



St Elphege's Catholic Schools

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Executive Head Teacher: Mr M Jones

Head Teacher: Mr L Hawkes

Deputy Head Teachers: Mrs R Duffy & Mrs N Hawkes

Information

Report for Children with Special Educational Needs: 2025-26

St Elphege's Catholic Schools are a three-form mainstream academy schools which are part of the [Sancta Familia Catholic Academy Trust](#). The schools caters for children from 3 to 11 years old. At all times the needs of our children, whatever their ability, are catered for through a carefully adapted curriculum with lessons, activities, tasks and visits.

This document outlines the schools provision for those children who may be described as having 'Special Educational Needs' and / or Disability at some stage of their school life. Wherever possible, most of the children's needs will be met within our school. However sometimes the help of outside specialists will be sought and strategies utilised in school.

The schools aims to provide for the special educational needs of all our pupils as defined in our SEND Policy. A copy of this can be requested from the school office or accessed through the website. The schools work closely in partnership with parents and carers throughout the child's time at the school.

At St Elphege's Catholic Schools, we are committed to safeguarding and promoting the welfare of children and in particular our most vulnerable, in all circumstances. To read more about the schools' commitment to safeguarding, please navigate to the safeguarding page on our website or view the safeguarding section on our policies page.

Information and Guidance/Points of Contact

Who will I contact to discuss the concerns or needs of my child?

A parent or carer's first point of contact is always the Class Teacher - who monitors the progress of children, their cognitive development and their behaviour. The Class Teacher will liaise within the school with key staff about interventions needed for your child and appropriate adaptations in class. When extra support is required, the teacher will complete an individual plan which they will discuss with you throughout the academic year.

Key staff names

Chair of Governors: Mr Tom Tamplin

The Executive Head teacher: Mr M Jones

Head Teacher / Designated Safeguarding Lead: Mr L Hawkes

SEN Governor: Mrs A Glanville and Mrs C Charlton

Deputy Head Early Years and KS1: Ms R Duffy

Deputy Head KS2 & Curriculum & Assessment: Mrs N Hawkes

Assistant Head Teachers: Ms P Narenthiran & Ms C Dall

Director of Finance & Operations: Ms A Cunniffe

Inclusion Manager: Mrs V Laffin

SENDCo: Mrs N Hutchinson

Designated Teacher for Children who are Looked After: Ms C Wright

Our SEND policy can be found on our school website: [Click Here](#)



SANCTA FAMILIA
CATHOLIC ACADEMY TRUST

Partnerships for Progress - Assessing, Planning and Review

How does the school know how well my child is doing?

All pupil's learning is assessed throughout the academic year by their teachers. The school uses a variety of formal and informal assessments to monitor progress. The tracking of individual pupil progress over time is monitored at class teacher level and by the Senior Leadership team who have termly meetings with teachers to discuss progress, expectations, targets and any interventions that may need or have been put in place.

If a child is identified as requiring additional support, pupils will receive a package of interventions and adaptations to remove barriers to learning and put in an effective special educational provision. This will be managed through a cycle of assessment, planning, intervention (do) and review.

This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice 2014. It will enable a growing understanding of the pupils' needs and the nature of support the pupil will have access to in order to make good progress and secure positive outcomes. Depending on the needs of each pupil, successive cycles will draw on more detailed approaches, more frequent review and more specialist expertise.

Informing parents and carers

How will I be kept informed about how well my child is doing?

Parents will meet with teachers regularly throughout the academic year at their Parent Consultation Evenings. You will be notified whether your child is receiving additional interventions or adaptations which target their particular area of need. A learning Plan will be completed to identify strategies and intervention(s) required to support progress. Where a pupil is receiving SEN-Support, the school will talk to parents regularly to set clear outcomes and review progress toward them, identify the responsibilities of the parent, the pupil and the school (SEND code of Practice 2015).

The Inclusion team alongside teachers, will monitor and review additional support. This will be discussed with you initially and then primarily at Parent Consultation evenings or more regularly if required.

Updates on progress

How regularly will I be updated on my child's progress?

Information will be provided regarding your child's progress throughout the year. This process will start early in the academic year when parents can meet with their child's new class teacher to exchange information and address any concerns. Generally, a pupil's progress will be discussed at Parent's Consultation Evenings. In between these meetings, parents are welcome to make an appointment with the class teacher or a member of the Inclusion Team should there be any changes in circumstances or new concerns.

