

SEND Annual Report to Parents on 2020-2021 (February 2022)

Definition of Special Educational Needs

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age, or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Special educational needs and disability code of practice: 0-25 years, (January 2015, p. 15-16)

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'

SEN Code of Practice (2015, p16)

The definition of what constitutes SEN Support is less clear. In order to help schools, colleges & Early Years settings accurately identify their SEN Support cohort, KCC provides the following clarification of what constitutes SEN Support:

"SEN support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resource from the educational setting (approaching, or in a minority of cases exceeding, the nationally prescribed threshold for schools and colleges). Each CYP identified as SEN Support will have Outcomes which have been agreed through a process of collaboration and discussion. A personalised programme of support will be devised and be reviewed and adjusted frequently (at least three times per year) with close CYP and/or parental involvement."

"Each and every educational setting should make provision for a CYP as and when they require it, irrespective of their Special Education Need. Additional teaching opportunities (e.g. small group catch up) or the filling of gaps in learning due to absence or not making the progress that is expected is not considered to meet the criteria for SEN support; it should be normal practice in schools."

"However, all educational settings should take action through a graduated response to identify pupils with a Special Educational Need. Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEN register unless they are in receipt of significant, additional and personalised support without which they could not access learning."

If a child fails to make progress at the SEN Support stage, a request can be made to the Local Authority, by either the parents or the child's school, for them to carry out an Education, Health and Care needs assessment. The Local Authority will look at the evidence put forward in the request and decide whether or not it meets the criteria for an EHC needs assessment. If an EHC needs assessment is agreed, further assessment information is gathered about the child's needs. A Local Authority panel will then look at this information to decide whether or not to issue an Education Health Care Plan (EHCP).

1. Key SEN Personnel within the school

- Special Educational Needs Coordinator (SENCO): Mrs Nikki Bridel
- Governor with responsibility for SEND: Mrs Doreen Jones
- School Home School Link Coordinator: Mrs Sarah Brooker
- Emotional Literacy Support Assistants (ELSAs)- Mrs Sarah Brooker & Mrs Josefine Follett

2. The SEND Policy/Information Report

This policy was reviewed in January 2022 & is available on the school website.

3. School SEND profile

At present, there are 23 pupils on the SEND register. 18 pupils at SEN Support. 5 pupils with Education Health Care Plans (EHCPs).

A request for an EHC needs assessment has been submitted for one pupil currently at SEN support and the paperwork for another request for an EHC needs assessment is being finalised with parents before submission.

There is a rising trend in the percentage of children at St Katharine's identified as having SEND.

School % SEND Trends (Jan 2022)	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022
% of pupils with an EHCP	0%	0%	0.5%	1.1	1.7%	2.9%
% of pupils with SEN Support	5.7%	4.9%	6.5%	6.0%	9.3%	10.5%
Total % of pupils with SEND	5.7%	4.9%	7%	7.1%	11%	13.4%

The percentage of pupils with EHCPs at St Katharine's is now higher than the local area & nationally.

2019/20 SEND Pupil Benchmarking Data	District	Kent	National
% of pupils with an EHCP	1.3%	1.8%	1.6%
% of pupils with SEND support	9.5%	11.2%	12.2%
Total % of pupils with SEND	10.8%	13%	13.8%

School SEND register break down by need type (Jan 2022) (Some children will have more than one area of need. Only the primary need is shown here)			
Communication & Interaction needs (Speech, Language and Communication difficulties & Autism Spectrum Disorder)	Cognition & Learning needs (General learning and specific learning difficulties)	Social, Emotional & Mental Health needs (including attention deficit disorders)	Sensory &/or Physical needs
10	5	8	0

4. Achievement of Pupils with SEND in the academic year 2020-2021:

Progress is usually measured by comparing the end of year data from one year to the next, but due to COVID measures there was no data for the year ending 2019. Therefore, progress has been measured from when data was next collected (end of term 2) to the end of term 6. Children are expected to make 4 steps progress in this time. The average progress steps for pupils with SEND was:

3.4 steps in Reading	3.2 steps in Writing	3.2 steps in Maths
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Across the school only a few pupils identified as having SEND met the expected standard for their year group. However, all these pupils continued to make small steps progress across the core subjects and some made expected progress within core subjects but failed to close the gap between themselves and their peers. There was no end of Key Stage 1 or 2 data collection in 2021 due to COVID measures.

All children with SEND made progress towards their agreed outcomes.

