SEND Information Report
2025-2026
St. Philip's Catholic Primary School

St Philip's Catholic Primary School

Our Mission Statement

We are all unique, created by God with our own talents and potential.

We love learning, we explore our interests and never give up when things get hard.

We are kind and care for others and ourselves, we smile and do good in the world.

We are a community of faith, living as Jesus taught us.

Let your light shine!



About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'Local Offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. For more information on the law and guidance we follow, see:

SEND Information and Services | East Sussex Local Offer

We will keep this report up to date. The Governors will also review this report every year, and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office.

1. Introduction

At St Philip's Catholic Primary School we are committed to offering an inclusive curriculum to ensure that every child succeeds and makes the best possible progress whatever their needs and abilities. We have high expectations for every child expecting them to achieve or exceed national expectations at the end of each Key Stage. All children are valued and included in everything we do. Support is provided for any child who at any time in their school life requires additional or different provision to help them achieve success. These children may also be those on the SEN register or from groups that are nationally recognised as vulnerable to underachievement such as children who are cared for by the Local Authority, those who receive free school meals (FSM) and those from ethnic minority groups. We recognise that any child's circumstances can make them vulnerable to underachievement at some stage in their schooling.

2. Who do I contact about my child's special educational needs?

Your first point of contact at school is your child's class teacher.
The Inclusion Coordinator (INCo) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have EHC plans. Professional guidance is provided to school staff and she works closely with parents and other services that offer support for children in the school.

Inclusion Co-Ordinator: Angela Squizzoni

Contact: office@stphilips.e-sussex.sch.uk

Contact: 01825 762032

3. Which children does the school provide for?

We are a Voluntary Aided Primary School that admits pupils from age 4 to 11, as well as nursery children aged 3-4. We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child with an Education, Health and Care plan, this can be considered during the annual review process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. Further information can be found on our website and that of East Sussex County Council:

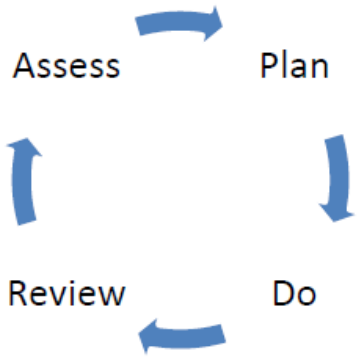
- https://www.stphilips.e-sussex.sch.uk/Information/Admissions/
- https://www.eastsussex.gov.uk/education-learning/schools/admissions
- contact information for admissions advice 0345 60 80 192

4. Summary of how the school meets the needs of children with SEN and disabilities

We believe children's needs are best met through high quality first teaching by the class teacher who will take account of each child's needs. Reasonable adjustments in the classroom help to include all pupils. Teachers engage pupils in challenging and motivating activities and their detailed knowledge of pupil's prior attainment and next steps enable pupils to make good progress.

When necessary, an individual programme of support and intervention will be agreed. It is important to us that you and your child are involved in the process of planning and reviewing progress through this programme. This may be in the form of an Additional Needs Plan (ANP) or part of an Education Health & Care Plan (EHCP). The plan will include outcomes and the provision to help achieve these outcomes. External support and advice may also be sought.

Underpinning all our provision in school is the 'graduated approach' cycle of:



Assess:
Class teacher and INCo analyse a pupil's needs before identifying a child as needing SEN Support.

Plan:
The class teacher and INCo agree the support to be put in place. Parents/carers and the pupil are notified and consulted. The support and targets are set out on an Additional Needs Support plan (ANP).

The plan is reviewed 3 times a year by the class teacher and overseen by the INCO and then shared with parents at parent's evenings in October and February. The plans reviewed in the summer term are sent out with end of year reports in July.

Children with complex needs will normally have an Additional Needs Plan and/or Education Health and Care Plan. These are reviewed jointly by the parents, class teacher and INCO 3 times per year.

Do:
The class teacher remains responsible for working with the pupil on a daily basis. Some pupils may receive additional interventions outside of the main curriculum, but the focus is on including ***all*** pupils with high quality, differentiated teaching.

Review:
The class teacher and INCo review the effectiveness of the support regularly and agree changes where needed.
If the child is looked after by the local authority they will have a Care Plan including Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

5. How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible outcomes.
A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** –Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASC).
- **Cognition and learning** –Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Dyslexia, Dyscalculia and Dyspraxia.
- **Social, emotional and mental health difficulties** –Mental Health difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD).
- **Sensory and/or physical needs-** Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD).

Behaviour

If behaviour is causing concern, it is always considered whether there are any underlying difficulties. However, persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. If there are no learning difficulties, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher would gather information about incidents occurring, at what time of day and during which lessons. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. Further support from external services may be sought if behaviour does not improve.