If a child is not making expected progress

Will I know if my child is not making progress and what will happen?

Once identified as requiring additional SEND support, a more detailed profile of need assessment of the pupil's needs will be carried out. This will include discussions with parents and, when appropriate, the pupil. Consideration will be given to assessments and reports from external agencies involved with the pupil such as a Speech and Language Therapist.

Each pupil's difficulties will be considered against the four broad areas of needs:

1. Communication and Interaction
2. Cognition and learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime. A comprehensive use of assessment will give a detailed picture of each child's strengths and their primary and secondary special needs.

If a child is not making expected progress (cont.)

Will I know if my child is not making progress and what will happen?

If, despite an 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 provision, an application for assessment through an Education Health Care Needs Assessment (EHCNA) 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 support organisations which can provide you with advice. An Education and Healthcare Needs application will always be planned with parents and child to ascertain all parties needs and wishes wherever possible.

Curriculum

What is the curriculum and how is it taught?

For all learners, including those with SEND and additional needs, high quality teaching based on evidence informed research is the most impactful intervention they will receive during their time in education. At St Elphege's each lessons includes our evidence informed '**Fundamental Five**':

1. Think back, look forward
2. Subject Knowledge
3. Modelling and explicit instruction
4. Adaptation
5. Explicit teaching of vocabulary.

Ordinarily available provision (OAP) refers to the support that all Sutton schools should be able to provide for children, including those with SEND: [OAP in Early Years](#) & [OAP in Primary](#). St Elphege's follows the [Sutton's Vision and Charter for SEND](#).

- English, Maths and Science are taught discreetly and where possible make links across subject areas. Teaching is engaging so children know more, remember more and can apply their skills.
- In the foundation subjects, we teach pupils using learning questions which link children's learning through a range of different activities across all subject areas. The approach is based on securing greater learner involvement in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum, teachers and learners use a learning challenge, expressed as a question to pupils, as the starting point to an avenue of enquiry or topic. Vocabulary is a strong focus and we use knowledge organisers to support subject specific vocabulary. Using the information gained from pre-learning tasks and the school's context, a series of subsidiary challenges are then planned. This helps pupils to make sense of their learning so that children can learn more, remember more and apply more in order to deepen their knowledge and skills. Our curriculum shows a progression of skills from the beginning of Early Years to the end of Key Stage 2.
- Early Years uses the governments 'Early Years Foundation Stage (EYFS) statutory framework 2024' to inform all planning, lessons and activities. Our classes provide a welcoming, supportive and engaging learning environment, where each child is valued for their uniqueness. We follow the Early Years Foundation Stage (EYFS) statutory framework, working throughout the year towards achieving the Early Learning Goals (ELG). The children are given opportunities to learn in a variety of ways and through a range of experiences. Through a stimulating, engaging and purposeful the curriculum covers the seven key areas of learning. Children are encouraged to explore, question and express their ideas and feelings in the indoor and outdoor learning environments. Our curriculum is centred around developing strong communication and language skills so that each child will develop, progress and achieve.
- Some pupils with severe or complex needs are not able to access the national curriculum or be engaged in subject-specific study. These pupils follow a highly individualised curriculum based around their particular requirements set out in their EHCP.

Adapting for a child's needs

How will the curriculum be adapted to meet the needs of my child?

Teachers are skilled at adapting the curriculum to meet the needs and yet provide challenge for all pupils. We have high expectations and aspirations for every child regardless of any barrier to their learning:

- Curriculum plans take account of individual pupil needs and outcomes.
- Grouping arrangements either at carpet time or on tables are organised carefully to maximise learning opportunities for all.
- Additional adults may be used to support groups or individuals, with the view to aid progress and independence as an outcome.
- Interventions offer targeted support and address pupils' needs. There is ongoing training for staff members which reflect key objectives outlined in the School Improvement Plan and any other identified need within the school which has an impact on pupils' personal development and academic progress. Staff have been signposted to training delivered by Cognus and are asked to sign up according to the needs of children in their class. All staff training includes strategies for children with SEND.
- The school uses Read Write Inc to support the delivery of a highly structured reading and phonics programme. Pupils who require additional support receive 1:1 tuition to enhance learning.
- Identified children in Key Stage 1 and 2 have access to the LEXIA intervention programme for use in the home.
- Children with EHC plans are provided with individual learning support timetables to meet their needs, within budgetary constraints.
- Where available, children have early morning booster sessions to support their learning in phonics, English and Maths. Interventions are in addition to the curriculum so that all pupils, including those with SEND, have full access to the curriculum.
- Teachers deliver pre-teach sessions to help children with their acquisition of new concepts and vocabulary. When appropriate this will include over-learning to reinforce teaching.
- Knowledge organisers have been written by subject leaders to support children's learning of subject specific vocabulary so they have the knowledge to apply these words appropriately in their discussions and work.

