

## **St. Katherine's School and Nursery SEND Local Offer 2022-2023**

It is the aim at St. Katherine's School and Nursery for all children, regardless of additional need, to leave us in Year 6 with the skills and positive attitude that is needed to achieve their full potential, chase their dreams and to lead happy, successful lives. All children should have the ability to think for themselves and act independently to work towards their life goals.

St. Katherine's wants this for every child, irrespective of their background or additional need. The SEND Register has been modified in line with the requirements of the new SEND Code of Practice. St. Katherine's has an Inclusion Manager who oversees vulnerable children with SEND, Pupil Premium, Medical Needs, EAL and LAC. Our SENCO works closely with our Family Liaison Officer, Nurture Team and Deputy Head who is responsible for Pupil Premium..

At present we have: 15% SEND, 1% have EHC Plans, 15% SEN Support and 3% have High Needs Funding

### **Where is the Local Authority's Local Offer Published?**

The local authority's local offer is published on:

<http://www.kent.gov.uk/educationandchildren/special-educational-needs>.

### **Parent and Pupil Involvement**

Both parents' and children's opinions are important to St. Katherine's. Each child on the SEND register, has a Personalised Plan, detailing all of the interventions in place for them. These are shared with parents/carers at each of our three Parents' Consultations. St. Katherine's follows the Assess, Plan, Do, Review that is required by Kent County Council. Additionally, parents/carers receive a progress report at the end of every term (5 times per year, followed by full end of year school report). Parents are also given extra support on how to help their child further at home.

Pupil voice is very important to ensure that children are actively learning and enjoying their interventions. At St. Katherine's, we have a school council, ambassadors, Eco Council and E-Safety Crew with representatives from across the school. These groups meet regularly and their ideas are shared with SLT and other staff.

Parents have access to the SENCO, Family Liaison Officer and the Nurture Team and our school office are happy to arrange any meetings needed.

### **What do we do to Help Children with SEN?**

All pupils at St. Katherine's receive quality first teaching, which is scaffolded or differentiated for individual pupils to meet their needs. All interventions and extra support are considered carefully as they cannot replace quality first teaching. St. Katherine's review the quality of teaching for all pupils through 'Drop-ins' by SLT. This may take the form, where required, of improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND needs most frequently encountered.

We have members of staff (Teachers and Teacher Assistants) trained to work with children with Autism, language difficulties, specific learning, fine and gross motor difficulties and behavioural difficulties. Many members of staff are trained in Positive Handling, and all staff working with children are trained in De-escalation. St. Katherine's make full use of advice and training offered by the Specialist Teaching Service, NHS therapists, Specialist Paediatric Diabetic Nurse and the Speech and Language Service at Coxheath. We implement all recommendations that are given to specific

children and work alongside these services to ensure the children receive all support and interventions for them to progress. We work towards encouraging independence in our children with SEND; it is important for children to be given the opportunity to 'think for themselves' rather than become reliant on an adult guiding them step by step through each lesson. We ensure each child has the tools or resources necessary to support them in building this independence, whether that be e.g. a timer, writing frame or task management board. Each child is given the resources that are tailored to their individual needs. Where a child does need 1:1 support, we ensure that the Teacher Assistant works closely with the teacher.

We are really lucky to have a specialist Speech and Language Teaching Assistant who works closely with the SENCO and other members of staff to support the children. She is able to undertake assessments and monitor progress.

We have class provision maps which detail the individual and group provision available in the class. The provision is planned termly by the class teacher in consultation with parents, SLT (including the SENCO) and other adults involved such as the Specialist Teaching Service. It is checked and overseen by the SENCO. This provision includes reading (1:1 and group reading), phonics, handwriting, motor skills, language groups, social emotional groups, maths booster, pre-teaching and more.

We prefer additional provision for the majority of our children to take place in short, effective bursts. A child should not be on the same intervention throughout the whole year, except in special circumstances (Specialist Teacher Programme, Speech and Language Programme). Our teachers scaffold their lessons for all children, including SEND children. Pupil Progress Meetings are held 6 times a year with class teachers and the Senior Leadership Team analysing formative and summative data so that provision can be put in place immediately if deemed necessary. From this data, class provision maps are adjusted as required.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. In meeting the Mainstream Core Standards, St. Katherine's has access to additional teaching approaches: one to one support, small group teaching, use of ICT software, Nurture provision. When a child is seen to have specific needs which are limiting progress, a referral is made to the Local Inclusion Forum Team for assessments from the Specialist Teaching Service. Currently, there are 4 children accessing this Service. The school works closely with the service, putting in place all recommendations given for each child. These are then reviewed regularly with both the parents and the Specialist Teacher involved.

### **How we adapt our Curriculum and Resources for Children with SEND**

Specialist advice is taken into consideration when planning for our children with SEND. Our staff are experienced and we also trust their own judgement. It is the class teacher's responsibility to plan and resource lessons effectively for all children; any support necessary is given by the SENCO and SLT. High Needs Funding is sought for those children with a high level of need in the classroom setting. This is discussed fully with parents. His finding is often used to pay for extra staff to support the child. The top-up funding is agreed for one year but the provision for the child will be reviewed three times during the school year via their Personalised Plans and in-depth discussion with parents. If a high level of provision is still required after a year, the school will reapply for funding. This is overseen by the SENCO. The progress of all children is individually and carefully monitored at our 6 pupil progress meetings.

Lessons may be adapted by providing the additional adult support mentioned earlier or it may be through extra support from the TAs in the year group. Support is also given through the scaffolding in

place in lessons, this may be additional prompts or key vocabulary to support children or adapted methods of recording. In some lessons the support will be through the resources available to children. Knowledge organisers and pre-teaching are also in place to support learning in lessons.

### **How we prepare Children joining our School and Leaving Our School**

Transitions are vitally important, especially for children with SEND. We work very closely with all Secondary Schools and discuss each child individually. Those with EHC Plans have particularly rigorous transitions, usually involving the Specialist Teaching Service. We also liaise closely with staff from pre-school groups and with parents. Children with special needs receive additional visits to the school they are moving to. We make use of social stories, visuals and photos to help children make sense of the change ahead. We also access the Specialist Teaching Service Transition Programmes for specific children. We use these approaches for both children who are joining us or leaving us.

### **Outcomes and Actions**

- The SEND Policy has been written in accordance with statutory requirements. It has been reviewed by Trustees and is on the website.
- A new statutory policy has been written and subsequently reviewed by governors named, 'Supporting Children with Medical needs'. The individual health plans, a statutory requirement, are all in place. □ Referrals for new Educational Health Care Plans are made.
- Staff are regularly informed about the Code of Practice; there is emphasis on the teacher being responsible for children with SEND in their class. Planning, provision mapping and pupil progress meetings reflect this.
- Training is constantly being made available for support staff. Courses through the Specialist Teaching Service have been accessed and TAs have disseminated the training back at TA meetings.
- Pupil Progress Meetings are held 6 times a year and highlight areas of need and the action needed to enhance progress and learning. SLT work alongside the teachers to highlight the need for an intervention, making referrals or involving outside agencies.
- Language Link assessments are completed at the beginning of Year R and for children who have not passed, interventions are immediately put in place using the Language Link advice and resources. Parents are informed and involved in their child's learning by support packages sent home. Year R children are retested and the impact of this intervention was assessed. Children who do not pass the retest, and are classed as severe delay by the programme, are then referred to the Speech and Language Service.
- Purple Mash, TT Rock Stars, ED Shed and Bug Club may be accessed at home to enhance pupils learning.
- Personalised Plans have been introduced which fully support and involve parents in devising future actions for a child's learning.
- The impact of all interventions is analysed on a termly basis and then followed by an end of year analysis. This helps to inform us of the success of all interventions and whether they are having the desired impact. They can then be revised accordingly.

## Assessments

Examples of further assessments and interventions we offer at St. Katherine's are:

### Assessment tools:

- Language for Learning assessments
- Speech Link
- Infant Language Link
- Junior Language Link
- Language For Thinking
- Various reading and spelling assessments.
- Dyslexia Portfolio
- Dyslexia Screening
- BPVS
- TAPs
- Visual Stress
- Beam
- ELSA Programme
- Clever Fingers
- Sensory Circuits
- Precision Teaching
- Power of 2
- Boxall Profile
- Lego Therapy
- Social Stories
- Leuven Scales
- Write from the Start
- Transition support

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