St. Elizabeth's Catholic Primary School SEN information report October 2026

"Each child is an opportunity to celebrate the whisper of God"

This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014. Broad Areas of SEND The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and Interaction

2. Cognition and Learning

3. Social, Emotional and Mental Health Difficulties

4. Sensory and/or Physical Needs

1. The kinds of special educational needs for which provision is made at the school.	St. Elizabeth's is a large, inclusive mainstream school with 437 children on roll, aged between 2 and 11 years old. We aim to fully comply with the requirements outlined in the Special Needs Code of Practice (2014). Staff have training and experience to be able to meet the needs of learners who may have difficulties with: • Cognition and Learning • Communication and Interaction • Social, Emotional and Mental Health • Sensory and /or Physical needs Children on our current SEND register have needs in the four areas listed above. We have staff with experience in supporting children with speech and language difficulties, fine and gross motor difficulties, visual impairment,

	sensory processing needs, dyslexia, Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). In addition to using our staff expertise, we work closely with range of outside agencies from education, health and social services to support a wide range of special educational needs.
2. Information about the school's policies for the identification and assessment of pupils with special educational needs.	All children are valued, and their progress is closely monitored by Senior Leaders and the SENCO through termly pupil progress meetings. These meetings enable staff to identify pupils who are making less than expected progress. The initial response is high-quality, targeted teaching delivered by the class teacher. If progress continues to fall below expectations, the class teacher will discuss their concerns with the SENCO. When considering whether a pupil requires special educational provision, the teacher and SENCO review all available information about the pupil's progress, including assessment data and expected outcomes. This information-gathering process includes early discussions with parents or carers and, where appropriate, the pupil. Information from external professionals—such as Speech and Language Therapists, Inclusion Consultants, and medical practitioners—is also taken into account. The school follows a four-part cycle of **assess, plan, do, review**, known as the graduated approach. Through this cycle, earlier decisions and actions are revisited and refined, leading to a deeper understanding of the pupil's needs and the support required to secure good progress and positive outcomes. If a pupil's needs can be met through enhanced quality-first teaching, they may not be identified as having SEND or placed on the SEND register. However, if the support required is additional to or different from what is ordinarily provided, the pupil will usually be placed on the SEND register under "Targeted Support." The school will then work to remove barriers to learning and implement effective special educational provision. Parents are encouraged to arrange a meeting with the class teacher and SENCO if they have concerns about their child. For pupils with SEND, a range of assessment tools may be used alongside routine termly assessments. The school uses NFER tests for Reading, Maths, Spelling, and Grammar, which provide both standardised and age-standardised scores. Pupils are always assessed in line with their ability. Additional diagnostic tools—such as reading and spelling age assessments, the Diagnostic Reading Analysis (DRA), and B-Squared—support progress tracking and target setting. For younger pupils, the school may use CoPS 4–7, which identifies specific areas of need and provides detailed insight into strengths and weaknesses that may affect learning. It consists of nine short tests covering working memory, phonological awareness, phonological processing, auditory discrimination, and colour discrimination. Older pupils who are believed to have specific literacy difficulties may be assessed using LASS 8–11. This tool is

	used when dyslexia is considered likely and provides detailed information about strengths and weaknesses affecting reading. It also comprises nine short tests covering working memory, phonological awareness, phonological processing, reasoning, and reading. External agencies may carry out further specialist assessments to inform their reports and provide a more detailed learning profile. Termly pupil progress meetings, attended by the leadership team and SENCO, support ongoing review. The assess–plan–do–review cycle is used to refine understanding of a pupil's needs and determine what support will help them make progress and achieve positive outcomes. During this process, information may be recorded in a SEND Support Plan (SSP). The SSP is a working document that is updated regularly as more is learned about the pupil's needs and is reviewed termly. Pupils with social communication difficulties or medical needs may also have a Pupil Profile, which provides a concise overview of their strengths, needs, and key information.
3.The school's approach to teaching pupil's with SEND: How adaptations are made to the curriculum and the learning environment of pupils with SEND. Support that is available for improving the social, emotional and mental health of pupils with SEND.	**English:** -Small group support in class through guided reading/ writing =Individual daily reading to teaching assistant/ class teacher -Withdrawal into target groups for intervention programmes aimed at developing reading/ writing skills -Delivery of a planned SpLD programme by a skilled teaching assistant -Phonics based reading scheme -Alternate reading schemes for sight readers -Booster classes for Year 6 children **Mathematics:** -Small group support in class through guided teaching -Withdrawal in a small group for 'catch-up' maths activities -Withdrawal by teaching assistant (or class teacher) for 1:1 support -Withdrawal into target groups for intervention programmes aimed at developing numeracy skills

	-Bespoke Maths curriculum based on objectives from previous Years -Booster classes for Year 6 children **Foundation subjects:** -Small group-work within class (through guided teaching) -Specialist equipment and software - Pre-teaching of subject specific vocabulary -Withdrawal by a teaching assistant for 1:1 support -Additional adult support provided for after school clubs
4. The school's approach to teaching pupils with SEND: -Evaluating the effectiveness of the provision made for pupils with SEND. - Arrangements for assessing and reviewing pupils progress towards outcomes including opportunities available to work with parents and pupils as part of this process	Every teacher is a teacher of SEND. We believe that all children have the right to a broad and balanced curriculum. High-quality teaching, adapted for individual pupils, is always the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND are making good progress and eliminating underachievement. We also recognise there are times when some children require a more personalised curriculum. Every class has a full-time Teaching Assistant who will work with small groups or individual children to provide a support in class or deliver interventions aimed at the children's specific learning needs. Class teachers are responsible for delivering Quality first teaching, planning and delivering lessons that meet all needs in their class. They oversee the planning for each child with SEND in their class and monitor to ensure that progress is being made. Regular conversations with their teaching assistant assess the effectiveness of interventions that are in place. Liaising with parents and carers about the provision of their child is vital and is documented on each child's support plan. We ensure classroom staff members are aware of provisions in place and children's individual needs. All staff are familiar with the school's SEND policy. Children may be reviewed by external agencies such as Occupational Therapy, Speech and Language Therapy or Inclusion Consultants. This information is shared with parents and feeds into the **assess, plan, do, review** cycle.

4. The name and contact details of the SENCO	SENCO – Miss Antonia Sparrow a.sparrow@stelizabethscps.org.uk 0151 922 5752 SEN Governor – Mrs Cathie McDonald-Hollis