks to enable pupils with special educational needs to overcome their difficulties, develop any special talents and to develop with confidence, receiving appropriate levels of support. Pupils learn when they feel valued and their achievements are recognised. All departments can provide the opportunity for each pupil to join in lesson activities and provide an acceptable response. The co-operative work of the learning support staff and subject teachers within a framework of overall school policy is the way to achieve a whole school response to meeting the special real educational needs of our pupils.

The school's policy on Learning Support incorporates attention to the learning of children across the full ability range. In this school, pupils identified as having Special Educational Needs (SEN) are:

1. Pupils with moderate or specific learning difficulties.
2. Pupils with emotional or behavioural difficulties.
3. Pupils with physical disabilities.
4. Pupils with medical disabilities

The School also aims to meet the needs of pupils with particular gifts. (See Gifted and Talented Policy, available from the School Office).

Aims

1. To identify pupils with behavioural and learning difficulties and provide a graduated response of individual and group support, where appropriate, to meet their needs under the Code of Practice 2001.
2. To ensure that all staff know which pupils have special educational needs and how best to meet them.
3. To be actively involved in planning and putting into practice schemes of work which meet the full range of pupils' abilities and needs.

4. To monitor and review the progress of pupils identified as having SEN.
5. To provide school-based support and advice which addresses the professional needs of individual teachers, departments and tutors.
6. To co-ordinate the work of specialist staff engaged in educational psychology, ESTMA/ISS, speech therapy, sensory impairment, learning support, careers guidance, and other specialist support services.
7. To form close links with the families of pupils with special educational needs.
8. To liaise with external agencies for statemented pupils and those undergoing the statementing process.
9. To evaluate the work of the learning support department.

1. Basic information about the school's special education provision.

The Special Educational Needs Co-ordinator (SENCO) is responsible for the day-to-day operation of the school's SEN policy.

The SENCO's responsibilities include:

- i. An initial screening of Year 7 pupils to identify pupils with difficulties and special educational needs.
- ii. Maintenance of records and a Special Needs register across all years for pupils with SEN
- iii. Liaison with subject teachers about pupils whom they later identify as having difficulties.
- iv. Close liaison with departments for individual education plans and provision maps for pupils identified on SEN register.
- v. Liaison with external agencies for pupils identified as being at the different Stages (School Action Plus, those pupils undergoing the statementing procedure and statemented pupils).
- vi. Co-ordination of study programmes, including the provision of additional support for pupils with statements of SEN or additional funding.
- vii. Teaching the Additional Literacy Support programme and Curriculum Support programme.
- viii. Chairing the school's Inclusion Training.

The SENCO is supported by 9 Learning Support Assistants (LSAs) who work from between 10h/week to full time. There is also administrative support.

Mrs Gabbani is the Governor with the overview of SEN. She comes into school twice a term to discuss SEN issues, policy and progress.

St Mary's Catholic School is now a five-form entry mixed comprehensive. The school has a small Learning Support base equipped with appropriate I.T equipment. Parents of pupils with long term physical or other mobility problems should be aware that parts of the school are old, and have many flights of stairs, so access may be a difficulty

The school's admissions policy (see Admissions Policy) is laid down in detail. However, if there is a potential pupil with particular special needs, the school will liaise with both the School Psychological service and the feeder primary school through Mrs Vickers. Parents will be advised if the School believes it cannot meet the needs of a particular pupil.

2. Information about the school's policies for identification, assessment and provision for all pupils with SEN

The school has the same objective for all its pupils, that each one should realise their full potential.

Pupils are placed in tutor groups, trying to maintain the same balance between gender and ability in each one. The curriculum is organised to support the learning of all pupils with learning difficulties, whether or not they are subject to the provision of ~~Earmarked Pupil Funding~~ or a Statement. The emphasis is on the development of basic literacy and numeracy skills within mainstream classes with specialist support where necessary. Funds identified for SEN are used to create additional smaller groups in Mathematics and English, plus Additional Literacy Support groups at Key Stage 3 and Curriculum Support groups at Key Stage 4. Help is available to pupils throughout the school but the emphasis is on concentrating support at Key Stage 3 with the aim of addressing difficulties as early as possible.

