



ST PHILIP'S CE PRIMARY ACADEMY

SEND INFORMATION REPORT 2025-26

Introduction

At St Philip's CE Primary Academy, we welcome everybody into our community. The staff, governors, pupils and parents work together to make the academy a happy, welcoming place where children can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We strive to achieve this through the attention we pay to each child and the different groups of children within our school, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our provision allows pupils with additional needs the opportunity to follow a broad and balanced curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximize their potential and to work independently.

SEND support might be through assistive technology, 1:1 support, 1-1 small group learning or access to therapies. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention programmes, which are developed to personalize learning. All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

A copy of our SEND Policy can be found on the website office@stphilips.bdat-academies.org or from the office on request.

Since 2014, Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations requires all schools to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

Contact us on 01274 546496

office@stphilips.bdat-academies.org

Our SEND Governor is

Clare Leighton

Our SEND Coordinator is

Mrs Fiona Nolan (maternity cover)

The Inclusion team consists of:

- Mrs Hargreaves (Headteacher)
- Mrs Sykes (DSL)
- Mrs Nolan (SENCo)
- Mrs Tizard (Family Liaison Officer)
- Mrs Webster (Nursery Teacher)

The kinds of Special Needs for which provision is made at our school

We use the term “Special Educational Needs” if a child:

- Has significantly greater difficulty in learning than the majority of children of their age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies. (See SEND Register)
- Has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- Communication & Interaction needs including Autistic Spectrum Condition, Speech Language & Communication Needs, and Speech & Language needs.
- Cognition & Learning Needs including Moderate Learning difficulties and Specific Learning Difficulties.
- Social, Emotional and Mental Health needs including ADHD
- Sensory & Physical Needs including Visual Impairment & Hearing Impairment and Physical Difficulties

Policies for identifying children and young people with SEN and assessing their needs

The SEND Guidance on Bradford Schools Online is used to assess pupils. (The Matrix of Need) Within each area of need there are descriptors. Once a need has been established for a pupil the advice is then followed. The suggested strategies are used alongside Quality First Teaching. The Matrix provides advice on resources and strategies.

The academy promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of planning, action, intervention and review to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. All staff can play a key role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. We also take advice from external professional partners as appropriate.

Who are the best people to talk to about my child's difficulties with learning, Special Educational Needs or Disability (SEND)?

The Class Teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and keeping the SENDCO informed.
- Writing Pupil Progress targets and sharing and reviewing these with parents/carers at least once each term and planning for the next term.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing support that TAs (Teaching Assistants) provide for your child.
- Ensuring that parents/carers are involved in supporting their child's learning.

The Special Educational Needs and Disabilities Coordinator (SENDCO) - Mrs Fiona Nolan is responsible for:

- Developing and reviewing the school's SEND policy and updating the SEND Information Report annually
- Coordinating all the support for children with special educational needs or disabilities (SEND) including outside agencies, staffing, resources, health care plans.
- Ensuring that parents/carers are:
 1. Involved in your child's learning
 2. Kept informed about the support your child is getting and impact
 3. Involved in reviewing how your child is doing and the next steps
- Liaising with all the other people who may be coming into school to support your child's learning i.e. Speech and Language Therapist, Educational Psychologist
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible
- Arranging termly SEND reviews for children at School Support and above.
- Reporting to the Head Teacher and SEND Governor

The Head Teacher: Mrs Michelle Hargreaves is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCO and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs Clare Leighton is responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the SEND Policy
- The review of the SEND information Policy
- The review of the Inclusion and Equality Policy
- Making sure that the availability of these reports and policies and a link to the Local Authority Offer is on the Hill Top CE Primary School website.

We evaluate the effectiveness of our SEND provision in the following ways:

The progress of all pupils is monitored each half term and this includes the pupils who have SEND. Interventions are put in place to support pupils who have SEND. If a particular strategy is not working, then it will be reviewed and an alternative put in place.

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

Pupil Progress meetings are held termly and the progress of pupils with SEND is reviewed. Interventions are reviewed and new strategies are put in place where necessary. IEPs are reviewed termly with parents invited to attend.

Statutory Assessment EHC Plan (Education, Health and Care Plan)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Bradford Council. Bradford's SEND Local Offer can be obtained from Bradford Council's website <https://localoffer.bradford.gov.uk/>

The Local Authority will need to have information about the child's progress over time; documentation in relation to the special educational need; details of action taken by the school to meet the child's special educational needs and particulars of any special resources or arrangements put in place. This information may include: support plans, records of regular reviews and their outcomes; health reports, including medical history where relevant; national assessment levels and progress reports; educational and other assessments, for example from an advisory teacher or an Educational Psychologist; reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services). The views of the parents and child are sought. Parents may also make a Request for Statutory Assessment. The process is defined by a specific timescale and statutory procedures details of which are available on request from the LA SEN Officer.

EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

The Headteacher and the SENDCo are available to meet with parents by appointment. Any concerns about a pupil are always shared either face to face or on the telephone as soon as possible. There is also a SEND Governor who can be contacted through school.

Following assessment and with consultation involving parents, staff and the pupil, a child's special needs are identified and recorded on the SEND Register. An Individual Education Plan (IEP) is devised in collaboration with the child and parents alongside the class teacher. This includes the child's voice and opinions. External specialists are available to give advice to both staff and parents. The class teacher and the SENDCo are available to talk to parents, particularly regarding children with SEND who may need specific guidance to support learning to meet the needs of their child. IEPs are reviewed on a term;y basis with class teacher and parents.

We recognize that being a Looked After Child can have many challenges. We actively work with all multi agencies and carers in order to support a CLA child with SEND ensuring appropriate information is shared with all parties in a confidential manner. They would receive the same support as any other SEND child but we recognize the importance of working with a range of agencies to ensure that any barriers to learning are overcome. Our Family Liaison Officer (Mrs Tizard) also works with parents to both encourage and support.

Consulting pupils and involving them with their education

All pupils:

- are encouraged to participate fully in the life of the school
- are expected to behave in a responsible and respectful way within the academy
- are encouraged to voice their suggestions as to how the teachers can help them to learn better
- are encouraged to become increasingly independent in line with their SEND needs
- understand the success criteria to enable progress to take place and celebrate their progress
- comment on how they feel they are progressing when the support plan is evaluated.

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response coaching, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their support plan.

Our approach to teaching pupils with SEND includes:

Ensuring that all children make progress, and their needs are met appropriately is the key to teaching at St Philip's CE Primary Academy. The communication between staff, parents and children to ensure that all are included is a focus for the SENDCo, teachers and Support Staff across school. Everyday quality first teaching is supplemented with focused interventions based on assessment and advice from professional partners. The curriculum is adapted as is the learning environment to meet the needs of the children to maximize outcomes whilst supporting them both academically and emotionally. Some one-to-one and small group work is carried out either in the classroom or in an intervention area. As far as possible the pupils with SEND are integrated into the classroom. All work is differentiated to meet the needs of the individual pupils

We adapt the curriculum for pupils with SEND in the following ways:

Work is differentiated to meet the needs of all pupils. Where there are pupils with a physical difficulty an adult is available to offer support and ensure the pupil is kept safe whilst taking part in any activity. The SENDCo works in consultation with teachers when planning units of work to identify the requirements to make adaptations and amendments for particular needs. These adaptations vary according to the cohort and the needs of the children therein.

We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:

We ensure that all pupils are able to access all school activities, and no pupil is ever excluded unless the activity would cause a danger to the pupil because of a physical disability. Adult support is provided to ensure the safety of any pupil with SEND.

We make all amendments feasible to ensure that all our pupils can engage in the curriculum and extra-curricular activities working with professionals and other providers. Our SEND pupils are included on **all** educational visits and residential visits, where staff liaise with the location and partners to ensure their needs are met whilst taking a full part in activities. Additional staff or alternative transport arrangements would be arranged if required.

Arrangements to support children in attending afterschool clubs will be made to support their engagement. Please also refer to our accessibility plan (within the Children with Disabilities Policy) for further information.

The following emotional, mental and social support is available for pupils with SEND:

We are supported by the SCIL SEMH Team to support any pupils with Social, Emotional and Mental Health needs. We have weekly inclusion meetings where children's needs are discussed and specific children identified for nurture group support or 'check ups' from the Inclusion Team. Specific group nurture provision is also available for pupils who may find friendship building more difficult, for example, baking, making playdough alongside supportive talk. Older children are trained to be 'playground buddies' and identify children in the playground who might need extra support.

Some children exhibit particular behaviours based on negative early childhood experiences and family circumstances. We recognise that this behaviour is often a child struggling with appropriate emotional responses. These children are likely to need different responses to misbehaviour and in these instances, individual bespoke behaviour plans would be created to support their needs. A Positive Handling Plan will be put in place for identified children for who display particular anxiety, defensive and crisis behaviours.

At St Philip's CE Primary Academy, bullying of any kind is not tolerated. Any such incidents are dealt with according to our Behaviour Policy and BDAT Anti-Bullying Policy.

The facilities we provide to help disabled pupils access the school

As St Philip's Primary Academy was built in 2004, almost all areas of the building and grounds are accessible to all pupils and we are a level access school. We have a wildlife area to which we have added a sloping path to improve provision for wheelchair access. We have disabled toilets which include supportive handrails and are accessible with wheelchairs. Should children require lifting we have a hoist in one of the disabled toilets.

We have disabled bay parking with a dropped curve to support access to the academy.

For children requiring a calm area with minimal sensory stimulation we have a designated 'calm room' which they can access to support their needs.

