# Regina Coeli
# Catholic Primary School

# SEND Information Report
# 2026-2027

‘Where there is love, there is God’

## Arrangements to Meet the Needs of Pupils with Special Educational Needs and Disabilities

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

Regina Coeli Primary School is part of the Sancta Famila Trust. We ensure that as far as possible all children have access to a broad and balanced curriculum, and have equal opportunity to an education that is appropriate to their needs. Our teachers adapt their planning to meet the needs of children in their class so that individuals make progress. The children are given regular opportunities to evaluate their learning and may be involved in setting future targets. We develop a partnership with parents and carers so that their knowledge, views and experience can assist us in assessing and providing for their child.

### What support do we offer?

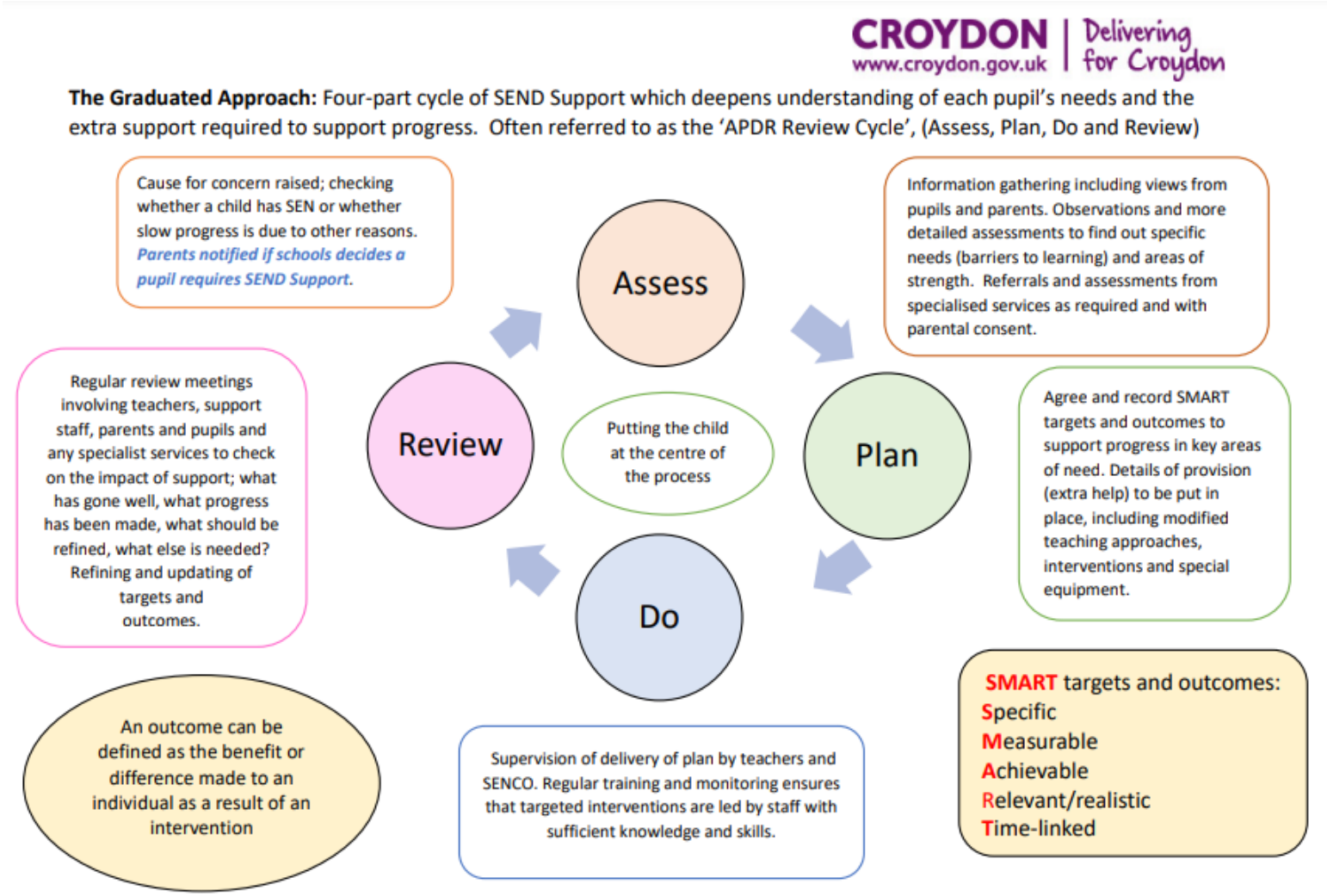
The school will use its best endeavours to ensure the necessary provision is made for any pupil with SEND. In doing so we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND 2015.

