

St Katherine's C of E Primary School



Special Educational Needs Information Report

September 2026

Special Educational Needs Information

(Updated 12th September 2026)

St. Katherine's is a Church of England Primary school. Guided by our Christian Vision of "*love your neighbour as yourself*", we strive to be inclusive, accepting and caring community. We believe that every individual is loved unconditionally by God, and we are committed to enabling all pupils to participate fully in every aspect of school life and the wider community. We celebrate the diversity of all our pupil's strengths and value each child's unique contribution to school life.

The information included in this report is provided to help you make informed decisions about how best to support your child's needs. It also outlines the strategies that may be implemented at any time, depending on individual requirements.

To ensure that all pupils, regardless of their specific needs, make the best possible progress, we work in partnership with the Local Authority. The support enables us to be inclusive of the needs of all pupils with a Special Education Needs and/ or disability.

Which kinds of SEND are provided for at this school?

- ❖ **COMMUNICATION AND INTERACTION** including Speech Language and Communication Needs (SLCN), Autism Social and Communication Difficulties (ASCD);
- ❖ **COGNITION AND LEARNING** including Learning Difficulties and Disabilities (LDD), Moderate Learning Difficulties (MLD), Severe Specific Disorder (SpLD), Dyspraxia, Dyslexia, Dyscalculia;
- ❖ **SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES** (SEMHD) including Attention Deficit/Hyperactivity (ADHD/ADD), including behavioural difficulties and underlying reason;
- ❖ **PHYSICAL IMPAIRMENT** including Visual, Hearing and/or Physical.

How does St Katherine's school know if children need extra help?

- ❖ Concerns can be raised by the parent or carer, teachers, or the child (if the child struggles to cope in the school environment);
- ❖ If limited progress is made;
- ❖ If there is a change in the child's behaviour or progress.

What should I do if believe my child may have special educational needs?

- ❖ The class teacher is the initial point of contact for any parental concerns;
- ❖ You may wish to arrange a meeting with Mrs Brown, the SENDCo;
- ❖ If you continue to have concerns after the meeting with Mrs Brown, you may wish to arrange to discuss your concerns with Mrs Anne-Marie Taylor, the Head Teacher.

Who is our SENDCo and how can she be contacted?

- ❖ Our SENDCo is Mrs Caroline Brown;
- ❖ SENDCo stands for Special Educational Needs and Disability Co-ordinator;
- ❖ Mrs Brown has gained the 'National Award for Special Educational Needs Co-ordination';
- ❖ She can be contacted using the school's telephone number (01268 685611) or alternatively by e-mailing SENDCo@st-katherines.essex.sch.uk;
- ❖ Each term, a parent SEND event is arranged, parents or carers have the opportunity to speak with the SENDCo regarding their concerns.

How will St Katherine's school support my child?

- ❖ Each child's education program is planned by the class teacher and differentiated to meet their individual needs. This may include additional general support from the teacher or a Learning Support Assistant (LSA) within the class.
- ❖ If a child's needs relate to specific areas of learning, such as Maths or English, they may receive targeted support from the class teacher or LSA. The duration and style of this intervention will vary according to the child's needs. Formally arranged interventions will run for a minimum of six weeks and will be reviewed by all involved to ensure effectiveness and to inform future planning. Progress will be monitored using tracking data.
- ❖ If your child receives regular interventions that are additional to and different from the usual differentiated curriculum, the child's class teacher will seek support from the SENDCo. This is referred to as *Additional Intervention Support*.
- ❖ Your child's progress may initially be tracked using a One Page Profile, which will outline any alternative support your child may access, for example access to fidgets or use of regulation breaks. These are then shared with any adult who supports in the class.
- ❖ If your child requires a higher level of support, their progress will then be tracked using a One Page Plan, which records interventions, timings, financial costs and their impact.
- ❖ If you have any queries regarding the interventions your child accesses, please contact their class teacher or the SENDCo.
- ❖ If a child's barrier to learning is linked to a Social, Emotional, Mental Health (SEMH) difficulty, an anxiety map may be completed. This will contribute to the creation of a *Predict and Prevent* form, in line with our Positive Relationships and Behaviour policy. This ensures that planned strategies are used consistently by all who working with the child.
- ❖ Pupil progress meetings are held each half term. During these meetings, the class teacher, SENDCo and a member of the senior leadership team discuss the progress of the pupils in the class. These discussions may highlight any potential barriers to learning and inform further support planning.
- ❖ Occasionally, a pupil may require expert support from an external agency. In such cases, the SENDCo will make a referral, with the parent or carer's consent. Parents or carers will be asked to complete a CDF-9 form to provide consent. The class teacher or SENDCo will then liaise with an Inclusion Partner, who may visit the school to observe the child. The SENDCo may also seek further guidance from an Education Psychologist.
- ❖ Some children may have a Physical or Neurological Impairment (PNI). Staff supporting these children will receive guidance from a specialist teacher from the Local Authority and appropriate training to meet each child's individual needs.
- ❖ For children who find the classroom environment overwhelming, a personalised curriculum may be provided. This may include time in *The Meadow*, an alternative learning space within the school where children follow a sensory-based curriculum alongside work planned by their class teacher. Trained LSAs with significant SEND experience support children in

The Meadow. Learning for these children is significantly adapted by their class teacher in conjunction with the LSAs supporting them. Any adaptations are communicated with the child's parents.

