

St Philip's Catholic Primary School

Christ at the Centre



SEND Information Report

2025 – 2026



Our School

Our School Vision

There is something very special about life at St Philip's Catholic Primary School and we all feel incredibly proud to be part of the family. It is a warm, welcoming place where we place Christ at the Centre of all that we do; teaching our children the values of Rejoice, Respect and Resilience.



We pride ourselves on our holistic, child – centred approach, as well as our broad and balanced curriculum which values the enriching opportunities which our outdoor learning provides. The use of adaptive teaching within our environment enables each of our children to grow as resilient learners who are proud of their efforts and achievements.

We place the spiritual, moral, emotional and social wellbeing of our children at the heart of all we do, as we seek to support and nurture them on their journey of faith. This is a journey which recognises the important role which our families take, fostering positive relationships them. In addition, we recognise the important role which our local community takes in the development of our children, working closely with our parish and other agencies who are able to offer our children and their families a wide range of support.



Meet our SENDCO

Our School SENDco is Miss Sam Rowland



If you would like to contact Miss Rowland, please complete the form:

[St Philip's SEND Parent and Carer Contact Form](#)

Miss Rowland will respond within 48 hours.



Special Educational Needs

At St Philip's Catholic Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

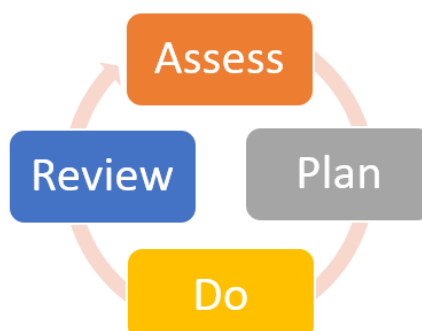


Identifying and Assessing Need

At St Philip's Catholic Primary School, we use a graduated approach to teaching. All teachers are teachers of SEND and quality first teaching with appropriate adaptive teaching is provided for all children. Adaptations are made to both the curriculum and the learning environment for children identified as having SEND.

We work closely as a team and if staff have a concern about a child, they initially look at Universal Provision that can be put in place to support a child, whilst collecting evidence of any concerns they have. This is then discussed with Miss Rowland as SENDco, and any concerns are discussed with parents.

A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

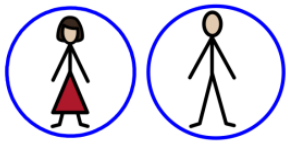
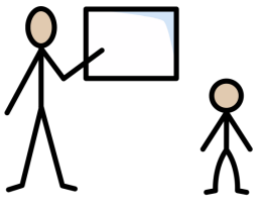
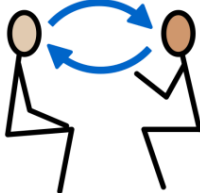
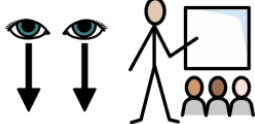
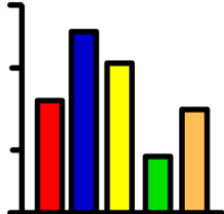


After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the ‘Stockport Standards Assessment’ which allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff have access to a range of resources, support through training and CPD opportunities to help support children’s learning within the classroom.

Evidence we use to identify children with SEND and ensure their needs are met:

		
Information provided by parents or carers	Admission information from previous educational settings	Information and concerns from teachers or the child themselves
		
Monitoring through Pupil Progress meetings	Monitoring through SENDco and class teacher meetings	Information provided by external agencies
		
Observations in class	Assessment data	Monitoring behaviour changes



Who will oversee and plan for children with SEND?

Each class teacher knows the children in their class best, and has the responsibility of ensuring progress for all children in their class. Each class teacher will work closely with colleagues, including the SENDCo, to plan the best learning for each individual.

Subject leaders are responsible in ensuring adaptations are made in their specialist subject and are responsible in supporting staff with inclusive and adaptive teaching and learning.

It is the Headteacher's responsibility to oversee all progress of children in each class and report on progress and monitoring to the Governors of the School.



Our approach to teaching children with SEND

We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs as a first step in supporting all children, including those with additional needs.

All staff teach with a focus on and direct links to EEF guidance, Ofsted guidance and Teacher Standards. We embed good practice into all our lessons. Our lessons are guided through Adaptive Teaching strategies and approaches to help support all children to achieve.

