



St Katherine's School: SEND Information Report

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Introduction

This information report will be updated at least annually. It was reviewed by the Local Governing Board in December 2025 and it was last updated in September 2026.

Our Vision

"We are St Katherine's - a nurturing and inclusive community, united in the pursuit of excellence."

Rather than beginning with legislation, we begin with people.

At St Katherine's, we believe that every child deserves to feel that they belong, are known and are valued. We are ambitious for every learner and committed to ensuring that all young people, including those with Special Educational Needs and Disabilities (SEND), can flourish academically, socially and emotionally.

We lead our inclusive culture with heart (*nurturing and inclusive*) and brain (*pursuit of excellence*).

Heart means building relationships, listening carefully to young people and their families, recognising strengths and creating a community where everyone feels safe, welcomed and respected.

Head means using evidence-informed practice, professional expertise and high-quality adaptive teaching to ensure that every student receives the right support at the right time.

Together, these principles underpin everything we do.

Our Values

Everything we do reflects our shared values of:

Respect

We celebrate diversity and treat everyone with dignity and kindness. We foster a culture where differences are understood, valued and embraced.

Responsibility

We encourage students to take ownership of their learning, behaviour and wellbeing while providing the support they need to become increasingly independent.

Resilience

We believe challenge helps us to grow. We encourage every student to persevere, develop confidence and learn from setbacks so they are well prepared for adulthood.

Our Six Principles of Inclusion

1. Belonging

Every child deserves to feel that they belong.

Our ambition is that every student can identify at least one trusted adult in school who knows them well, listens to them and supports them throughout their journey at St Katherine's.

Whether this is a tutor, teacher, Learning Support Assistant, Head of House, a member of the pastoral team or another member of staff, we know that trusted relationships are one of the strongest foundations for wellbeing, attendance and achievement.

2. Ambition

We have high expectations for every learner.

We believe that SEND should never limit aspiration. Our role is to remove barriers rather than lower expectations.

Through adaptive teaching, appropriate reasonable adjustments and personalised support, we help every student achieve success.

For students who require a significantly adapted curriculum, our Hedgerow Path adapted curriculum at Key Stage 4 provides an ambitious pathway that balances academic learning with communication, independence, emotional wellbeing, life skills and preparation for adulthood while maintaining full time links with their mainstream school life.

3. Partnership

Parents know their children best.

We believe that successful SEND provision is built through genuine partnership with students, families and professionals.

We regularly meet with families through:

- SEND Reviews
- Team Around the Child (TAC) meetings
- Annual Reviews
- SEND Coffee Mornings
- Informal meetings and conversations

Student voice is central to our graduated approach. We work together to understand strengths, aspirations and the support needed to achieve positive outcomes.

4. Expertise

Our work combines heart and brain.

Compassion alone is not enough.

Expertise alone is not enough.

Our decisions are informed by both.

Support is based upon:

- Quality First Teaching
- Ordinarily Available Provision (OAP)
- evidence-informed adaptive teaching
- specialist advice
- careful assessment of impact
- intervention as needed

- ongoing review of impact through our graduated approach
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5. Inclusion

Quality-first teaching is the first wave of intervention - the most important support we provide.

Every teacher is a teacher of SEND.

Our classrooms are designed to be inclusive through:

- adaptive teaching
- reasonable adjustments
- scaffolded learning
- metacognitive approaches
- inclusive classroom routines
- accessible resources
- positive behaviour support

Additional interventions are carefully planned to complement - not replace - excellent classroom teaching.

6. Preparing for Adulthood

Preparation for adulthood begins in Year 7.

We want every young person to leave St Katherine's with:

- confidence
- independence
- resilience
- qualifications
- friendships
- self-advocacy skills
- employability skills
- aspirations for the future

Every decision we make considers how it will help students achieve, access our sixth form or a suitable alternative and become successful adults.

Starting at St Katherine's

Starting secondary school is a significant milestone and we are committed to ensuring every child feels confident and excited about joining our community.

We work closely with primary schools and families to plan successful transitions.

Additional transition opportunities may include:

- enhanced visits
 - individual transition plans
 - meetings with families
 - transition booklets
 - opportunities to meet key adults
 - personalised transition programmes
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Quality Support for Every Student

Support begins with Quality First Teaching through our 'Culture of Excellence' and underpinned by our belief that, *'what's essential for some is useful for all'*.