Steps to prevent disabled pupils from being treated less favourably than other pupils

St Philip's CE Primary Academy fully understands the principle of the Equality Act 2010 and the work needed to ensure that those with protected characteristics (such as disability) are not discriminated against and are given equality of opportunity. We take every step possible to prevent pupils with disabilities being treated less favourably than other pupils and encourage an ethos of inclusion within the academy. We are committed to providing all pupils with a curriculum which provides equality of opportunity and freedom from discrimination. St Philip's CE Primary Academy will make reasonable adjustments to meet the needs of disabled pupils and implements an accessibility plan. The accessibility plan identifies where there may be issues for pupils with a disability and how as an academy we would address this.

<https://www.stphilipsceacademy.co.uk/send/> (children with disabilities policy containing the accessibility plan)

Please also see the Equalities Information and Objectives

Training

Training and guidance is given to all staff on a continual basis at St Philip's depending upon the particular needs at the time. There are opportunities to attend additional training provided by BDAT (Bradford Diocesan Academies Trust). Our lunchtime staff have received additional training from the SEMH Team to support children with SEMH needs at lunchtime. We also have around half of our staff are Level 2 qualified in Children and Young People's Mental Health.

Record Keeping

Records are kept on each child in a locked filing cabinet in the SENDCo's office and on an electronic SEND system. Assessment information is kept on a secure network with limited password protected access. Care plans, behaviour risk assessments and information from outside agencies will also be stored in the abovefiles. Key EHCP information is scanned onto CPOMS which also has limited protected access. Key conversations with parents and other outside agencies are recorded on CPOMS.

The academy also produces a medical list to enable staff to be kept informed of any medical information. For children with severe allergies or asthma, staff are made aware of these needs. Where children require an Epipen this is stored in the classroom with clear signage indicating its location. Names can also be added or removed from the SEND Register following consultation with pupils, parents, staff and any relevant personnel and agencies.

Resources and Funding

Support for each child is allocated based on an individual basis and the resources available to us at any one time. Parents are encouraged to take an active interest and in particular highlight an area of need that they have identified and are encouraged to discuss this with the SENCo. An agreement will be reached about how this need may be met within the finite level of resourcing the school receives.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

- SCIL Team
 - Cognition & Learning
 - Communication & Interaction
 - Social, Emotional and Mental Health
 - Physical/Medical & Sensory (Hearing Impairment Team and Visual Impairment Team)
- Educational Psychology Service
- Medical Services, eg, School Nursing Team, Paediatrician, Speech and Language Therapy, CAMHS, Occupational Therapy, Dieticians.

Parents of children with SEND may find the following support services helpful, in addition to the school's offerings:

Bradford Local Offer, explaining what is available on a local authority basis, can be found using the following link: <https://localoffer.bradford.gov.uk/>

Barnardo's (SENDIASS)
AWARE
Martin House
St Edmund's Children Centre

Our transitional arrangements for pupils with SEND include:

All pupils with SEND will have additional support during periods of transition. The Academy will to support the move from between settings or schools for all pupils but with particular focus on those pupils with SEND or disabilities. The Academy has established an effective partnership with the staff of our local pre-schools and secondary schools, allowing us to meet the needs of both pupils and parents at transition. Guidance is available to all pupils from Year 5 and forms part of the review process for pupils with Education, Health and Care Plans (EHCP).

Where a pupil has an EHCP, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. SEND staff would attend the Annual Review meeting or Joint Assessment Meeting to facilitate the implementation of a carefully planned transition package. A key focus within the provision provided in the Academy is to prepare our pupils for independence and their next steps in education. All pupils with SEND visit their new Secondary School for a transition day. Pupils with SEND are sometimes offered additional times if it is considered necessary. Parents are also supported in their choice of a suitable secondary school for their child. All relevant records are passed to the SENDCo at the receiving school and the SENDCo liaises with the new SENDCo.

Admission Arrangements

At St Philip's, we meet statutory obligations by ensuring that no child is disadvantaged because of any additional needs. All admissions are in accordance with our Admission Policy. If a child has an Education, Health and Care Plan (EHCP) the Local Authority consults with schools and parents before agreeing a placement. If a child has significant needs but no EHCP the standard admissions process applies.

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

An informal complaint should follow all usual communication procedures – parents can speak to the class teacher initially or if they feel that they need to take things further, they can arrange to meet either the SENDCo or the Headteacher to discuss the issues or concerns. We would always encourage our parents to come to talk to us before any situation gets to the point where they feel that an official complaint should be made.

However, if a more formal complaint is to be made, then families should follow our complaints policy: the complaint should be sent in writing to the Headteacher. If the complaint is about the Headteacher, then correspondence should be addressed to the Chair of Governors (Clare Leighton)

Linked Policies Include:

- SEND Policy
- Children with Disabilities Policy (including Accessibility Plan)
- Equality Information and Objectives
- Behaviour Policy (Including Anti Bullying)
- Admissions Policy

<https://www.stphilipsceacademy.co.uk/policies/>