



SEND information report -2025-2026

Under the Children and Families Act 2014, Section 69, each school is required to produce an annual report outlining how they support pupils with Special Educational Needs and Disabilities.

St Katharine's is a two form primary school. We pride ourselves on being an inclusive school with a range of expertise in supporting a wide variety of needs. There are currently 73 pupils on the SEND register at St Katharine's School.

Our Vision

We want everyone who is part of St Katharine's to know that they are unique and that they can flourish and make a difference in God's world, through living out the values of Grace, Integrity and Aspiration, now and in the future.

Contact

Inclusion Lead and SENCO	Mrs Emma Foyle
Contact	office@skps.email or 01202 426663
Local Offer	The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council

Policies

We have the following policies available on our website [POLICIES | St Katharine's](#): Behaviour and Anti-Bullying, Equality Information and objectives information, Medical conditions, SEND policy, Mental Health and Wellbeing policy and Child Protection and Safeguarding.

What kinds of Special Educational Needs do we make provision for?

The four areas of SEND need are categorised into these four broad areas, as identified in the 2014 Special Educational Needs and Disability Code of Practice: 0-25 years. Children often have needs in more than one area.

Communication and Interaction - *Speech, Language and Communication needs (SLCN) : speech sounds delay, verbal dyspraxia, DLD (Developmental Language Disorder), receptive language (understanding of language) and expressive language (the words used when speaking), attention and listening skills, reluctant talkers, Social communication interaction (often includes children diagnosed with ASC –Autism Spectrum Condition).*

Cognition and Learning - *Moderate and severe learning difficulties (MLD and SLD), Specific learning barriers such as dyslexia/dyscalculia/dyspraxia, processing, organisation, working memory*

Social, Emotional and Mental Health (SEMH) - *Self-monitoring and regulation skills, self-esteem, attachment, trauma, anxiety, resilience, self – confidence and self-awareness.*

Sensory and/or Physical *Fine motor skills, gross motor skills, sensory processing, hearing/vision, mobility, physical ability.*



St Katharine's Primary have high expectations and aspirations for all pupils. Our SEASIDE curriculum ensures that each child's learning experience is one that is rich, broad and balanced.

Work within class is planned and scaffolds are used so that all children are able to access learning according to their needs without limitations.

Our curriculum is aspirational and the progression pathway for each subject has been devised so that it details progress over time. Formative assessment is used throughout learning to ascertain next steps, and children with SEND are given opportunities to revisit and overlearn content to ensure knowledge is embedded.



We support all of our learners to be 'Powerful Learners', whereby they develop skills for learning such as resilience, problem solving and decision making. We believe that children learn best when they are engaged, when there is a clear purpose to the learning and when they are challenged whilst still experiencing success. Children who understand the learning process, irrespective of any special needs or disability, are more likely to enjoy learning. Their new skills will become embedded and they will be able to apply these to new learning situations.

How do the school identify Special Educational Needs?

At school, we use The Graduated Response to establish whether a child has Special Educational Needs.



Assess – If your child is not making expected progress, despite high quality teaching, we will carry out further assessments. We will also gather views of parents, the child and any other external agencies, if needed.

Plan – Teacher, Inclusion Lead and SENCO, parent discuss support/adaptions/intervention.

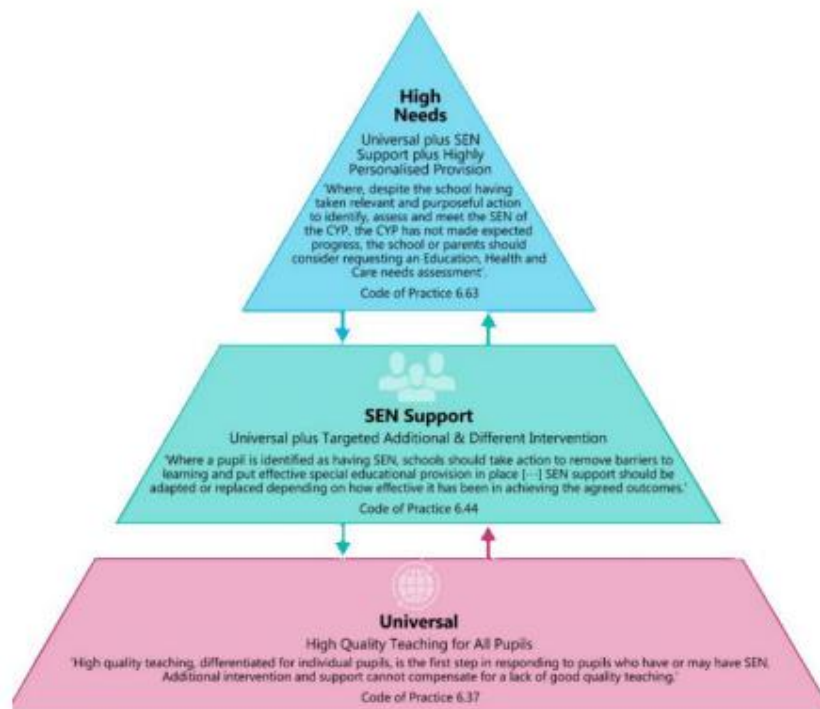
Do – Implement the plan. The class teachers are responsible for the plan and will monitor progress.