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

| **Roles and responsibilities:**<br>Who should I contact to discuss the concerns or needs of my child? | |
|---|---|
| **Class teacher** | He/she is responsible for:<br>• Adapting and refining the curriculum to respond to strengths and needs of all pupils.<br>• Checking on the progress of your child and identifying, planning and delivery of any additional support required to support progress.<br>• Contributing to the development of SEND provision maps and support plans to prioritise and focus on the next steps required for your child to improve learning. |
| **Special Educational Needs and Disability Coordinator (SENDCO) Michelle Spain** | The SENDCO is responsible for:<br>• Coordinating provision for children with SEND and developing the school's SEND policy<br>• Ensuring that parents, and in the case of looked after children their carers, are:<br>  ○ Involved in supporting their child's learning and access<br>  ○ Kept informed about the range and level of support offered to their child<br>  ○ Included in reviewing how their child is doing<br>  ○ Consulted about planning successful movement (transition) to a new class or school<br>• Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.<br>• Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of SEND. |
| **The Head Teacher Tessa Christoforou** | Mrs Christoforou is responsible for:<br>• The day to day management of all aspects of the school, including the provision made for pupils with SEND. |
| **SEND Governors** | The SEND Governors are responsible for:<br>• Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school.<br><br>*If you have concerns about your child, you should speak to your child's class teacher first. Depending on the outcome of this discussion, you may have a follow up meeting with the* ***SENDCo, Mrs Spain****.* |

**Assessment Planning and Review – SEND Support**

*How will the school decide if my child needs extra help? How can I find out about how well my child is doing?*



Following the Graduated Approach, meetings are held each term to look at the progress of all pupils. Where there are concerns that a pupil is not making progress further assessments will take place and, as required there will be discussions with key staff to plan for additional support to be in place and the outcomes expected from this intervention. Parents and Carers will be invited to contribute to these discussions. If appropriate your child will be involved too. Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support.

Targets and actions to help your child overcome any difficulties will be carefully recorded by the school in a personal Provision Map. This will take into account your child's strengths as well as areas of difficulty. It will identify ways in which you can help your child at home. The impact of this additional support will be reviewed regularly and you will be invited to part of this review during parent consultation meetings held at the school.

In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent. If, despite increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for an Education Health Care Plan EHCP may be requested.

The SENDCO will explain this process to you and show you how to find out more information about this and give details of parent organisations which can support you. There is further information and advice available from Croydon SENDIASS found in the link below.

https://www.kids.org.uk/croydon-sendiass

Education and Health and Care Plans (EHCPs) are formally reviewed annually, according to the procedure given in the SEND Code of Practice 2014. Copies of these reviews are sent annually to the SEND Manager at Croydon Education Authority.

**Tests and Examinations: Access Arrangement**
For some pupils, additional arrangements and adjustments can be made to enable them to fully access statutory tests. This might include additional time, rest breaks or the use of a scribe.

The SENDCO will talk to you if she feels that your child would benefit from these arrangements.

**Curriculum and Teaching Methods (including groupings and interventions)**
How will teaching be adapted to meet the needs of my child?