In Year 7, pupils are generally taught in mixed ability form groups. In English and Maths the time is blocked in two half year groups, allowing the 15-20 lowest ability students to form a sixth set to develop literacy and numeracy skills for those with learning difficulties. There is often an LSA supporting in these groups. Similarly there is a top set for the most able, while the rest of the year are in parallel groups. For IT, classes are split in two groups. In Years 8 and 9 pupils are in mixed ability groups, apart from one "gifted" group. All departments are expected to devise suitable programs of study within their schemes of work and to differentiate appropriately for pupils with SEN

At Key Stage 4 pupils are expected to follow courses leading to GCSE and other recognised examinations. Core subjects are set according to ability and pupils with learning difficulties are advised on appropriate courses. NVQ and college courses are utilised as appropriate for SEN Pupils. Gifted pupils are provided with extension material and activities (see Gifted and Talented Policy.) Sixth form courses are available for all pupils, generally at AS and A2-level and N.V.Q. levels 2 and 3.

Pupils are assessed in a number of ways, including via liaison with our feeder primary schools. Each incoming pupil is visited, giving the opportunity for discussion with their teachers in person. Primary school records provide more written information about past problems, and give SATs predictions and final results. Special Educational Needs are identified and liaison with outside agencies is continued. A "moving up club" provides extra school visits to St Mary's for students identified as requiring additional support with the transition to a secondary school environment.

Once at St Mary's, pupils sit the NFER Cognitive Abilities Test, a standardised spelling test and a standardised reading test which give an overall view of the year and provide further help in identifying any pupil who has special needs or who is under-achieving. Further assessments may then be undertaken with the results discussed with the student's parents.

All pupils are monitored regularly through the school's periodic monitoring system, and information about each subject is sent home. Provision Maps and IEPs are sent to parents and staff and they are reviewed with students and parents annually. Pupils supported by the ESTMA/ISS service are reviewed in meetings with parents every half term

The SENCO liaises with form teachers and Learning Coordinators. training/information sessions with all the staff in INSET and staff meetings. Departments are expected to develop strategies for high achieving pupils and those with learning difficulties. (See the School Development Plan on Teaching and Learning.)

Identification of pupils with Special Educational Needs and the Graduated Response

A pupil may be identified as having Special Educational Needs by primary school, parents, subject or form teachers. Problems identified in school are initially monitored by the teaching staff, who collect information. If needs are more than can be dealt with by normal differentiation in class, or it is felt that they warrant further attention, parents are consulted and the matter discussed.

School Action - A

The SENCO is responsible for co-ordinating the child's special educational provision with subject teachers.

- The pupil is put on the SEN register;
- SENCO gathers information from subject teachers (and others);
- Talks to the pupil and assesses the pupil, as necessary
- ensures that targets are drawn up and incorporated into a Provision Map
- monitors and reviews the pupil's progress with parents, staff and the pupil him/herself;
- a link LSA is allocated to the student

School Action Plus - P

This is characterised by involvement of specialists outside the school. Again the SENCO takes a leading role, working closely with the subject teachers to offer advice and strategies.

- ensures the child and parents are consulted;
- ensures that support programme is drawn up, based on the advice of outside specialists, e.g. educational psychologists and advisory teachers;
- SENCO monitors and reviews child's progress with outside specialists.

If the child does not progress satisfactorily at School Action Plus, despite appropriate arrangements and support, then the school and outside agencies must consider whether the child would meet the criteria for statutory assessment by the LA. Pupils are designated at “Q” while being assessed, and “S” once they have a Statement.

The SEN register is in two parts, recorded on a spreadsheet. The first part is the main register and consists of those pupils on A, P, Q and S. It is circulated to all teaching staff, Learning support staff and the Caretakers. Lunchtime support staff are organised by one of the LSAs who passes on necessary information. The second part consists of pupils who have come off the main register but who still need an eye kept on them.

Partnership with parents

The school values its partnership with parents, appreciating that they are the lynch pin in enabling pupils with SEN to achieve their full potential. In consequence the SENCO, Learning Coordinators, form tutors and LSAs regularly phone and/or meet parents regarding progress and reviews, in addition to normal parents’ evenings. Students on the SEN register are allocated a link LSA who is their first contact if a problem/issue arises. The Link LSA spends time with their named students to help ensure they meet their annual SEN targets, and they give support and guidance when needed. Meetings may be held with/without pupils being present, to ensure all necessary topics of discussion can be covered and that issues are fully understood. In addition parents have a responsibility to communicate any issues or concerns they have and to fulfil any obligations they may have under home/school agreements.

Additional support or exceptional funding is provided by Learning Support Assistants for those pupils with statements of special educational needs. This additional support is allocated by the SENCO, in the light of the pupil’s needs. Additional support is used with pupils in their mainstream classes wherever possible. Some work (individual reading and spelling program) is not appropriate for in-class support, and pupils are withdrawn. Timing of these lessons and which subjects they come out of depends on discussion between staff and parents.

