

ST IGNATIUS CATHOLIC PRIMARY SCHOOL

Statutory SEND & Inclusion Information Report (2026–2027)

Document Title:	Special Educational Needs and Disabilities (SEND) Information Report
School Name & Trust:	St Ignatius Catholic Primary School (Ascension Catholic Academy Trust)
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Approved By:	Mrs Hanorah Murphy (Headteacher) & Governing Body
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1. School Vision and Catholic Ethos

At St Ignatius Catholic Primary School, our mission is to nurture the whole child—spiritually, academically, socially and emotionally—guided by faith, knowledge and service. As part of Ascension Catholic Academy Trust, we embrace the fundamental truth that every child is uniquely created in the image and likeness of God. We are fully committed to delivering an inclusive education where pupils with Special Educational Needs and Disabilities (SEND) are valued, supported and challenged to achieve their full potential in a loving, Christian environment.

2. Key Roles, Responsibilities and Governance

The statutory provision for children with SEND is a collective responsibility shared across the school community:

- **Special Educational Needs Coordinator (SENDCO):** Mrs Iwona Barkworth oversees SEND provision across the school. She works directly with pupils, parents, class teachers and external specialists to manage individual support plans, statutory assessments, and provision mapping. Contact: sendco@st-ignatius.surrey.sch.uk | 01932 785396.
- **Headteacher:** Mrs Hanorah Murphy holds overall responsibility for the strategic leadership of SEND, safeguarding, budget allocation, and ensuring that every pupil receives statutory support in line with the SEND Code of Practice.
- **Designated Safeguarding Lead (DSL):** Mrs Emer O’Neill (Deputy Headteacher) leads safeguarding and child protection, collaborating with the SENDCO and external agencies to protect and support vulnerable pupils and children with SEND.
- **Designated Teacher for Looked After Children (LAC):** Mrs Iwona Barkworth coordinates combined Virtual School PEP (Personal Education Plan) reviews and SEND provision for Looked After Children.
- **SEND Governor:** Carole Jones appointed by the Local Governing Body (Ascension Catholic Academy Trust) to monitor provision effectiveness, evaluate outcomes and ensure statutory compliance.
- **Class Teachers:** Responsible and accountable for the progress, development, and daily inclusive instruction (Quality First Teaching) of all pupils in their class, including those receiving additional SEND support.

- **Teaching Assistants (TAs), Learning Support Assistants (LSAs) & HLTAs:** Our dedicated team of 18 TAs and 1 Higher Level Teaching Assistant (HLTA) provide targeted 1:1, small-group intervention and classroom support under the direct supervision of class teachers and the SENDCO.

Contents

1. 1. What types of SEN does the school provide for?
2. 2. Which staff will support my child, and what training have they had?
3. 3. What should I do if I think my child has SEN?
4. 4. How will the school know if my child needs SEN support?
5. 5. How will the school measure my child's progress?
6. 6. How will I be involved in decisions made about my child's education?
7. 7. How will my child be involved in decisions made about their education?
8. 8. How will the school adapt its teaching for my child?
9. 9. How will the school evaluate whether the support in place is helping my child?
10. 10. How will the school resources be secured for my child?
11. 11. How will the school make sure my child is included in activities alongside pupils who do not have SEN?
12. 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?
13. 13. How does the school support pupils with disabilities?
14. 14. How will the school support my child's mental health and emotional and social development?
15. 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
16. 16. What support is in place for looked-after and previously looked-after children with SEN?
17. 17. What should I do if I have a complaint about my child's SEN support?
18. 18. What support is available for me and my family?
19. 19. Glossary

1. What types of SEN does the school provide for?

St Ignatius Catholic Primary School is an inclusive mainstream school. We make provision for pupils across the four broad areas of need identified in the SEND Code of Practice. A pupil does not need a diagnosis to receive appropriate support where their needs indicate that SEN provision is required.

