

# ST PHILIP'S CE PRIMARY SCHOOL: SEN INFORMATION REPORT

Hard copies can be obtained, on request, via the school office.

**Updated: October  
2019 Review date:  
October  
2020**



# SEN Information Report – St Philip's CE

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## 1. The kinds of special educational needs for which provision is made at the school

Our policy for special educational needs (SENs) reflects the ethos of the school where all children are respected, their individual needs met and their individual contributions valued. In line with the school's mission statement our aim is to ensure every child:

- receives their entitlement to a broad, balanced and differentiated curriculum.
- has the opportunity to reach their full potential.
- has their needs understood by all staff and receives a consistent whole school approach to these needs.

We aim to be an inclusive school, while recognising that some children will need placements in more specialised provisions.

Our school has two eight-place Language Resources, one for Key Stage 1 children and one for Key Stage 2 children. The Local Authority Special Educational Needs Panel makes decisions about admissions to the Resources, and all children require an Education Health Care Plan.



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## **2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with SEN**

- Pupils' learning is carefully observed, assessed and monitored by classroom staff, and discussed termly with senior staff.
- Parents are informed where there are concerns, and are encouraged to be involved in meeting the children's needs.
- When a pupil is causing concern the class teacher collects evidence such as work samples or a behaviour log. During meetings, between the class teacher and the Special Educational Needs Co-ordinator, concerns are discussed and if the pupil's needs can no longer be met by the normal in-class differentiation the pupil's parents are informed. If they are in agreement, the pupil is then placed on the SENs register

## **3. Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including**

### **a. How the school evaluates the effectiveness of its provision for such pupils**

- The Special Educational Needs team monitors the progress of pupils with Special Educational Needs closely to evaluate the effectiveness of the provision which has been made.
- Pupils with Education Health Care Plans have a statutory review at least annually.

### **b. The school's arrangements for assessing and reviewing the progress of pupils with SEN**

- Classroom staff monitor and review progress against year group expectations, and against targets in Individual Education Plans.
- The Special Needs team monitors progress on a termly basis.

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



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- Children with Special Educational Needs usually have an Individual Education Plan which is set and reviewed twice per year by the class staff in collaboration with the Special Needs Team.
- Specific measurable targets are set for the child to achieve.
- Some targets are met by support within the classroom during ordinary classroom lessons
- Other targets are met by focused work outside the classroom, either individually with an adult or in a small group

## **d. How the school adapts the curriculum and learning environment**

- Teachers carefully plan work at different levels so that all children can engage with the tasks and make progress. Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support.

## **e. Additional support for learning that is available for pupils with SEN**

- Teaching assistants provide 1:1 support and small group support in the classroom.
- Work in class is differentiated by task, support & expectation to personalise learning and support children to make progress.
- The school opts into the Salford Speech Therapy Buy-In service, which mainly focuses on assessment and intervention in the early years
- We work with external agencies such as speech and language therapists, physiotherapists, occupational therapists, educational psychologists and Autism Spectrum Condition specialists to provided therapy, support, guidance and plans to implement in school.



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## **f. Activities that are available for pupils with SEN in addition to those available in accordance with the curriculum**

- all our after school clubs are available for all pupils. The type of clubs we offer changes frequently. Parents are informed of what is available.

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

- all children participate in our Social and Emotional Aspects of Learning (SEAL) programme or Philosophy for Schools as part of their curriculum.
- more individualised emotional/social support is offered by the pastoral team in response to needs which arrive

## **4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENCO**

- Our SENCO is Chris Newbould
- Our assistant SENCO is Michelle Rudge
- both can be contacted via the school, through class teachers, or by phoning (0161 832 6637)



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## **5. Information about how the expertise and training of staff in relation to CYP with SEN and about how specialist expertise will be secured**

- In the Language Resources all staff have a high level of experience, expertise and training in the area of speech, language and communication needs (SLCN) and associated difficulties.
- Staff throughout school have a good understanding of special educational needs and are supported by the SEN team.
- We have a high proportion of staff trained in working with children with speech, language and communication needs (ELKLAN).
- We are a Communication Friendly School and all staff have received training in communication skills.
- A high proportion of staff have been trained in the systematic and thorough teaching of phonics (using the Read Write Inc system).
- Some staff have been trained in the use of Numicon, a multisensory approach to teaching maths

## **6. Information about how equipment and facilities to support CYP with SEN will be secured**

- We aim to provide an accessible school environment. Improvements and adaptations to the building will be made in response to future needs arising
- Auxiliary aids and equipment will be provided for individual children in response to their needs

