

CASTLE HILL ST. PHILIP'S C.E. PRIMARY SCHOOL



SEN Information Report September 2025

School SENDCO

Our SENDCO in school is Mrs Helen Wallace

Contact via enquiries@admin.castlehill.wigan.sch.uk
or via the school office on 01942 255578

Our Inclusion offer

At Castle Hill St Philip's, as a mainstream school setting, we are fully supportive of inclusion and strive to ensure that all our pupils progress to their full potential, enjoying appropriate challenges and the achievement of success. Quality first teaching is vital; however for some children, there are occasions when further additional support may be needed to help them achieve their targets. This includes children with; Cognitive and Learning needs, Communication and Interaction difficulties, Sensory and /or Physical needs and Social, Emotional and Mental Health difficulties (as identified in the SEND Code of Practice 2015). We are aware that some pupils have needs that span across the categories and teachers will then be aware of both the child's primary need and subsequent needs.

1. How does the school know if children need extra help?

School follows the Graduated Approach as outlined in the SEND Code of Practice (2014) to provide support for children and when assessing if a child has a special educational need.

Children are identified in a variety of different ways. This could include:

- Assessment data which is showing progress that is slower than their peers
- Assessment indicators which show that there is a widening attainment gap between what a child is expected to achieve and the progress they actually make
- Teachers identifying barriers to learning through observations in class
- Parents sharing their concerns with the class teacher or with the SENDCO

Class teachers regularly monitor and review the progress and development of all children. If the school feels that a child is not making progress and may have SEN, then the class teacher, with the support of the SENDCO, will discuss the school's concerns with parents/carers. School will work in partnership with parents/carers to develop a plan to ensure children receive the right levels of support. This may involve other agencies, if appropriate, and would require parent/carer consent. The class teacher will also discuss with parents/carers how they can support their child in achieving their targets.

2. What should I do if I think my child may have special educational needs?

- Class teacher

The first person to contact regarding your child's progress is their class teacher. Teachers are responsible for checking on the progress of your child and identifying, planning and delivering additional support. Your child's teacher will be able to explain the support your child receives in school and offer suggestions of ways you can help support learning at home. They will refer to our SEND identification flowchart in order to monitor your child's progress with intervention and class teaching adaptations.

- **SENDCO: Mrs Helen Wallace**

If you need further support you should make an appointment to see the SENDCO who is responsible for coordinating the support for children with special educational needs or disabilities (SEND) across the school. The SENDCO will liaise with the class teacher to review the needs of your child and explore the support which is offered, and whether further actions are required.

- **Pastoral Manager: Mrs Catherine Cloake**

Mrs Cloake is available to parents/carers before school most days. If you want to speak to her in private she can be contacted by telephone 01942 255578 and selecting option 2, or by contacting the school office.

Mrs Cloake works closely with the SENDCO and is able to liaise with other agencies as well as offer further support for parents/carers and families.

3. How will Castle Hill support my child?

- The SENDCO and class teacher will work together with parents/carers to decide what support needs to be put into place to support your child.
- School staff will review the adaptive teaching strategies that are used to offer support for all children to see which of these are working well for your child, or need adapting further.
- A support plan will be created, deciding on what support will be offered and how often. This will be reviewed termly or half-termly by the class teacher. This follows the stages of the graduated approach: Assess, Plan, Do, Review.

- Further interventions may be given if your child needs support to make progress. This could include Phonics Blast sessions, Reading Between the Lines, Hamish and Milo Wellbeing Programme, same day interventions or other learning activities that will support your child's needs.
- Class teachers, along with the SENDCO may write an Individual Education Plan (IEP) when specific targets are identified to support your child.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the SLT to discuss the progress of pupils in order for future support to be planned for.
- If a lack of progress continues, then outside agency advice may be needed to help the pupil. The need for this will always be discussed with parents/ carers and parental consent be sought. This may take the form of a referral to Education Psychology (EP), the Targeted Education Support Service (TESS), Speech and Language Therapy Service, Occupational Therapy, Physiotherapy etc. Referrals may also follow discussions from SEN planning meetings which take place twice annually with the EP, TESS and SENDCO. After an outside agency has completed their assessments, school and parents/carers usually receive a report which includes strategies to try, in order to promote progress. The class teacher will then incorporate these strategies into a further support plan, again following the four stages of the Graduated Approach: Assess, Plan, Do and Review.
- At the support plan review meeting, if it is decided that support needs to continue and that the cost of support needed for the child goes beyond £6000, then the school or parents/carers can apply for an Educational Health Care Assessment.
- Decisions regarding the allocation of support and resources to each child will depend upon the SEND budget which is set in April each year, along with termly tracking of pupil progress and discussions with specialists and parents/carers.

