

St. Philip`s Catholic Primary School  
SEN Information Report and Local Offer

A child has a learning difficulty or SEN if he or she has a significantly greater difficulty in learning than the majority of others of the same age.’  
(SEN Code of Practice 2015)

**1. SEN provision at the school**

St Philip`s is a mainstream Catholic Primary School where we welcome everyone into our school community. We work as a team to endeavour to make available inclusive provision for all our pupils so that they can access the National Curriculum at an appropriate level, benefit from a broad and balanced curriculum and achieve their full potential. Children with SEND attending St Philip`s Catholic Primary make good progress (see Ofsted report January 2017).

We are committed to narrowing the attainment gap between pupils with a SEND and non-SEND pupils and we offer a range of personalised learning interventions and opportunities to support this.

**2. How we identify and assess pupils with SEN**

*Children may be identified as having SEN/D through a variety of ways including:*

- Concerns raised by parent
- Observations and concerns raised by teacher
- Regular assessment in the form of discussions, observations, monitoring, diagnostic and baseline testing
- Talking to pre-school settings / previous school
- Child is not making progress, with extra support in place
- Through termly Pupil Progress and Network Meetings held between the Teachers, SENCo , Deputy Head teacher, Head teacher and key learning support assistants
- Liaison and advice with external agencies eg the Speech and Language therapy Service, Child Development Centre, School Nurse, Occupational Therapist, Inclusion Support Service for Learning and Behaviour, Educational Psychologist,
- Health diagnosis through paediatrician

**3. How we make provisions for pupils with SEN.**

**a. How the school evaluates the effectiveness of its provision**

- The progress of children on the SEN register is closely monitored by the SENCo, assessment leader and Headteacher.
- The impact of any intervention is monitored to ensure that support is meeting the needs of children and enabling them to make progress. It is formalised through review of interventions, review of support plans if issued (known as Individual Learning Plans) and through termly discussions between the class teacher, Keyworkers and the SENCO (known as Network meetings) and Headteacher (known as Pupil Progress meetings). Parents and pupils are involved in the regular review and setting of personalised targets.
- A nominated SEN Governor, Mrs Angela Bailey, meets regularly with the SENCo and champions the needs of children with SEN at Governors meetings.

**b. School`s arrangements for assessing and reviewing progress of pupils**

Three times a year, teachers, teaching assistants, the SENCo, the deputy head teacher and the head teacher meet to target which children are not making expected progress in their learning. From this, interventions are planned and those children will be given extra support.

### **c. The school's approach to teaching pupils with SEN**

At St Philip's we use a graduated approach to responding to and meeting the needs of individual pupils.

For the majority of pupils quality first classroom teaching will fulfil their learning needs.

Sometimes the curriculum may be adapted or differentiated to meet an individual's need at a particular time. Generally these pupils are not on the SEND register.

The graduated response to support pupils with a SEND includes :

- adapting the planning and providing differentiated work to support their learning gap or to develop strategies to overcome a particular need; this may involve using alternative resources, allowing more time or having different outcomes; where appropriate alternative arrangements will be put in place to ensure all can access eg enlarging the test paper for a visually impaired child
- small group and/or one to one support interventions
- specialist teaching assistants can work with various interventions such as numeracy, speech/language, emotional well being
- programmes of support set by external agencies such as physiotherapists or speech therapists are incorporated into the child's Individual Learning Plan

More complex SEND needs may require more intensive and long term support and may lead to the issue of an Education, Health and Care Plan (EHCP) which will be reviewed regularly and monitored by the local education authority (West Sussex). An EHCP will set out clearly what provision the pupil needs to make progress in school.

All children are included in activities in the classroom, as far as possible.

If your child is identified as having a SEND you will be notified of this by your child's class teacher. A SEND register is maintained in school. Generally an Individual Learning Plan will be agreed by the class teacher, SENCO, parents/carers and child. It will have a child friendly format as it is "owned" by the child.

Regular consultation evenings/afternoons/mornings are arranged to discuss your child's progress and learning with the class teacher.

End of year reports.

If your child has a support plan in place, the class teacher and/or SENCO will discuss and review this with you on a termly ( or as appropriate) basis.

You are welcome to make an appointment to speak to your child's class teacher or the SENCO to discuss your child's progress, needs or your concerns. We have an open door policy and welcome you to pop in after school, or book an appointment if you need to meet for more than five minutes. A home/school book can be a useful way to keep in regular contact.

- If your child has an Education and Health Care Plan or a statement of Special Educational Needs, there will be an annual review to discuss their provision in depth, from which a report will follow.