Area of need	Examples of needs supported
Communication and interaction	Speech, Language and Communication Needs (SLCN), receptive/expressive language delays, and Autism Spectrum Condition (ASC). Provision includes visual schedules, Social Use of Language Groups (SULP), LEGO Therapy, and Speech & Language Therapy plans.
Cognition and learning	Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia. Provision includes multi-sensory literacy interventions, precision teaching, scaffolded learning resources and assistive technology.
Social, emotional and mental health	Attention Deficit Hyperactivity Disorder (ADHD), anxiety disorders, attachment difficulties, and trauma. Provision includes in-school Nurture groups, Emotional Literacy Support Assistant (ELSA) sessions, Zones of Regulation, and sensory break spaces.
Sensory and/or physical	Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), and Physical Disabilities (PD). Provision includes modified learning materials, occupational therapy programs, sensory integration strategies and accessible physical environments.

We recognise that needs can overlap and can change over time. We therefore consider the individual child rather than relying on a label or diagnosis.

2. Which staff will support my child and what training have they had?

SENDCO

Our SENDCO is Mrs Iwona Barkworth. She is allocated five days a week to lead and coordinate SEND provision.

- St Ignatius Catholic Primary School, Green Street, Sunbury-on-Thames, TW16 6QG.
- Email: sendco@st-ignatius.surrey.sch.uk
- Telephone: 01932 785396.

Class teachers

Teachers remain responsible and accountable for the progress and development of all pupils in their class, including pupils with SEND. Teachers receive SEND training and work with the SENDCO and external specialists to adapt teaching and provision.

Teaching assistants and other support staff

The school has a team of teaching or learning assistants, including a higher-level teaching assistant, who support pupils through targeted interventions, in-class support and individual or small-group provision where appropriate.

Training and professional development have included areas such as:

- Speech and language support and communication development.

- Occupational-therapy-informed strategies and sensory support.
- De-escalation and positive behaviour approaches.
- Positive Touch, ELSA and Zones of Regulation.
- Lego Therapy, Talk and Draw and social stories.
- Colourful Semantics, visual supports and Attention Bucket.
- Phonics, Toe by Toe and Dyslexia Gold.
- Social and play-based approaches, including OPAL and Lego Therapy.
- Training and collaboration with STIPS and Freemantles School Outreach.

Whole-school neurodiversity and PINS

As part of our commitment to inclusive practice, the whole school took part in the Partnership for Inclusion of Neurodiversity in Schools (PINS) project. This involved staff across the school developing their understanding of neurodiversity and considering how the school environment, teaching, communication and pastoral approaches can better meet the needs of neurodivergent pupils.

The PINS work complements our existing SEND provision and supports a culture in which inclusion is the responsibility of the whole school. We continue to apply the learning through staff practice, classroom adaptations, pupil support and partnership with families and specialist professionals.

External agencies and specialist expertise

Where appropriate, we work with specialist services, which may include:

- Speech and Language Therapy (SALT)
- Educational Psychology
- Occupational Therapy (OT)
- Specialist Teaching and Inclusion Services (STIPS)
- Freemantles School Outreach
- Paediatricians, GPs and school nursing services
- Child and Adolescent Mental Health Services (CAMHS), where appropriate
- Education welfare and local-authority services
- Social care and other specialist services

We use external advice to strengthen school-based provision. Specialist recommendations are considered alongside the child's views, family information, teacher assessment and evidence from school.

3. What should I do if I think my child has SEN?

If you think your child may have SEND, please speak to your child's class teacher in the first instance. You can also contact the SENDCO directly.

- Class teacher: via the class email or school office.
- SENDCO: sendco@st-ignatius.surrey.sch.uk
- School telephone: 01932 785396.

We will listen to your concerns, consider your child's strengths and needs, and agree appropriate next steps. This may include classroom observation, review of progress and attainment, assessment information, pupil voice and, where appropriate, advice from external professionals.

Where the evidence indicates that SEN support is required, we will work with you and your child to identify outcomes and provision. Parents/carers will be informed of decisions and involved in planning and review.

4. How will the school know if my child needs SEN support?

Identification is part of our everyday school practice. Teachers monitor progress, attainment, participation, communication, social development, wellbeing and access to learning. We consider whether a child is making expected progress and whether there are persistent difficulties despite high-quality teaching and appropriate adaptations.

- Teacher assessment and ongoing classroom observation.
- Assessment and tracking of progress and attainment.
- Review of reading, writing, mathematics and wider curriculum access.
- Information from parents/carers and the pupil.
- Analysis of attendance, behaviour, communication, emotional regulation and participation where relevant.
- Screening or specialist assessment where appropriate.
- Advice from external professionals when required.