Support for pupils without additional funding comes via smaller groups in the lower band for English, Maths and Additional Literacy Support. The Learning Support Department adopt a variety of strategies to support the learning of pupils with learning difficulties with an emphasis on the development of literacy and numeracy skills, particularly at Key Stage 3. These strategies include:

- Reading programmes;
- An Additional Literacy Support lesson, once a week, to address literacy for some pupils in Y7 to 9;
- A whole school approach to spelling;
- Access to specialist equipment;
- Access to individualised learning software throughout the school;
- Individual or group support where appropriate for Literacy and Numeracy.
- At Key stage 4, selected pupils are invited to follow a Curriculum Support option in order to give additional help with lessons and coursework. In addition to academic work in mainstream classes, the Learning Support department endeavours to develop pupil confidence and encourage them to take responsibility for their own learning.
- Specialist Link LSAs trained in Maths, English, Science, ASD, speech and language, work-related learning, SPLD and behaviour management.
- Lunchtime homework/social communication clubs run by members of LS department.
- Short withdrawal programmes.

The Governors evaluate the success of pupils with SEN as part of their evaluation of the whole school. This includes plotting individual pupil GCSE results, FFT, Raiseonline and tracking average reading and spelling as pupils come in to the school. The LS department evaluate the success of learning support strategies through questionnaires to parents, students and staff.

If parents have complaints about SEN provision, they should initially contact the SENCO directly and if the matter cannot be resolved they should then follow the usual curriculum channels via the line management system.

3 Information about the school's staffing policies and partnership with bodies beyond the school

All staff are given the opportunity to go on courses each year. The SENCO has Diploma in SpLD. Another teacher has been awarded the Certificate in SpLD.

The SENCO maintains regular contacts with educational psychologists, the ESTMA/ISS service, advisory teachers for SEN, Hearing Disability and Behaviour, speech therapists, the Educational Welfare Officer, Connexions and the Careers Service and the medical service via the School Nurse as well as autistic spectrum advisory teachers, social workers, visual impairment advisory teachers, hospital schools, the Probation Service, and the Curriculum and Language Support Service. Contacts depend on the needs of pupils at any given time.

The SENCO has links with other primary and secondary schools in the area through termly cluster meetings, which she chairs. She is the local cluster representative at the District Support Group. She attends the East Herts secondary SENCO meetings and termly SEN training run by the LA-

Date of review: January 2009

Next Review: January 2012

Responsible Governor Committee: Curriculum

Accessible Schools Plan

1. Increasing Curriculum Access 2009/10

Target	Strategy to achieve target	Personnel involved	Resource Implications	To be achieved by:	Evidence of achievement
Increase vocational course choice for 14-19 curriculum	Consolidate Applied ICT A-level	ICT dept	Management time	Sept 2009	Viable new courses broaden curriculum provision
Provide further support for students who find curriculum difficult to access	Use interactive whiteboards and laptops to offer more curriculum access to visual learners	CCh, FL	Management time, ICT Curriculum Equipment budget	July 2010	More points of access to curriculum materials
Increase access to careers guidance at post-16 level (requested by pupils in recent survey)	New CEG strategy for Sixth Form to be fully utilised	FW, DCh	Management time	Jan 2010	Level of pupil use; survey responses, new interview grid

2. Increasing Curriculum Access 2009/12

Target	Strategy to achieve target	Personnel involved	Resource Implications	To be achieved by:	Evidence of achievement
Increase vocational course choice for 14-19 curriculum	Introduce Diploma in Creative and Media	CD, Performing Arts depts.	Staffing, curriculum time	September 2010	Viable new courses broadening curriculum provision.
Develop 24 hr access to curriculum materials, and access from outside the school	Implement VLP (virtual learning platform)	E-learning Coordinator	ICT access Webmaster time Subject Leader preparation time	July 2010	Students having access to curriculum outside current constraints of time and location

3. Increasing Physical Access 2009/10

Target	Strategy to achieve target	Personnel involved	Resource Implications	To be achieved by:	Evidence of achievement
Pilot biometric entry system	Sixth Form Pilot Scheme	CC	9000	Sept 2010	Pilot scheme operational and evaluated
Develop parental access to pupil information	Introduce parental access to SIMS	EJ	Part of SIMS Package		

