

	Question	St Katharine's SEN Information Report
1	<b>How do you know if children need extra help and what should I do if I think my child may have SEND?</b>	<p>We pride ourselves on being an inclusive school with a range of expertise in supporting a wide variety of needs. Your child's class teacher, Inclusion Leader (Mrs Emma Burton) or SENCO (Mrs Emma Foyle) – contact via <a href="mailto:office@skps.email">office@skps.email</a>), will contact you if there are any concerns and will invite you in for a meeting to discuss concerns and to gain a richer understanding of your child. If you are concerned that your child may have difficulties with aspects of learning we recommend you contact us to discuss this. We regularly review children's academic progress and if we have concerns regarding progress this will be shared and explained to you. Following this initial meeting the Inclusion Leader may undertake observations of your child during lessons or at playtime. In addition teachers/ teaching assistants or members of the pastoral care team may complete school based assessments to determine if there are any potential specific learning difficulties or emotional development needs. Following this we will contact you to give feedback and plan the way forward. Some children require additional and specialist support to make progress and to access learning; this is known as needing SEND support and your child will be placed on the SEND register. Children with this level of need will have a 'Learning Plan' with personalised learning outcomes. This is reviewed termly with parents and the child. We use a graduated approach to support children following a cycle of assess- plan- do- review. Pastoral care in our school is a high priority and we adopt a 'whole child' approach supporting the children to feel emotionally secure at school. We have a trained Specialist teacher in play and art therapy, who supports pupils with their emotional needs. Further staff in school are trained in providing additional interventions. We have a dedicated room and a sensory room to nurture these skills.</p>

2	<p><b>How will your staff support my child? How is the decision made about what type and how much support my child will receive?</b></p>	<p>Mrs Foyle, in her role as 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 disseminate good practice and to ensure the best possible learning experiences for all learners. If your child has a Learning Plan, the teacher will ensure that your child is supported appropriately to achieve the desired outcomes. There may be a teaching assistant working with your 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. This could include support from our ELSA, Teaching Assistants (TAs) or another trained member of staff. Interventions are aimed at supporting children with their academic progress as well as developing good social skills, improving their speech, language and communication skills and developing their physical abilities. Children identified as having SEND are grouped according to the four broad areas of need as identified in the 2014 Special Educational Needs and Disability Code of Practice: 0-25 years; these are; Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health Difficulties; Sensory and/or Physical needs. We strive for all pupils with SEND to be happy and to thrive in school. Practice is regularly monitored by reviewing the children's work, through classroom observations and by talking to the children. Pupil voice is used to gain feedback and, where appropriate, informs provision. Pupil progress is monitored carefully by the class teacher and the leadership team and any pupil not making progress will be monitored carefully to determine what other support is needed. We review children's targets on their Learning Plans at least once a term and judge progress against the targets set. We will seek verbal feedback from the teacher, parent and child on how they are progressing. We may also reassess your child with the same school based tests to monitor progress.</p>
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3	<b>How will the curriculum be matched to my child's needs?</b>	Utilising our SEASIDE curriculum ensures that each child's learning experience is one that is rich, broad and balanced. 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. Work within class is planned and scaffolds are used so that all children are able to access learning according to their needs without limitations. 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.
4	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	Children requiring SEN support will have a 'Learning Plan' with personalised targets. These plans are usually reviewed by the class teacher under the guidance of the Inclusion Leader/SENCO. Parental involvement is essential in planning for SEND support and parents will be encouraged to participate towards this. The Inclusion Leader will oversee this process and offer support and guidance to the class teacher and parents. In addition to the meetings to review your child's Learning Plan, you can contact your child's teacher to discuss specific issues or concerns. The Inclusion Leader/SENCO is able to meet with parents to discuss how best to

		<p>meet your child's needs. The school may wish to seek specialist advice and involvement from external agencies for advice and support. This may include the Educational Psychology service, Outreach, Speech and Language Therapy Services and the Community Paediatrician. If this is the case, then we will contact parents to seek consent and invite parents to any meetings with specialists. When making a referral we often consult with the parent so that we can give as much information as possible about your child to the external agency. This means that they have a good understanding of your child's interests, strengths and needs so that their assessments can be clearly focused.</p>
5	<p><b>What support will there be for my child's overall wellbeing?</b></p>	<p>'The Nest' is a space where our Specialist teacher supports children with a range of social, emotional and mental health needs. Expressive Arts and Play therapy groups are run, as well as 1:1 pastoral sessions. As well as an engaging and inclusive SEASIDE curriculum, we provide specific programmes that are tailored to support children's needs, for example, friendship skills, emotional literacy and Lego Therapy. Staff have received training on how to support children to deal with loss and trauma in their lives. Further support with trained staff in school supports children with a range of social, emotional and mental health needs. 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. We have a physiotherapy plinth within our sensory room and would liaise with physio therapy services as appropriate to ensure staff are trained to deliver physio</p>