### **d. how the school adapts the curriculum and learning environment for pupils with SEN**

We work closely with parents, individual pupils and external agencies to ensure that the curriculum and learning environment are best suited to the individual needs of our pupils.

External agencies provide us with recommendations following their assessments, observations and consultations with those working and living with the child. These are incorporated into their Individual Learning Plan which is reviewed regularly at least termly but often much more frequently. This is often the case when situations arise that might be very "normal" for the main class but will be challenging for some individuals eg Sports day

Adaptions to the curriculum may be using classroom circle time to build on work of additional inputs such as social skills or using alternative resources.

The learning environment will be adapted to suit the needs of the child. For example this might involve a child having a personal timetable or for his/her classroom to be based in a particular area perhaps with greater space to move a wheelchair around or with closer proximity to an outdoor area. Sometimes resources need to be enlarged for a visually impaired child or furniture adapted.

**e. Who is responsible for supporting your child's learning?**

- Class teacher
- SENCo
- Parents/ carers
- Your child!

This is a partnership between home, school and the child. The class teacher talks with the child and with you to help us fully understand their needs. The class teacher plans lessons and makes sure that the tasks set for every child meet their needs. The SENCo will discuss and monitor progress with the class teacher. We find the best progress is made when both the child and parent take part in this.

**f. How the school enables pupils with SEN to engage in the activities of the school**

Our school is fully inclusive and all school activities and visits are accessible by all pupils. Group and individual risk assessments are devised in consultation with the children and parents as appropriate.

Volunteers are welcomed on the trips (and in school generally) subject to the appropriate checks.

**g. support is available for improving the emotional and social development of pupils with SEN**

At St Philip's we recognise that there can be times when home and school life can be challenging and children may need additional supports.

We are very flexible in our approach and try to respond quickly to differing needs.

We may offer:

Nurture groups

Learning Mentors (who may work with your child on a daily one to one basis, weekly sessions, meet and greet)

Circle Time activities

Play/music therapy

Medication can be given in school as long as the appropriate forms have been completed.

Some children have individualised Health Care Plans (HCP) which will have been co-written with you as the parent and with specialist outside agencies eg Diabetes nurse.

Behavioural expectations at St Philip's are high and we expect our children and staff to adhere to our Golden Rule "Treat others as you would like to be treated". The Behaviour Policy is consistently applied throughout the school and by all adult members of the schools community.

As a faith school we also offer the opportunity to be involved in our church community.

All children attend Forest School once a term.

We value the views of our children. All have the opportunity to be involved in Class Council and School Council.

Through our liaison with the local authority we can also offer support for practical issues such as punctuality, attendance, equipment, homework.

We welcome any pupil in need and always maintain a secure and supportive working relationship with parents and carers.

**4. Name and contact details of the SEN co-ordinator**

Our Special Educational Needs Co-Ordinator (SENCO) is Mrs Yvonne Burton.

Our school governor with special responsibility for SEND is Angela Bailey.

## **5. Expertise and training in relation to pupils with SEND**

- Regular training from the SENCo for all class teachers and Teaching Assistants.
- Training and support from outside agencies such as Autism, Speech and Language, Resilience training,
- The Inclusion Support Team within West Sussex provides regular training courses to enable the SENCo to keep in touch with all new developments in SEND.
- All teachers and Teaching Assistants undergo regular teaching observations and appraisals to inform practice.
- Our Year 3 teacher is completing the National Award for SEN Coordination
- All of our Teaching Assistants have completed N.V.Q. to various levels
- Our Year 3 Teaching Assistant is completing a National Vocational Qualification in Counselling (Level 2)
- All of our staff undergo regular safeguarding training including "Prevent"
- All of our staff undergo regular Epipen and Diabetes training

## **6. Equipment and facilities**

Our school is situated on two floors, accessible by wheelchair. We have a disabled toilet and shower facilities. We routinely provide aids to access sinks and toilets or furniture that is the appropriate height or weight. We may seek advice from occupational therapy or physiotherapy for additional resources, access and safety for all. Please see separate 'accessibility' policy on our school website.

## **7. How we involve parents of pupils with SEN**

At St Philip's we would strongly encourage parental/carer liaison. It is really important for our children to know that we are working together as a team for their well being. St Philip's is very much a community school.

- Each class sends out a termly newsletter with information about the learning taking place and suggestions for support at home.
- Parent workshops throughout the year support you in helping your child.
- Regular parent and carers forums.
- Each class has a parent/carer representative; they organise social events within their class for parents/carers
- Many parents, grandparents and carers volunteer in school and their contributions are greatly valued.
- Parents/carers are invited regularly to attend learning workshops, assemblies, local community and church events.
- Many parents volunteer to help on our allotment
- We have an active PTA, which runs events such as the school fete, helping to raise funds and provide opportunities for the whole school community.
- Some parents are also elected to the governing body.
- Parent/teacher consultation meetings and key stage presentations or performances.

