

## SEN Information Report

Our Mission statement at St Philip's Catholic School is

***Learning and Working together through Christ.***

This school mission statement is at the heart of everything we do.

St. Philip's Catholic School is a welcoming school and we strive to be inclusive and welcome all children into our school community.

### Section 1: Areas of need

At St. Philips we cater for the four categories of need:

#### **Cognition and Learning-**

- Mild and Moderate Learning Difficulties
- Severe or Profound Learning Difficulties
- Specific learning difficulty where pupils experience difficulty in one area e.g. reading, spelling, mathematics.

#### **Speech, Language and Communication**

- Receptive Language/ language comprehension
- Expressive Language
- Developmental Language Delay
- Developmental Language Disorder
- Social Communication/ Interaction
- Speech sound Difficulties.

#### **Physical Disabilities / Medical**

- Hearing impairment
- Visual impairment
- Physical impairment

(Children with significant medical needs will have an individual care plan)

Some medical conditions may impair the child's ability to participate fully in the curriculum and the wider range of activities in the school. Some will affect the child's progress and performance intermittently, others on a continuous basis throughout the child's school career.

#### **Social, Emotional and Mental Health:**

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 (SEMH) may also have additional difficulties as described in other sections.

### Section 2: Identification and Assessment

In order to help children who have SEN, school makes full use of available classroom and school resources, before calling upon outside resources and specialist expertise. This is a graduated approach, with the teachers using a range of strategies to support the child's special needs before consulting the SENCO or before consideration is given to moving the child on to the register at School Support or outside agency School Support.

Teaching pupils with SEN is a whole school responsibility. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation. The majority of pupils will learn and progress within these arrangements. Teachers should deliver the National Curriculum programme of study in ways that meet the particular learning requirements of pupils.

Our aim is to identify children with SEN as early as possible. We assess all children formally each term. At the termly pupil progress meetings the assessment data is analysed and children who are not making enough progress are identified- support and interventions are put into place, and an Individual education plan (IEP) is used to record the targeted support/ intervention. These are monitored and assessed half termly. Children who have made good progress on the interventions are assessed and the need for further intervention is considered and children who have not made progress are highlighted and discussed with the SENCO. A decision will be made as whether the child needs a different intervention or to involve specialist outside agencies to support the child's learning.

See Whole School Provision Map (see appendix 1).

### **Section 3: School's Policies for Provision of SEN**

Information about school's policies in making provision for pupils with SEN; with and without EHC Plan: **See SEN policy.**

All children, including children with SEN, are encouraged to participate in all areas of our curriculum which includes out of school activities such as: after school clubs; off site day trips and residential visits. Arrangements are made in consultation with parents, teachers and support staff in order to meet the needs of particular children.

Children with Social, Emotional and Mental Health needs are also encouraged to participate in all areas of the curriculum. The school has a learning mentor to support all children and encourage them to be active and engaged in all areas of school life and activities.

### **Section 4: Special Educational Needs Co-ordination**

The Special Educational Needs Co-ordinator is Mrs K Holden / Mrs C Hinton

The Special Educational Needs Governor is Mrs K Holden

### **Section 5: Training of staff**

The school SENCO has completed National Qualification for Special Educational Needs Coordination with Wolverhampton University. The school is extremely fortunate that the Headteacher also has the National Qualification for Special Educational Needs Coordination which was completed through Birmingham University. This ensures that all SEND training is delivered by and through the Leadership team which has good knowledge of SEND provision.

Each term the SENCO attends the cluster meetings which provide up to date information and annually attends the SENCO conference.

Relevant information and any specific training is then passed on and shared with all staff.

Medical needs training is paramount and all staff are trained on a rolling cycle for paediatric first aid, First aid training and epi-pen training.

After auditing children's needs, training is delivered to staff to match the needs of the children.

Individualised training is delivered to staff as necessary and appropriate to children's needs, i.e.

Write away, SPLD 1:1 support plans. This training is either delivered in house by the SENCO using A Whole School Approach to Improving Access, Participation and Achievement resources, or via a trained professional from the Inclusion support team, i.e., precision teaching and new code of practice training.

Staff may also participate in training delivered by outside agencies.

We audit staff training needs regularly to ensure all the learning needs are met in school.