English as an Additional Language

For those children with English as an additional language, we consider all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English, or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. Often these children are assessed and supported by the English as Additional Language Service, which then provides advice to the school to promote progress.

SEND

Some children arrive at school with a diagnosis. Sometimes, parents, or teachers, have concerns about a child's wellbeing, or capacity to learn. Children are monitored and evidence is gathered before external agencies are involved to assess the child.

Above all, focus is on SEND outcomes, accurate identification and the acknowledgement that SEND is everybody's responsibility. Every teacher is responsible for the progress and development of every pupil in their class. This includes pupils who access extra support from teaching assistants or specialist staff.

The focus on 'High Quality First Teaching' ensures that all children have access to a range of teaching methods, strategies and support within normal classroom practice. Most children can and should be supported and have their needs met through normal teaching and learning strategies, modification to teaching approaches and classroom organisation through provision of equipment and aids.

It is when the teacher has a clear knowledge of the child that extra targeted and focused support can be planned to address areas of insufficient learning.

6. How does the school teach and support children with SEND?

All teachers at St Philip's are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all the children in their class through 'quality first teaching'.

Our latest Ofsted Inspection (April 2025) states:

"*The school accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). Staff are trained so that they meet these needs effectively. This helps pupils with SEND successfully access the same curriculum as their peers and to achieve well.*"

When children join St. Philip's in Reception, the teacher will liaise with each nursery to discuss the new intake and find out if any children need extra resources, or support. Parents are invited in to school to talk about their children and their needs. We then assess each pupil's skills and level of attainment.

If a child's progress is less than expected, the class teacher, working with the Head Teacher and INCo will assess whether the child has SEND and put into place actions to support your child. They may seek advice from other professionals and outside services. When parents raise concerns about their child's educational needs, the teacher will gather all relevant information so that, together with the INCo, the necessary support strategies can be put in place. Most importantly we would need to talk to you about your child, as you know them best.

If you are worried your child may have special educational needs, you should firstly contact the class teacher and they, together with the INCo, will invite you to discuss the matter further. Children who arrive in school with an Educational Health and Care Plan (EHCP) will have had a transition meeting with the INCo to agree support strategies and relevant interventions.

Please refer to Assess, Plan, Do, Review cycle previously outlined on Page 3.

7. How will the curriculum and learning environment be matched to my child's/young person's needs?

All pupils have access to a broad and balanced curriculum which is suitable for all our pupils. We set high expectations for all pupils.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level, and make progress. Visual supports are available such as word banks, work schedules, task boards and the use of concrete resources like Numicon to assist in mathematics. It may be, for a certain lesson, a child may require additional support from an adult. The adult may support a pupil in getting started or keeping a child on task whilst enabling them to maintain as much independence as possible. The teacher decides the best means of support for the child to make maximum progress. This is called 'differentiation'. Some pupils may require a more personalised learning programme which may include regular learning breaks and work chunked to make it manageable. Calm areas and quite work areas are provided in all classrooms should a child need it. Pupils sensory needs may be met through the use of sensory supports such as supportive seating/ weighted lap pads, fiddle toys, use of ear defenders or movement breaks. Some pupils may participate in Sensory Circuits & Jump Ahead programme.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment Policy to do this. We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review).

Class information sheets about the curriculum are available on our website.

8. How are parents and carers involved in reviewing children's progress and planning support?

St. Philip's is committed to working with parents and carers to secure the best outcomes for our SEND children. The school actively encourages parental engagement with their child's learning, as this clearly strengthens the impact of SEND support in the approaches and teaching strategies that are being used and both can set out their aspirations for the child.

There are two parent consultation evenings a year, where the child's progress and well-being are reviewed. Parents have the opportunity to discuss their child with the INCo and class teacher throughout the year. Support plans are written and reviewed 3 times a year and parents/ carers are encouraged to be involved in this. A final end of Year report will detail the child's progress in all areas throughout the year. Should parents want further appointments with teachers and the INCo these can always be arranged through the school office. Where appropriate, children are also involved in these discussions and even when they don't attend, we feel it important to seek their opinions about their learning and progress.

Children with Education, Health and Care Plans have an annual review.

9. How are children involved in reviewing their progress and planning support?

At St. Philip's we believe the child is at the heart of all we do and should be central in discussions about their learning and progress. There are many opportunities for children to be involved in shaping their education, so that it is more enjoyable and promotes more progress. Pupils with ANPs and EHCPs are asked their views about their strengths and areas they would like to get better in. They then suggest things they could do to meet their targets.