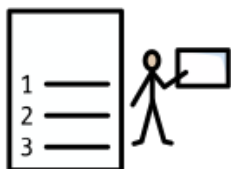
We aim for all our children to have access to a full and varied curriculum.

Our Adaptive Teaching approach is part of the Universal level of support we offer at St Philip's Catholic Primary School with the aim to ensure all children have ambitious and equal opportunities, driven by high quality teaching and learning.

We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (January 2024).

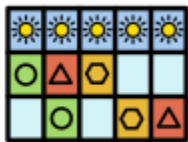
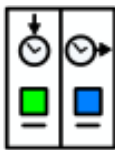
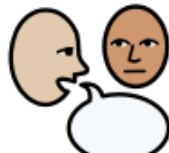
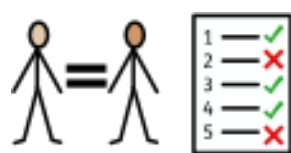
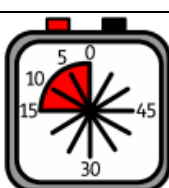
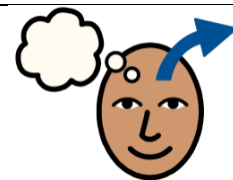
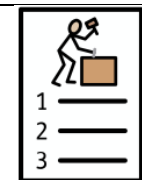
All staff are familiar with One Page Profiles, SEND Support Plans and EHCP's of all children with whom they work and support to achieve their targets whilst also maintaining their independence.

individual timetables where necessary. When appropriate, staff are deployed to provide children additional interventions in small groups outside the classroom, or to provide one-to-one support. Support staff offer targeted and individualised interventions both within and outside of the classroom, for children who are working below their peers and those who are in SEND Support. We have small learning zones around school where some 1:1 and small group learning takes place.



Curriculum adaptations

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

		
Visual timetables	Now, Next, Then boards	Collaborative Learning
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction
		
Dual Coding	Retrieval Activities	Task Planners

We also seek advice and equipment from outside agencies as and when the need arises.

Environment Adaptations



We have many areas in school which the children love learning in such as our Forest School Area, our Woodland Area, Nurture Intervention rooms such as the Rainbow Room and the Sensory Room.

Sensory room	ELSA Room	Forest School	Nurture Space
			

We offer many interventions for both academic and nurture support which are detailed as part of our School Offer. More details can be found in our Graduated Response – 'Provision Map'. All children are assessed before and after an intervention so progress can be monitored.



Parent Consultations

At St Philip's Catholic Primary School, we work closely with parents and carers. They know their children best and they have much to contribute to our support for children with SEND and we promote co-production in support for all children.

We have two formal parents' evenings each year, the first in the Autumn Term and the second in the Spring Term. Parent's evening meetings for parents of children with SEND are arranged with enough time to ensure effective discussion and co-production of the SEND Support Plan.

Children with SEND Support Plans who are on the SEND register will have a termly meeting with the class teacher to discuss and update the child's SEND Support Plan. The final meeting in the Summer term will be a Transition meeting between the SENDCo, current class teacher, future class teacher and parents.

For children who have an Education, Health and Care Plan, we will also hold an Annual Review meeting. This meeting is to celebrate your child's learning, looking at the progress they have made against the EHCP targets set, create new targets and discuss next steps for the new EHC plan.

We also hold regular TAS (Team Around the School) meetings with key professionals who support our school. If we feel there are several areas of need, we may request permission to discuss at TAS where relevant agencies are able to collaboratively discuss next steps of support for your child or family.

This may be followed by an EHA (Early Help Assessment) being completed with families and further meetings called TAC (Team around the child or TAF (Team Around the Family) to offer further support.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.

Stockport Co-production Charter

The charter has been co-produced with families, children, young people and health, care and education colleagues.