At Regina Coeli we teach pupils a broad and balanced curriculum using carefully chosen high quality texts that celebrate diversity. Teachers plan sequences of lessons that immerse pupils in their learning through experience, practical apparatus, visual prompts and opportunity to review. This is to help ensure that learning is embedded and can then be applied in a range of contexts. Our long term goal is for all children to develop independent learning skills therefore we use additional adults flexibly to help groups and individual pupils. Daily planning takes into account individual pupils needs and requirements. Adaptations to planning are considered to support access and ensure that all pupils can experience success and challenge in their learning.

Where there are concerns that a pupil is not making expected progress, the class teacher and SENDCO (Mrs Spain) will consult with parents on how best to support the child moving forwards. Targets and actions to overcome difficulties will be formally recorded using the statutory Individual Support Plan (ISP) framework. The plan outlines early intervention strategies, specialist advice from the Croydon Early Intervention Team, and any additional resources deployed to ensure your child can achieve and thrive.

**Access**
What arrangements are made to enable my child to benefit and take advantage of the full school curriculum and extra curriculum activities?

We have an accessibility plan in place to ensure that pupils with SEND can take part in all aspects of school life.
The school's accessibility plan is updated annually and can be viewed on the school website.

Access arrangements currently include:
Accessible toilets
Ramps to the school office, school hall and some classrooms
Yellow strips on the stairs to enable greater visibility
Adapted keyboards
Individual use devices

Depending on specific needs of your child, a more personalised access plan or medical plan may be drawn up in consultation with you. This will be reviewed and updated on a regular basis.

**Staffing Expertise**
How skilled are staff in meeting the needs of my child?

All staff have the opportunity to develop their skills and knowledge in relation to SEND provision. Training in SEND is given during staff INSET days, twilight courses, staff meetings and release from class to attend specific courses or observe good practice at other schools.

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND.

Recent staff training has included:

- Adaptations to the core and foundation subjects to provide access to the curriculum for learners with SEND
- Raising Attainment through Wellbeing
- Speech and Language training for support staff to provide sessions in intensive interaction, attention building activities, sequencing and narrative skills, people games and communication, developing verbal reasoning.
- Early Language development and Nuffield Early Language Intervention (NELI)
- Medical needs support for diabetes and epilepsy.
- Academic support: Phonics program Read Write Inc. training for the Fast Track and Fresh Start Interventions and the Lexia program
- Safeguarding and Child Protection

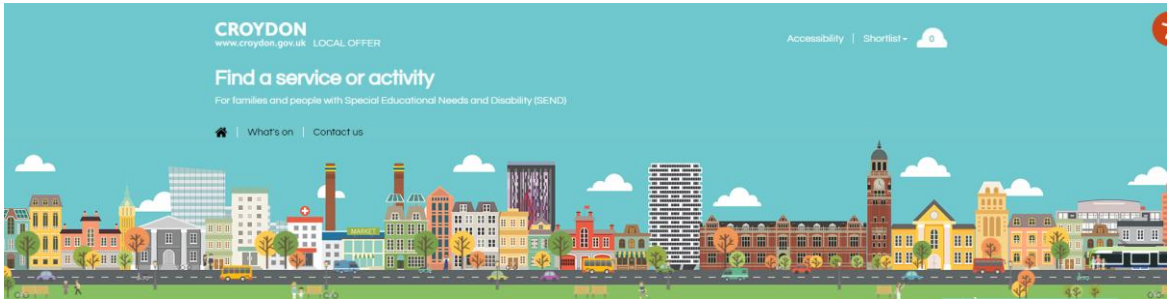
Our SENDCO actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEND.

