



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

St Elizabeth's Catholic Primary School
2025-2026



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What is the SEND Information Report?

This report shares how St Elizabeth's Catholic Primary School provides for children with special educational needs and/or disabilities (SEND).

This report is reviewed annually and outlines for parents and carers how we:

- Effectively teach and ensure appropriate provision is made to meet the needs of pupils with SEND.
- Work with parents and children to put them at the heart of everything we do.
- Assess, plan, and review pupils' progress and outcomes.

Aims

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

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.

SEND Profile at St Elizabeth's

The SEN Code of Practice (2015) identifies 4 broad categories of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional, and Mental Health
- Sensory and/or Physical

As of March 2026, our school provides additional and/or different provision for 35 pupils on our SEND register.

Some of the needs currently supported at our 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
- Developmental delay

Approach to Teaching Pupils with SEND

Quality First Teaching is always our first approach in meeting the needs of all pupils, including those with SEND. In alignment with Ofsted's Education inspection framework (2025), we ensure that all of our pupils access a broad, ambitious curriculum. We achieve this by teaching a full range of subjects for as long as possible, ensuring learners study the full curriculum and specialise only when necessary. Our teachers work directly with all children and support small group work in the classroom wherever possible, giving pupils the benefit of the teacher's expertise and the opportunity to revisit and practice their learning.

For pupils who need small group support out of the classroom, such as 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 breakout spaces throughout the school and a dedicated SEND classroom, known as the Inclusion Room. Our ELSA and support staff use these spaces to deliver 1:1 and small group sessions. When allocated by the health team, speech and language and occupational therapists can also visit this space to assess a pupil, set targets, and offer training for our support staff. We have also created several calm spaces around the school where children can go if they need a sensory break.

Inclusion by Design

At St Elizabeth's, we believe that good SEND teaching is good teaching for *all*. We embrace an 'Inclusion by Design' approach, meaning we proactively build adaptations into our everyday classroom environments and teaching methods. These whole-school strategies are essential for pupils with additional needs, but they ultimately benefit every

Some of our universal adaptations include:

- Visual Timetables and Supports: Every classroom uses visual timetables (created with Widgit Online) so all children know exactly what to expect throughout the day, reducing anxiety and aiding transitions.
- Scaffolded Learning: Teachers routinely provide word banks, task planners, and step-by-step instructions. Breaking tasks down into manageable chunks helps

children with processing differences, while also giving all pupils clear success criteria.

- **Accessible Technology:** The use of Chromebooks, iPads, and speech-to-text software is normalised across the school. This ensures that children who need these tools for writing or reading do not feel singled out, and allows all pupils to develop crucial digital skills.
- **Communication-Friendly Spaces:** We strive for clutter-free, well-organized classrooms with clearly labeled resources. Combined with our calm spaces, this creates a lower-arousal environment that prevents sensory overload and helps all children maintain their focus.
- **Emotional Literacy for All:** By embedding The Zones of Regulation across the whole school, we ensure that every child—not just those on the SEND register—has the vocabulary and tools to understand and manage their feelings.

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 taught at a level that supports their continuous progress. When a child is not making expected levels of progress over a term, we implement a Graduated Approach:

1. **Consultation:** The teacher seeks consultation with the SENCO, who offers strategies, modifications, and sometimes small group work. The SENCO may also observe the pupil in class or review their data.
2. **Assess, Plan, Do, Review:** We closely monitor the pupil and review their progress at termly graduated approach meetings. This includes:
 - Assessing learning targets, formal assessment outcomes, and pupil reports.
 - Planning by the class teacher, taking into account the views of the family and pupil.
 - Doing by amending provisions or providing ongoing support.
 - Reviewing these targets termly.

SEND Register and Monitoring List

Some children occasionally need a brief period of intervention before returning to expected progress levels. These children (along with those who have a diagnosis but do not currently need additional support) are placed on our monitoring list.

Children requiring ongoing, formal support are added to the SEND register. Pupils on this register receive termly progress targets set by their class teacher.

Assess, Plan, Do, Review (APDR)

Every term, parents of children on the SEND register are invited to graduated approach APDR meetings to share information and review progress. We believe pupil involvement is equally important. Every pupil on our SEND register completes a Pupil Passport with their class teacher. This document outlines how the child learns best and

is shared with all staff who work with them. At the end of the term, children are asked how they feel their learning has progressed, bringing their voice to our termly meetings.

Request for a Statutory Assessment (EHCP)

In rare instances, the school may decide a pupil requires an Education, Health and Care Plan (EHCP). Parents also have the right to apply for an EHCP themselves at any time.