4. How will the curriculum be matched to my child's needs?

- At Castle Hill St Philip's Primary School we pride ourselves on offering high quality teaching for all children as our universal offer. This means that the way we have designed our curriculum structure has been created with children with additional needs in mind, giving scaffolding and support as a standard offer.
- We provide hooks for learning to engage and motivate children, regularly revisiting prior learning and making explicit links between information and facts.
- We offer a mixture of learning methods across the curriculum, so all types of learners have the opportunity to explore their strengths.
- Scaffolding, word banks and visual resources are used to support children that need additional support to be successful in their learning.
- When a child has been identified as requiring additional support, learning activities or outcomes will be adapted in order to meet children's own personal needs.
- Teaching assistants (TAs) may work with the children on a one to one, or small group basis, as well as the teacher to target their needs.
- Interventions may be planned, where lessons are delivered in a small group and are in addition to normal lessons.
- Any specialist equipment that is required will be provided by school.
- For children who find it difficult to attend to the curriculum, the lessons are structured to allow for regular movement breaks within the classroom.

5. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term through our assessments in reading, writing and maths.

- This information is shared with you in a termly report.
- You will be able to discuss your child's progress with the class teacher during Parent Consultation Days.
- Your child will receive a written school report at the end of each academic year.
- If you would like a longer discussion with your child's teacher, please make an appointment through the school office.
- Class teachers will invite parents/carers in, with the support of the SENDCO if appropriate, to discuss concerns as they arise and how parents/carers can help school to support their child.
- If either the Educational Psychologist or Targeted Education Support Service teacher has undertaken assessments then parents/carers are invited in for a meeting to discuss their observations and their suggested strategies for support.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- The progress of children with a EHC Plan is formally reviewed at an Annual Review with the SENDCO and other adults involved in the child's education. Parents are invited to and encouraged to attend these meetings.
- At the end of Key Stage Two, all children are required to be formally assessed using Standard Assessment Tests (SATS). These are statutory assessments required by the government. Results will be shared with parents/carers and the school's results are published nationally.

To support your child's learning you can:

- Listen to your child read at home every day.
- Complete the school home learning as set out in the school home learning policy.
- Ask the class teacher for any specific targets your child needs to work on and how you can support them.
- Look out for information on the half-termly curriculum overviews that are shared by each class teacher. These give an overview of the topics being covered by each class that half term and also often include helpful information to support your child with their specific learning for that year group e.g. questions to ask while reading at home, or a breakdown of strategies they will be using in Maths.
- Attend the various parent workshops that are held for specific year groups e.g. for Phonics in KS1, the Multiplication Tables Check (MTC) in Year 4, SATS in Year 6.

6. What support will there be for my child's overall well being?

- Mrs Cloake, our Pastoral Manager, is available to support all children with their wellbeing needs.
- All staff are trained in child protection and are responsible for ensuring your child's safety.
- Mrs Hilton is the Designated Safeguarding Lead (DSL) at school and Mrs Cloake is the Deputy Safeguarding Lead (DDSL). Miss Bold is our safeguarding governor.
- If your child has any medical needs, these will be discussed on an individual basis and a Health Care Plan will be written in conjunction with parents/carers.
- Playtimes are supervised by school Teaching Assistants, meaning that there are familiar adults to support children outside of lessons.
- School has a strong Christian ethos which focuses on key values. Children are encouraged to apply these values in their daily interactions with each other, and are supported in developing perseverance and resilience across their school life.
- Hamish and Milo is a wellbeing intervention programme that is used to support children who are identified as needing additional support for their emotional or wellbeing needs.
- In our PSHE lessons, all children complete learning about wellbeing and emotional health. This may be revisited with those children who need it more regularly.
- We also use Zones of Regulation throughout school, to help children identify, understand and regulate their emotions.
- The school operates a positive behaviour policy with clear rewards and consequences in place. Children are celebrated regularly, for example, via our ongoing daily recognition boards, in our weekly hot chocolate awards, certificates and celebrations. This is not all based on learning outcomes, meaning that all children have the opportunity to be celebrated and recognised. Further details can be found in our Behaviour Policy available on the school website.
- Castle hill St Philip's is a "Secretly Famous" school where children can nominate each other to be celebrated and recognised, allowing them to consider the wellbeing of their peers.
- Where appropriate, school liaises closely with external agencies such as CAMHS or TESS Behaviour support to ensure the correct support is in place for individual children.

7. What specialist services and expertise are available at or accessed by Castle Hill St Philip's School?

The school buys into Wigan Council's Educational Psychology Service and also has support from the Targeted Educational Support Service (TESS). The school also commissions assessments provided by a private Educational Psychologist.

Other services may be called upon when specific specialist advice is required:

- Autism Pathway and referral service
- Behaviour Support Services
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- Outreach Service
- Paediatric teams
- Physiotherapy
- School Nurse Team
- Specialist Sensory Education Team (SSSET)
- Special Education Needs and Disability Service (SENDs)
- Speech and Language Therapy Service
- Start Well
- Wigan Family Welfare

8. What training have the staff supporting children and young people with SEND had or are having?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, executive skills and Safe Teach.

The SENDCO regularly attends network meetings with the Local Authority and other SENDCOs, and then delivers the relevant information and training to school staff.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children. Various members of staff have attended the following training courses:

- Talking Partners
- Wellcomm Speech and Language programme
- Social Skills
- Safe Teach
- Monster Phonics
- Specific learning difficulties
- Writing skills and handwriting
- First Aid and Paediatric First Aid
- Encompass training
- Drawing and Talking Therapy
- Hamish and Milo wellbeing intervention programme

All staff have had up to date Child Protection training and Prevent training.

