



SEND Policy

January 2025

Inclusion Team

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At St. Katharine's we aim:

- to provide an excellent education for children of all abilities and backgrounds.
- to provide a safe and positive environment where children can develop the attitudes that will help them to be flexible, open-minded and understanding of others and where they can continue to learn to be responsible for their own actions.
- to be an integrated part of the village community and to confirm our Church of England status by our strong Christian ethos and active involvement with St Katharine's Church.
- through good communication between Governors, parents and staff to work together in a committed and enthusiastic way where all feel a valued part of the school community.

We believe that...

- children learn through their natural enthusiasm and if they are given time. They learn if they can use their senses and they can work with 'real things'.
- children learn at different rates and if they are closely matched with what they have been set to do. They learn if they are taught in a well-managed, secure and happy classroom where the atmosphere is calm and purposeful.
- children learn where they feel a sense of value in what they do. They also learn if home and school have the same aspirations and where education is seen as a working partnership.

We cherish every child as an individual. Please refer to our [accessibility policy for more information](#)

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 Educational 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).

Arrangements for identification and assessment of pupils with SEND

This process begins before the children even start school with the SENCO & receiving teacher contacting pre-school settings to discuss the strengths, difficulties and needs of children who will be transferring to St Katharine's. An additional transfer meeting is held with parents of children with additional needs. Children are invited to attend 3 taster sessions in the term before they start school. The Reception teacher & teaching assistant also visit parents and children in their own homes.





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 class teacher. Class teachers complete a well-being screening assessment of children in their class twice a year and KS2 pupils complete a well-being self-assessment. The SENCO & Emotional Literacy Support Assistants draw up an action plan.

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 provision map. 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 to best support 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 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 children with SEND are offered at least 3 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.

Supporting Pupils with Medical Needs

We have a number of pupils with moderate to severe 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 needs. 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 are drawn up in collaboration with school staff, healthcare professionals and parents. We make changes to the school environment and train staff in line with these plans.

SEND Provision Arrangements

We use a variety of general strategies & resources to support pupils with SEND in the classroom depending on their need.

Additional intervention provision includes:

- Targeted interventions for phonics, reading, writing, spelling & maths skills from teachers & higher-level teaching assistants under the direction of the class teacher, which address specific needs identified by the class teacher.
- Pre-teaching of key skills/learning before children meet these in the whole class lesson.





- Literacy support programmes such as: Little Wandle phonics rapid catch-up & Little Wandle Phonics SEN, reading comprehension strategies, inferential comprehension.
- Number Stacks- a numeracy support programme for pupils working significantly below their peers.
- Speech & language interventions such as Active Listening for Active Learning, Speech Link, Language Link, PORIC, 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, counselling from an outside agency specialist.
- Gross & fine motor control development such as- BEAM, Jump Ahead, Clever Fingers
- Programmes to support sensory processing develop such as Sensory Circuits.
- Personalised Support:
- Personalised reading, writing & maths curriculum.
- Personalised task engagement support.
- Personalised social & emotional support tailored to the specific needs of individuals including nurture time, pastoral support plans, risk assessment & behaviour management plans, and integrative support plans for pupils identified with difficulties related to trauma or attachment.
- Personal support for transitions around the school environment.
- Sensory Circuits personalised by occupational therapist for specific individuals.
- Speech & Language Therapy programmes devised by Speech & Language Therapists.
- Occupational therapy programmes devised by O.T.

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 is 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. There are currently a period of consultation taking place, around how funding will be allocated from September 2025 onwards in Kent. Funding to meet the needs of children not living in Kent is dependent on them having been issued with an EHCP.

Deployment of Staff and Resources

We currently have 12 teaching assistants (TAs) employed at St. Katharine's, (four 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 & works closely with children with social and emotional needs and their families. She also has had higher level training to support pupils with wellbeing needs & is an Emotional Literacy Support Assistant (ELSA).

The SENCO is employed 2 days a week to oversee SEND. She assists the Head teachers in the role of designated Child Protection Lead. She currently works all day on Tuesdays 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.

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 works alongside colleagues from other local primary schools within the local cluster of schools at area SENCO Forum meetings, and attends the Countywide SENCO Forum meetings.

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

Last year, all teaching staff attended training on the following: Safeguarding, Trauma, Behaviour and the Brain, Fit to Learn, Working Memory, & training on meeting the needs of specific children with cystic fibrosis, dysphagia, & seizures/epilepsy.

Training courses were also attended by some staff in the following areas in order to support their professional development and to contribute to the development of SEND provision within the school including:

- De-escalation & encouraging positive behaviour
- Trauma informed practice in the Early Years
- Emotional Regulation in the EYFS
- Supporting early Communication Skills
- Sensory Circuits- to support children with sensory regulation difficulties
- Colourful Semantics- to support children with language needs
- Supporting pupils with social & emotional needs on the playground.

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.
- Spurgeon's counselling service.
- Specialist Teaching and Learning Service teachers for Early Years, for Social, Emotional & Mental Health Needs, for Communication & Interaction, & for Cognition & Learning (including specialist teacher for Dyslexia).
- Specialist Outreach Autism Teacher from Milestone Academy.
- Speech and Language Therapists.
- Physiotherapist.
- Occupational Therapist.
- Specialist advisor on attachment.
- Educational Psychologists for statutory assessments.

School Transition

Our year 6 pupils transfer to a variety of schools across the area. Pupils have the opportunity to spend a day visiting their new school prior to starting. Pupils often also receive an in-school visit





SEND Policy

January 2025

from a staff member from their secondary school. Information regarding the needs & provision of vulnerable pupils is shared with the appropriate staff from the receiving school.

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 ELSA also provides (where required) additional small group transition programmes or personalised individual transition support to help ensure a smooth transition.

Last year, our year 6 pupils with SEND transitioned to Oxted School, St Gregory's Catholic School and Moorhouse School & College.

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, Sackville School, Tunbridge Wells Grammar School for Boys (Sevenoaks satellite school).