The school also seeks advice and guidance from local special schools such as our neighbouring school St. Giles and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for pupils who have the most complex needs.

| **External partnerships**<br>What support from outside does the school use to help my child? | |
|---|---|
| The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include: | |
| **Agency** | **What they offer?** |
| **The Early Intervention Team** | Regina Coeli Primary School works in direct partnership with Croydon Council's Early Intervention and Improvement Team. The school is assigned an allocated SEND Advisor who provides regular strategic support, guidance, and training to our staff. This collaboration enables the school to quickly access specialist advice, school-to-school support, and targeted intervention strategies. This ensures children demonstrating emerging additional needs receive rapid help within a mainstream environment without requiring a statutory Education, Health and Care Plan (EHCP). |
| **Educational Psychology Service**<br>Our attached Educational Psychologist is:<br>Cheneiss Bonnitto | Consultation with school staff, parents and other professionals regarding individuals, groups and whole school issues. Individual psychological assessment, advice and intervention to promote inclusion and to support access to the curriculum |
| **Speech and Language Therapy**<br>Our attached SALT service is:<br>Better Days | Croydon LA have commissioned a private SALT company called Better Days to provide SALT for pupils with EHCPs<br>New referrals can be made to Better Days |
| **Private Speech and Language Therapy** | For new assessments, we may access a private speech and language therapy service. The school purchases assessments and programs for pupils to provide additional support for some pupils who cannot currently access NHS referrals. Consultations with staff/parents, assessments of children, Speech and Language Care Plans, focused group work, focused 1:1 support. |
| **CAMHS** (Child and Adolescent Mental Health Service) | A range of interventions developed by specialist child and adolescent mental health clinicians providing therapeutic treatment. They work with parents, carers and in consultation with school staff. |

| | |
|---|---|
| **Occupational Therapy Service** | They are specially trained to assess and provide advice and intervention for children with any disability and children who experience difficulties with everyday tasks at home, school and at play. |
| **Hearing and Visual Impairment Services**<br>Our attached practitioner is:<br>Jennifer Lovelock (Hearing)<br>Lucy Ali (Visual) | Specialist teachers work with children and young people who have a diagnosed visual impairment, which cannot be fully corrected by wearing glasses.<br>A home and school visiting service which aims to support educational access, promote achievement and encourage the social integration and personal independence of children and young people with hearing impairment. |
| **Virtual School for Children who are Looked After**<br>**https://www.croydon.gov.uk/education/croydon-virtual-school/virtual-school** | This service oversees and monitors provision for children who are in care of the Local Authority |

The full range of local support available to support your child both within and outside of school can be found in the **Croydon Local Offer** for pupils with SEND https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page



**Transition**

*How will the school help my child to move to a new class/year group or to a different school?*

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

**When moving to another school:**

We will contact the School SENDCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

**When moving between classes and phases**

An information sharing meeting will take place with the receiving teacher. Pupil support plans will be shared and introductions to any specialist support equipment such as writing slopes or Move'n'Sit cushions made.

All children at Regina Coeli school meet their new teacher in the summer term. However, if appropriate, there will be additional opportunities for your child to visit the new class and meet the teacher and other key staff. Transition from Key Stage 1 to 2 means using a different part of the building so opportunities will be afforded to explore the new environment and for some children the use of a social story (a kind of photo story) is used to explain the changes visually.

**When moving to secondary school:**

Our SENDCO will make contact with the Year 7 leader or SENDCO once a school has been named to start planning for transition.

Multi-agency meetings may be arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.

Your involvement in this process will be critical to supporting a successful move.

Other arrangements to support inclusion of pupils with additional need and engagement with their families:

We undertake additional planning and risk assessments to ensure that pupils with SEND can take part in the wide range of extra-curricular activities the school offers, including school outings and residential trips.

**Some Websites you may find Useful:**

Croydon SEND department https://new.croydon.gov.uk/children-young-people-and-families/special-educational-needs-and-disability-support/SEND-support/contact-special-educational-needs-sen-team
National Autistic Society https://www.autism.org.uk/
Carers in Croydon https://www.carersinfo.org.uk/
Parents in Partnership https://pipcroydon.com/