- ❖ In addition to the head teacher, Mrs Anne-Marie Taylor, the Governors of St Katherine's School have appointed Reverend Marion Walford to monitor safeguarding and child protection procedures. She is also responsible for ensuring the school remains inclusive and treats all staff and pupils equitably.
- ❖ Reverend Marion Walford also serves as the named Governor responsible for monitoring the participation of disabled pupils in the curriculum. She meets regularly with the SENDCo to review the support provided to children on the SEND register.
- ❖ All staff receive annual safeguarding training and regular updates on specific areas of SEND.

How will the curriculum be matched to my child's needs?

- ❖ When a child is identified as having a barrier to learning, their work will be differentiated by the class teacher to ensure they can access the curriculum with both success and appropriate challenge.
- ❖ To engage a child in their learning, tasks may be linked to their interests. For example, a concept might be taught through their favourite story.
- ❖ If necessary, Learning Support Assistants (LSAs) may work with a child on a one-to-one basis or in a small focus group targeting specific needs. In such cases, the child will also be encouraged to work independently or with the class teacher at other times.
- ❖ If a child is identified as needing adaptations to what is ordinarily available, the class teacher will create a One Page profile with the agreement of the child's parents. This will outline any alternative support the child access, for example adaptive seating. This will be shared with any adult who supports in the classroom to ensure consistency.
- ❖ If a child is identified as having a special educational need, their concerns, targets, support, and aspirations will be documented in a *One Plan*. Where appropriate, children are actively involved in setting their own targets and are encouraged to attend planning meetings.
- ❖ A One Plan is developed collaboratively with the child, parents or carers, class teacher, and, where relevant, the SENDCo. Targets are monitored by the class teacher and SENDCo and reviewed three times a year during a *One Plan* meeting. All participants, including the parent or carer and the child, will have their views recorded in the documentation.
- ❖ Prior to the meeting, parents or carers will be asked to complete a *Parent View Form*, giving them the opportunity to reflect on key questions that may be discussed. An additional *Views Sheet* will be sent home for parents or carers to share with other adults who spend time with the child (e.g. club leaders, family members, or other professionals).

How will I know how my child is doing?

- ❖ You will have the opportunity to discuss your child's progress at Parent-Teacher meetings, which are held once each term.
- ❖ Your child's teacher is also available at the end of each school day should you wish to raise a concern. If you would like a more detailed conversation, appointments can be arranged with the class teacher or SENDCo by phone, email (admin@st-katherines.essex.sch.uk or SENDCo@st-katherines.essex.sch.uk), or by visiting the school office. Where appropriate, a home-school communication book may be introduced to support ongoing dialogue.
- ❖ For children with a *One Plan*, a separate meeting will be arranged at a similar time to the Parent-Teacher meetings. This meeting will replace the standard parent interview. A copy of the *One Plan* will be provided to parents or carers for their records.

How will the school help me to support my child's learning?

- ❖ Your child's class teacher may suggest strategies to help support your child's learning and development.
- ❖ The SENDCo and class teacher may arrange a meeting with you to discuss specific approaches tailored to your child's needs.
- ❖ The school offers termly parent workshops that provide practical strategies for parents and carers to support their child's academic progress at home.
- ❖ If outside agencies, such as an Educational Psychologist have been involved, their recommendations will be shared with parents. These strategies can be adapted for use in the home environment.

What support will there be for my child's overall well-being?

- ❖ Members of staff are available for pupils who wish to discuss any issues or concerns. St Katherine's has a number of Learning Support Assistants (LSAs) who deliver support programmes and work regularly with children experiencing social or emotional difficulties.
- ❖ If your child has medical needs, a care plan will be created in consultation with parents and supported by the school nurse. This plan is shared with all relevant staff to ensure consistent care across the school.
- ❖ Some staff have Epi-pen training, delivered by the school nurse.
- ❖ Where necessary, and with parental agreement, prescription medicines may be administered in school. This will only occur when a signed medicine consent form is in place to ensure the safety of both the child and the staff member.
- ❖ All staff members hold first aid training certificate, some staff members hold a paediatric first aid training qualification.
- ❖ Some children may require intimate care. In such cases, the class teacher or SENDCo will work with the child's parent or carer to develop an intimate care plan. This plan outlines the specific support required and identifies the adults responsible for providing it. One of our accessible toilets is equipped with an electronic bench to support the provision of intimate care.
- ❖ If a child is experiencing behavioural or emotional difficulties, an anxiety map may be completed. This will inform the development of a *Predict and Prevent* form, created in consultation with the child's parent or carer. The plan will be shared with all staff to ensure consistent support across the school.

What specialist services and expertise are available or accessed by the school?