5. Attendance of Pupils with SEND in the academic year 2020-2021

The average attendance for pupils with SEND at St Katharine's Knockholt was 95.3%.

6. Arrangements for identification and assessment of pupils with SEND:

At St Katharine's teachers continually assess children's attainment, progress and learning needs and have informal meetings with the SENCO to discuss any concerns as they arise. All pupils at St Katharine's have their wellbeing, attainment, progress and learning needs discussed at pupil progress meetings held four times a year, between the SENCO and each class teacher. Where a wellbeing, development or learning issue is identified, strategies are put in place to address these and the concerns are recorded on the Class Profile of Need. The class teacher looks at their practice to see if small changes can be made in the Quality First Teaching to provide extra classroom support. Pupils may require a short term, small group intervention to help them catch-up. This is normal practice in schools & is not considered to meet the criteria for SEN support. This is the first response of a graduated response model and is recorded on the Class Provision Map. The additional support is planned, carried out & reviewed as part of the 'Assess, Plan, Do, Review' process. Where a new child joins the school, the previous school will be contacted and information gathered about the needs of the child. If necessary, this starts the process of assess plan, do, review.

Where these strategies or short-term interventions are not successful, further assessment is carried out and extra advice is sought. Pupils requiring long term and significant amounts of support in order for them to access the curriculum and make progress will be placed on our SEN register and receive SEN Support. In collaboration with parents/carers, outcomes to be achieved over the next key stage will be agreed. The provision put in place to support the child and the small step targets they will need to achieve to enable them to progress towards their outcomes is recorded on a Personal Provision Plan. The provision, targets & progress towards the outcomes is monitored and reviewed regularly (at least 3 times a year). The provision will either continue or new strategies & interventions tried as the next step in the graduated response.

Parents of all pupils at St Katharine's are offered 2 parent/teacher meetings a year to discuss the progress of their children. Parents of children with SEND are offered at least 3 additional meetings throughout the school year with the SENCO to keep them updated and informed. One of these meetings will be held towards the end of the year to plan for transition to the next class. An open-door policy is in place and parents make good use of the easy access to the SENCO.

7. Supporting Pupils with Medical Needs

We have a number of pupils with moderate to severe food allergies. Care is taken to ensure pupils do not come into contact with these foods either in cooking activities or at snack and lunch times. Pupils have Care Plans in place and staff have received training in the use of an EpiPen.

We have a very small number of pupils requiring specific medical care. We have responded to advice provided by medical and health care professionals, or sought advice from relevant professionals where the school has required further support to ensure that we are able to adequately meet pupils' needs. Where appropriate, Individual Care Plans were drawn up in collaboration with school staff, healthcare professionals and parents. In the past we have adapted the KS1 toilet for the disabled to accommodate the specific medical requirements of a pupil and provided an additional staff member trained to support their needs.

8. Update on Accessibility Arrangements

A buildings & physical environment access audit took place in 2020 and is due to be reviewed in 2023. This is available on the school website.

During the school year 2020-2021 the following improvements were made as part of the school's curriculum accessibility:

- Continuing supervision from an educational psychologist 4 times a year, for our 2 teaching assistants trained as Emotional Literacy Support Assistants (ELSAs).
- A variety of additional resources purchased to support emotional literacy & social skills
- The purchase of additional resources to support pupils with sensory regulation needs (including pop up tents, weighted lap bean bags & sensory toys)

9. Update on SEND Provision Arrangements

A variety of general strategies & resources have been used to support pupils with SEND in the classroom depending on their need.

Additional intervention provision has included:

- Targeted interventions for phonics, reading, writing & maths skills from teachers & teaching assistants under the direction of the class teacher, which address specific needs identified by the class teacher
- Pre-teaching of key skills
- Literacy support programmes such as: Toe By Toe, Stare Way to Spelling, reading comprehension strategies, inferential comprehension, reluctant writers groups
- Numeracy support programmes such as: Dynamo Maths. Plus 1 & Power of 2
- Speech & language interventions such as Speech Link, Language Link, Language for Thinking, Time to Talk
- Interventions to support attention, listening & memory skills such as: Memory Magic, barrier games
- Social, emotional and mental health support such as: social skills groups, emotional literacy support & interventions, social stories, interventions tailored to specific needs of individual pupils including pastoral support programmes,
- Gross & fine motor control development such as- BEAM, Jump Ahead, Clever Fingers
- Programmes to support sensory processing develop such as Sensory Circuits.