Culture of Excellence

To deliver on our moral purpose and mission:

We build strong relationships

Warm-strict: connect before you correct, narrate the positive

Least invasive intervention

We establish consistent routines

Punctuality

Silent entry and exit

Ready to Learn

Modes of learning

We plan and deliver quality first teaching

Create conditions for all students to learn: secure attention

Present key knowledge clearly for all students: optimise communication

Assess students learning to inform next steps: gather and respond to feedback

Get students thinking hard: drive thought

Plan tasks to strengthen memory: consolidate learning

Every classroom provides a range of Ordinarily Available Provision (OAP) designed to meet the needs of our learners.

Optimise Communication			Gather and respond to feedback		
Chunk		☒ ☐	Whole class		☒ ☐
Cognitive Load		☒ ☐	Re-teach		☐ ☐
Key Vocabulary		☐ ☐	Pause & proofread		☐ ☐
RESPECT RESILIENCE RESPONSIBILITY			RESPECT RESILIENCE RESPONSIBILITY		

Class teachers and tutors are the first point of contact and work closely with our Inclusion Faculty to identify and respond to additional needs as early as possible.

Where further support is required we use a graduated approach of:

Assess → Plan → Do → Review

Support is reviewed regularly with students and families to ensure it remains effective.

Our Inclusion Team

Our SEND team works collaboratively with the pastoral team, teachers and external professionals to ensure every learner receives coordinated support.

This includes:

- SENDCo
- Deputy SENDCos
- Lead Learning Support Assistants
- Learning Support Assistants
- Wellbeing Coordinator
- Heads of House
- Deputy Heads of House
- Speech and Language Therapist and SALT Assistant
- Educational Psychologist
- Specific Learning Difficulties Teacher
- ASC Champions

- Counsellor
 - Art Therapist
 - School Nurse
 - ELSA/MELSA
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Supportive Spaces

Sometimes students need more than excellent classroom teaching.

Our provision includes:

Engage

A calm, nurturing environment where students can regulate emotions, reconnect with learning and access trusted adults.

Additional spaces include:

- intervention rooms
- quiet assessment rooms
- sensory regulation spaces
- small group teaching rooms

Provision is personalised according to identified need.

Role of SENDCO

- Strategic oversight of Inclusion including development and evaluation of the school's inclusive practice and graduated response.
- Strategic collaboration with AHT T&L & Behaviour (DDIs, provision reviews, student voice, work sampling, monitoring SEND Support Plans for QA)
- Strategic oversight of offsite and onsite alternative learning provisions including QA and monitoring of attendance and alternative provision outcomes for vulnerable learners. Monitoring of attendance, engagement, progress and safeguarding within alternative provision.
- Oversight of EHCPs provision / application / funding
- Complex case management (SEND)
- Oversight of EHCP Annual Reviews Years 7, 9, 11, 13 and Early Annual reviews Years 7-13
- Oversight of post-16 and destination planning for students with EHCPs.
- Liaison with local authorities and the inclusion panel
- Oversight of external agencies and professionals
- Oversight of enhanced transition for Year 6
- Oversight of the SEND register
- Strategic oversight of staff training for SEND
- Strategic oversight of SEND data analysis
- Quality assurance of all Annual Reviews and submissions to the Local Authority.
- Whole-school SEND training and culture development.

Role of the Deputy SENDCOs

- Line manager for the team of LSAs including Lead LSA for C&I & ELSA
- Responsible for LSA timetabling
- Management of Engage provision and day to day provision

- Support with identification and management of early identification (SEMH & C&I)
 - Caseload of keyworkers (SEMH/C&I)
 - Oversight of SEND Support Plans, including quality assurance and review cycles.
 - Proactive approach to working with families with identification and behaviour management through the PDR process including SEND review meetings / EHCP ARs as needed
 - Oversight of EP, SALT and the Art Therapist referrals
 - Oversight of ELSA provision and impact evaluations
 - Support with ALP QA visits and monitoring
 - Oversight of provision mapping
 - Leading team meetings
 - Deputise for the SENDCO as needed
 - Delivery of staff training as needed
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- Oversight of exam access arrangements and line management of the SEND administrator
 - Oversight of foundational learning interventions, SpLD intervention and measuring impact
 - Support with the oversight of EHCPs provision / application / funding
 - Support with identification and management of early identification (C&L)
 - Oversight of EHCP Annual Reviews Years 8, 10, 12
 - Caseload of keyworkers (C&L)
 - Oversight of SEND Support Plans, including quality assurance and review cycles.
 - Proactive approach to working with families with identification and behaviour management through the PDR process including SEND review meetings / EHCP ARs as needed
 - Liaison with EAA assessor
 - Delivery of intervention as part of Hedgerow as needed
 - Coordination and oversight of SEND referrals and graduated response pathways.
 - Day to day Engage provision management as needed
 - Deputise for the SENDCO as needed