- ❖ At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These may include, but are not limited to:
 - Inclusion Partners
 - Speech Language Therapists
 - The Educational Psychologist
 - School Nurse Team
 - The Special Education Needs operations team
 - Occupational Therapists
 - Emotional Wellbeing and Mental Health Services (EWMHS)
 - Kids Inspire
- ❖ Class teachers and the SENDCo can support parents with referrals for a diagnosis, for example ADHD. Parents must contact their child's class teacher first. A letter may be written to support a referral to the doctor or a direct referral can be made to the Lighthouse centre or speech and language teams.

What training has the staff supporting my child had, or having?

- ❖ Different members of staff have received training on how to support children with the following areas of need.
 - Children on the autistic spectrum;
 - Children with speech and language difficulties;
 - Children with social and emotional needs;
 - Children with children with epilepsy;
 - Children with specific literacy difficulties;
 - Children with attachment difficulties;
 - Children with global developmental delay;
 - Supporting children to regulate their emotions;
 - Those with intimate care needs;
 - Those with hearing impairments;
- ❖ Staff delivering interventions will have had training to do so. Training will be kept up to date.

How will my child be included in activities outside the classroom, such as school trips?

- ❖ All pupils are encouraged to participate in school activities and trips.
- ❖ Risk assessments are carried out, and appropriate procedures are put in place to support inclusion and ensure safety.
- ❖ In preparation for a school trip, children may be supported through social stories and discussions to help them understand what to expect.
- ❖ If a high level of support is required to ensure a child's safety, parents may be invited to accompany their child on the trip.
- ❖ If it is considered inappropriate or unsafe for a child to attend a school trip, a meeting will be held between the class teacher or SENDCo and the child's parent or carer to discuss concerns and explore suitable adaptations.

How accessible is the school environment?

- ❖ As a school, we are happy to discuss individual accessibility requirements.
- ❖ Current facilities include:
 - Ramps to make the building accessible to all
 - A sensory room
 - An accessibility toilet and shower
 - Electronic bench in accessibility toilet
 - Specialised taps
 - Alternative learning, eating and play spaces
 - Reasonable adaptations e.g. access to ear defenders or hearing loops.
- ❖ Full details of our ongoing development in this area can be found in our Accessibility Plan.
- ❖ In accordance with the Equality Act (2010), the Governors regularly monitor the school premises to ensure that the physical environment continues to improve access for disabled pupils. This includes enabling them to benefit fully from the education, facilities, and services offered by the school.

How will St Katherine's school prepare and support my child when joining our school or transferring to a new school?

- ❖ During the transition to secondary school, some children may be offered additional visits to help them become familiar with their new environment and routines.
- ❖ Records will be transferred between the current and receiving schools to ensure continuity of support.
- ❖ Class teachers and the SENDCo will liaise with the SENDCo at the new school to share information about children with special educational needs.
- ❖ Where appropriate, staff from the secondary school will be invited to attend the final *One Plan* meeting to support a smooth transition.
- ❖ In the final term, children may also have extra visits to their new classes and spend time getting to know next year's staff and surroundings. If appropriate, a transition book may be created to support this process. Where possible, an adult from the child's current class will accompany them during the transition and continue to support them for at least the first half term to help them settle into new routines and build a relationship with their new teacher.
- ❖ The child's next class teacher will attend the summer *One Plan* meeting to ensure they are familiar with the child's strategies and needs.
- ❖ Staff also share good practice, strategies, and objectives throughout the transition process to ensure consistency and continuity.

How are the school's resources allocated and matched to the children's special educational needs?

- ❖ The SEND budget is allocated each financial year and is used to provide additional support or resources based on the individual needs of each child.
- ❖ Additional provision may be allocated following discussions during pupil progress meetings, or if concerns are raised at other points throughout the year.
- ❖ Resources may include the deployment of staff, tailored to the specific circumstances of the child.
- ❖ If a child requires support that exceeds the school's available funding, an application for an Education, Health and Care (EHC) Plan may be submitted to request additional funding. If

granted, the plan will be reviewed annually in collaboration with the child, parents or carers, class teacher, and SENDCo.

How is the decision made about how much support my child will receive?

- ❖ Decisions regarding additional support are made in consultation with the class teacher, SENDCo, and the Senior Leadership Team. These decisions are informed by half-termly tracking of pupil progress and, where relevant, by assessments carried out by external agencies.
- ❖ If further concerns arise due to a child's lack of progress or well-being, additional interventions will be arranged to provide targeted support.

How will I be involved in discussions about planning for my child's education?

- ❖ All parents and carers are encouraged to contribute to their child's education through the following processes.
 - Discussions with the class teacher;
 - Discussions with the child;
 - Through the 'Meet the Teacher' meetings at the beginning of the school year;
 - Attending termly Parent Interview meetings;
 - Discussions with the SENDCo or other professionals;
 - Contributing to One Plan during termly meetings.

Who can I contact for further information?

- ❖ If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the SENDCo or email on SENDCo@st-katherines.essex.sch.uk
- ❖ Details of Essex Local Offer (services in Essex available to support your child,) you can find this at www.essexlocaloffer.org.uk.
- ❖ If you are unhappy with Essex Local Authority decisions regarding your child's SEND needs this information can be found <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>.