Personalised Intervention:

- Personalised reading, writing & maths curriculum
- Highly personalised speech & language programmes devised by Speech & Language Therapists
- Personalised social & emotional support tailored to the specific needs of individuals including nurture time, Pastoral Support Plans & Behaviour Management Plans
- Personal support for transitions around the school environment
- Personalised task engagement support
- Sensory Circuits personalised by occupational therapist for specific individuals
- Occupational therapy programmes devised by O.T.
- Counselling from an outside agency specialist

10. SEND Budget & Allocation

The formula for allocation to St. Katharine's includes a number of factors which together comprise the SEN Notional Funding. This funding allows the school to make provision for SEN Support throughout the school and resources up to £6,000 per pupil with high-cost needs. The majority of this money was spent on staffing for SEND provision with a small amount spent on SEN resources & staff training.

Schools in Kent can apply to the local authority for High Needs Funding for the individual support needs of specific children requiring very high levels of support, regardless of whether or not they have an EHCP. This funding must be re-applied for each year. This is not available for children who live outside of Kent. Funding to meet the needs of children not living in Kent is dependent on them having been issued with an EHCP.

SEND pupils with High Needs Funding or additional funding from other local authorities because they do not live in Kent but have EHCPs	Pupils
2020-2021	5

There are currently 6 pupils at St Katharine's with very high levels of need for whom we receive additional funding.

11. Deployment of Staff and Resources

We currently have 16 teaching assistants (TAs) employed at St. Katharine's, 5 of whom have achieved Higher Level Teaching Assistant (HLTA) status and another with qualified teacher status. All teaching assistants work with individual pupils or a small group of pupils, following a variety of intervention programmes. Not all of these pupils are on the SEN register but each has been identified as needing additional support in specific areas in order to 'catch-up'. Where possible pupils are supported in class, however some pupils with very high levels of need are withdrawn during class time (we try to keep this to a minimum). All teaching assistants receive appropriate training and resources for the interventions they lead. One HLTA has the role of Home School Link Coordinator. She works closely with children with social and emotional needs and their families. She has had higher level training to support pupils with wellbeing needs. This TA and one other are also trained as Emotional Literacy Support Assistants (ELSAs).

The SENCO/Assistant Head is employed 4 days a week to oversee SEND, English as an Additional language (EAL), Pupil Premium pupils, Gifted & talented pupils, and does some teaching in Year 1 on Thursday afternoons. She assists the Head teacher in the role of designated Child Protection Lead. She currently works all day on Mondays, Tuesdays, Thursday and Fridays. The SENCO's main task is to oversee and coordinate SEN provision throughout the school. The SENCO meets with parents/carers, liaises with outside agencies, works with children, assesses children and completes paperwork ensuring the children receive the best support and provision possible. She also attends meetings and training and keeps up to date with government requirements and changes regarding SEND.

12. Provisions for pupils with SEND, including those with an EHCP, during school closure during COVID 19

Home learning due to partial closure began in January 2021 until the beginning of March. The children of key workers and vulnerable children (including those with Educational Health Care plans & very high levels of SEND but without EHCPs) were able to attend school. The SENCO established provisions to ensure support was appropriately given to meet the needs of all SEND pupils, particularly those with an EHCP. The following outlines the provisions they were put in place: Staff working in school and from home provided differentiated tasks for children with additional needs.

Home Learning:

- The school ensured that all pupils were able to access remote learning (via Teams). Teachers had daily contact with children.
- Paper copies of home learning packs/activities were provided for children who required it
- Parents with children with EHCPs and those with very high levels of need but without EHCPs who chose not to attend learning in school, were provided with personalised activities that supported their learning and well-being.
- Additional resources were made available at home where required
- Social stories were written and emailed home to support the changes
- Phone calls were made by the SENCO and Home School Link coordinator to provide further strategies and guidance as necessary to support with home learning and well-being
- Resources and outside agencies/ links were shared with parents.

Learning in School for Vulnerable Children with EHCP

- Small teaching pods were set up with the same pupils and staff
- A range of strategies, resources and learning styles were implemented to support need
- A flexible approach was applied to the curriculum, including an emphasis on outside learning

- Social stories were provided to support children with change
- 1:1 or 1:2 TA support was provided for children with an EHCP

13. Continuous Professional Development to support SEND

The SENCO attends the Local Inclusion Forum Team (LIFT) meetings 6 times a year. At these meetings support and advice can be accessed from personnel from KCC's Educational Psychology Service, the Specialist Teaching & Learning Service, Early Help, the Speech & Language Therapy Service and other SENCOs from the local area. General advice has been received on supporting pupils with SEND in school as well as, with parental approval, advice on meeting the needs of specific pupils with SEND where a higher level of support has been required.