9. How will my child be included in activities outside the classroom, including school trips?

- Our school offers an inclusive educational visits and activities policy in line with current educational policy.

- Our after-school clubs are offered to all children within the age range of the activity, promoting inclusion of children with SEND.
- There will be a full risk assessment carried out before any planned educational visit.
- Parents/carers of children with specific medical needs are consulted as to how their child's individual needs can be best met and may be invited to accompany a child.

10. How accessible is the school environment?

- KS1 is fully accessible to children with physical disabilities.
- Due to the building having steps leading to KS2, the KS2 department is only accessible via our external doors.
- Where there are parts of the building that are not accessible, detailed plans would be put in place to ensure all children have full access to the curriculum.
- There is an accessible toilet close to the main entrance of the school.
- There is an accessible parking space in the car park.
- All areas of school have been risk assessed.

11. How will Castle Hill St Philip's School prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise that transitions can be difficult for a child with SEND and therefore take steps to ensure that any transition is as smooth as possible.

If your child is joining the school:

- The Reception teacher will visit your child's nursery setting to discuss their needs.
- There are opportunities at induction meetings to talk with members of staff.
- The Early Learning and Childcare team hold inclusion progress meetings in the summer term for those primary schools receiving children with SEND from early years settings.
- If your child is moving to our school from another school, relevant material will be passed to the school and contact will be made with the previous school if appropriate.
- There will be discussions between previous or receiving schools and settings, prior to a pupil joining or leaving Castle Hill St Philip's.

If your child is moving to another school:

- All records about your child will be passed on as soon as possible.
- We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will invite the school SENDCO or another appropriate member of staff to visit your child while they are still at Castle Hill.
- Transition visits will be arranged between other settings and Castle Hill. Additional visits are arranged for the children who need extra time in their new school.
- Year 6 teachers liaise closely with receiving high schools.

When moving classes in school:

- Information will be passed on to the new class teacher in a transition meeting with the SENDCO and current class teacher.
- When moving classes, children will have opportunity to spend a transition morning with their new teacher and teaching assistants where this is possible.
- Children with SEND may have additional transition meetings with their current TA or the Learning Mentor, or by spending short amounts of additional time in their new classroom or learning areas.
- Children will receive a "Meet the Teacher" sheet for them to become familiar with their new class teacher.
- Our SEN documents are regularly updated and shared in designated staff meeting time at the end of the school year, meaning all the relevant information is passed up to the new class for all children with SEND.

When moving to High School:

- Your child's Year 6 teacher will liaise with the pastoral care team from your child's chosen high school. If your child has a statement or EHC plan our SENDCO will invite the high school SENDCO to the transitional review.
- Your child will focus on learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.
- The SENDCO will meet with the high school SENDCO to discuss any additional needs children may have.
- Children's records will be passed to the receiving school before the end of the summer term.

12. How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide support or resources dependant on individual need. If more than 15 hours support is required, an Education, Health and Care Plan can be applied for. The head teacher makes the final decision as to how the budget is allocated.

13. How is the decision made about what type and how much support my child will receive?

- In school we follow the Graduated Approach to meeting children's needs.
- Your child's progress is tracked and monitored regularly, including impact and progress of any interventions or support.
- The class teacher and SENDCO will revise the support in place, in partnership with parents/carers. Our SEND flowchart gives more information about the steps that this takes, including how and when a child will be added to the SEND register.

At the start of each academic year the SENDCO meets with the school's Educational Physiologist and TESS teacher to discuss the needs of all children identified as having SEND as well as other children raised as a concern by school staff or parents/carers. During this planning meeting a detailed plan for the year is discussed. This will include assessment and intervention needs of children as well as staff training needs. A second meeting is held in January to review progress made towards the plan, raise any new concerns and plan for the last two terms.

The SENDCO, Head Teacher and Learning Mentor meet regularly to discuss all the information they have about SEND in the school, including:

- The children already getting extra support
- The children needing extra support
- Children who have been identified as not making as much progress as would be expected
- Any other children who have been identified by parents/carers or other professionals

During these meetings staff decide what resources/training and support is needed by looking at the whole, long term picture of a child's needs, using the Graduated Approach.

14. How are parents/carers involved in the school? How can I be involved?

- Discussions with the class teacher
- During parent consultation days
- During discussions with the Headteacher or SENDCO.
- Parents/carers are encouraged to comment on their child's support plan.
- Parents/carers are encouraged to attend parental workshops which take place in school throughout the year.

15. Who can I contact for further information?

- Your first point of contact is your child's class teacher.
- The next point of contact is the SENDCO - Mrs Wallace
- You can also contact Mrs Hilton, the Headteacher or Mrs Cloake, the Pastoral Manager.
- If you are considering whether your child should join the school, the school office manager, Miss Malpass, can direct you to the correct information.
- All these members of staff can be contacted via the school office on 01942 255578.
- The Local Offer can be found on the Local Education Authority Website (www.wigan.gov.uk/SENDLocalOffer)