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# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

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St Elizabeth's Catholic Primary School  
2021-2022



At St Elizabeth's Catholic School, we are working closely with our governors and the local authority to continue to make best endeavours within our teaching and learning for our pupils with SEND through Covid-19 restrictions. This information report is intended to state what we provide in normal circumstances in schools. Due to the current pandemic, movement of staff and school closures must foremost be met under government health and safety guidelines. Therefore, school closure, bubble restrictions, and other unexpected changes as a direct result of the global pandemic may limit our provision model and preferred staffing structure.

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## What is the SEND information report?

This report shares how St Elizabeth's Catholic school provides for children with special educational needs and/or disabilities (SEND). Our SEND policy gives further details about our day to day procedures. This report is reviewed annually. Our report shares with parents and carers how we:

- effectively teach and provide provisions to meet the needs of pupils with SEND
- work with parents and children to make them the heart of everything we do
- assess, plan, and review pupil's progress and outcomes

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### Aims

St Elizabeth's Catholic Primary School is an inclusive mainstream school. We believe all children should experience a broad, balanced and relevant curriculum, which enables children to reach their full potential and aids their development towards independence in the community. We believe that each child is a gift from God. We aim to ensure that, in partnership with parents, individual needs are identified and strategies developed to meet their individual needs.

### Definition of SEND

The SEND Code of Practice 2015 states that a child or young person has SEND if he/she has a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if he/she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

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## SEND profile at St Elizabeth's

SEN Code of Practice 0-25 (May 2015), identifies 4 broad categories of need:

- learning and cognition
- communication and interaction
- social, emotional, and mental health
- sensory and/ or physical needs

From June 2021, our school provides additional and/or different provision for 30 pupils on the SEND register. Some of the needs at are school include:

- Autism spectrum conditions
- Speech and communication difficulties
- Social, emotional and mental health needs such as Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and or physical needs including visual impairments, hearing impairments, and processing difficulties
- Specific learning difficulties, such as dyslexia
- Moderate/significant and multiple learning difficulties
- Specific genetic disorders including Downs Syndrome
- Developmental delay

## Approach to teaching pupils with SEND

Quality First Teaching is always the first approach in meeting the needs of all pupils, including pupils with SEND. At St Elizabeth's School we follow the Ofsted 2019 framework ensuring that all of our pupils attend the broad range of curriculum so that 'learners study the full curriculum and specialise only when necessary. Our teachers work directly with all children and directly support small group work in the classroom wherever possible, allowing pupils the access to their direct expertise and repetitious instruction.

For pupils who need small group support out of the classroom, such as KS2 phonics support or a social communication session, our support staff will generally deliver these interventions under the direction of the class teacher. For these sessions, we have several break out spaces throughout the school and an SEND classroom. Our ELSA, play therapist, and support staff use these spaces to run 1-1 and small group sessions with pupils. When allocated by the health team, speech and language

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and occupational therapy can also visit this space to assess a pupil, set targets and offer training for our support staff who deliver their programme on a regular basis.

### Identifying pupils with SEND, assessing needs, and monitoring progress

All pupils are closely monitored through teacher observation, formal assessments and pupil work. Pupils are offered feedback and instructed at a level that supports their continuous progress. In most instances, this teaching approach which is high quality and differentiated, meets the needs of pupils in most instances. However, when a child is not making expected levels of progress over a term, the teacher will seek consultation with the school's special educational needs coordinator who offers the class teacher provisions (strategies, modifications, and sometimes small group work). The SENCo may also observe the pupil in class or review their data and work. We then closely monitor the pupil and review their progress with these supports at a graduated approach meeting. At our termly graduated approach meetings we assess, plan, do, and review. This graduated approach model includes:

- Assessment of learning targets, formal assessment outcomes, pupil report,
- Planning by the class teacher and taking into account the hopes of the family and pupil
- Creating new targets for the next term and amending provisions (when ongoing provision is needed)
- Reviewing these targets termly

At St Elizabeth's, we recognise that some children occasionally need a brief period of intervention and then return to their expected levels of progress; however, those that require ongoing support will be added to the SEND register. This register is a formal documentation that the pupil is receiving SEND support. Pupils on the register will receive termly progress targets that are individually set by their class teacher. Every term, parents with children on the SEND register will be invited to be a part of termly graduated approach meetings. Parents will be encouraged to share information that will help the school meet the pupil's SEND needs. In addition to involving parents, we believe pupil involvement is equally important. Therefore, every pupil with SEND is given a pupil portfolio to complete with their parents/ carers. This document shares how the child learns best and what families feel they need to be successful at school. This document is shared across the school with all staff members who work directly with the pupil. At the end of the term, children are asked how they feel their learning has progressed so they bring voice to our termly meeting. When appropriate, we invite the pupil to be a part of these meetings.

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### Process for parental concerns regarding their child's progress

If you have a concern about your child's progress, please contact the class teacher. Classteachers are responsible for the progress and day-to-day teaching of your child including the planning and outcomes of any pupil with additional needs.



If you continue to have concerns regarding your child's progress, you can contact the school Special Educational Needs (and Disabilities) Coordinator or Headteacher. The SENCo ensures that all pupils are receiving the access and supports available in our school and community.

Our SENCo is Lisa Said and is available by email at [admin@st-elizabeths.richmond.sch.uk](mailto:admin@st-elizabeths.richmond.sch.uk) or by telephone at 020 8940 3015.

### Request for a Statutory Assessment (requesting an EHCP)

In rare instances the school may decide a pupil requires an EHCP. Parents always have the right to apply for an ECHP themselves at anytime.

