



ST PHILIP'S
CATHOLIC PRIMARY
SCHOOL

SEND Information Report- St Philip's Catholic
Primary School

What kinds of SEN are provided for at St Philip's Catholic Primary School?

St Philip's is a fully inclusive school. We are committed to meeting the needs of all children in our school and develop their full potential; spiritually, personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

At St Philip's Catholic Primary School we support the four broad areas of need as stated in the SEND Code of Practice (2015, Department for Education & Department of Health):

Communication and Interaction ○ Receptive

language/language comprehension ○

Expressive language ○

Developmental language delay ○

Developmental language disorder ○

Social communication/interaction ○

Speech sound difficulties

Cognition and Learning ○ Mild and moderate learning difficulties

- Specific learning difficulty - Children experience difficulty in one area, e.g. reading, spelling, mathematics

Social, Emotional and Mental Health difficulties ○ These may be temporary or long term and may affect the child's ability to learn.

Children who experience social, emotional and mental health difficulties may also have additional difficulties.

Sensory and/or Physical Needs ○

- Hearing impairment
- Visual impairment
- Physical impairment
- Medical needs

It is important to note that children may have difficulties in more than one area of need. These areas of need help school to ensure the correct support is put in place for the individual child.

How does the school identify children with SEND and assess their needs?

- A parent's knowledge of their child is essential in getting to know the needs of a child. Prior to joining **St Philip's Catholic Primary School** in the Early Years, school staff will meet with through a parent consultation where information is shared, progress is discussed and parents can express any concerns about their child's development. This will allow us to plan how to support a child once they start school.
- If a child has attended a different nursery or Children's Centre, we will also work with them to gain information about a child's development and needs to help us plan provision appropriately.

- If children transfer to **St Philip's Catholic Primary School** part way through their school journey, school staff (class teacher/SENDCo) will endeavour to gain as much knowledge as possible from the previous school to inform the provision that needs to be put in place.

Children in the early years are assessed and monitored carefully and sensitively through classroom observations and interactions with adults and peers to establish where a child's starting point is. They are also screened using the WellComm tool for speech, language and communication development.

Any needs that are identified are monitored closely and provision is adapted appropriately. We also provided support from our Speech and Language Enhancement Team to access further support to enable a child to flourish in our school.

Children continue to be assessed and monitored closely throughout the school year and progress is discussed regularly with senior leaders. If there are concerns surrounding a child's progress then teachers are able to make a learning or pastoral referral to the school's Inclusion Team at any time with the support of parents throughout the process.

If a parent has a concern about their child's learning, the first port of call should be to raise this with the child's class teacher.

Parents will be able to discuss the concern, and the class teacher will be able to address this by explaining how the child is being supported. The class teacher will monitor the concern and explore a range of planned strategies to support the child.

If it is felt that more support is needed, the class teacher will then liaise with the school SENDCo to look at different ways to support child. Further assessment, monitoring or intervention may be necessary at this stage.

Parents would be able to meet with the SENDCo and the class teacher to decide what the next steps will be. At this stage, children may join the SEND register at the level SEN Support.

It may then be felt that school need to seek additional advice from an external professional who would complete some more thorough assessments and give recommendations to school that will support the child's needs.

Key Contacts –

SENDCo – Mrs M Evans mevans@emmausmac.com

SEND Governor – Stephen Godber office@emmausmac.com

School's SEND policy - [SEND Policy.pdf \(st-philips.sandwell.sch.uk\)](#)

Sandwell Council's Local Offer - <http://www.sandwell.gov.uk/send>

What are the arrangements for consulting parents of children with SEND and involving them in their child's education?

We endeavour to involve parents of children with SEND in the planning for and reviewing a child's progress through regular communication. Parents will be able to discuss their child's progress termly at parent consultation evenings and the school's SENCO can be present if necessary.

Some children with additional needs will have an Individual Provision Plan (IPP) detailing some targets for the term ahead and the provision that school and parents can put in place to support the child. These are reviewed termly and parents are encouraged to be a part of this reviewing process.

Parents are able to request meetings or may be contacted by the school SENCO to discuss progress, provision or support throughout the year.

What are the arrangements for consulting children with SEND and involving them in their education?

Teachers across school regularly use self and peer assessment to support children's progress and inform next steps of their academic progress.

Pupil voice supports their knowledge, learning and understanding, children who have an Individual Provision Plan (IPP) are involved in the process and progress of achieving their targets, where appropriate.

What are the arrangements for assessing and reviewing children's progress?

- Across the academic year assessment is termly, and progress is reported to parents either at parent consultation evenings or through a written report.
- To ensure accurate assessment a recorded starting point is the baseline so that progress can be measured at the end of the intervention
- If a child has an Individual learning plan (ILP) targets are reviewed by teachers and quality assured by the SENCO termly. Parents have the opportunity to liaise with staff about their child's ILP.
- External agencies are involved if there is a further concern and will contribute the graduated approach. School and parents are informed of next steps in supporting the assess, plan, review cycle.
- Children at SEN Support or with an EHCP are assessed using the tools below;
- WellComm to assess understanding of language & communication
- Salford Reading Test for word reading and comprehension,
- Sandwell ladders assessments.

