

Special Educational Needs (SEN) and Disabilities Information Report

St Ignatius Catholic Primary School



Excellence Unity Service

Approved by:	Hanorah Murphy	Date: 3 rd February 2025
Last reviewed on:	3 rd January 2025	
Next review due by:	3 rd January 2026	

Contents

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

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

You can also ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child?

Our special educational needs co-ordinator, or SENCO

Our SENDCO is Mrs Iwona Barkworth.

St Ignatius Catholic Primary

Green Street

Sunbury On Thames

TW16 6QG

sendco@st-ignatius.surrey.sch.uk

01932 785396

They are allocated four days a week to manage SEND provision.

Class/subject teachers

All of our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching assistants (TAs)

We have a team of 18 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, TAs have been trained in various interventions, including:

- Speech and Language Support
- Occupational Therapy Support
- Behavioural and Emotional Support (De-escalation Techniques, Positive Touch, ELSA, Zones of Regulation, Lego Therapy, Talk and Draw, Social Stories,)
- Communication and Language Development (Colourful Semantics, Effective Use of Visuals, Talk and Draw, Phonics, Toe by Toe, Dyslexia Gold, Social Stories, Attention Bucket)
- Social and Play-Based Interventions (OPAL Play, Lego Therapy)
- Training and Partnership with External Agencies (including collaboration with St Michael School, STIPS, and the Freemantles School Outreach)
- School Ethos and Personal Development

This extensive training ensures that our TAs are well-equipped to support students in a wide range of developmental areas.

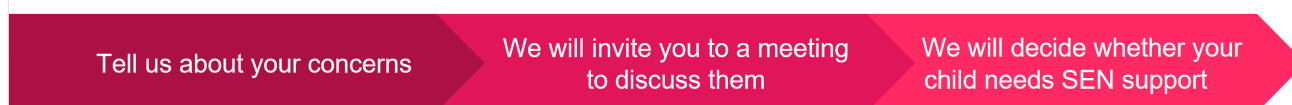
External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and Language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or paediatricians
- School nurses
- Mental Health Nurse
- Child Well-being Practitioner

- › STIPS
- › The Freemantles School
- › Speech and Language Therapists
- › Occupational Therapist
- › Right to Choose
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other local authority (LA)-provided support services

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



If you think your child might have SEND, the first person you should tell is your child's teacher.

You can contact them via their class email or by calling the school number – 01932785396.

They will pass the message on to our SENDCO, Mrs Barkworth who will be in touch to discuss your concerns.

You can also contact the SENCO directly. sendco@st-ignatius.surrey.sch.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