The SENCO has worked alongside colleagues from other local primary schools within the local cluster of schools. This has included attending SENCO Forum meetings & Additional Educational Needs Update meeting. Sharing ideas and working collaboratively has proven to be extremely successful.

The SENCO meets regularly with teachers and teaching assistants to discuss the needs, interventions, impact of intervention and progress of pupils, and set next steps both formally at termly pupil progress reviews but also informally as required.

All teaching staff attended training on the new Mainstream Core Standards. Training was also attended by some staff in the following areas in order to support their professional development and to contribute to the development of SEN provision within the school:

- supporting of pupils who self-harm
- well-being for the return to school post-COVID
- mindfulness practices
- anxiety and self-regulation
- ASD awareness
- TEACH approaches (Treatment and Education of Autistic and Communication related Handicapped children)

14. External Agencies

The following have supported SEN pupils within the school in recent years:

- Early Help for Social, Emotional & Mental Health needs & to support the needs of the family
- Fegans counselling service
- Specialist Teaching and Learning Service teachers for Early Years, for Social, Emotional & Mental Health Needs & for Cognition & Learning (including specialist teacher for Dyslexia)
- Specialist Outreach Autism Teacher
- Speech and Language Therapists
- Physiotherapist
- Occupational Therapist
- Specialist advisor on attachment.

15. School Transition

At St. Katharine's we work closely with the educational settings used by pupils with SEND before they transfer to us, in order to seek the information that will make the transfer as seamless as possible. We hold transition meetings for incoming pupils with SEND, with parents and, where possible, involve staff from the previous setting and other external services involved in the pupil's SEND support.

Our year 6 pupils transfer to a variety of schools across the area. All our Year 6 pupils receive in-school transition preparation. Pupils also usually have the opportunity to spend a day visiting their new school prior to starting but in some cases, this was not possible this year due to COVID. All pupils receive an in-school visit from a staff member from their secondary school. Information regarding the needs & provision of vulnerable pupils, is shared with these members of staff in a meeting with the Year 6 teacher.

We also support the transition of our vulnerable pupils, including those with SEND, through meetings between school SENCOs and a written transfer report. All SEND records are sent to the SENCO of the receiving school. Where required, an enhanced transition package is arranged with the receiving school. This often includes additional meetings between staff & additional pupil visits with their support assistant. Our ELSAs provide additional programmes for small groups of vulnerable pupils to help ensure a smooth transition or individual transition support sessions where more personalised transition support is required.

This year, our year 6 pupils with SEND transitioned to Knole Academy and The Trinity School. One of our pupils, in another year group, transitioned to Parkwood Hall special school.

In previous years pupils from St Katharine's with SEND have transitioned to Knole Academy, The Trinity School, Bennett Memorial School Diocesan School, Hill View School for Girls, The Tydeman Centre at The Malling School, West Heath School, Browns School Bromley, and Sackville School.

16. Priorities Identified for Improvement of the school's SEND provision for 2021-2022

Percentages of pupils with SEN making expected attainment or good progress can vary for each subject within each cohort and where the actual number of pupils with SEN in a particular cohort is small the data may not be statistically valid. Whilst mindful of this data for future strategic planning, at St. Katharine's we focus on each individual pupil and target support specifically for their needs to enable them to make the most progress they can.

- Personalised nurture provision for particular pupils
- Access counselling from Fegans counselling service for identified pupils
- 2 staff members to become Attachment Leads who will identify and assess the need for alternative, additional support in school. Attachment Leads will set up integrative support plans for individual pupils over 2-3 years.
- All staff will have an increased awareness of the effect of Adverse Childhood Experiences (ACEs) on children, of behaviour as a means of communication, and effective means to support children to settle to learn.
- To further upskill the staff working with pupils who have complex needs and require very high levels of personalised 1:1 support
- Increase the variety of cognitive behaviour therapy-based programmes to support the work of our ELSAs.
- Increase the percentage of pupils with SEND who pass the Year 1 phonic check, by training staff in the use of Little Wandle (synthetic phonics) programme & additional interventions within the programme.