Opportunities for children to talk about their learning / wellbeing

	Who's involved?	**How often**
Learning Evaluation Groups	*All pupils, staff*	*Once a term*
Self-assessment	*All pupils, class teacher, TA*	*Regularly*
Worry boxes / Suggestion boxes	*Pupils*	*Always available*
Nurture / Counselling/ELSA	*TA, Counsellor, ELSA, pupils*	*When appropriate*
School Council	*TA, elected pupils*	*Once a term*
RE Council	*Teacher, elected pupils*	*Once a term*
Pupil voice	*Pupil, TA, INCO, Teachers*	*3 times a year*
SEN Support Review	*Teacher, INCO, parent, pupil*	*3 times a year*
Circle time	*Teacher, TA, pupils*	*Regularly*

Annual Reviews	*Parents, teacher, pupil, INCo, external agencies*	*Once a year*

10. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?

At the end of the school year, all teachers have meetings to discuss the children they have taught with the next class teacher. This will include strengths and barriers to learning and what provision has been put in place, both within class and programmes that have been suggested by external agencies.

When children leave, or join our school, information is exchanged between schools to ensure a smooth transition for the child. Reports and assessment results are passed on to the class teacher and the Inclusion Co-Ordinator to inform what provision will be required.

It is of paramount importance, that children are well supported and that the time of transition to secondary school is an exciting and a happy experience for all our children.

In Year 6, we work with our local secondary schools to provide a well-supported transition package. There are transition meetings organised with Year 7 tutors and the SEND team to discuss all children from all schools. Teachers from the secondary schools come into Year 6 to run sessions for the whole class about transition. Children, who have selected Uckfield College (UCTC), or St. Paul's Catholic College, identify two friends who they would like to be with in their tutor group. This allows the secondary schools to build their tutor groups so that no child will feel isolated. All Year 6 children from across the community of schools are invited to attend induction days in July. Parents and children also have an induction evening to meet the tutors and to find out about aspects of the Year 7 curriculum. Vulnerable children have additional induction opportunities. They have a bespoke programme depending on their needs. This could involve weekly visits to tour the school and meet the staff. The INCo from the secondary school will attend annual reviews in Year 6 to begin to identify the children's needs.

11. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day.

The Inclusion Co -ordinator is a qualified teacher with over 37 years of experience working with pupils with SEN and disabilities in both special and mainstream settings. She has a Postgraduate Diploma in Dyslexia. She has also undergone Thrive training.
All our teachers hold qualified teacher status.
A part-time intervention teacher works with groups of KS2 pupils each week.
We have an ELSA available to support individual pupils and work with small groups.

Three TAs are trained in delivering interventions in speech and language, maths, reading, writing and motor coordination skills.

Whole school staff training regularly takes place, with a focus on special needs and vulnerable groups. Teaching assistants also have regular training to develop their roles in supporting all children, including SEND interventions.

Recent staff training has included:

- Makaton
- Therapeutic Thinking
- Differentiation
- Group reading
- Stages of spelling development
- Intensive mathematical catch up programmes to develop factual, procedural and conceptual knowledge
- Precision Teaching
- A variety of courses for supporting children who have social communication difficulties, and for children who have an autistic spectrum condition diagnosis
- Supporting children with complex needs
- Behaviour management strategies
- Phonics
- Growth Mindset
- Questioning
- Supporting pupils with ADHD
- Supporting pupils with English as an additional language
- ELSA
- Sensory Circuits
- Jump Ahead
- Brick Based Therapy
- Sand tray work

All members of staff work rigorously to update knowledge and respond to current research to support all children in our school.

12. How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We regularly monitor the impact of interventions and programmes of support to ensure they are achieving the desired outcomes. In addition we use information systems to monitor the progress and development of all pupils.

All children are regularly assessed. Class teachers discuss results and progress with the INCo and Head Teacher at Pupil Progress Meetings. Children who are achieving below age related expectations or who are making slower progress than their peers are identified and strategies to help close the gap are agreed. This may be in-class differentiation or support or a short term intervention to address a gap in their learning, which can be quickly addressed.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve this.

We send home a parent questionnaire every year, then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

We also invite parents to provide feedback at meetings, through attending parent workshops and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/

13. How accessible is the school and how does the school arrange equipment or facilities children need?

Our policy and practice adheres to and embraces The Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'. At St. Philip's we are committed to making reasonable adjustments to ensure full participation for all.

- There is disabled access to the school
- A lift provides access from the ground floor to the upper floor and the computer suite
- There are accessible toilets on both floors
- All classrooms have wheel chair access
- Resources are available to all children to help them to access the full curriculum

We are also committed in practice to the principles of equality not equity – every child will get what they need, every child does not have the same needs.

