



Philips
High School

Success Together Aspire Respect

SEND

Information Report

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Date of Sign Off: 21.01.26
Date of Review: 23.09.2026



Part of the
Oak 
Learning Partnership

Special Educational Needs and Disability – SEN Information Report

The Special Educational Needs (Local Offer) Regulations 2014 prescribe the information that schools must publish on their own website and also be available through the local authority's published Local Offer. This document, taken from Bury Council, Children Services framework, sets out the Local Offer at Philips High School. Parents can request a paper copy of the document on request.

This report complies with the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice (0-25 years, 2015), and reflects the Local Offer published by Bury Council.

About our School

Inclusion is at the heart of our trust at Philips High School. Our aim is for all pupils, including those with SEND are to achieve their very best outcomes, from their educational experience at this school. We encourage our students to be STARS- to strive for **Success**, work **Together**, have high **Aspirations** and **Respect** themselves and others.

As a school we;

Value high quality, adaptive, and responsive teaching for all pupils.

Aim to create a supportive learning environment to meet the needs of all students

Use teacher assessments to monitor the progress of all pupils and ensure that learning is taking place.

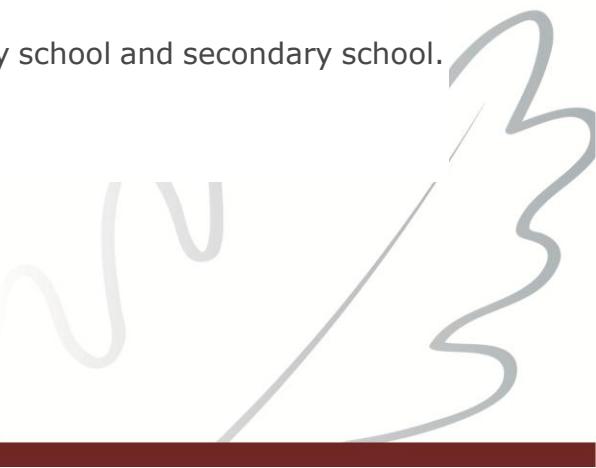
Involve parents by sharing information through reports, parent's evenings, and pastoral support.

Deliver a high-quality, aspirational curriculum that builds prior learning, with opportunities to develop skills and knowledge.

Support all pupils' wellbeing and Mental Health, through our school support systems and counselling service

Provide opportunities for all pupils through Personal Development to learn about Relationships, Sex and Health as part of the curriculum. To embed British Values, Citizenship and opportunities for pupils to learn about careers and the world of work, as part of our curriculum.

Provide support for all pupils with transitions from primary school and secondary school.



1. What is the school's approach to teaching children and young people with special educational needs?

Philips High School has a child-centered, inclusive approach to education. The school is committed to ensuring all pupils receive a high-quality education, and our aim is for pupils to realise their academic potential regardless of any potential barriers they may face.

Pupils with SEN are educated, as much as possible, in the classroom as part of this inclusive strategy, but may also receive intervention and support on an individual, personalised level. The school has a pastoral system in place to provide support to all pupils. Our school has a focus on Ordinarily Available Inclusive Provision (OAIP) and how this can be used as part of our school's Graduated Approach.

Philips High School have provision in place for these areas of SEN:

- Cognition and Learning
- Physical/medical
- Sensory impairment
- Social, emotional and mental health difficulties
- Communication difficulties

Pupils with an Education Health Care Plan (EHCP) receive the necessary support and provisions set out in their EHCP. A personalised support programme with a focus on their specific needs.

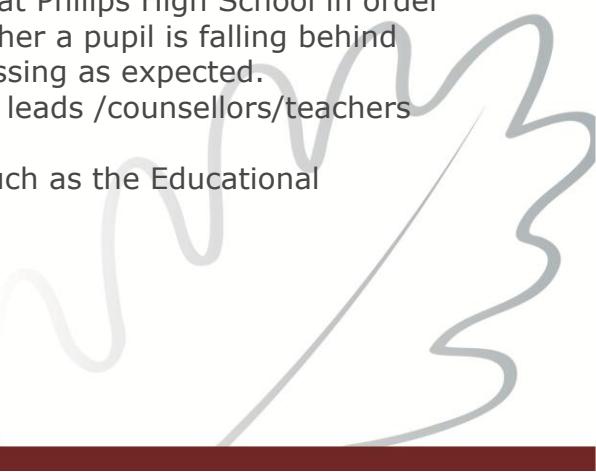
Staff working with pupils with an identified Special Educational Need follow the graduated approach with regards to planning and reviewing intervention.

