



Inclusion at St. Katherine's School and Nursery

St. Katherine's School and Nursery has both an inclusive and a nurturing approach to education. Our belief is that if children are happy and content, then they are best placed to achieve their potential. That is what we want for all of our pupils. Whatever their additional educational needs (social emotional, physical, learning) all children are respected, valued and welcomed at St. Katherine's. Children who have English as an Additional Language (EAL) and who are registered Pupil Premium are also classed as having additional needs. All of these children and their families receive any support needed.

Our School Values reflect our school ethos:



With these School Values, our children will become fully rounded people, not only progressing academically, but also socially and emotionally.

At St. Katherine's we have a Nurture Team responsible for supporting families and their children, as well as staff with their well-being. This Nurture Team is building and growing in strength and comprises: 2 Nurture TAs, (One who is completing Nurture UK Training and another Forest School Training) a Family Liaison Officer; and an Inclusion Manager.

Our Nurture Team is then supported by our forward-thinking Senior Leadership Team (SLT): Head Teacher; Deputy Head Teacher; Assistant Head Teacher; and Inclusion Manager. Together, the support offered to all is exemplary. The well-being and mental health of children is paramount to their progress and their development as a person. Families can need support at any time, whether it be bereavement, family breakdowns, illness or behaviour management. Our Nurture Team works together with the family to help and support in any way it can.

Early identification of a child's needs comes from close liaison with parents/carers and the child's previous place of education, whether that be a pre-school setting (joining our Reception Class) or another school (in-year admission). It is through this liaison that we can ensure all support is put in place, ready for the child to join us. Every child who joins St. Katherine's, whether in Reception or any other year group, will have a baseline language assessment to ensure there are no barriers to their understanding.

Special Education Needs and Disability (SEND)

St. Katherine's SEND Policy follows the Code of Practice. We help our parents and children access relevant support from outside services that will in turn, improve both our children's independence and therefore access to learning. Outside services include Community Paediatrics, LIFT and Specialist Teaching Services. Further details can be obtained from our SEND Policy and Local Offer.

All our children with SEND have an individual Personalised Plan which is shared three times per year with parents. We follow the 'Plan, Do, Review' cycle (3 times per year) required by West Kent SEN to ensure our children are receiving every possible intervention and support necessary to help them with their progress. St. Katherine's has 15% SEND at present, with 5 EHC Plans (Educational Health Care) in place.

St. Katherine's, where necessary, accesses High Needs Funding for specific children to secure any extra help that is needed for them to make good progress.

Through our liaison with the above agencies, as well as parents/carers, St. Katherine's ensures that all of our children have the necessary support and resources to access their learning and therefore reach their potential. If parents/carers or Class Teachers feel there may be underlying issues with their child accessing the curriculum, St. Katherine's offers a range of assessments to investigate if there are any additional needs.

At St Katherine's, all children are treated as individuals. We recognise that all children are unique and focus on their specific individual needs within a vibrant, happy and safe environment allowing them to develop into confident, articulate and talented individuals. Our children should thrive academically and develop the skills and understanding they will need to be successful in the future.

Our children with any disability are treated equally and are supported to ensure they have full access to all areas of the curriculum. We work alongside parents/carers and all outside agencies to ensure all of our children access their daily interventions to help improve their independence within our school. Our school environment has been adapted i.e. disabled toilets, ramps and grab rails, to promote independence. We have designated parking and step-free access to all areas of the school.

English as Additional Language (EAL)

At St. Katherine's we have children whose first language is not English. When a child with EAL starts with us, we first assess their language needs to ensure that all learning is accessible and they have full understanding. If there are any gaps in their understanding, then interventions are put in place to improve their confidence in the use of the English language and therefore improve their independence in accessing the National Curriculum.

Through quality first teaching, St. Katherine's will:

- ensure that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;
- display key vocabulary and use visual prompts;
- ensure that there are effective opportunities for talking, and that talking is used to support writing;

- encourage children to transfer their knowledge, skills and understanding of one language to another.

Each year, we celebrate other nations in multi-cultural events and assemblies where all children are encouraged to develop an understanding and recognise cultural diversity.

Looked-After and Post Looked-After Children

We provide a safe learning environment for our Looked-after Pupils and work together with parents/carers to make sure that their individual needs are met. This entails good communication with any outside agencies involved with their care and well-being. We attend review meetings and ensure the targets set on Personal Education Plans are integrated into school life. All of our children's attainment is tracked termly to ensure they are making expected progress. Termly meetings with parents/carers also ensure that we are supporting the mental health and well-being of the child and their family.

Even though there is no statutory requirement surrounding children under Special Guardianship Orders (when not a looked-after/post looked-after child) we still recognise that there can be challenges in life. We monitor all of our children mentioned above, to ensure their well-being and if any problems arise, support them all in the best way possible, involving parents/carers at all times. Our Nurture Team plays a vital role in this support.

St. Katherine's School and Nursery - Provision for Meeting the Needs of all Children

At St Katherine's, we are committed to providing an exciting curriculum running alongside an ethic of excellence which permeates across all areas of the school.

This allows all of our children to thrive academically and develop the skills and understanding they will need to be successful in the future. We recognise that all children are unique and we focus on their individual needs within a vibrant, happy and safe environment allowing them to develop into confident, articulate and talented individuals.

