

“plans to prosper you... not harm you...give you a hope...a future”

Jeremiah 29:11

# ST PHILIP'S CE PRIMARY SCHOOL: SEND INFORMATION REPORT 2024-25

Hard copies of this document are available via the school office.



**Date:**  
**September 2024**

**Next Review:**  
**September 2025**



# SEND Information Report – St Philip's CE Primary School



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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 and disabilities (SENDs) sits within our curriculum intent:

*“to create active learners who can **reflect, question, wonder, think, connect, be self-aware** and **be resilient**. We intend to provide opportunities for our children to **build knowledge, make meaning** and **apply understanding** across a range of learning experiences.”*

As part of this, we have a particular commitment to:

*“the promotion of acceptance and inclusion underpins our curriculum, whilst maintaining our strong Christian values and ethos.”*

In our school all children are respected, their individual needs met and their individual contributions valued.

Our aim is to ensure every child:

- receives their entitlement to a broad, balanced and adapted 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.



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Our school has a Language Resource, consisting of two eight-place classes. The Local Authority Special Educational Needs Panel makes decisions about admissions to the Resource, and all children require an Education Health and Care Plan.

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

- 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, using the Graduated Approach, such as work samples or a behaviour log. During meetings, between the class teacher and the Special Educational Need and Disabilities Co-ordinator, concerns are discussed and if the pupil's needs can no longer be met by the in-class adaptive teaching the pupil's parents are informed. If they are in agreement, the pupil is then placed on the SENDs register

## **3. Information about the school's policies for making provision for pupils with SEND 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 that has been made.
- Pupils with Education Health and Care Plans have a statutory review at least annually.

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



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- Classroom staff monitor and review progress against year group expectations, and against targets in Individual Education Plans.
- The Special Needs team monitors progress regularly. Half termly meetings are held with all staff to monitor progress.

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

- The school's ethos for learning is based on strategies and opportunities using Ordinarily Available Inclusive Provision (OAIP) framework.
- Work in class is planned using an Adaptive Teaching approach using a range of scaffolds to ensure that lessons are inclusive to support progress for all.
- A graduated approach based on the Salford Thrive document is used to develop further support.
- Children with Special Educational Needs usually have an Individual Education Plan which is set and reviewed on a rolling basis 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 classroom lessons.
- Other targets are met by focused work, either individually with an adult, or in a small group

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

- Teachers carefully plan work so that all children can engage with the tasks and make progress. An 'Adaptive Teaching' approach is used, whereby scaffolds and support enable access to whole-class learning. Independent learning is encouraged, and wherever possible.



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

- Teaching assistants and the class teacher provide 1:1 and small group support in the classroom.
- Work in class is planned using an Adaptive Teaching approach, using a range of scaffolds to ensure that lessons are inclusive to support progress for all.
- Children with identified Special Educational Needs or Disability (SENDs) usually have an Individual Education Plan (IEP) with targets to help their progress. These are set and reviewed on a rolling basis.
- Work in class is adapted using a variety of scaffolds 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, Learning Support Service, SEND Lead Team and Primary Inclusion Team to develop therapy, support, guidance and plans to implement in school.

## **f. Activities that are available for pupils with SEND 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.
- Sporting events specifically designed for pupils with SEND are attended.

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



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- All our children's emotional and social development is supported through the Jigsaw Programme.
- We currently have a children's counsellor based in school for two days per week, as part of the Place2Be project. We also have a play therapist working in school, one day per week.

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

- Our SENDCOs are Mrs Michelle Rudge, and Mr Chris Newbould.
- Both can be contacted via the school, through class teachers, or by phoning (0161 921 1860).

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

- In the Language Resource Provisions staff have experience, expertise and training in the area of speech, language and communication needs (SLCN) and associated needs. Two teachers have completed Elklan training in Speech Sound Disorders. Teachers are currently engaged in Elklan training on English as an Additional Language/SEND, and Identifying SLCN.
- The SENDCO/Language Resource Lead was previously teacher in the LRP and has postgraduate training in SLCN.



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- Staff throughout school have a good understanding of special educational needs and are supported by the SEND team. This has been further developed through input from the SEND Lead Team, Primary Inclusion Team, Speech and Language Therapy Service and Learning Support Service.
- All staff have been trained in working with children with speech, language and communication needs through the 'Communication Friendly Schools' programme (ELKLAN). Some staff have completed additional courses.
- All staff have been trained in the systematic and thorough teaching of phonics (using the Read Write Inc system).
- As part of our adoption of Adaptive Teaching, staff have had training in use of a variety of scaffolds, such as visual supports, task plans, word maps, Widget.

## **6. Information about how equipment and facilities to support CYP with SEND 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.
- We have an accessible toilet with shower, changing bed and hoist.
- Auxiliary aids and equipment will be provided for individual children in response to their needs.



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

- Parents/carers should initially contact the class teacher with concerns, but the head teacher and/or SENDCo are also available by arrangement.
- 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 three times a year. At these, the children's progress is discussed.
- 'Meet the Teacher' events are held, when parents/carers can meet their child's teacher.
- In Early Years and Language Resource Provision, Tapestry and See-saw are used to share information, photos and videos between home and school.
- Parents/carers are able to communicate information regarding their child through speaking to staff directly or by phoning.
- Questionnaires and surveys are used, as another way of gathering parental feedback.
- For children with EHCPs, parents contribute their view to the annual review.





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

- We have a school council which is facilitated by staff. The children are elected by their classmates to be on the school council.
- Children are encouraged to speak to their classroom staff, to the Child and Family Support Officer and any other members of staff.
- Pupils with Education, Health and Care Plans and Children 'Looked After' have the opportunity to complete a short report on their experiences and views that is presented at review meetings.
- Pupil voice questionnaires are also used.
- Pupil views are used to contribute to the development and review of the school's behaviour policy.
- Local councillors have visited school to have discussions with pupils about the local area.

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

- If parents of pupils with SEND have concerns, they are always welcome to share these informally with the class teacher or the SENDCo. 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 satisfied with the outcome of this, they can take their concern to the Local Authority Complaints Officer.



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## **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 SEND and in supporting the families of such children**

- School works closely with our designated school nurse.
- Flu immunisations for children take place in school, with parental consent.
- Height and weight checks are carried out school nurse team.
- Medical checks for children known to Children's Services can be carried out in school.
- 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, mainly with the younger children.

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



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	<i>Salford Information and Advice Services (SIAS)</i>	<i>0161 778 0343</i>	
	<i><u>For children aged 0-5</u></i> <i>Starting Life Well</i> <i>Salford Civic Centre</i> <i>Chorley Road</i> <i>Swinton</i> <i>M27 5AW</i>	<i>0161 778 0384</i>	
	<i>Learning Support Service (LSS)</i> <i>Moorside High School</i> <i>57 Deans Road</i> <i>Swinton</i> <i>M27 0AP</i>	<i>0161 686 7229</i>	
	<i>Educational Psychology Service</i> <i>Unity House</i> <i>M27 5AW</i>	<i>0161 778 0476</i>	



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	<p><i>Children with Disabilities Social Work Team</i> <i>Unity House</i> <i>M27 5AW</i></p>	<p><i>0161 739 2202</i></p>	

**12. The contact details of support services for supporting pupils with SEND 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 778 0384</i>
			<i>Educational Psychology</i>	<i>0161 778 0476</i>
			<i>LSS</i>	<i>0161 686 7229</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 686 7229</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 686 7229</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 686 7229</i>



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

[www.salford.gov.uk/localoffer](http://www.salford.gov.uk/localoffer)