4. Increasing Physical Access 2009/12

Target	Strategy to achieve target	Personnel involved	Resource Implications	To be achieved by:	Evidence of achievement
Review new build options for Main Block to improve physical access across whole school	Ensure lift is available in any new multi-storey building	AS, CCh, Govs	To be included in capital costs	Aug. 2012	Physical access elements included in completed building
Review new build options for Main Block to improve physical access across whole school	Ensure disabled car parking is available next to any new multi-storey building	AS, CCh, Govs	To be included in capital costs	Aug. 2012	Physical access elements included in completed building

INFORMATION AVAILABLE ON THE WEBSITE: www.stmarys.net

Staff/governor/head pupil list as at September 2009

Friends of St Mary's: Report by the Chair of Governors

Examinations: Exam Boards, Subjects and Syllabus Numbers

Examinations: Results 2008/09 – A level/AS level/GCSE level/vocational results

Details of routes taken by students over 16 years of age. – 2009

University places gained by Year 13 students of 2008/09



Archdiocese of Westminster **Education Service**

Dedicated to Lifelong Growth of the Whole Person in Faith

FREEDOM OF INFORMATION ACT 2000: PUBLICATION SCHEME FOR SECONDARY SCHOOLS*

**This is St Mary's Catholic School Publication Scheme
on information available under the Freedom of Information Act 2000**

The governing body is responsible for maintenance of this scheme.

1. Introduction: what a publication scheme is and why it has been developed

One of the aims of the Freedom of Information Act 2000 (which is referred to as FOIA in the rest of this document) is that public authorities, including all maintained schools, should be clear and proactive about the information they will make public.

To do this we must produce a publication scheme, setting out:

The classes of information which we publish or intend to publish;

The manner in which the information will be published; and

Whether the information is available free of charge or on payment.

The scheme covers information already published and information which is to be published in the future. All information in our publication scheme is available in paper form; it is also included on our website where possible.

Some information which we hold may not be made public, for example personal information.

This publication scheme conforms to the model scheme for schools approved by the Information Commissioner.

2. Aims and Objectives

The school was founded by and is part of the Catholic Church. It exists to promote and to be a witness to the Catholic Faith. It assists Catholic parents to bring up their children in the ways of that Faith and does so by promoting gospel values and:

- the search for excellence,
- the uniqueness of the individual,
- the education of the whole person,
- the education of all, and
- moral principles.

and this publication scheme is a means of showing how we are pursuing these aims.

3. Categories of information published

The publication scheme guides you to information which we currently publish (or have recently published) or which we will publish in the future. This is split into categories of information known as 'classes'. These are contained in section 6 of this scheme.

The classes of information that we undertake to make available are organised into four broad topic areas:

School Prospectus – information published in the school prospectus.

Governors' Documents – information published in the Governors Annual Report and in other governing body documents.

Pupils & Curriculum – information about policies that relate to pupils and the school curriculum.

School Policies and other information related to the school - information about policies that relate to the school in general.

4. How to request information

If you require a paper version of any of the documents within the scheme, please contact the school by telephone, email, fax or letter. Contact details are set out below.

Email: info@stmarys.net

Tel: 01279 654901

Fax: 01279 653889

Contact Address: Windhill, Bishop's Stortford, Herts, CM23 2NQ.

To help us process your request quickly, please clearly mark any correspondence **"PUBLICATION SCHEME REQUEST"** (in CAPITALS please)

If the information you're looking for isn't available via the scheme you can still contact the school to ask if we have it.

5. Paying for information

Information published on our website is free, although you may incur costs from your Internet service provider. If you don't have Internet access, you can access our website using a local library or an Internet café.

Single copies of information covered by this publication are provided free unless stated otherwise in section 6. If your request means that we have to do a lot of photocopying or printing, or pay a large postage charge, or is for a priced item such as some printed publications or videos we will let you know the cost before fulfilling your request. Where there is a charge this will be indicated by a £ sign in the description box.

6. Classes of Information Currently Published

School Prospectus – this section sets out information published in the school prospectus.

