

St. Philip's Catholic Primary School
'Learning and working together through Christ'



The Local Offer at St. Philips Catholic Primary School.

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.

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).

At St Philip's Catholic Primary school we aim to; provide a differentiated and full broad and balanced curriculum in compliance with the national curriculum.

St Philip's Catholic Primary School provides a highly inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged by being encouraged to expand their skills and knowledge through varied curriculum opportunities.

Provision of children with SEN at St. Philip's Catholic Primary School has been planned designed and developed 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.

Universal Offer – What St Philip's Catholic primary School provides for all children:

This is what St Philip's offers to all children including those who may have difficulties in learning or difficulties in behaviour or physical / medical needs.

As a parent/carer or young person you can expects that :

- We will welcome you and your child and will take time to discuss the needs of your child.
- We will inform you about policies and approaches to learning, including how we as a school work and support children with learning difficulties.
- We will build a relationship with you to enable the Special Educational Needs Coordinator (SENCO) so that they can support and advise teachers so that your child can learn in the best way for him/her.
- Your child's teacher will use a range of resources, strategies and teaching methods to take account of any barriers to learning.
- We will offer a range of programmes to help your child who may need extra support to read, write, learn maths or manage their behaviour and emotions.
- A range of short term strategies that may help your child to 'keep up, catch up' if we feel your child is falling behind academically, socially or emotionally.
- We will check on progress regularly to support with next steps and adapt their teaching as necessary and regularly inform parents.
- We will ask for advice from the Sandwell Inclusion team who offer an educational psychologist, advisory teacher, speech and language therapist or health colleague to seek further expertise advice.
- We will offer support for how to get in touch with Parent Partnership Services who can offer advice and support
- These measures should ensure that your child makes progress at the best possible rate but your child's teacher will continue to review the interventions used and give you regular updates.

Additional SEN Support Offer – What St Philip's Catholic Primary School provides for those children not making expected progress.

The Department for Education provides us with funding to support children with SEN. This funding means that most children's need for support and intervention can be met without the need for an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs).

- We will contact you and invite you to a meeting if your child is not making progress in their learning or they have difficulties in managing their behaviour. If this the case then you will be advised that a higher level of intervention /support will be put into place to enable your child to make progress.
- School will discuss with you what support will most benefit your child and this is done through a range of 1:1 support in class, group work focussing on an intervention in maths /reading/ writing or nurture strategies.
- The school will continue to offer all the support the teaching strategies available at the universal offer level. We will also share with you what programmes we can offer to support across the curriculum that we believe will help your child.
- Children who are identified as having SEN such as where their progress has slowed or stopped and the interventions and resources that have been put in place do not enable improvement. Those who require further support receive early intervention and targeted support to embed skills in order to support them to develop at their own pace and to learn in a style that best suits their individual needs and this will be done through a variety of strategies such as 1:1 and group intervention.
- If your child has a particular learning or behavioural difficulty such as hearing impairment or visual impairment, a diagnosis of attention deficit disorder, autism, speech and language, moderate learning or specific learning difficulty; teachers and support staff in the school will seek additional professional development/training to ensure that they can best meet your child's needs.
- We may/will ask for advice from an outside agency such as speech and language therapist, advisory teacher, HI/VI teacher or an educational psychologist to assess your child and recommend strategies and programmes to improve progress. As a parent you can request that school seek outside agency advice at any time. Agencies will respond as quickly as possible to school or parental requests. Click on the link to see information about [access to the Inclusion Support Team](#)
- These measures should ensure that your child makes progress at the best possible rate but your child's teacher will continue to review the interventions used and give you regular updates.

- If we are still worried about your child's rate of progress we will be happy to talk to you about the next steps such as making a referral for further assessment to make a Statutory Assessment of your child's needs because more advice/resources are needed to help your child to make progress.

Education, Health and Care Plans/Statement of SEN: *The school may seek an EHC Plan/Statement of special educational need in order to provide additional support for children with severe and complex needs.*

- Children who have severe levels of physical, learning, communication or emotional/ behavioural difficulty, that are lifelong and complex, may need an EHC Plan/Statement of SEN. If the LA agrees to begin the process; an EHC Plan/Statement takes 20-26 weeks to complete. Your child will continue to be supported from the school's SEN resources while the Statement is completed.
- For most children this is likely to be initiated following the assessment made between 2 and 2 1/2 years of age by the health visitor. There may be other children whose needs are not initially apparent who have degenerative conditions or who have a later diagnosis who will still require an EHC Plan/Statement due to the complexity of their need.
- The EHC Plan/Statement will specify for the school what sort of provision your child will need in order to access the curriculum and make progress. It is likely to be highly individualised.
- Staff in the school will access additional professional development in order to ensure that they have the skills to teach your child
- Your child will also have access to all the provision detailed on the school's provision map, in the Universal Offer and Single School Based Category of SEN which are appropriate to their learning needs
- Many children who need an EHC Plan/Statement will be educated in a mainstream school but your child may benefit from a special school placement or focus provision placement. The options will be discussed with you as the Statement is developed.
- The school will keep you informed about the progress your child is making through assessment and termly review and the Annual Review of the Statement.
- If your child is not making expected progress then the school should request additional advice from outside agency staff or special school outreach staff who have additional expertise in respect of your child's difficulty