## **7. The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child**



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- Parents/carers should initially contact the class teacher with concerns but the head teacher and/or SENCo is also available by arrangement. The pastoral team also offers support for parents.
- Parents/carers can usually speak to the class teacher briefly at the end of the day. Longer or more complex issues may require an appointment
- Each child gets an annual written report at the end of the summer term. Phone calls and letters home are also used to communicate with parents/carers. Parents' evenings take place twice a year. At these the children's progress is discussed.
- We have an annual open afternoon at the beginning of the autumn term when parents/carers can visit their child's class.
- Parents/carers are able to communicate information regarding their child through speaking to staff directly or by phoning.
- Questionnaires and surveys are used from time to time, as another way of gathering parental feedback.
- Language Resource children have a 'take-home' book for exchanging messages between school and home

## **8. The arrangements for consulting young people with SEN about, and involving them in, their education**

- Pupils with Statements or Education, Health and Care Plans and Children Looked After have the opportunity to complete a short report on their experiences and views. This is presented at review meetings.
- Children are encouraged to speak to their classroom staff, members of the pastoral team and any other members of staff.



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- We have a school council which is facilitated by the pastoral staff. The children are elected by their classmates to be on the school council.
- Questionnaires and surveys are used from time to time as another way of gathering pupil views.

## **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

- If parents of pupils with SEN have concerns, they are always welcome to share these informally with the class teacher or the SENCo. We will always listen to these concerns, and try our best to sort things out.
- If parents' concerns are not sorted out, then they can have a meeting with the Head Teacher to explore the matter further and see what else can be done.
- If these steps have not sorted out the situation, then the parents can write a formal letter to the Chair of Governors. The Governing Body will then deal with this concern following the procedures of the school's complaints policy.
- If parents are not happy with the outcome of this, they can take their concern to the Local Authority Complaints Officer.

## **10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such children**

- School works closely with our designated school nurse.
- Height, weight, dental, hearing and sight screening for all younger children takes place in school.
- Medical checks for children known to 'Children's Services' can be carried out in school.





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- We work closely with the educational psychologist, physiotherapist, speech and language therapist and occupational therapist to support the health and well-being of our children.
- We have also opted in to the Salford speech therapy buy in service and have a therapist working in school one day a week working mainly with the younger children.

## 11. The contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32

	<i>Parent Partnership          Unity House          Salford Civic Centre          Chorley Road          Swinton          M27 5AW</i>	0161 778 0538
	<u><i>For children aged 0-5</i></u> <i>Early Support/Portage Home Visiting Team/Inclusion Officers          Starting Life Well          Unity House          Salford Civic Centre          Chorley Road          Swinton          M27 5AW</i>	0161 793 3275



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<i>Statutory Assessment Team</i> <i>Burrows House</i> <i>10 Priestley Road</i> <i>Wardley Industrial Estate</i> <i>M28 2LY</i>	<i>0161 778 0410</i>
<i>Learning Support Service (LSS) c/o</i> <i>Moorside High School</i> <i>57 Deans Road</i> <i>Swinton</i> <i>M27 0AP</i>	<i>0161 607 1671</i>
<i>Educational Psychology Service</i> <i>Burrows House</i> <i>M28 2LY</i>	<i>0161 778 0476</i>
<i>Children with Disabilities Social Work Team</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5DA</i>	<i>0161 793 3535</i>



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## 12. The contact details of support services for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living

<i>Transition From</i>	<i>To</i>	<i>Support Service</i>	<i>Contact details</i>
<i>Setting</i>	<i>School</i>	<i>Starting Life Well</i>	<i>0161 793 3275</i>
		<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 1</i>	<i>Key Stage 2</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 2</i>	<i>Key Stage 3</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 3</i>	<i>Key Stage 4</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>
<i>Key Stage 4</i>	<i>Key Stage 5 and beyond</i>	<i>Educational Psychology</i>	<i>0161 778 0476</i>
		<i>LSS</i>	<i>0161 607 1671</i>



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			<i>New Directions (the Joint Learning Difficulty Team within Adult Services)</i>	0161 793 2286
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			Transition Coordinator	0161 793 2298
			Connexions	0161 603 6850
			Salford City College Learning Support	<p>City Skills Sixth Form Centre - <a href="#">50 Frederick Road, Salford, M6 6QH</a></p> <p>Eccles Sixth Form Centre - <a href="#">Chatsworth Road, Eccles, Salford, M30 9FJ</a></p> <p>FutureSkills - <a href="#">Dakota Avenue, Salford, M50 2PU</a></p> <p>Pendleton Sixth Form Centre - <a href="#">Dronfield Road, Salford, M6 7FR</a></p> <p>Walkden Sixth Form Centre - <a href="#">Walkden Road, Worsley, Salford, M28 7QD</a></p>





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*For any child with a disability who is already in receipt of Social Services and needs Social Care help to support transition at any stage support, contact the Children with Disabilities Team*

0161 793 3535

### 13. Information on where the local authority's local offer is published

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>



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