Review – The impact of the plan will be assessed.

At St Katharine's, teachers follow the SEND procedures to raise any initial concern.

1. Teachers complete a SEND concern form.
2. Observation of the child will be carried out and discussion with teacher about what adaptations and support have already been tried.
3. The class teacher will then meet with parent/carer to discuss.
4. The child will be either placed on SEND register OR no further action will be needed OR agree to monitor.
5. If the child is placed on the SEND register, a learning plan with personalised learning outcomes will be written, which outlines adjustments/support and any interventions. This is then reviewed termly by the teacher with the parent and child.

There are three levels of support which all schools use, in line with the SEND Code of Practice.



Universal Tier 1 - All teachers deliver adaptive, Quality First Teaching for all pupils. Teachers deploy teaching assistants so that all pupils have access to high quality teaching with the teacher. Scaffolding (which can be visual, verbal or written) is used to help to develop independence in our learners.

SEND support Tier 2 – Additional targeted provision put in place. There may be a Teaching Assistant working with a child, either individually or as part of a group, if this is seen as necessary by the class teacher. Pupils may be supported out of class on intervention programmes for short periods of time. We ensure that our interventions are time bound, evidence based and measured for impact.

Specialist support Tier 3 – For children whose learning needs are severe, complex and life long, the school, or parents/carers, can request that the Local Authority carry out a statutory assessment of a child's needs. This could lead to an Educational Health Plan being drawn up, detailing the provision the child needs as part of their provision.

What is the approach to teaching and learning for children with SEND?

Mrs Foyle, in her role as Inclusion Lead and SENCO (Special Educational Needs Coordinator), is responsible for overseeing SEND provision across the school. Class teachers have the responsibility to teach all children in their class with due consideration to individual need. We work closely together to share good practice and to ensure the best possible learning experiences for all learners.

As a school, high quality teaching is the most important element of support for children with SEND. This is through scaffolded learning and adapted provision whilst continuing to set high expectations. Appropriate resources, interventions and strategies are put in place to support children.



As part of our teaching and learning approach, we use strategies, such as, 'Five-a-day' to support pupils with SEND in day-to-day practice. This is taken from The Education Endowment Foundation's (EEF) guidance report, 'Special Educational Needs in Mainstream School's'.



Pastoral care in our school is a high priority and we adopt a 'whole child' approach supporting the children to feel a sense of belonging and emotionally secure at school. We strive for all pupils with SEND to be happy and to thrive in school. We make the best endeavours to meet the needs of all our pupils with SEND.

What facilities do you have to support children with SEND?

We use visual timetables for all children and more personalised, individual visual timetables for children, such as, Now and Next boards. Children have access to sensory resources, such as therapy bands, fidgets, writing slopes and pencil grips and we may use individual work stations within the classroom. We have a sensory room where children can self-regulate. All children have regular movement breaks throughout the day and some children have more frequent, personalised movement or sensory breaks (sensory diets). The Inside Out Courtyard provides a calm space for some children. 'The Nest' is a space where our Specialist Play and Arts therapist teacher supports children with a range of social, emotional and mental health needs.

What support will there be for my child's overall wellbeing?

The school has a relational approach towards behaviour and this underlines the basis for our Behaviour Policy. As well as an engaging and inclusive SEASIDE curriculum, we provide specific programmes that are tailored to support children's needs, for example, Zones of Regulation, Expressive Arts and Play therapy groups are run, as well as 1:1 pastoral sessions and Lego Therapy.

First aiders are available throughout the day, including lunch times and playtimes, to deal with specific medical conditions. Our primary first aider informs all staff of children who have specific medical conditions and the school works with the school nurse to ensure the school is equipped to meet the needs of children with medical conditions; an Individual Health Care Plan might be produced to support the individual child should it be necessary.

The school's medical conditions policy has ensured that the school is meeting the requirements set out in Section 100 of the Children's and Families Act 2014. All adults who work in the school are familiar with the latest DFE guidance on 'Keeping Children Safe in Education'. We have a four Designated Safeguarding Leads (DSLs), and Safeguarding training is prioritised. Staff know what to do to keep children safe.

How will my child be included in activities outside the setting, including trips out?