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

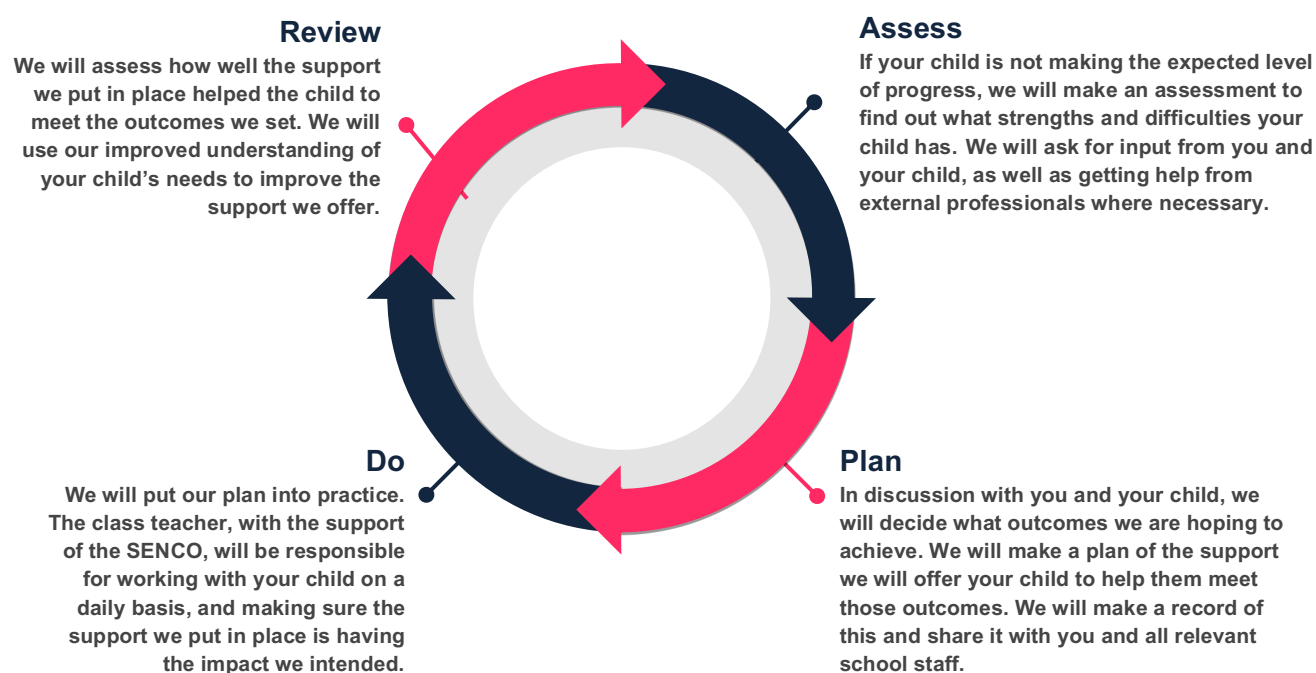
- › All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing or maths.
- › If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.
- › If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.
- › The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.
- › The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, mental health nurse or a paediatrician.

- Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.
- If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan for them.

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

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress.

Your child's class will meet you at least 2 times a year to:

- Set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via class email or by calling the school office.

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

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when they require individualised attention to meet high needs, such as targeted interventions for literacy, numeracy, or emotional support. This may

include working on personalised learning plans, supporting children with EHCPs (Education, Health, and Care Plans) or assisting with communication and social skills.

- Teaching assistants will support pupils in small groups when collaborative learning can enhance their understanding, such as during guided reading, math interventions, or social skills development. Small group support allows pupils to engage in peer learning while receiving additional guidance tailored to their needs.

We may also provide the following interventions:

Area of Need	Condition	How We Support These Pupils	Access Arrangements
Communication and Interaction	Autism Spectrum Disorder (ASD)	Visual timetables, social stories, sensory breaks, structured routines	Additional time for tasks, support with communication (e.g., speech-to-text), access to a calm space, adult support for social interactions
	Speech and Language Difficulties	Speech and language therapy, social skills training, visual supports	Extra time for oral responses, use of speech-to-text software, access to a scribe, use of visual prompts for communication
Cognition and Learning	Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia)	Dyslexia Gold, Toe by Toe, Hornet, Little Wandle - phonics-based interventions, targeted literacy and numeracy support, adapted teaching, scaffolded support, targeted small group interventions, 1:1 support if required	Use of a reader, extra time for assessments, use of assistive technology, spelling and reading support
Social, Emotional and Mental Health	ADHD, ADD	Quiet workstation, structured routines, positive reinforcement, behaviour management strategies	Flexibility in task completion time, access to sensory breaks, use of a calm-down space, adult support for focus and behaviour
	Adverse Childhood Experiences/Mental Health Issues	Nurture groups, one-to-one emotional support, counselling, pastoral care, targeted social and emotional learning, ELSA	Access to quiet areas, additional time for assignments, flexible seating arrangements, use of a trusted adult for emotional support
Sensory and/or Physical	Hearing Impairment	preferential seating, visual aids	Access to a loop system, note-takers, extra time for tasks, visual materials, preferential seating to improve hearing
	Visual Impairment	Enlarged print materials, tactile learning resources, limiting classroom displays, use of screen readers	Use of enlarged print, additional time for reading tasks, scribe support for written work

	Multi-Sensory Impairment	Multi-sensory teaching approaches, specialist equipment, tactile materials, visual and auditory aids	Additional adult support, extra time for processing, multi-sensory learning techniques, use of technology to enhance learning
	Physical Impairment	Downstairs classrooms, mobility aids, access to a 1:1 assistant	Access to modified desks and chairs, extra time for written tasks, support for mobility and physical activities, use of a scribe for written tasks

These interventions are part of our contribution to Surrey's local offer. Here is the link to our accessibility plan: [Accessibility Plan](#)

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

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential trips, for example PGL Liddington.

- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils including those with SEND?

Our school is committed to ensuring a fair and inclusive admissions process for all pupils, including those with Special Educational Needs (SEN) or disabilities.

Admissions Arrangements for Pupils with SEN and Disabilities

- We welcome applications from all pupils, including those with SEN or disabilities, and follow the statutory guidance outlined in the School Admissions Code.
- Our admissions process considers the needs of each individual child, ensuring that appropriate support can be provided from the outset.
- Parents and carers of prospective pupils with SEN or disabilities are encouraged to contact the school early in the application process to discuss any specific requirements.
- Priority Admission for Pupils with an EHC Plan
- Pupils with an Education, Health and Care (EHC) plan that names our school are given priority placement before other admissions are considered.
- We work closely with the Local Authority, families, and external professionals to ensure a smooth transition for pupils with an EHC plan.
- Our oversubscription policy does not disadvantage pupils with SEN or disabilities.
- We do not discriminate based on a pupil's additional needs, and our admissions decisions are made in line with Equalities legislation and the SEND Code of Practice.
- If the school is oversubscribed, places are allocated according to clear and transparent criteria, such as proximity to the school and sibling priority, ensuring fairness to all applicants.
- We make reasonable adjustments to ensure that pupils with disabilities can access the admissions process and school facilities without barriers.

By following these principles, we ensure that our admissions process is inclusive, fair, and supports the needs of all children, including those with SEN and disabilities.

13. How does the school support pupils with disabilities?

Our school is dedicated to making sure all pupils, including those with disabilities, have equal opportunities in learning and school life. We take steps to prevent discrimination and provide the right support for every child.

How We Support Pupils with Disabilities

- We create an inclusive environment where all pupils are treated fairly.
- Staff receive training to understand and support pupils with disabilities.
- We make reasonable adjustments to lessons, school policies and activities to ensure full participation.
- Our anti-bullying policy protects pupils with disabilities from discrimination.

Facilities and Resources

We have a range of support systems in place, including:

- Physical Accessibility: downstairs classrooms, ramps, accessible toilets and quiet areas.

- › Classroom Support: Assistive technology, large-print resources and individualised support plans.
- › Specialist Services: Collaboration with therapists and specialist teachers, plus staff training on disabilities.

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- › Pupils with SEN are encouraged to be part of the school council
- › Pupils with SEN are also encouraged to be part of the school clubs to promote teamwork/building friendships
- › We provide extra pastoral support for listening to the views of pupils with SEN such as ELSA, Play Therapy, Social Stories
- › We run a nurture club for pupils who need extra support with social or emotional development
- › We have a **zero-tolerance** approach to bullying and work proactively to create a safe and respectful environment for all pupils.

We prevent bullying by:

- › Promoting a positive school culture where kindness, respect and inclusion are encouraged.
- › Educating pupils through assemblies, PSHE lessons, and workshops on the impact of bullying.
- › Encouraging open communication, so pupils feel safe to report concerns to trusted adults.
- › Providing peer support programs, such as buddy systems and student mentors.
- › Monitoring behaviour closely, with staff supervising key areas and addressing issues early.
- › Implementing clear anti-bullying policies, ensuring swift and fair action when incidents occur.
- › Supporting pupils who are affected through counselling, mentoring and restorative approaches.

By taking these steps, we ensure that all pupils feel safe, valued, and respected at school.

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 between classes, schools, and phases of education can be challenging for pupils with SEN. To ensure a smooth and positive experience, we provide structured support at every stage.