We do not assume that slow progress is automatically caused by SEN. We consider other factors, including attendance, gaps in learning, language acquisition, teaching and environmental factors. Equally, a child does not have to be below age-related expectations to have SEN if their needs are affecting access to learning or their ability to make appropriate progress.

5. How will the school measure my child's progress?

We follow the statutory 'Graduated Approach' framework—Assess, Plan, Do, Review—to ensure early identification and responsive, high-quality provision for children with SEND.

The 'Assess, Plan, Do, Review' Cycle at St Ignatius:

- **ASSESS:** Regular monitoring, teacher observations, standardized baseline screenings (PIRA, PUMA, YARC, Dyslexia Portfolio), and termly pupil progress meetings. External professional advice is sought where necessary.
- **PLAN:** The class teacher, SENDCO, parent/carer, and pupil collaboratively co-produce an Individual Education Plan (IEP) / SEN Support Plan with SMART targets, specific outcomes and agreed provision.
- **DO:** High-quality inclusive teaching (Quality First Teaching) is provided in the classroom, supplemented by targeted small-group or 1:1 evidence-based interventions delivered by class teachers, HLTAs, and TAs.
- **REVIEW:** Progress against targets is formally reviewed at least three times a year with parents/carers and pupils. Provision maps are adjusted based on measured impact and pupil progress.

Where an intervention is used, we aim to establish a baseline and identify a measurable outcome. The review period will depend on the type and intensity of provision; a six-week review may be used for targeted interventions where appropriate, but support is reviewed sooner if a child's needs change.

6. How will I be involved in decisions made about my child's education?

We value parents and carers as partners. You know your child best, and your information helps us understand strengths, needs, aspirations and what works at home.

- Parents/carers are invited to discuss concerns, outcomes and provision.
- Progress and provision are discussed through parent meetings, reports and SEND reviews as appropriate.
- Parents/carers are involved in the Assess, Plan, Do, Review cycle.

- Where an EHC plan is in *place*, parents/carers are involved in annual review arrangements and preparation of advice.
- Agreed actions and outcomes are recorded and shared with relevant staff and families.
- Parents/carers can contact the class teacher or SENDCO between planned reviews if concerns arise.

7. How will my child be involved in decisions made about their education?

We seek and value pupil voice in a way that is appropriate to the child's age, communication profile, development and preferences. Children may contribute directly or through an adult who knows them well.

- Joining meetings or parts of meetings where appropriate.
- Sharing views through discussion with a trusted adult.
- Using drawings, written statements, photographs, video or other communication methods.
- Completing pupil questionnaires or child-friendly review activities.
- Contributing to one-page profiles, outcomes and transition planning.

8. How will the school adapt its teaching for my child?

High-quality, inclusive teaching is the first response to SEND. Teachers adapt teaching and learning so that pupils can access a broad and balanced curriculum. Adaptations are individualised and informed by assessment.

- Clear modelling, chunking and scaffolding.
- Additional processing time and reduced language load where needed.
- Pre-teaching of key vocabulary and concepts.
- Visual timetables, symbols, now-and-next boards and other visual supports.
- Explicit teaching of communication, organisation and self-regulation skills.
- Flexible grouping, targeted small-group teaching and individual support where appropriate.
- Adapted resources, assistive technology and alternative ways of recording learning.
- Movement, sensory and regulation breaks where appropriate.
- Access to a calm or low-stimulation space when required.
- Reasonable adjustments to enable participation in learning and school activities.

Examples of targeted provision

Area of need	Examples of support	Possible access arrangements / adjustments
Communication and interaction	Visual timetables, social stories, structured routines, visual supports, communication strategies, social communication teaching.	Processing time, alternative ways to respond, reduced verbal load, calm space, adult support where needed.
Cognition and learning	Targeted literacy and numeracy support, phonics, Dyslexia Gold, Toe by Toe, scaffolded teaching, small-group or individual intervention.	Assistive technology, reader/scribe where appropriate, additional time where evidence supports it, adapted recording methods.
Social, emotional and mental health	ELSA, emotional literacy, regulation strategies, nurture/pastoral support, trusted adults, structured routines, positive behaviour approaches.	Flexible seating, planned regulation breaks, calm space, chunked tasks and additional processing time.

