

St Katherine's School: SEND Information Report

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Introduction

This information report will be updated at least annually. It was last updated in September 2021.

At St. Katherine's School we are fully committed to recognising and providing provision and support for the needs of all our learners, including those with Special Educational Needs & Disability (SEND), to help ensure that they reach their full potential and secure outstanding progress.

Role of SENCO

- Providing the strategic leadership for SEND and inclusion.
- Coordinating provision for children with SEND.
- Advising on the approach to SEND support.
- Advising on the use of delegated budget/other resources.
- Liaising with parents of children with SEND.
- Links with other education settings and outside agencies.
- Liaising with potential providers of alternative education.
- Working with the Senior Leadership Team (SLT) and Governors regarding equality duties.
- Ensuring that SEND records are up to date.
- Monitoring and evaluating the quality of SEND provision and self-evaluation.
- Line manages a team of Learning Support Assistants (LSA's) and the Assistant SENDCO.

Role of the Assistant SENCO

- Supports the SENCo in the provision of staffing and resources within the Inclusion Faculty.
- Liaison with external agencies and colleagues within school with regard to SEND, Access Arrangements, Top Up Funding, EHCP Annual Reviews.

- Supports the SENCo and other staff with SEND Support Plans (SSPs) and Annual Reviews.
- Maintains the SEND register.
- Mentors key students with additional needs.
- Works in partnership with parents.
- Makes referrals to relevant external and internal services and interventions.
- Oversees interventions within the Inclusion Faculty.

The Inclusion Team

Name	Job role
Flora Slater	SENDCo
Tracy Kemp	Part-Time Associate SENDCO
Christina Martin	Assistant SENDCo
Leigh Fenton	Student Counsellor
Lucy Skeates	Learning Support Assistant
Caroline Wilson	Learning Support Assistant
Sian Howe	Learning Support Assistant
Hywel James	Learning Support Assistant
Meg Hudson	Learning Support Assistant
Melissa Oram	Literacy Intervention Mentor
Lizzie Scott-Cree	Speech and Language Therapist
Charlotte Cook	External Access Arrangement Assessor & Teacher of SpLd
Elsbeth Pontin	Play Therapist

Identifying and assessing SEND

Additional needs can be considered under four broad areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

We know when students need extra help if:

- Concerns are raised by the student, parent/carers or teachers.
- Limited progress is being made. (All students' progress is monitored three times per year by their classroom teachers in our Progress Checks).
- There is a significant change in progress or behaviour across several subjects.
- Concerns are raised by external agencies.
- The previous school has informed us of extra help needed in their school.
- The results from standardised testing on entry are of concern.

We work with our feeder primary schools to create a good relationship and liaise with them to gain information on all of our students.

St. Katherine's School focuses on early identification of SEND so that the right support can be put into place swiftly.

When students first arrive in Year 7 at St. Katherine's school they are given a spelling and reading test. These results along with primary school data are used to determine whether they would benefit from early intervention such as a literacy support package. Students requiring additional support in maths are identified through primary school data and internal assessments.

The early identification of SEND is really important in order to minimise difficulties later on. The process is on-going but concerns may be identified at any time in the student's school career from any of the following sources:

- In class observations
- Learning walks conducted by Heads of Faculties, Heads of Year or SLT
- Concerns raised by external agencies
- Concerns raised by parents/carers
- Concerns raised by the student
- Referrals from class teachers and faculties
- Regular, on-going teacher assessment
- Internal examinations and assessments

If a student is identified with having SEND this is recorded on the school's SEN register. We have criteria for students to meet before both being added to the SEN Register and having a SEND Support Plan (SSP) put in place. The SEN Register is colour coded for monitoring purposes. The young person and parents' voices are integral to the process of creating SSPs. Plans describe the best strategies for supporting the student in the classroom, the provision we are providing to meet their needs and targets set in consultation with parents and pupils.

St. Katherine's School offers a free Dyslexia screening test (not a diagnosis) for students who may need it. Teachers refer to our Literacy Intervention Mentor who conducts the online Dyslexia screener which gives an indication of the probability of Dyslexia for the student. This is not a diagnosis.

The school has experience with supporting students with a range of SEND and has an inclusive approach for meeting a wide range of learners' needs.

Assessing and reviewing progress towards outcomes

St. Katherine's School has a number of methods to assess and review progress for all of its students.

Throughout the academic year there are three Progress Checks for each student. These record attainment levels/grades and information on effort, behaviour and homework for each subject. These will give you a picture of how your child is progressing. If a subject teacher is concerned about your child's progress they may contact you to discuss this and think about further ways that your child could be supported to make progress.

The SENDCo also tracks the progress of all students on the SEN register which is updated termly. The progress of children with an Education, Health and Care Plan (EHCP) is formally reviewed at an Annual Review.

Parents are able to view information on attendance and behaviour via our online Parent Portal, Class Charts. Parents' Evenings are run for each year group and provide an opportunity to meet with each subject teacher.

For students with additional needs; We use a variety of different reasonable adjustments for our SEND students.