Transition into Reception

- › We work closely with local nurseries to share information about pupils with SEN, ensuring their needs are understood before they start school.
- › Our staff, including the SENCO, visit nurseries to observe children in a familiar setting and discuss support strategies with nursery staff.
- › Pupils and parents are invited to transition sessions in the summer term to meet staff and explore the school environment.
- › Extra visits and personalised transition plans are arranged for children who may need additional support.

Between Year Groups

- The current and next year's teacher meet at the end of the school year to discuss the pupil's needs, learning strategies and any necessary support.
- Pupils take part in transition sessions with their new teacher towards the end of the summer term to help them feel comfortable.
- Individualised transition booklets with photos and key information are provided for pupils who benefit from visual support.

Between Primary and Secondary School

- As one of our feeder secondary schools is part of the ACAT Trust, we work closely with their SENDCO to ensure a seamless transition.
- The secondary SENDCO visits our school to meet pupils receiving SEN support and discuss their individual needs.
- For our most vulnerable pupils, we offer enhanced support through the Aspire Programme in collaboration with STIPS.

Pupils take part in transition activities, including:

- Practising with a secondary school timetable to build confidence in managing new routines.
- Developing independent organisation skills, such as using a planner and navigating the school site.
- Addressing learning gaps to support academic progress before the move.

Preparing for Adulthood

- As pupils move through their educational journey, we focus on building independence and life skills.
- We provide opportunities for pupils to develop confidence, social skills and problem-solving abilities.

By offering these tailored transition supports, we ensure that every pupil, regardless of their needs, feels confident and well-prepared for their next stage in education and beyond

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

Mrs Iwona Barkworth our SENDCO and Designated Teacher will work with all staff, to ensure that they understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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

Complaints Procedure

We are committed to working closely with parents and carers to support all pupils, including those with SEN. If you have any concerns or complaints about SEN provision, we encourage you to discuss them with us so that we can work together to find a solution.

How to Raise a Concern

1. **Speak to your child's class teacher** – Many concerns can be resolved through informal discussions.
2. **Contact the SENCO** – If you feel your concern has not been addressed, you can arrange a meeting with the school's Special Educational Needs Coordinator (SENCO).
3. **Meet with the Headteacher** – If concerns persist, a formal meeting can be arranged with the Headteacher to discuss the issue further.
4. **Formal Complaint** – If the matter remains unresolved, parents/carers can submit a formal complaint in line with the school's Complaints Procedure.

For full details, please refer to our **Complaints Policy**, which outlines the formal process, including how to escalate concerns if necessary.

[Complaints Policy](#)

We aim to handle all concerns fairly and efficiently, ensuring the best possible outcomes for our pupils.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Surrey Local Authority – Disagreement Resolution & Mediation Services

- **Provider:** Global Mediation
Phone: 0800 064 4488
Email: sen@globalmediation.co.uk
Website: www.globalmediation.co.uk
- These services offer impartial support to help resolve disputes between parents, schools, and the local authority regarding SEN provision. Mediation is available before making an appeal to the SEND Tribunal and aims to find a mutually agreeable solution.
- For further assistance, please contact our **school's SENCO** or **Surrey's SEND Team** directly.

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child, and your family.

To see what support is available to you locally, have a look at your local authority's **Surrey** local offer. **Surrey** publishes information about the local offer on their website: [Surrey Local Offer Website](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Surrey SENDIAS Website](#)

Local charities that offer information and support to families of children with SEN are:

- The Surrey Family Information Service

- [TASC \(The Autism Support Centre\)](#)

National charities that offer information and support to families of children with SEN are:

Local charities that offer information and support to families of children with SEN are:

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)
- > [The National Autistic Society](#)
- > [Contact](#)
- > [Scope](#)

19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- > **CAMHS** – child and adolescent mental health services
- > **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- > **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- > **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- > **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- > **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- > **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- > **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- > **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- > **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- > **SENCO** – the special educational needs co-ordinator
- > **SEN** – special educational needs

- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages