

The Local Offer at St. Philip's Catholic Primary School

St. Philip's Catholic Primary School is a fully inclusive school, which ensures that all pupils achieve their potential 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 needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils. Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement.

Progress of children with SEN at St. Philip's Catholic Primary School

The school has developed a curriculum designed to make learning interesting and enjoyable for pupils. The curriculum has an excellent impact on children's spiritual, moral, social and cultural development and also provides pupils with a range of rich learning experiences aimed at increasing their understanding of the local area and the wider world in which they live.

Improved teaching is securing good progress for all pupils, especially disabled pupils and those who have special educational needs. These pupils make accelerated progress across the whole school from their individual starting points. This is due to the careful planning and well-focused work presented by the teachers and other adults who support their learning.

Pupils' attainment in reading is above average. Regular guided reading sessions, supported by good phonics teaching, are also aiding their writing skills. In a Year 3 lesson taught by an assistant, pupils used their knowledge of letters and sounds to read text and identify words that contained a range of sounds, which they then identified in a number of words and extended text.

Pupils say they enjoy lessons because teachers match work well to their different abilities and make learning interesting. As a result, pupils work hard and make good progress.

Pupils from minority ethnic backgrounds and those who speak English as an additional language make good progress in line with their peers in school. This is again due to the way in which all staff make sure the needs of all pupils are met

The pupils who benefit from the pupil premium funding reach similar levels of attainment to other pupils in the school in both English and mathematics, reflected in their national tests.

OFSTED 2013

Universal Offer – What St. Philip’s Catholic Primary School provides for all children:

The Department for Education provides us with funding to support children with SEN. The amount of funding means that most children’s need for support and interventions can be met without the need for a Statement.

If your child has a special need or a disability we will:

- Talk to you about your child’s difficulties in learning or disability so we can understand their needs.
- Make an assessment of your child’s learning so we know which skills they need to learn next.
- The Special Educational Needs Coordinator (SENCo) will support and advise teachers so that your child can learn in the best way.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour. (See Provision Map)
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support your child’s progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support.
- Talk to you if we think we need to consider asking the local authority to make a Statutory Assessment of your child’s needs because more advice/resources are needed to help your child to make progress.

Area of Need	Wave 1	Wave 2	Wave 3
	Provision	Provision	Provision
Cognition & Learning	Differentiated Curriculum <ul style="list-style-type: none"> • Differentiated Delivery • Differentiated Outcome • Increased Visual Aids • Visual Timetables • Use of Writing Frames • Ruth Miskin Phonics 	<ul style="list-style-type: none"> · Year 6 Booster Group · Phonics Catch-Up – (RML Reinforcement through the day) · Group Support in Literacy · Group Support in Numeracy · Additional writing skills for RML · Write Away 	Supporting Children with Gaps in their Mathematical Understanding <ul style="list-style-type: none"> • 1-1 Withdrawal • 1-1 In-Class Support • Speech & Language Intervention • Wellcomm

	<ul style="list-style-type: none"> • Fostering independent learning styles • Learning Logs 	<ul style="list-style-type: none"> · Freshstart · Supporting Children with Gaps in their Mathematical learning 	<ul style="list-style-type: none"> • BRP • EAL language development programmes
Communication & Interaction	<p>Flexible Teaching Arrangements</p> <ul style="list-style-type: none"> · Structured School and Class Resources · Differentiated Curriculum Delivery · Differentiated Outputs · Increased Visual Aids · Visual Timetables · Use of Symbols and Pictures (Widget) 	<p>Year 6 Booster Group</p> <ul style="list-style-type: none"> · Phonics Catch-Up – (RML Reinforcement through the day) · Group Support in Literacy · Group Support in Numeracy 	<ul style="list-style-type: none"> 1-1 Withdrawal · 1-1 In-Class Support · Speech & Language Intervention · Wellcomm · BSL Makaton
Emotional & Social	<p>Whole School and Class Reward System</p> <ul style="list-style-type: none"> · Whole School Rules · Whole School Policy for Behaviour · SEAL · Circle Time 	<p>Learning mentor</p> <ul style="list-style-type: none"> • Playground Buddies 	<ul style="list-style-type: none"> 1-1 with LSP • 1-1 Withdrawal • 1-1 In-Class Support • 1-1 Behaviour Programme – Charts
Sensory & Physical	<p>Flexible Teaching Arrangements</p> <ul style="list-style-type: none"> · Teacher Awareness of Sensory & Physical Impairment · Availability of Resources 	<p>Write-Dance</p> <p>Use of specialist resources – e.g. writing slope, hearing equipment, enlarged text etc.</p>	<ul style="list-style-type: none"> 1-1 Withdrawal · Use of Specific Resources or Equipment Specialist Support teacher service/ outside agency support
We offer further support for children who may have additional needs in our school.			
Reluctant learners	Differentiated Curriculum planning	Encourage engagement through use of appropriate resources. Eg. Story sacks, Multimedia texts, ICT, small group work.	Learning mentor support. Home school programme. Involvement of outside agencies. 1:1 Support
Behaviour	Whole school behaviour policy. Reward systems PHSE	Learning mentor support, Lunchtime club Playground buddies	Home school diary, Targeted support through Inclusion support

	Classroom and playground rules.	Playtime rewards	Behaviour audit
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School Improvement Plan – Actions for SEN 2016-17

The Accessibility Plan includes the following actions in respect of pupils with SEN and/or disabilities