At St. Katherine's School we believe that a joined up approach with external agencies is beneficial to the progress of all students, particularly those with SEND. St Katherine's School works with a variety of agencies and services to help support students with SEND. These providers include:

- North Somerset SEND team
- Bristol SEND team
- Educational Psychology Service
- Child and Adolescent Mental Health Services
- Social Services
- Sensory Support Service
- Art and Play therapists

Working with parents and young people

St. Katherine's School prioritises communication with both parents and students. We liaise with parents as much as possible and meet with them regularly. Members of staff are always available for discussion via phone, email or through a pre-arranged meeting. Throughout all meetings, students and their parents are always invited and encouraged to voice their opinions.

The pastoral team works with students on a daily basis to build good relationships and allows them to voice their opinions. Each year group as part of its self-evaluation programme engages in student and parent voice feedback.

Any complaint about SEND provision within the school should in the first instance be directed to the SENDCo. If the issue(s) is unresolved contact should then be made with the Headteacher.

Adaptations to curriculum, teaching and learning environment

St. Katherine's school prides itself on being an inclusive school. We offer a broad and balanced curriculum which promotes equal opportunities for all students. We believe that it is desirable for students with SEND to be taught within a mainstream classroom setting. Quality first teaching ensures that all students' needs are catered for in all of our classes throughout the school. This is monitored by regular quality assurance visits, learning walks and lesson observations undertaken by Heads of Faculty and Senior Leaders in the School.

When a student has been identified with SEND, the subject teacher and Inclusion Faculty will work together to ensure that barriers to learning are minimised.

We recognise that effective differentiation is the key component in supporting students with SEND. Departments within the school use a range of resources to support students with SEND. Regular training for staff is held so that teachers gain a clear understanding of the reasonable adjustments that they need to make for students in their lessons. New teachers receive specific sessions on working with students with SEND.

We have an inclusion faculty that delivers a variety of interventions and works with external agencies to provide the best support for all of its students. The school also offers a counselling service and support from the SEND team at keyworkers.

The school site offers easy access for students with limited mobility because of sensory impairment. If appropriate, specialist equipment may be given to students to use e.g. coloured overlays, Chromebooks and concentration aids.

Transition

At St. Katherine's School we understand that the transition between primary and secondary school can be a very stressful time for students and parents alike. We try our best to minimise the stress by promoting clear communication between the school, primary school and parents. Even before your child joins St. Katherine's, we will have gathered a significant amount of information on your child. All students will be invited to attend an Induction day before they join in Year 7.

The SENDCo, Heads of Houses and Year 7 Transition Manager visit all of our feeder primary schools to meet with key staff and students. Information is collected on all students including those with special educational needs and medical conditions. The SENDCo will make additional visits for those students with SEND or other vulnerabilities to ensure that they make a smooth transition to St. Katherine's School.

The school will attend any review meetings with these students and will meet with external agencies as appropriate to plan transitional arrangements.

Equally, St. Katherine's believes that transition to further education is just as important. The Heads of House and Inclusion team work together to support students applying to further education. A student with SEND will have a specific transition plan that has been arranged with their new setting. This is linked within the new EHC plan. Support from our independent careers service is available for students with SEND.

Access Arrangements

Some students require Access Arrangements in order to access tasks in lessons and exams such as GCSEs and A Levels. Access arrangements are put in place to make it fair for all students and remove any disadvantages they may have. **Access Arrangements must reflect the student's normal way of working in lessons.** There are a range of Access Arrangements which reflect the individual needs of students, these include:

- Extra time granted for the completion of exams (typically 25%)
- Reader/Reader Pen
- Scribe
- Separate room or small group invigilation
- Supervised rest breaks
- Read aloud
- Word-processor

The designated officer for St. Katherine's School is the SENDCo. Provided that the recommendations are applied in the classroom, the designated officer will make an application for access arrangements to be applied in formal examinations via the Joint Council for Qualifications (JCQ). These access arrangements have to be approved by the JCQ before they can be applied in external examinations.

The designated officer makes applications in Year 10/12 for students that require Access Arrangements. Information is collected by the designated officer in partnership with teachers and in class support staff. This must show:

- Evidence of need
- History of need
- The Access Arrangement being applied for is that student's normal way of working in school.

If a teacher feels that a student is disadvantaged in a particular area and feels they would benefit from having an access arrangement in their subject, they can first speak to the Head of Faculty and then they should provide suitable evidence to the

designated officer. The designated officer will then investigate this further and discuss their findings with the teacher and parents.

In all cases written evidence in support of applications must be provided and must cover the dates appropriate to the claim.

Glossary of Terms

Abbreviation	Meaning
CAMHS	Child Adolescent Mental Health Services
EHCP	Education, Health and Care Plan
SENDCO	Special Educational Needs and Disability Coordinator
SEND	Special Educational Needs and Disability

Links to further information and support

DFE SEND Code of Practice: 0-25	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
DFE SEND: guide for parents and carers	https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
North Somerset's Local Offer	http://northsomersetonlinedirectory.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel
Bristol's Local Offer	https://www.bristol.gov.uk/web/bristol-local-offer/home
Supportive Parents: Supporting families of children with SEND	http://www.supportiveparents.org.uk/
St. Katherine's SEND Policy	http://www.stkaths.org.uk/parentscarers/policies/
St. Katherine's Anti-Bullying Policy	
St Katherine's Behaviour Policy	
St Katherine's Attendance Policy	
St. Katherine's Complaints Policy	http://www.stkaths.org.uk/parentscarers/policies/