All children are included in all aspects of the school curriculum and we aim for all children to be included on school trips. We provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised. If a pupil requires transport that is wheelchair accessible, this will be arranged.



What specialist services and expertise are available at or accessed by your setting?

Educational Psychologist – The school is allocated a certain number of hours to use throughout the year. We prioritise children who require psychological or cognitive assessment. Suggestions for referrals can come from other professionals and school when further advice is needed.

Speech and Language Therapists – Therapists from the Children's Therapy Team at Poole Hospital (CDC) visit our school on a regular basis. They carry out assessments and blocks of targeted support with certain children. Teaching Assistants observe the therapists so that they are able to continue with the support in class. Schools and parents can refer to the service. The SENCO meets with the therapist termly to review SALT needs/caseload.

Dorset Vision and Hearing Support – The specialist team work closely with the school to ensure the children are getting the support needed to access all learning.

Specialist schools/Outreach - Linwood provide specialist teachers through their Outreach provision. They observe children and support teachers and Teaching Assistants by drawing up a joint action plan with targets which are then reviewed. The school have also recently set up a link with Portfield to share strategies and support.

BCP Occupational Therapists – We have worked closely with the OT team this year. They have run sessions in school for staff and parents around sensory regulation and movement. The team have observed children in school, giving staff feedback and strategies.

Local Community Paediatrician - We are in regular contact with the base at Poole Hospital and will submit referrals, if needed.

School Nurse – The school's nursing team has started termly drop ins for schools.

We also seek advice and work closely with the Local Authority's Special Educational Needs team. In addition, advice is sought through attendance at SENCO networks, BCP Virtual School training and BCP Inclusion Circle.

What training do staff supporting children with SEND have?

We are committed to our staff professional development and staff are well-supported to support the pupils' needs in the school, either from direct training or from visiting specialist schools in the locality. New strategies and ideas are disseminated amongst all staff in school to ensure that we use the most innovative ways forward to support and engage all learners.

Staff at the school have received the following Inclusion and SEND specific training during 2024-2025::

- Sensory Detectives (BCP – OT team)
- Sensory Circuits (BCP - OT team)
- Autism Awareness (Autism Unlimited)
- Autism and Anxiety (Linwood)
- Dyslexia (Linwood)
- Dyscalculia (Linwood)
- Zones of Regulation (Linwood)
- Autism and Exclusions (Linwood)
- TEACH approach (Autism) (Linwood)

Our Specialist Therapist teacher runs supervision sessions for staff who request this support.



How will the setting prepare and support my child moving to the next stage of education/life?

As a school we understand that times of transition need careful planning, particularly if the child has SEND. In order to prepare children with SEND to join their next class/school we have various procedures in place. Not all children with SEND will require additional measures and this is usually decided in partnership with class teachers, the inclusion team and the child and parents. Social stories and photo passports will be created, if necessary, to further support this process.

Additional transition meetings, for children in Early Years, are held as appropriate and a member of the Local Authority Early Years SEN team also attends these meetings. The Early Years Leader visits most of the nurseries that feed into St Katharine's and she meets with all setting leaders to become familiar with the needs of the children.

For cohorts of children leaving the school at the end of the key stage we identify any vulnerable pupils and arrange for additional visits where necessary. The Inclusion Lead and SENCO ensures that all relevant paperwork is passed on and all pupil needs are discussed and understood. If a pupil has complex needs or an Education and Health Care Plan, additional meetings may be arranged and the feeder secondary school will be invited to attend the Summer Term Annual Review.

How accessible is the setting environment?

Our school is fully wheelchair accessible. As a school we are aware of the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010. We also have accessible toilet facilities.

We work closely with parents/ carers, the children and other services as necessary to address the specific needs of our children. Rooms are acoustically modified to support children with hearing impairments. We work closely with Vision and Hearing Support Services, as appropriate. Specific spaces for group and individual work are equipped with a kitchen area.

How can I be involved?

As a school we acknowledge that parents know their children best and we work closely with parents in order to understand their children's needs to the best of our abilities so that we can give them the best possible experience of learning.

If you have a concern about your child's development in the first instance please contact your child's class teacher who may liaise with the Inclusion Lead and SENCO. Appointments can be booked via the school office. If you feel that your concern has not been progressed then you can contact the Inclusion Lead and SENCO via the school office office@skps.email.

If you still feel that your concern has not been met you may contact the Headteacher: Mrs N St John, St Katharine's CE (VA) Primary. Tel 01202 426663. Our Complaints Policy can be found via our website: [125 GRIEVANCE PROCEDURE FOR SCHOOLS](#)

Parents should note that support is also available for parents with concerns about their children in school via [SENDIASS](#) (Bournemouth Parent Partnership Service).

Our aim is always to work in partnership with parents in order to get the best outcomes for our children.