Class	Description
School Prospectus	<p>The statutory contents of the school prospectus are as follows, (other items may be included in the prospectus at the school's discretion):</p> <ul style="list-style-type: none"> • the name, address and telephone number of the school, and the type of school • the names of the head teacher and chair of governors • information on the school policy on admissions • a statement of the school's ethos and values • the fact that the school is a Catholic school and that the religious education is in accordance with the teachings and norms of the Catholic Church, parents' right to withdraw their child from religious education and collective worship and any alternative provision which exists for such pupils • information about the school's policy on providing for pupils with special educational needs • number of pupils on roll and rates of pupils' authorised and unauthorised absences • National Curriculum assessment results for appropriate Key Stages, with national summary figures • GCSE/GNVQ results in the school, locally and nationally • a summary of GCE A/AS level results in the school and nationally • the number of pupils studying for and percentage achieving other vocational qualifications • the destinations of school leavers¹ • the arrangements for visits to the school by prospective parents • the number of places for pupils of normal age of entry in the preceding school year and the number of written applications / preferences expressed for those places

Pupils & Curriculum Policies - This section gives access to information about policies that relate to pupils and the school curriculum.

Class	Description
Home – school agreement	Statement of the school's aims and values, the school's responsibilities, the parental responsibilities and the school's expectations of its pupils for example homework arrangements
Curriculum Policy	Statement on following the policy for the secular curriculum subjects and religious education and schemes of work and syllabuses currently used by the school
Sex Education Policy	Statement of policy with regard to sex and relationship education
Special Education Needs Policy	Information about the school's policy on providing for pupils with special educational needs

¹ Some information might be confidential or otherwise exempt from the publication by law - we cannot therefore publish this

Accessibility Plans	Plan for increasing participation of disabled pupils in the school's curriculum, improving the accessibility of the physical environment and improving delivery of information to disabled pupils.
Race Equality Policy	Statement of policy for promoting race equality
Collective Worship	Statement of arrangements for the required daily act of collective worship complying with the rites, practices and discipline of the Catholic church
Careers Education Policy	Statement of the programmes of careers education provided for Key stage 4.
Child Protection Policy	Statement of policy for safeguarding and promoting welfare of pupils at the school. <i>(from March 2004)</i>
Pupil Discipline	Statement of general principles on behaviour and discipline and of measures taken by the head teacher to prevent bullying.

*School Policies and other information related to the school - **This section gives access to information about policies that relate to the school in general.***

Class	Description
Published inspection reports referring expressly to the school	Inspection report of the last inspection of denominational education of the school Published report of the last Ofsted inspection of the school and the summary of the report
Post inspection action plans	A plan setting out the actions required following the last inspection of denominational education A plan setting out the actions required following the last Ofsted inspection
Charging and Remissions Policies	A statement of the school's policy with respect to charges and remissions for any optional extra or board and lodging for which charges are permitted, for example school publications, music tuition, trips
School session times and term dates	Details of school session and dates of school terms and holidays
Health and Safety Policy and risk assessment	Statement of general policy with respect to health and safety at work of employees (and others) and the organisation and arrangements for carrying out the policy
Complaints procedure**	The complaints Procedure for plaintiffs who are not members of staff is published on the school website. Staff plaintiffs : kindly refer to Staff Grievance below.
Performance Management of Staff	Statement of procedures adopted by the governing body relating to the performance management of staff and the annual report of the head teacher on the effectiveness of appraisal procedures
Staff Conduct, Discipline and Grievance	The school has adopted the current procedures of the Catholic Education Service for regulating conduct and discipline of school staff and by which staff may seek redress for grievance £ Priced publication available direct from the CES at 39 Eccleston Square, London SW1V 1BX, Tel: 020 7901 4880, E-mail: general@cesew.org.uk , website: www.cesew.org.uk
Curriculum circulars and statutory instruments	Any statutory instruments, departmental circulars and administrative memoranda sent by the Department of Education and Skills to the head teacher or governing body relating to the curriculum
Annex A - Other documents	Annex A provides a list of other documents that are held by the school and are available on request

[Information available on our website]**

[Our website is at www.stmarys.net]

7. Feedback and Complaints

We welcome any comments or suggestions you may have about the scheme. If you want to make any comments about this publication scheme or if you require further assistance or wish to make a complaint then initially this should be addressed to the headteacher.

If you are not satisfied with the assistance that you get or if we have not been able to resolve your complaint and you feel that a formal complaint needs to be made then this should be addressed to the Information Commissioner's Office. This is the organisation that ensures compliance with the Freedom of Information Act 2000 and that deals with formal complaints. They can be contacted at:

Information Commissioner, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF

or

Enquiry/Information Line: 01625 545 700

E Mail: publications@ic-foi.demon.co.uk

Website : www.informationcommissioner.gov.uk

**Copies of this model scheme, as adapted for Catholic schools, available on www.rcdow.org.uk/schools*

**St Mary's Catholic School
Freedom of Information Publication Scheme
Annex A – Further documents held by the school**

Name of Document	Description
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No other documents are available through this scheme at present.