Teacher flexibility on child needs

How flexible can teachers be in meeting the needs of my child?

All teachers adapt curriculum plans to support and extend all pupils:

- Teachers will adapt their planning to cater for the needs of individual pupils within the class, in small groups or on a one-to-one basis.
- Guided groups are used to 'pre-teach' or 'over learn' subjects if pupils struggle, to maximise learning opportunities.
- Additional adults may be used to support groups with the view to aid progress and to encourage independence.
- Diagnostic testing and assessment may be provided to determine a child's difficulties and identify areas for support.

Additional support

Is there any additional support available to help my child reach his/her expected outcomes?

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. Assessments and observations will be carried out by the Inclusion Team when necessary. If appropriate and with parental agreement, the SENDCO will make a referral to a specialist agency.

- Staff attend training in a variety of areas to address children's needs particularly in the acquisition of phonics and maths.
- Children with EHC plans may be provided with individual learning support in class to meet their needs and support their access to the curriculum.

Learning strategies

Are there any special features or strategies to help children learn?

Quality First Teaching, with adaptations to meet pupils' need, is provided across the schools.

- Specific interventions may be used to support key areas of the curriculum and the child's personal development
- Baseline evaluations are made to assess progress. Progress is discussed at regular meetings between staff and senior leaders.

Meeting child needs

How do I know my child's particular need will be met?

All teachers continuously assess every child throughout the academic year. These assessments are moderated regularly with key members of staff each term and further strategies and support is put in place where required. Parents will be informed if children are falling below Age-Related Expectations and we will discuss how best to support their child. If appropriate, additional support can be provided for pupils to achieve their potential.

Access to exams

What arrangements are available for pupils to access tests and assessments?

If a child has SEND, they will be provided with as much support as possible to ensure that they are able to access tests and assessments. Decisions regarding the appropriateness of formal assessments such as SATs will be made collaboratively with teachers, SENDCo and parents/carers. If appropriate, we will use advice provided by external agencies.

Additional support or time for exams

How will I know if my child qualifies for additional support or time to access tests?

If the child meets the threshold based on the government's current guidelines at the time of the examination, the school will provide additional support. This support can include extra time, a reader in certain tests, as well as other suitable access arrangements.

Comfort, safety and socialising.

How does the school help my child to feel comfortable and safe and manage social situations?

All Staff have read and understood Keeping Children Safe in Education Part 1, September 2024, DfE. Everyone in the school must be alert to the possibility that any pupil/student, regardless of race, religion, culture or family background, could be the victim of abuse or neglect and must be familiar with the school's safeguarding procedures. The schools' Safeguarding and Child Protection Policy is available on the policies section of the school website.

At St Elphege's we encourage children to speak to adults about any concerns they have. The school has two Pastoral Support Workers who are able to deliver a fixed-term ELSA programme for those children experiencing social and or emotional difficulties.

- Breakfast clubs (some with a nominal fee) & after-school clubs are offered to children from Year 1, as appropriate to the child's needs.
- In the case of those children experiencing difficulties with routines and transitions, visual timetables and pictorial support cues may be employed.
- The Inclusion and Pastoral team runs a lunch time club for those children who require additional support during the lunch hour
- The school's **Positive Behaviour** and **Anti Bullying Policies** and procedures are rigorously employed and ensure support for vulnerable groups and or individuals. Please see the policies section of the school website.
- Children with SEND are represented in extra-curricular school activities, such as choir, Parliament, netball, football, dance club etc.

How does the school help develop my child's social and emotional skills?

