

**St. Philip’s Catholic Primary School ‘Learning and working together through Christ’**

**SEN Policy and Information Report**

Since September 2014, all schools are expected to publish a document to help parents and careers of children and young people with Special Educational needs and Disabilities (SEND) understand what services they and their families can expect from the school and a range of local agencies.

The document, known as the **SEN Policy and Information Report** in the Key Information of the website should help you understand how the system works, and how the local authority, local area and the school will support both your child and your family.

**The Local Offer at St. Philips 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). Our mission statement ‘Learning and working together through Christ’ strengthens our Saint Philip’s family togetherness as a unit to achieve what God desires and grow together.

This document is intended to give you information regarding the ways in which we ensure we support all 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 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 is good.  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 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. Precision Teaching within the classrooms motivate and support their progress.  This is due to the careful planning and well-focused work presented by the teachers and other adults who support their learning.

*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:

* 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.

2023 – 2025

AIMS of the Special Educational Needs Policy

Our aims for pupils with special educational needs are: -

1. To identify their needs as soon as possible.

2. To match their needs with the criteria set by Sandwell Education Authority.

3. To plan for their needs to be met so that they have the greatest possible access to the National Curriculum.

4. To record and review their progress regularly.

5. To consider the pupil’s opinions at informal interviews. This begins with the All about Me passports.

6. To involve the parents from the onset and in regular meetings for target setting and reviews.

7. To make full use of the outside agencies which are available and become involved with the school.

 A definition of SEN - A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. All pupils with SEN must have those needs addressed, via a broad and balanced education. In most cases, it is the pupil’s mainstream school that will make this provision. Children have a learning difficulty if they: a) have a significantly greater difficulty than the majority of children of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Educational Authority; Special needs are generally identified by the class teacher or parents expressing concerns about a child’s difficulties or lack of progress.

The main categories of need are shared below.

Areas of need: -

At Saint Philip’s Catholic Primary School, we support the four broad areas of need:

**Communication and Interaction**

 • Developmental language delay

 • Developmental language disorder

• Social communication/interaction

• Speech sound difficulties

**Cognition and Learning**

• Mild and moderate learning difficulties

• Specific learning difficulty where children experience difficulty in one area e.g., reading, spelling, mathematics Social, Emotional and Mental Health difficulties.

**Social, Emotional and Mental Health difficulties**

 • ADHD

 • Anxiety

 • Mental Health issues

**Sensory and/or Physical Needs**

• Hearing impairment

• Visual impairment

• Physical impairment

 • Medical issues

These areas of need help us identify what action we need to take to support our children, NOT to fit children into a specific category.





[Family Information Service Hub | Sandwell Local Offer](https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page)



[Disability Register Leaflet (1).pdf](file:///C%3A/Users/MrsMEvans%28StPhilips%29/Downloads/Disability%20Register%20Leaflet%20%281%29.pdf)

We can provide support and information for families of children and young people with SEND.

Contact details of support services for parents of pupils with SEN –

 Speech and Language services – FASTA 0121 612 2010

Sandwell Inclusion Support – 0845 3527 552

Sandwell SEND Information, Advice and Support Service

(SEND IASS) - 0121 555 1821