Sensory and/or physical	Specialist equipment and advice, sensory strategies, environmental adaptations and targeted adult support.	Accessible resources, positioning, enlarged print, assistive technology, modified equipment and additional time where appropriate.
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Assessment access arrangements: Any formal access arrangement must be based on the pupil's normal way of working and the relevant assessment rules. The school does not automatically provide extra time, readers, scribes or other arrangements solely because a pupil has SEND.

9. How will the school evaluate whether the support in place is helping my child?

- Reviewing progress towards agreed outcomes.
- Evaluating the impact of targeted interventions using baseline and review information where appropriate.
- Using pupil voice and parent/carer feedback.
- Monitoring provision through the SENDCO and school leadership.
- Reviewing provision maps and support plans.
- Adjusting provision when evidence shows that a strategy is not sufficiently effective.
- Reviewing EHC plan provision through the statutory annual review process where applicable.

If support is not having the expected impact, we will consider why and adapt the approach. This may include changes to teaching, environment, intervention, staffing, specialist advice or the outcomes being pursued.

10. How will the school resources be secured for my child?

We use our SEND resources strategically to support pupils according to identified need. This may include staff time, intervention programmes, specialist equipment, environmental adaptations, staff training and external expertise.

Mainstream schools are expected to use their delegated resources to meet the needs of pupils with SEN, including the contribution commonly described as the first £6,000 of additional SEN provision for an individual pupil. Where provision required is beyond the school's available resources, the school will work with Surrey County Council and other relevant agencies to explore additional funding or specialist support. An EHC plan may specify provision and the responsible commissioning arrangements.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

We aim for pupils with SEND to participate fully in school life. This includes lessons, clubs, trips, residential visits, assemblies, performances, sports and enrichment opportunities.

- Reasonable adjustments are considered in advance of activities.
- Risk assessments and individual planning are used where necessary.
- Parents/carers are consulted about relevant needs and practical arrangements.
- Staff consider sensory, communication, mobility, medical, emotional and behavioural needs when planning activities.
- Where an activity presents a particular barrier, we work to identify an inclusive alternative or reasonable adjustment rather than excluding the pupil because of SEND.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We welcome applications from children with SEND and disabilities and follow the school's published admission arrangements and the statutory School Admissions Code.

- Children with an EHC plan naming the school are admitted in accordance with the statutory EHC plan framework and are not allocated a place through the normal oversubscription process.
- Admission arrangements do not unlawfully discriminate against disabled children.
- Parents/carers are encouraged to share information about a child's needs so that transition and reasonable adjustments can be planned.
- Reasonable adjustments are made to remove or reduce barriers to the admissions process where required.
- Where there are concerns about whether the school can meet an individual child's needs, we work with the family and local authority through the appropriate statutory processes.

13. How does the school support pupils with disabilities?

We aim to remove barriers so that disabled pupils can participate in education and school life on an equal basis. Our approach is informed by the Equality Act 2010 and the school's Accessibility Plan.

- Reasonable adjustments to teaching, activities and school routines.
- Accessible and adapted learning resources.
- Assistive technology where appropriate.
- Environmental adjustments, including accessible routes and facilities.
- Individualised support where required.
- Staff awareness and training.
- Anti-bullying and safeguarding measures that protect pupils from discrimination, harassment and victimisation.

The school's Accessibility Plan provides further detail about planned improvements to the physical environment, access to information and access to the curriculum.

14. How will the school support my child's mental health and emotional and social development?

We recognise that emotional wellbeing, relationships, communication and regulation can have a significant impact on learning. We use a whole-school approach alongside targeted support.

- Trusted adults and pastoral support.
- ELSA and targeted emotional-literacy support where appropriate.
- Social stories and explicit teaching of social understanding.
- Regulation strategies and Zones of Regulation approaches.
- Nurture and social opportunities where appropriate.
- Opportunities for pupils with SEND to participate in clubs, pupil leadership and the wider life of the school.
- Anti-bullying work through the school's behaviour and anti-bullying arrangements.
- Early identification of wellbeing concerns and referral to appropriate specialist services where required.

Where mental health concerns may also present safeguarding concerns, the school follows its safeguarding and child protection procedures and works with appropriate professionals.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We recognise that transitions can be particularly challenging for some pupils with SEND. Transition planning is proportionate to need and may involve children, parents/carers, current and receiving staff, specialist services and the local authority.