## **8. Consulting young people with SEN and involving them in their education.**

At St Philip's it is our job to prepare our children for life. We believe firmly that a child needs to take responsibility for their learning and well being. Children can attend parental review meetings and work with their teacher to talk through their Individual Learning Plans. They

generally have a keyworker and are assigned regular timeslots to talk through their concerns or to work through individual programmes of support. Usually the keyworker is the classroom LSA . If appropriate the Keyworker may move up the school years with the child. In addition the School Council can be made aware of whole school issues as appropriate and so the child can have ownership of how an issue can be supported by his/her peers

#### **9. Arrangements made by Governing body relating to complaints for parents or pupils**

Please see the complaints procedure policy on school website.

#### **10. How the school and Governing body involves support services and external services in meeting needs of pupils with SEN**

The school works closely with external agencies, to make sure that children's emotional, physical and academic needs are met. These include;

At St Philip`s we regularly liaise with a range of external agencies to help support our children. Their expertise can be integral to moving a child forward. We always endeavour to implement advice given. Our liaison with these agencies always involves the parents and carers. We will always seek your consent before referring your child.

We liaise with the following agencies (this list is not exclusive):

Educational Psychology Service  
Speech and Language Therapy Service (NHS)  
Child Development Centre (NHS)  
School Nursing Team (NHS)  
Health Visitors (NHS)  
Early Years Service  
Children and Young Peoples Planning Forum  
Child and Adolescent Mental Health Service (NHS)  
Inclusion Support Team  
Sensory Support Service (Vision and Hearing)  
Common Assessment Framework Team  
Occupational Therapy Team (NHS)  
Parent Partnership  
Social care  
Sensory support services (hearing and vision)  
GP  
Community and specialist paediatrician

The SENCO meets regularly with the SEN governor to inform her of the various support agencies working within our school. At these meetings we are able to look at how effective support is, how we might further develop it with other children as well as look at costing and training implications. The SEN governor writes a report to inform the next Governing Body meeting. We can then liaise further to continue to move forward.

#### **11. Contact details of support services for the parents of pupils with SEN**

See question 13.

#### **12. Support arrangements for pupils with SEN transferring between phases of education.**

- We invite new families to visit the school prior to starting.
- We invite new children to story time sessions in the term before they start.
- Before children start in our Reception class, the Reception class teacher will visit pre-schools to aid transition.

- We offer a “six weeks in” meeting where you will be informed of local extended services offered in the area for your Reception aged child.
- We offer various workshops to support early reading, writing and numeracy.
- We support children with transitions between schools by arranging extra visits and discussion with parents about phased entry. We make Transition books.
- Teachers will be in contact with professionals in other settings.
- We work closely with partner secondary schools through sporting and workshop activities.
- We offer transition groups for vulnerable pupils who may make additional visits to their future school with their keyworker
- We offer support work on “making friends”, “conversation starters”, timetables, homework planning
- Some of our partner schools offer summer schools
- The SENCO will accompany parents to meet with the new SENCO if appropriate
- If an Educational, Health and Care Plan (EHCP) is in place the Local Authority will be involved in the transition process. At St Philip’s we liaise closely with our partner schools and settings to offer a support programme which will encompass any external agencies that may be involved with the child. It is important for parents or carers to be fully involved at this time

### **Admissions Policy**

All children with Special Educational Needs and or disability will be welcomed at St Philip’s, subject to our normal admissions criteria, and if it is deemed that the school can meet the child’s needs as well as the needs of the existing children in the school. It is our intention to promote inclusion and to have parity for all children regardless of their individual need or disability. The culture, practice, management and deployment of resources will be designed to ensure all children’s needs are met. We will have discussions with the parents and the appropriate support services to ensure that parents can make an informed choice regarding the schooling they wish their child to receive within the Local Education Authority. Further information can be found in our school’s admission policy on the school website.

### **13. Who can I contact for further information?**

- The school office is the first point of contact. They will be able to deal with many concerns. Following that;
- Your child’s class teacher
- The SENCo, Yvonne Burton.
- Mrs Horne, the Headteacher, has monthly drop in sessions and an open door policy.
- Look at the SEN policy on our website
- Supportive Parents – [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)
- IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk](http://www.ipsea.org.uk)
- The West Sussex Local Offer can be found at <https://westsussex.local-offer.org/>
- Should you have a concern that you feel is not resolved the formal complaints policy can be found on the school website.