### **Section 6: Equipment and Facilities**

Resources are audited regularly and the SEN budget is used to replace, update and purchase equipment that is required.

All classrooms are equipped with appropriate resources to meet the needs of all children in the school. Specialised equipment is obtained for specific needs, for example, ICT equipment and specific resources for visually impaired children.

The school has wheelchair accessible toileting facilities within school.

### **Section 7: Arrangements for consulting parents with children with SEN**

During the school year teachers meet with parents termly to discuss the children's progress, and a written report is issued at the end of the year.

If there is cause for concern parents are informed and invited to discuss the child's progress with teachers and SENCO if necessary. Parents are advised about the interventions and individual support given to the child and the expected outcomes to be reached.

If a child continues to make little or no progress in specific areas over a period of time, or has emotional/ behavioural difficulties which substantially and regularly interfere with the child's own learning a request for help from external services is likely to follow. This is a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's progress. Parents will be involved at all stages of the process.

The school is open to expressions of concern by parents. Parents' concerns will be followed up by assessment by class teachers and SENCO. Parents will be involved in review meetings. Reviews will be discussed as part of Parents' Evening.

The SENCO is always available to see any concerned parent. An appointment should be made for a mutual convenient time.

Children with statements or (EHCP) will have an annual review where parents are involved in the setting of new targets.

### **Section 8: Arrangements for consulting young people with SEN**

All children are involved in setting their own targets in an age appropriate way.

Where appropriate children set their own targets for their learning or behaviour, for example, when a behaviour book is used the children decide and agree their own specific targets to achieve therefore they can take ownership of it.

During review processes the children give their views about how they feel they are meeting their targets, as well as how they are progressing in other areas of the wider curriculum.

### **Section 9: Arrangements for complaints from parents of children with SEN**

If a parent is not satisfied then there is a designated complaints procedure.

They are invited to take the following steps:-

- a) Arrange to discuss the complaint informally with the class teacher, SENCO or Headteacher
- b) Ask the SENCO to arrange for them to meet the special needs support teacher and/or the Educational Psychologist
- c) Make an appointment to discuss the matter formally with the Headteacher
- d) Put their case to the Governing Body by writing to the Governor responsible for special educational needs or the Chairperson of the Governing Body
- e) Contact, by letter or telephone the Principle Officer for Special Needs at Sandwell Education Authority
- f) Write to the Secretary of State for Education

g) If they disagree with a Statement of Special Educational Needs issued for their child, then they have the right of appeal to the SEN tribunal. Further details of which can be obtained from the Education Offices or school.

### **Section 10: Involvement of health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families**

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist, Behaviour Support staff or health colleagues to support the child's academic and social progress.

### **Section 11: Contact details of support services for the parents of children with SEN**

**Sandwell Inclusion Support** 0845 352 7552  
**Speech & Language Services** 0121 612 2010  
**Sandwell Parent Partnership Service** 0121 552 0047

### **Section 12: Transition Arrangements:**

The SENCO is fully involved in the transfer of pupils from Primary to Secondary school. She is available to discuss the various options available for the child with special needs. Towards the end of the summer term before the special needs child moves to secondary school the SENCO meets with the SENCO of the appropriate secondary schools, or makes contact by phone, and discusses the needs of all children transferring to that school.

All relevant documentation from the child's special needs file is forwarded to their new school. This ensures the best possible continuity.

### **Section 13: The Local Offer**

The Local Authority Local Offer is available for parents to view- it is published on the school's website in the policy section. (See appendix 2.)

Appendix 1:

Whole School Provision Map

Appendix 2:

**Local Offer:**

### **Children with SEN and/or disabilities make better than expected progress at this school.**

*Schools have funding from the Department for Education to help them to put in programmes and support for children with special educational needs and/or disability.*

If your child has a special need or 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.
- Ask the Special Educational Needs Coordinator (SENCo) to support and advise teachers so that your child can learn in the best way for him/her.
- Have a range of programmes to help children who need extra support to read, write, learn maths or manage their behaviour.
- Check on progress at least once a term and invite you to a meeting to discuss that progress.
- Ask for advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress.
- Tell you how to get in touch with Parent Partnership Services who can offer advice and support

- Inform you about how to make a complaint if you are not happy with what we are doing to support your child
- 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.

**See Our SEN Policy and Accessibility Plan for information on SEN provision in our School.**