- Transition information shared between staff at the end of the academic year.
- Enhanced transition visits for pupils who need them.
- Visual transition materials, photographs and social stories where useful.
- Meetings with parents/carers and receiving staff for pupils with more complex needs.
- Liaison with nurseries and early years settings before Reception where appropriate.
- Liaison with secondary schools and SENDCOs, including additional support for pupils who may find transition difficult.
- Support to develop independence, organisation, communication, self-advocacy and life skills.

Although primary pupils are not yet at the statutory Preparing for Adulthood stage used in post-16 planning, we begin building relevant foundations such as independence, communication, decision-making and self-regulation.

16. What support is in place for looked-after and previously looked-after children with SEN?

The school works to ensure that looked-after and previously looked-after children with SEND receive coordinated support. The Designated Teacher and SENDCO liaise with relevant professionals and ensure that education planning and SEND planning complement one another.

- Consideration of the interaction between care experience and SEN.
- Coordination between the Personal Education Plan (PEP), SEN support and any EHC plan.
- Regular communication with carers and relevant professionals.
- Individualised transition and pastoral support where needed.

17. What should I do if I have a complaint about my child's SEN support?

We encourage parents/carers to raise concerns early so that we can work together to resolve them.

20. Speak to your child's class teacher.

21. Contact the SENDCO if the concern relates specifically to SEND provision or remains unresolved.

22. Contact the Headteacher where further escalation is needed.

23. Use the school's formal Complaints Procedure if the matter cannot be resolved informally.

Parents/carers also have statutory rights in relation to EHC needs assessment and EHC plans. Where relevant, the school will explain the appropriate local authority disagreement resolution, mediation and appeal routes.

Disability discrimination: Alleged disability discrimination in areas such as admissions, exclusion, education and associated services, or reasonable adjustments may be subject to the jurisdiction of the First-tier Tribunal (SEND), subject to the relevant legal framework.

18. What support is available for me and my family?

We can help families understand the support available locally and nationally. Surrey's Local Offer provides information about education, health and social care support for children and young people with SEND.

- [Surrey Local Offer](#)
- [Surrey SEND Information, Advice and Support Service \(SENDIAS\)](#)
- [IPSEA](#)
- [Contact](#)
- [National Autistic Society](#)
- [Scope](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Families can also speak to the SENDCO or school office if they are unsure which service is most appropriate.

19. Glossary

Access arrangements – Adjustments permitted under the relevant assessment rules to enable a pupil to access an assessment without changing what is being assessed.

Annual review – A statutory review of an EHC plan, normally held at least annually, to consider whether the plan remains appropriate and whether changes are needed.

Area of need – The four broad areas are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

CAMHS – Child and Adolescent Mental Health Services.

EHC needs assessment – A statutory assessment undertaken by the local authority to decide whether a child or young person requires an EHC plan.

EHC plan – A legally binding plan describing a child or young person's special educational needs and the education, health and care provision required to meet them.

First-tier Tribunal (SEND) – The tribunal that hears certain appeals and claims relating to SEND, including specified local authority decisions and disability discrimination claims.

Graduated approach – The cycle of Assess, Plan, Do, Review used to identify needs, plan support, implement provision and evaluate impact.

Intervention – Targeted teaching or support designed to achieve identified outcomes.

Local Offer – Information published by the local authority about services and support available for children and young people with SEND.

Outcome – The difference or change a child or young person is expected to achieve as a result of support and provision.

Reasonable adjustments – Changes required under equality law to reduce or remove substantial disadvantage experienced by a disabled person.

SEN – Special educational needs.

SEND – Special educational needs and disabilities.

SENDCO – Special Educational Needs and Disabilities Coordinator.

SEN Information Report – The school's published information explaining how it implements its SEN policy and meets statutory requirements.

SEN Support – Special educational provision for pupils who have SEN but do not have an EHC plan.

Transition – A move between classes, phases, schools, settings or life stages.

Statutory references and useful links

- [SEND Code of Practice: 0 to 25 years \(GOV.UK\)](#)
- [Special Educational Needs and Disability Regulations 2014 \(legislation.gov.uk\)](#)
- [Keeping Children Safe in Education 2026 \(GOV.UK\)](#)
- [School Admissions Code \(GOV.UK\)](#)
- [Surrey County Council – Schools SEN Information Report](#)

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