In most subjects, pupils are taught in sets according to their academic ability in order that support, including class teacher interventions, can be put in place with those pupils who require this. Pupils with SEN are taught in mainstream classes. Withdrawal from some lessons occurs for small group/individual interventions from specialist staff.

2: How we identify SEN

We recognise that students make progress at different rates and that people learning in different ways. In order to identify whether progress is being affected by a Special Educational Need we:

- Liaise with primary schools as part of the transition process to ensure that information about pupils and their needs are passed on.
- Parent/carer meetings may also take place, alongside discussion with primary staff as part of the transition process.
- Attending year 6 Annual Reviews, if a pupil has an EHCP.
- On-going assessment throughout the pupil's time at Philips High School in order to identify attainment and progress, to show whether a pupil is falling behind their peers and/or whether the pupil is not progressing as expected.
- Observations/interaction with pupils from pastoral leads /counsellors/teachers and educational support staff.
- Advice and information from outside agencies – such as the Educational Psychology, Social services or Virtual School.



- Concerns raised by staff about a pupil's progress, ability to access work or engagement in lessons.
- Concerns raised by parents about their child's progress or ability to access work.
- Collect evidence about pupil's normal way of working throughout their time in school.
- Complete baseline assessments with all pupils to identify their strengths and needs.
- Use a wide variety of assessments and screening tools in order to inform intervention planning.

3: Learning Support Staff

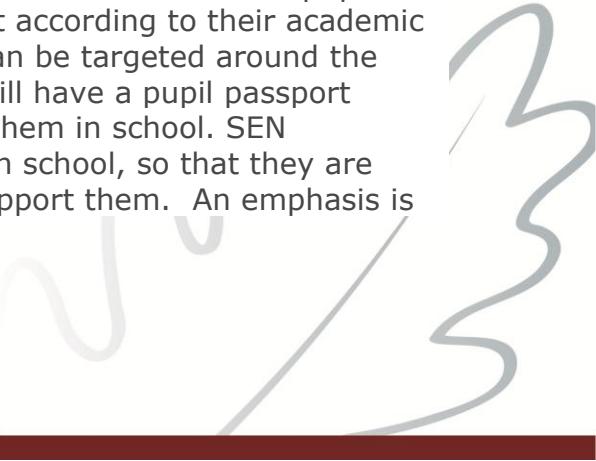
Mrs F Cooper	Assistant Headteacher, SENDCO and Deputy Designated Safeguarding Lead.
Mrs S Newsham	Learning Support Manager- lead for pupils with medical needs and physical/sensory needs.
Mrs K Taylor	Operational SENCO- SEMH Lead, Base Manager and Deputy Designated Safeguarding Lead.
Mrs G Lockyer	Specialist Teacher and Access Arrangements Co-Ordinator
Mrs T Clayton	SEND Administrator (Learning Support Office)

In addition to the staff named above, the department has a number of Educational Support staff who work with pupils in school. Higher Level Teaching Assistants (HLTAs) that deliver intervention programs for Literacy and Numeracy, Social skills, SEMH needs and provide support for EAL pupils. Learning Support Assistants (LSA) who are key workers for individual pupils, deliver interventions and support in lessons. Inclusion Support Assistants (ISAs) who support learning in lessons.

All students are assigned to a form group and their form tutor is an important first point of contact. A Head of Year is responsible for the pastoral care of the year group.

4. How will the school adapt the curriculum and learning environment for pupils with SEN?

At Philips High School we aim to provide a broad, balanced curriculum for all pupils. For the majority of subjects, pupils will be placed in a set according to their academic ability, this is so that specific support and intervention can be targeted around the needs of the pupils. Pupils with an identified SEN need will have a pupil passport which will include information and strategies to support them in school. SEN information is accessible to all staff working with pupils in school, so that they are aware of their needs and the adjustments required to support them. An emphasis is



placed on quality first teaching within an inclusive classroom, where teachers can adapt their lessons to meet the individual needs of all pupils.