The SEND Team

Name	Job role
Flora Slater	Assistant Headteacher - Inclusion & SENDCo
Gaby Wallis	Deputy SENDCO & Lead LSA for SEMH
Steph Morgan	Deputy SENDCO
Rachel Jacobs	SEND Administrator
Ellie Blaney	Wellbeing Coordinator
Kate Turner	Literacy Intervention Specialist
Sian Howe	Deputy Head of House (SEND) and DDSL & ELSA
Jo Harvey	Lead LSA for Communication & Interaction
Ruth Creton	Lead LSA for Foundational Learning
Christina Martin	LSA
Emily Beasley	LSA
Grace Brown	LSA
Tracey Ellis	LSA
Charlotte Cook	Access Arrangement Assessor & Teacher of SpLd
Ruth Collett	Art Therapist

Use sendteam@skdrive.org to get in touch with the team.

Identifying and assessing SEND

Additional needs can be considered under four broad areas:

1. Communication and interaction
2. Cognition and learning

3. Social, emotional and mental health
4. Sensory and/or physical

We know when students may need extra help if:

- Concerns are raised by the student, parent/carers or teachers.
- Limited progress is being made (all students' progress is monitored twice per year by their classroom teachers through progress checks).
- There is a significant change in progress or behaviour across several subjects.
- Concerns are raised by external agencies.
- The previous school has informed us of extra help needed in their school.
- The results from standardised testing on entry are of concern.

We work closely with our feeder primary schools to create effective relationships and liaise with them to gain information on all of our students.

St Katherine's School focuses on early identification of SEND so that the right support can be put into place swiftly.

When students first arrive in Year 7 at St Katherine's School they are given a spelling and reading test. These results along with primary school data are used to determine whether they would benefit from early intervention such as a literacy support package. Students requiring additional support in maths are identified through primary school data and internal assessments.

Early identification of SEND is important in order to minimise difficulties later on. The process is on-going but concerns may be identified at any time in the student's school career from any of the following sources:

- In class observations
- Learning walks conducted by Heads of Faculties, Heads of House or SLT
- Concerns raised by external agencies
- Concerns raised by parents/carers
- Concerns raised by the student
- Referrals from class teachers and faculties
- Regular, on-going teacher assessment
- Internal examinations and assessments

St Katherine's School offers a free dyslexia screening test (not a diagnostic) for students who may need it. Teachers refer to our team who conducts the dyslexia screener which gives an indication of the probability of dyslexia for the student. This is not a diagnosis.

At St Katherine's School we believe that a joined up approach with external agencies is beneficial to the progress of all students, particularly those with SEND. St Katherine's School works with a variety of agencies and services to help support students with SEND. These providers include:

- North Somerset SEND team
- Bristol SEND team
- Educational Psychology Service
- Child and Adolescent Mental Health Services
- Social Services
- Sensory Support Service

- Art and Play therapists

Access Arrangements

Some students require access arrangements in order to access tasks in lessons and exams such as GCSEs and A Levels. Access arrangements are put in place to make it fair for all students and remove any disadvantages they may have. **Access arrangements must reflect the student's normal way of working in lessons.** There are a range of access arrangements which reflect the individual needs of students, these include:

- Extra time (typically 25%)
- Reader or reader pen
- Scribe
- Separate room or small group invigilation
- Supervised rest breaks
- Read aloud
- Word processor

Provided that the recommendations are applied in the classroom, the designated officer will make an application for access arrangements to be applied in formal examinations via the Joint Council for Qualifications (JCQ). These access arrangements have to be approved by the JCQ before they can be applied in external examinations.

The designated officer makes applications in Year 10/12 for students that require access arrangements. Information is collected by the designated officer in partnership with teachers and in class support staff. This must show:

- Evidence of need
- History of need
- The access arrangement being applied for is that student's normal way of working in school.

If a teacher feels that a student is experiencing disadvantage in a particular area and feels they would benefit from having an access arrangement in their subject, they can first speak to the Head of Faculty and then they should provide suitable evidence to the designated officer. The designated officer will then investigate this further and discuss their findings with the teacher and parents.

In all cases written evidence in support of applications must be provided and must cover the dates appropriate to the claim.

Links to further information and support

DfE SEND Code of Practice: 0-25	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
DfE SEND: guide for parents and carers	https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
North Somerset's Local Offer	https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer
Bristol's Local Offer	https://www.bristol.gov.uk/bristol-local-offer

Supportive Parents: Supporting families of children with SEND	https://www.sendandyou.org.uk/
St Katherine's SEND Policy	http://www.stkaths.org.uk/parentscarers/policies/
St Katherine's Complaints Policy	http://www.stkaths.org.uk/parentscarers/policies/