The school aims to ensure that all children who need to develop in any way, including their social and emotional skills, have ample opportunities to do this whilst with us. Provision for each pupil will look different because it is individualised and may include:

- One to One or small group mentoring sessions which aim to support children in coping with school situations including learning and social activities.
- External agencies who specialise in supporting pupils with emotional and behavioural difficulties
- Lunchtime club will be offered to children and, where appropriate, the Inclusion Manager or SENDCo may advise that a particular club might be suitable for certain children to provide them with opportunities to develop their social ability.

Bullying

What is the school's policy on bullying?

It is incredibly important to us that no child is bullied and we will place every measure to avoid this occurring. The **Positive Behaviour** and **Anti Bullying Policies** are rigorously employed and will be adhered to at all times. The policies are available for parents/carers to view if they have concerns regarding their child's behaviour or the behaviour of others. To view these policies, please see the policies section of the school website.

Disability support

What facilities are in the school to assist children with disabilities move around the building and take part in lessons?

The Federation is committed to providing environments in each of its schools that enable full curriculum access, that value and include all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability.

The school is predominately a single storey building with a lift for the disabled provided in the Year 6 block.

- The school has ramps and provides wheelchair access.
- The school have 3 toilets for disabled access.
- Reasonable adjustments may be made in consultation with Executive Head Teacher, Head Teacher, the Director of Finance and Operations, the Inclusion Team and outside advisors such as a Visual Impairment Specialist.
- The school ensures that it executes its duties in accordance with and is compliant under the Equality Act 2010.

Please see the policies section of the school website for the **PSED Policy & Plan** and **Disability Access Policy & Plan**.

Who we work with

Who does the school work with?

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
Educational Psychology Service Our attached Educational Psychologist is: Liza Manoochehri	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	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	A 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	Specialist teachers work with children and young people who have a diagnosed visual impairment which cannot be fully corrected by glasses. 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.
Paving the Way	A multi-disciplinary team offering advice on whole school approaches to behaviour management including: policy review and development; Support to develop in-house interventions; Staff training including midday supervisors.
Virtual School for Children who are Looked After	This service oversees and monitors provision for children who are in care of the Local Authority
Education Wellbeing Service (EWS)	Offer accessible and timely evidence-based mental health and wellbeing interventions that support children and young people at an earlier stage: Workshops, groups and webinars, coffee mornings; one to one guided self-help for parents and more. EWS Website

The full range of local support available to support your child both within and outside of school can be found in the [Sutton Local Offer](#) for pupils with SEN.

Working with other agencies

How does the school work with other agencies?

The schools have established long and productive working relationships with all the agencies referred to above. Written referrals are always completed and parental approval sought following meetings with the Inclusion Team.

Informing parents and carers

How will I be informed?

The class teacher or a member of the Inclusion Team will make initial contact with the parents by a telephone call or meeting. Written referrals to the agency will then be completed and parental approval sought. Meetings with the agencies will be arranged through the Inclusion Team

Helping your child settle with confidence.

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

In Early Years the class teachers and the Inclusion Team meet with previous nursery settings to provide a smooth transition and handover of information, where appropriate. The school liaises with The Local Authority Area Inclusion Team to provide support with strategies to help pupils settle in prior to commencement, if appropriate. The school will provide a transition book for those SEND children who find change difficult, to ease any anxieties. At the end of KS2, arrangements are made for Year 6 children to visit their secondary school and for high school teachers to meet the children at St Elphege's.

- We are happy to provide extra transition support using pictures of the new environment and Social Stories to help children settle into their new classroom particularly over the summer term.
- Consideration is given to alternative provision and the school liaises with the Local Authority Inclusion Team and parents / carers.
- In the case of children with EHCPs, transitions are carefully planned to ensure the move to a different class or Key Stage is as smooth as possible. For transfer to high school, this process begins in Y5 with consultations sent to secondary schools
- At all times there is close communication with parents/carers.

Extended School Day

At St Elphege's we offer both Breakfast and Afterschool Clubs for children from Reception. Breakfast Club starts at 7.45am each day. From Monday to Thursday, After-School Club ends at 6.00pm. On Fridays, after School Club ends at 5.00pm. After school Club is run by an external provider: Willow Wonderclub. More information and booking can be found on the their website: [Willow Wonderclub](#)

Alongside this we have many extra-curricular clubs that children can attend such as Spanish, ballet, gymnastics and football, to but mention a few. The full list can be viewed on the school website.