For the school to apply, 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 host a meeting with professionals and parents to agree to a statutory assessment.

More information can be found on the Local Authority's Local Offer:

www.afcinfo.org.uk/local_offer

Adaptations and Expertise in School

Our team makes every endeavour to meet the needs of all children. Our staff are currently trained to support pupils with:

- Collins Big Cat Progress (phonics support into KS2) to support the Little Wandle SEND programme
- Visual supports using Widgeit Online
- TEACCH model
- Speech-to-text software on Google Chromebooks
- Touch typing
- Lego Therapy
- Colourful Semantics
- Task planning
- Gross and fine motor development
- Speech and language development
- 1:1 reading and comprehension support

Our staff receive ongoing training from our link NHS Speech and Language Therapist, Occupational Therapists, Autism Outreach Team and internal experts on topics like maths pre-teaching, The Zones of Regulation and Emotion Coaching. This expertise is secured and monitored by the Headteacher and SENCO.

Current Equipment: We utilise physiotherapy/occupational therapy balls, scooter boards, fine motor tools, iPads with music therapy software, Big Cat Progress reading sets, and classroom partitions for dedicated workstations.

Expertise Available Outside of School

We work in partnership with a range of professionals:

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- Directly funded by the school: Emotional Literacy Support Assistant (ELSA) accreditation and additional Educational Psychology services.
 - Paid centrally by the Local Authority (delivered in school):
Educational Inclusion Support Services (EISS)
Educational Service for Sensory Impairment (ESSI)
 - Provided by Health Services: Occupational and Speech Therapy consultation, and direct therapy support for pupils with an EHCP.
 - External Referrals: The SENCO can refer to Child and Adolescent Mental Health Services (CAMHS), Richmond Community Paediatrics, and Kingston Community Paediatrics and Therapy Services.

Social and Emotional Support

We believe all children should be taught how to identify and support their emotions. We offer a whole-school approach to The Zones of Regulation, where all pupils check in with their emotions twice daily. For pupils who need more time understanding this, we offer small group support or personalized toolboxes tailored to specific sensory needs. Regular check-ins also allow us to swiftly identify and respond to signs of bullying, for which our school has a zero-tolerance policy.

We use the principles of Emotion Coaching to support pupils in managing their feelings and behaviour. This evidence-based approach focuses on nurturing a child's emotional intelligence. When a child is dysregulated or distressed, our staff are trained to recognise, empathise with, and validate the child's emotions before addressing the behaviour itself. By helping the child label their feelings and ensuring they feel understood, we can guide them towards calm problem-solving and self-regulation. This approach aligns with our Catholic Social Teaching by ensuring that all children, particularly those with social, emotional, and mental health (SEMH) needs, feel safe, heard, and supported in our school.

We also offer support via our Emotional Literacy Support Assistant (ELSA), Mrs. Graf, who provides short-term 1:1 sessions covering resilience, self-esteem, managing emotions, social skills and loss. Should specialist support be needed, we have access to the Mental Health Support Team (MHST).

Reasonable Adjustments

We offer a range of before and after-school activities. We make every effort to ensure all pupils, including those with SEND, can attend at least one club during the year. All clubs, visits, and events are offered to all pupils. Where reasonable adjustments are needed, we work closely in partnership with our families.

Transition Support

- **Into Primary School:** Incoming Reception children visit the school during the summer term. At the start of the year, our Reception staff conduct home visits to meet each child before their first day.
- **Between Year Groups:** Teachers hold handover meetings at the end of the year to discuss provisions and share autumn learning plans. Children also attend a transition afternoon to meet their new teacher.
- **Into Secondary School:** Every child on the SEND register and monitoring list receives a complete handover from the SENCO to their new school. We encourage secondary school visits and, where appropriate, a learning support assistant may accompany the child. We also welcome the new school's SENCO to visit St Elizabeth's to observe the pupil.

Complaints

The standard arrangements for treating complaints at St Elizabeth's apply to complaints about SEND provision. We encourage parents to discuss concerns first with the class teacher, then the SENCO. Our headteacher is also available for further discussion. Formal complaints are made to Dr Oona Stannard, Chair of the Governing Body. Please refer to our Complaints Policy for details.

Parent Support through SENDIASS

Richmond and Kingston Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) is a free, confidential, and impartial service for parents, carers, and young people.

- Freephone: 0808 164 5527
- Email: info@RKsendiass.co.uk
- Website: www.rksendiass.co.uk