The co-production charter is about the way we will all work together to create a culture where we will all:



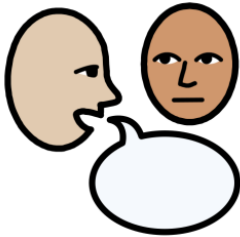
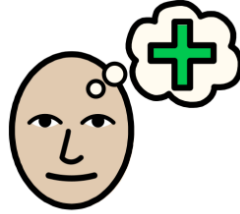
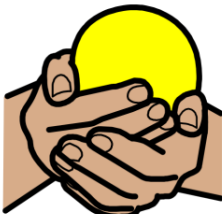
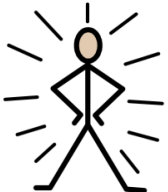
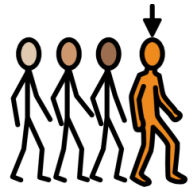
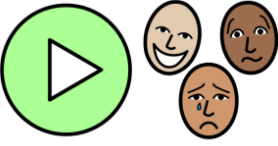


Child Consultations

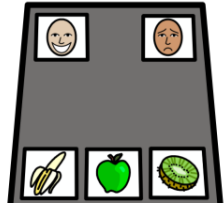
Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Key Steps we take to ensure SEND Inclusivity at St Philip's Catholic Primary School for all children:

		
Restorative Approach	Support with Mental Health and Well Being	Nurture Groups
		
Assemblies focused on empowering all	Year 6 Pupil Leadership Team	PACE/ Emotion Coaching

All pupils are given regular opportunities to:

		
Create a One Page Profile	Discuss through Talking Mats	Regular check ins with opportunities to self-assess how they are doing
		
Discuss areas of the St Philip's Curriculum through regular Pupil Voice	Attend meetings and help decide the support needed where appropriate.	Constant informal verbal feedback on progress/interventions.



Evaluating Provision

At St Philip's Catholic Primary School, provision is evaluated to ensure it is effective for all children through half termly Pupil Progress meetings. Progress is reviewed in SLT meetings and next steps are discussed.

Additional ways we evaluate provision at St Philip's:

- Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.
- Review children's individual progress towards their goals on their SEND Support Plans at regular intervals, as a minimum every term.
- Establish children's baseline before they receive interventions and review the impact of interventions at regular intervals.
- Ask children their views through creating One Page Profiles, using Talking Mats to ensure their voice is heard throughout the process.
- Interventions and Provision is monitored by the SENDCO.
- Hold reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.
- Holding annual reviews for children with Education Health Care Plans.



Further Support through EHCP

An Education, Health and Care Plan (EHCP) can be applied for any child or young person aged up to 25 who need more support than is available through special educational needs support. An EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

A school may choose to apply for an EHCP when a child is receiving support at the Universal and Targeted level, is still not making the expected progress. They may require more Individualised support and provision. The application process requires evidence to show that the Targeted support outlined on the SEN support plan has been reviewed and adapted to try to meet the child's needs. Please note the following:

'Where, in the light of an EHC needs assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority must prepare a plan' - SEN Code of Practice (2015) 9.53

Further information about this can be found by speaking to Miss Sam Rowland, SENDCo, or by following the links below.

[Children with special educational needs and disabilities \(SEND\): Extra help - GOV.UK \(www.gov.uk\)](#)

[Stockport Local Offer- What is an EHCP and who is it for?](#)



Staff Training

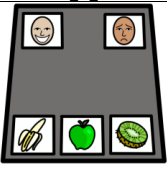
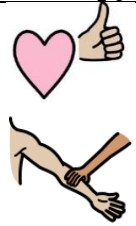
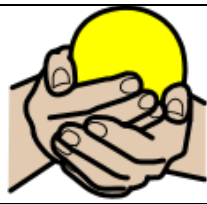
At St Philip's Catholic Primary School, we believe professional development is key in ensuring the best provision for all children. We aim to ensure all our staff have the understanding they need to enable them to support your child.

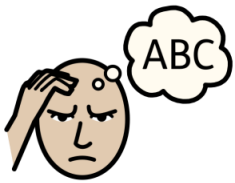
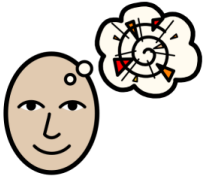
When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as our Inclusion Team, Speech and Language Service (SALT), school nurse, we will always discuss this with you first.