Further details can be obtained from our Accessibility Plan available from the office or on our website.

14. How will my child/young person be included in activities with other children, including school trips?

Our vision is that all pupils participate in all activities.

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

At St Philip's, we strive to ensure that all young people, regardless of their individual needs, have access to the whole range of educational opportunities and activities. We actively promote outside activities such as after school clubs, to ensure all children take up these opportunities. Parents are involved in any discussions around risk assessments and any adjustments that will enable a child to fully participate in all activities. We comply with all legislation in respect of accessibility.
As a parent we encourage you to discuss any concerns you have with us so that we can plan for full inclusion.

15. What support will there be for my child's / young person's overall well-being, and their emotional, mental and social development?

The class teacher is the first point of call for all matters to do with your child's well-being. Upon identification of any issue that presents a challenge to your child's well-being, the class teacher will work with the INCo and you, the parent, in order to find an appropriate course of action.

Emotional and Social Development

There are nurture groups for children who require support with emotional and social development. Sometimes children need help with developing social skills in small groups. There are also daily playtime and lunchtime nurture groups open to all pupils across the school.

An ELSA works with individual pupils and groups of pupils and the school employs a Learning Mentor in the afternoons to deliver sensory circuits, Jump Ahead and to help with learning breaks and to assist with regulation and pupil well being.

Personal, Social and Health Education (PSHE) forms part of our planned curriculum but is also fundamental in creating a positive school ethos. Our children are encouraged to care for each other and the world in which they live. They have opportunities to learn pastoral and social skills, to try new roles and to develop relationships.

Pupil voice is central to our ethos and this is encouraged in a variety of ways, including learning partners, R.E council and school council. In assemblies, lessons and circle time, children learn ways to deal with bullying and to tell an adult if the problem persists. The secure environment which the school provides, allows the children to develop independence and responsibility so that they become increasingly more able to make informed decisions. It is our intention that all children should have a positive self-image and that they should be able to develop a healthy lifestyle through the activities offered and the many ways they are taught.

The school may work with other services to support children, e.g. Communication, Learning and Autism Support Service, (CLASS), Child and Adolescent Mental Health Services,(CAMHS), Educational Psychology Service and TASS (Team Around the School and Setting).

Supporting policies can be found on our website:

https://www.stphilips.e-sussex.sch.uk/Policies/

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

We work in partnership with a wide range of specialist services, including health and social care bodies, local authority support services to meet the needs of children and support their families. Our school accesses the following services:

Family Support Service
Educational Psychology Service (EPS)
Speech and Language Therapy Service (ESCITES)
Communication Learning and Autism Support Service (CLASS)
Team Around the School and Setting (TASS)
Early Years Teaching and Support Service (EYS)
English as an Additional Language (EALS)
Child and Adolescent Mental Health Services (CAMHS)
Sensory Needs Service
School Health Team- support and advice for medical conditions e.g. diabetes, epilepsy, behaviour, diet
Early Help Team –Children's Services

Relevant staff are trained to support medical needs. Where appropriate, all staff receive training. We have a Medicines Policy, which sets out clear procedures on the administration of medicines. Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and followed by all staff. We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

Find local care and support services | East Sussex County Council
Children's Integrated Therapy and Equipment Service | East Sussex

17.Where can I get information, advice and support?

Policies that underpin and contribute to the fulfilment of this report can be accessed on our school website.
https://www.stphilips.e-sussex.sch.uk/Policies/

The Local Authority sets out what they offer schools and families in ways of support in their Local Offer: https://localoffer.eastsussex.gov.uk/

SEND information, advice and support service:

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers:

Resources - Amaze Sussex

Leave a voice message on **01273 772289**

Parent information – Should you need further information, please contact the school office, who will pass on your message to the INCo.

18. What do I do if I am not happy or if I want to complain?

It is in everyone's interests for complaints to be resolved as quickly as possible and our SEND complaint procedure is as follows:
The complaint is initially dealt with by the class teacher – the complainant should feel they have been listened to and that all points raised have been addressed. Should this not be the case, the teacher and parent will discuss it with the INCo, or other senior manager. It is only when these have failed that the matter will be dealt with by the Head teacher. If the matter remains unresolved, the Governing Body will deal with the matter through their agreed complaint resolution procedures. The complainant must put their concerns in writing to the Chair of Governors. In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority (in the case of children with Statements or EHC plans) or request independent disagreement resolution and the school will make further information available about this process on request. The SEND Governor is Mrs Julia Webb.

Date of next review: Autumn 2026 A Squizzoni Autumn 2025