By the time children leave St. Katherine's at the end of Year 6, our aim is that they will be ready for any challenges that Secondary School will bring. We encourage independence and provide our children with opportunities to take responsibility and carry out different roles within the school: School Council; House Captain; Mayoral Debate; School Ambassadors. Through these roles, our children develop the confidence to communicate effectively not only with their peers, but with visitors to our school.

Provision for pupils is through quality-first teaching, differentiation and high levels of challenge in the classroom, teacher expectation of pupil performance and additional learning through interventions. There are many opportunities for pupils to attend inter-school competitions and workshops on a local level as well as experience art and sport in the community.

We encourage pupils to be independent learners, whatever their additional need. Challenging work is set at an appropriate level for each child to access

independently and opportunities are provided for pupils to work with like-minded peers.

High Expectations

St. Katherine's ethos of high expectations applies to all children in all areas of the curriculum. In order to achieve our aims and vision, staff, governors and pupils must have the highest of expectations.

As a Trust, we aim to include the following elements in every learning opportunity throughout the day:

Deepening Thinking – skills are embedded to enable deep understanding linking concepts, ideas and ability to apply new learning. Creating a questioning environment, where a wide range of open questions and activities are designed to extend thinking and for children to challenge themselves.

Independent Learning - modelling and guiding pupils by all adults in the classroom, using the 'I do, we do, you do' approach.

Learning and Progress – what do the children know by the end of the lesson that they did not know at the beginning? Focused learning intentions, clear steps to success and work matched to pupils' individual starting points enable children to make good/outstanding progress.

Challenging Expectations – challenge matched to ability is integral to each learning opportunity. Adults will use assessment for learning when teaching to extend questioning (tailored to each child's ability), and move children's learning on as knowledge and understanding becomes embedded.

Engagement of Learners – pupils are motivated and enthused to learn. A range of practical resources, problem solving activities, investigations and collaboration opportunities are incorporated into teaching. Different styles of teaching are used to suit all children. A very practical approach is adopted in most subjects to further engage our learners.

Medical

Medical needs can impact a child's access to the curriculum and at St. Katherine's School, we implement an Individual Health Care Plan for any such children with medication conditions such as asthma, diabetes, or any other severe allergies. All plans are regularly updated as required and renewed every September, at the start of academic year.

All our staff undertake relevant training by specialised health personnel to ensure that all children in our care, are safe and have full access to all activities in school.

Our Office Staff are fully training in delivering medication and we have many fully qualified and paediatric trained first aiders.

Nurture Team

At St. Katherine's School and Nursery we are very lucky to have a Nurture Team. This team is newly developed this academic year and already is having a very positive impact on our children's and families' well-being, as well as improving communication and collaboration with the school. Our Team consists of 2 Nurture TAs, a Family Liaison Officer, an Inclusion Manager and Mylo The Dog Mentor. The Team is very well supported by our SLT and works closely with all staff, parents/carers and children.

Our Nurture Classroom, 'The Hive' is a haven and place of safety for any children who are struggling with life, whether it be in or out of the classroom. We have a Sensory Room that children can access when they need a little peace and tranquillity. Our Nurture TAs provide small group work for children who are unable to work alongside others.

Our Nurture Team provide a Soft Start for children who struggle coming in to school. They also help children who are finding it difficult to stay in the classroom – either due to emotional/behavioural difficulties or who are finding the classroom environment a little overwhelming. The Nurture Classroom is a place where children can come to complete their work, supported by our TAs, without the hustle and bustle of classroom environment. This includes children with SEND: ASD, ADHD etc. Our Nurture TAs support their access to all interventions (Time to talk; Social skills; Sensory Circuits). Working alongside our Inclusion Manager, the Nurture TAs strive to widen children's knowledge of their own SEND and provide the resources/support to build their independence for the future.

One of our Nurture TAs and the SENCo are taking part in Nurture UK training with a view to developing the whole school approach to nurture in all classrooms not just the Nurture Classroom. Alongside this a number of staff members are having training to use the Boxall Profile which will in time be used with all children across the school.

Our Family Liaison Officer (FLO) provides the link between our Nurture TAs and the families. Everyone works together to help the children with their problems. It is through our FLO that links are made with outside agencies such as Slideaway, Early Help, School Liaison Officers. Our FLO supports all our families with attendance, bereavement and any communications with any outside agency.

Assessment

At St. Katherine's School and Nursery we have a range of assessments that we use to help support children with additional educational needs. We have access to the following assessments:

- Speechlink/Language Link – screen all children when they join St. Katherine's.
- British Picture Vocabulary Scale – scale of vocabulary understanding – can highlight when pre-teaching is needed.
- Dyslexia Screening – this does not provide a diagnosis, but can give a probability of Dyslexia.
- TAPs – Auditory Processing – can highlight hearing difficulties, difficulties in processing information and memory issues.
- Visual Stress – some children read better on a coloured background.

We then have different interventions that we can put in place to support children with these difficulties and, depending on severity, we will refer them to the relevant outside agency.

Benefits

St. Katherine's has a very inclusive approach to education. The SLT works closely with our Nurture Team and all other staff. Currently a quarter of our pupils are receiving support, whether it be through positivity books, interventions, attending meetings (SEND/CiN/CP) or just providing a safe space where children can express themselves freely. We believe all children are individuals and therefore the support put in place is tailored to each pupil's or family's needs, including the type and quantity of sessions provided. The vast majority of pupils receiving support at St Katherine's attain their expected progress by the time they transfer to Secondary School.

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