Our Staff have a range of specialised training to help and support all children. Staff have completed training in the following areas and carry out interventions to support a range of needs:

			
NASENCO Award	Attachment Support	Lego Therapy	Sand Therapy
			
Drawing and Talking Therapy	Talking Mats	RWI Phonics / Fresh Start	Team Teach
			
Specific Learning Difficulties	Complex Needs training/ Provision Mapping	Nurture support	Speech and Language

			
De escalation	Dyslexia	Reading for those who struggle	Sensory needs
			
ADHD Foundation	Play Therapy	Autism (Level 1) / Attention Autism	ELSA



Transition Support

Nursery to Reception

We encourage all new children to visit the school prior to starting so that they can become familiar with the staff and our working environment.

We hold a parent and carer session in the Summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions in the second half of the summer term in preparation for their September start. The first is a 15-minute session and the second is a 30-minute group session.

Transition to Reception, and then into each successive year-group, is supported by meetings and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition booklets which include activities for children to help make the transition process easier.

We hold a transition session during the Summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share SEND Support Plans and One Page Profiles.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Some children benefit from extra visits and we arrange transition meetings if necessary, for children with a higher level of need. Parents are invited to attend these.

All relevant paperwork is transferred via a safe system.

Miss Rowland attends the Stockport Transition Day and liaises with relevant SENDCos, Heads of Year and Pastoral Leads from necessary schools.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We will also discuss support currently in place in the child's current setting.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

- Inclusion Team (Stockport)
 - Liz Hitchinson (Inclusion Lead)
 - Nicola Prichard (Inclusion Teacher)
- Inclusion Team (Corpus Christi)
- Speech and Language Therapist
 - Harjinder Kaur
 - Cat Cronshaw
- Neurodiversity Team
- Primary Jigsaw
- Young Carers
- CAMHS
- GP/ Pediatricians
- School Nurse
 - Liz Donagan
- Sensory Support Service
- Ethnic Diversity Service
- Social Services

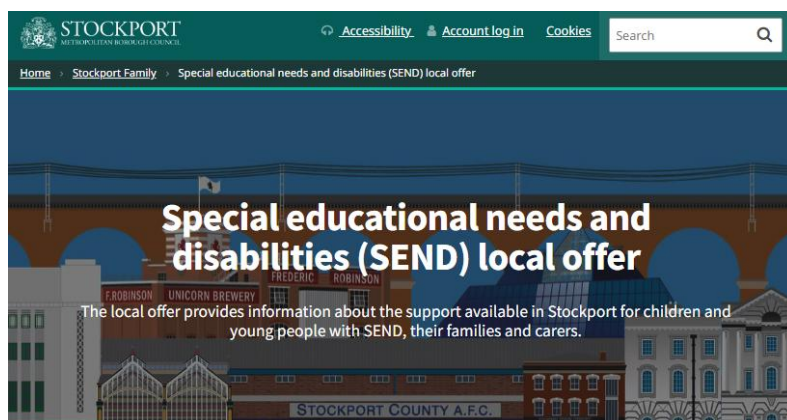
	<p>We will ask your permission before we arrange for any outside agencies to support on a one to one basis.</p>
 <p>Clubs and Trips</p>	<p>All our extra-curricular activities and school visits are available to all our children.</p> <p>All children are encouraged to go on our trips including our Year 6 residential. We will endeavour to provide the necessary support, making reasonable adjustments (such as adapted transport and specialist equipment) where available.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability. Parental support and additional support will be sought as necessary in order to ensure the safety and well-being of all pupils during activities outside the classroom.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>
 <p>Complaint Procedure</p>	<p>At St Philip's, the vast majority of concerns can be resolved informally. There may be occasions where concerns and complaints from parents of children with SEND about the provision made at the school are raised. We aim to ensure all parents feel able to raise concerns with members of staff informally in person, by telephone or in writing.</p> <p>Your first point of contact is your child's class teacher but if at any point you are not satisfied that your concern has been addressed, then you may make an appointment to speak to SENDco regarding your concern. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>If a parent wishes to make a more formal complaint regarding their child with SEND, all information can be found on the Multi Academy Trust, Corpus Christi Website.</p>



Stockport Local Offer

The local authority has a detailed page online which explains what provision and resources are available within the local area for families to access:

[Stockport Local Offer](#)



Feedback

“Nothing ever seems like too much trouble for staff at St Philips regarding pupils in their school. The warmth and welcoming atmosphere is evident as soon as you walk into St Philips school, displaying their key values – Rejoice, Respect, Resilience”

School Nursing Team