What are the arrangements for supporting children in moving between phases of education?

We use the Transition Pathways to support transitions in school between year groups and when transferring to new settings. Transition visits are arranged for children prior to moving year groups or settings. Records and expertise are shared with new teachers and new settings as early as possible in the year. Children will have a transition book/poster to share with parents at home to support a change of setting. Transition support is also offered by our external Inclusion Support team.

What is the school's approach to teaching children with SEND?

Our curriculum is rooted in Gospel values and Catholic Social Teaching, fostering spiritual growth and service. We have a broad, balanced, and ambitious curriculum for all pupils, regardless of their background, to enable every child to meet their full potential. We aim to remove barriers for disadvantaged pupils and those with SEND through planned adaptations to the curriculum.

Staff have high expectations of all children at **St Philip's Catholic Primary School**.

Curriculum work is adapted so that all children can access all learning at a level that is appropriate for them. While independent working skills are encouraged at all times, children who are finding things difficult will have opportunities to work in small groups or with a key worker to provide support.

Our intention is to promote inclusion within the classroom. It is our aim for all children to access the class curriculum alongside their peers in the classroom environment. Where this is not possible, personalised learning towards ILP or EHCP targets and additional provision will be supported. These adaptations are designed to ensure every child can participate meaningfully and make progress, while maintaining a strong sense of belonging within the school community.

How is the curriculum and the learning environment adapted to meet the needs of children with SEND?

Reasonable adjustments are made with the curriculum and learning environment to meet individual needs of children. Work is carefully adapted and pitched to provide an appropriate level of challenge to all children based on the level of their prior knowledge. Careful consideration is given to the physical layout of the classroom.

Our school is committed to inclusion for every pupil. We embrace the use of visual timetables and communication in print (Widgit symbols) to support understanding and accessibility for all. Where necessary, pupils have access to a calm space to help with sensory regulation, ensuring that every child can feel safe, supported, and ready to learn.

Within our school a dedicated space is available to enable children to thrive academically, socially, and emotionally with targeted support that allows children to flourish in all aspects of our school mission to learn and work together through Christ.

What expertise and training do staff have to enable them to effectively support children with SEND?

At St Philip's we offer :

We thrive with support and CPD from the enhanced provision with **Speech and Language Enhanced Service** –

We network with the local authority to expand CPD opportunities and with our Emmaus MAC family we receive training opportunities based on research.

Annual training opportunities are carefully offered to staff who work and interact with children who offer an wide range of learning approaches.

Quality of provision made for children with SEND ?

Learning walks, observations, planning reviews, and book scrutinises are used to monitor the quality of classroom provision. This process considers adaptation, assessment, and personalised learning. Interventions are tracked through a provision map, which evaluates pupil progress to determine the effectiveness of the support provided.

How are children with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

All pupils with SEND are fully included in extra-curricular activities, school trips, and visits. Where necessary, risk assessments are carried out to ensure their safe participation. This may involve providing additional adult support or specialist equipment to enable full access and inclusion.

What support is available for improving emotional and social development?

Our school are a dedicated team to supporting the social, emotional and mental health of children across school.

- The pastoral team have specialist training to deliver support to staff and interventions to children to support their emotional and social wellbeing.
- Positive relationships in school are promoted through the use of Emotional Coaching and an awareness of the importance of a healthy mind.
- Children receive support from our school learning mentor through a referral system who will deliver a range of strategies to support and enable children to be ready for learning.

What external professionals are available to support children and their needs?

School will endeavour to do everything they can to support every child in school. Where progress is not being made through these efforts, external agencies may be consulted with. This may initially be in the form of a conversation between the agency, class teacher and SENDCo.

Where it is felt necessary, the external agency may visit school to observe the child and/or complete some assessment work to enable them to advise school of the next steps. It is the role of the SENDCo to liaise with external agencies, school staff and parents.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Parents are encouraged to discuss any concerns with the class teacher and SENDCo. If parents are still unhappy about the outcome they can contact the Principal regarding their concerns.

If the issue can't be resolved at this level, or if the complaint relates to the Principal, the parent would be directed to the school's complaints policy that is found on our school website <https://www.st-philips.sandwell.sch.uk/>

Agencies available to support:

Inclusion Support (Educational Psychologists, Specialist Teachers for Learning, Specialist teachers for Social, Emotional and Mental Health needs) – 0121 569 2777 Complex Communication and Autism Team – 0121 569 2777

Inclusion Support Early Years – 0121 569 2860

Sensory Support Team - 0121 569 2777

Speech & Language Services – 0121 612 3093

Occupational and physio therapists – 0121 612 3093

CAMHS – 0121 612 6620

School Nurse – 0121 612 2974

SENDIASS (Independent Parent Advice) – 0121 368 1166