		effectively. We have a fully functioning sensory room available in school. All adults who work in the school are familiar with the latest DFE guidance on 'Keeping Children Safe in Education'. We have a number of Designated Safeguarding Leads (DSLs), and Safeguarding training is prioritised; staff know what to do to keep children safe. We adopt the definitions and strategies promoted through the Anti-bullying Alliance Award Programme; staff and All Together Pupil Ambassadors role-model and deliver key messages, providing support for children across the school.
6	<b>What specialist services and expertise are available at or accessed by your setting?</b>	We work closely with Educational Psychologists, Speech and Language Therapy and the therapists from the Children's Therapy Team at Poole Hospital (CDC). We also receive support from specialist schools – Linwood and Tregonwell (providing specialist teachers in various form through their Outreach provision), Winchelsea and other schools as appropriate for individual pupils where needed. We are in regular contact with the Local Community Paediatrician and the Consultant Paediatrician based at Shelley Clinic and Poole Hospital respectively. We seek advice and work closely with the Local Authority's Special Educational Needs team. We have a designated person responsible for Looked After Children (LAC)- Mrs Burton- and we liaise with the Virtual School for LAC, to ensure we provide the best support and provision for families with looked after children.
7	<b>What training do staff supporting children with SEND have?</b>	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. We access advice from the Children's Development Centre on how to support children with fine and gross motor development issues. We request support from specialist teachers through Outreach where appropriate or

		<p>enlist specialist settings to support training needs such as Autism Level 2 and Dyslexic Friendly Classrooms training for whole school staff. Educational Psychologists work closely with teachers and the Inclusion Leader/SENCO to ensure that the most appropriate strategies are in place to support individual children. The Inclusion Leader/SENCO ensures that this learning is disseminated to other staff working with pupils with similar needs. Safeguarding, Attendance, Pupil and Parent (SAPP) meetings within school provide the opportunity for DSLs, including the Deputy Head, SENCO and the Inclusion Team to monitor attendance and provide support for vulnerable families. We access and use the Early Help Family Support Workers and the BCP Inclusion Team to support our families. Our Specialist Therapist teacher runs supervision sessions for staff who request this support. 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.</p>
8	<p><b>How will my child be included in activities outside the setting including trips out?</b></p>	<p>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.</p>
9	<p><b>How accessible is the setting environment?</b></p>	<p>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 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. We also have a sensory room complete with plinth to enable more effective physiotherapy to</p>

		<p>take place. Specific spaces for group and individual work are equipped with a kitchen area. There are a wide range of Speech and Language resources and all classrooms have access to various resources such as writing slopes, pencil grips and fiddle toys. Breakfast and after school clubs are available, as well as a range of other extra-curricular clubs offered by school staff and external agencies – please contact the school office or look on our school website to find out more.</p>
10	<p><b>How will the setting prepare and support my child moving to the next stage of education/life.</b></p> <p><b>How will you increase their independence?</b></p>	<p>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 pastoral care team and the child and parents. We encourage all new parents and children to visit the school prior to starting, with some children requiring several visits to become familiar with their new surroundings. 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. Social stories and photo passports will be created if necessary to further support this process and to increase your child's independence on joining our school. We will liaise with any feeder settings and receiving schools for all 'starters' and 'leavers'. 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 school's Inclusion Team and SENCO work together to support transition during the Summer term. The Inclusion Leader/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</p>

		arranged. Parents can also refer to the <a href="#">‘Local Offer’</a> on the BCP Local Authority website, for information on all services, opportunities and access for children with SEND in the local area.
<b>11</b>	<b>How can I be involved?</b>	<p>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 Leader/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 Leader/SENCO via the school office <a href="mailto:office@skps.email">office@skps.email</a>. 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.</p> <p>We follow the Bournemouth Local Authority complaints procedure. Leaflets are available from the school office.</p> <p>Parents should note that support is also available for parents with concerns about their children in school via <a href="#">SENDIASS</a> (Bournemouth Parent Partnership Service). Our aim is always to work in partnership with parents in order to get the best outcomes for our children.</p>