For school to apply for and EHCP, St Elizabeth's must demonstrate ongoing evidence of the pupil's need for provision that exceeds our capacity through the notional school budget. The school will have a meeting inviting professionals and parents to agree to a statutory assessment. More information on this process can be found at the Local Authority's Local Offer: [www.afcinfo.org.uk/local\\_offer](http://www.afcinfo.org.uk/local_offer)

### Supports and expertise in school

Our team at St Elizabeth's make best endeavours to meet the needs of all children. Our staff are currently trained to support pupils with:

- Collins Big Cats Progress (phonics support into KS2)
- Widgets
- TEACCH model
- Clicker
- Touch typing
- Nessy Reading and Spelling
- Lego Therapy
- Colourful Semantics
- Precision teaching
- Task planning
- Gross and fine motor development

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- Speech and language development
  - 1-1 reading and comprehension support

Our staff have had recent training on Colourful Semantics, Speech and Language Therapy support, Occupational Therapy support, Clicker, Power Maths pre-teaching, TEACCH and The Zones of Regulation. This expertise is secured through the monitoring of provision by the Headteacher and SENCo who decide what resources, training and support are needed.

Current equipment in school includes: physio and occupational therapy balls, scooter boards, and fine motor tools such as pincers. We also have 10 dedicated iPads with Clicker for pupil use, several PC computers, a class set of iPads and Chromebooks, 15 licences for Nessy: Reading and Spelling, Big Cats Progress complete reading set, and classroom partitions for dedicated work stations.

#### Expertise available outside of school

At St Elizabeth's we work in partnership with a range of professionals in order to support children with SEND.

- Directly funded by the school:

Play therapist- Maggie Libura

Emotional Literacy Support Assistant accreditation

Additional Educational Psychology services to provide a higher level of service to the school

- Paid for centrally by the Local Authority but delivered in school:

Educational Inclusion Support Services

Sensory Impairment services such as a Qualified Teacher for the Hearing or visually impaired

- Provided and paid for by Health Services (for pupils residing in Richmond and Hounslow)

Occupational and Speech Therapy consultation (advice)

Speech therapy support (for those with an EHCP)

Occupational therapy (for those with an EHCP)

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- In addition, the SENCo can refer to:

Children and Mental Health Services (CAMHS)

Kingston Health services: Integrated Service for Children with Disabilities

- The local authority can commission Health and Social Services when a pupil has been approved for a statutory assessment for an EHCP.

### Social Emotional Support

We believe that all children should be aware of their emotions and taught how to support these feelings that come and go. In keeping with our inclusive ethos, we are fortunate to be able to offer a whole school approach to the Zones of Regulation. This is a programme with a systematic approach to identifying our emotions and tools to support these feelings. We are proud that all pupils across the school check in with their emotions twice daily.

For pupils who need more time with understanding the Zones of Regulation, we can also offer small group support.

Finally, we offer children with more sensory input needs their own personal toolbox which works directly with the Zones of Regulation but tailor to their specific difficulty. We believe that by making all children aware of their feelings and offering regular check ins and strategies to support these emotions, we become more aware of our mental health and overall wellbeing. We also recognise that in checking in with our pupils, we can identify signs of bullying and respond swiftly and appropriately. Our school has zero tolerance for bullying.



We can also offer our school ELSA, Emotional Literacy Support Assistant, Patricia Graff, who provides short term 1-1 sessions covering the following topics: building resilience, self-esteem, managing emotions, social skills, loss and bereavement, Social Stories and therapeutic stories, play therapy, active listening and reflective conversations.

Should specialist support be needed, our play therapist Maggie is on site one afternoon per week.

### Reasonable Adjustments

We offer a range of before and after school activities. We make every effort that all pupils are able to attend at least one of our clubs during the year, including those with SEND. All clubs, school visits and events are offered to all pupils at St Elizabeth's school. Some pupils will need 'reasonable adjustments' made and we will work with our families in partnership.

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## Transition Support

### Transition into primary school

At St Elizabeth's we understand the importance of a nursery to primary school transition. We feel this transition is best done with the support of parents. Our incoming Reception aged children have a visit to the school during the summer term. Additional visits are sometimes appropriate and those will be determined individually. At the start of the year, our Reception class teacher and EYFS assistant visit all children in their home to meet the child before their first day at Primary School.

### Transition between year groups

At the end of every year our teachers have handover meetings to discuss all pupils, including those with SEND. The current class teacher will discuss the pupil's provisions and complete their autumn learning plan so that the teacher has a measured baseline at the start of the new school year. The children meet their new teachers in a transition afternoon.

### Transition into secondary school

Every child on the SEND register and those who are being monitored will have a complete handover from the SENCo to the new school. Information on how the child learns best, what access they require (ie additional testing time), and relevant historical documents will be shared. Many secondary schools offer school visits which we encourage. If it is thought appropriate, children with SEND can receive additional support such as accompaniment of their learning support assistant to attend visits to the new school. With parental agreement, we are also very happy to have the new school SENCo visit your pupil to understand how we meet their needs and give them time with the pupil.

## Complaints

The same arrangements for the treatment of complaints at St Elizabeth's Catholic Primary School are used for complaints about provision made for children with SEND and disabilities. We encourage parents to discuss their concerns first with the class teacher and then the SENCo. Our Headteacher is also available to discuss any concerns should your concerns need further action. Formal complaints are made to Dr. Oona Stannard, Chair of the Governing Body. For more details, please refer to our Complaints Policy

## Parent Support through SENDIASS

The information advice and support service for special educational needs and disabilities in Richmond and Kingston can be contacted through MY SENDIASS