Pupils undergo diagnostic testing in numeracy, literacy (spelling and reading), on entry. The results of these tests and the information from parents/carers and teachers from the previous school are used in order to plan programmes of intervention for pupils. Intervention is delivered in class by class teachers and support staff, through differentiation and quality first teaching. Some pupils may access small group work or 1:1 sessions, as part of targeted intervention programmes.

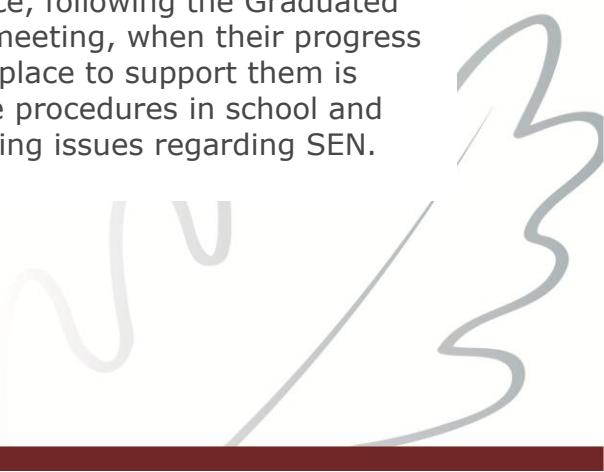
Pupils with Social Emotional Mental Health (SEMH) or medical needs may have difficulty accessing the school environment and attending lessons. Due to this we have developed a provision within school, The Base, which some students access to gradually increase their time in school and build up their time in lessons. The aim of this provision is to support pupils and work with them and their families to enable them to re-engage with all aspects of school life. As part of their time in The Base pupils will access subject work from their teachers as well as intervention in relation to their individual needs.

Some pupils experience visual stress and this makes it difficult to process visual information. We are able to identify any Irlen needs and provide pupils with a coloured overlay, which they can use both at home and at school. It is school policy to photocopy all classroom worksheets and examination onto buff/ cream paper. This is a recommendation from the Irlen Syndrome Foundation. In addition, whiteboard resources are planned using the same format and structure, across subject areas in school. This included a pastel blue background with grey veranda font, making this more accessible for pupils who experience visual stress.

Information about personal development and careers is built into the curriculum, there are opportunities to learn about job sectors and careers as part of lessons, life skills days and as part of our character curriculum. SEN pupils and their parents/carers receive support from the school and a careers advice service, regarding option choices. Pupils with additional needs will be identified for additional careers guidance and transition to possible further education, employment or training. The school has a full up to date disability action and access plan. Planning for transition and discussions around post 16 choices and careers are part of the Annual Review process, if a pupil has an EHCP.

All pupils follow a Personal Development Curriculum at Philips High School. Some pupils may require more specialist support when learning about these topics, and this will be supported in relation to their needs.

Intervention programmes are overseen by the Learning Support Department and SENCO. Pupils' progress and attainment are regularly monitored and reviewed with support being given dependent on a personal need level. If adequate progress is not being made appropriate, additional support is put in place, following the Graduated Approach. Pupils with an EHCP have an Annual Review meeting, when their progress towards their long terms outcomes and the provision in place to support them is reviewed. There is a SEN link governor, who reviews the procedures in school and keeps the governing body of the school informed regarding issues regarding SEN.



Parents/carers are informed of individual targets for pupils. They are given regular feedback as to the progress their child has made. Information sharing and discussions with parents/carers are welcomed as parent/carer support is valued at Philips High School. Parents/carers are invited to contact the school whenever they have a concern regarding their child and their progress in school.

5. How is expertise secured for teaching staff and others working with pupils with SEN?

All teaching and support staff have a responsibility to provide all pupils, including those with SEN, with the support they need within the classroom environments and beyond to ensure they make good progress. The school has a CPD programme for all staff; this includes training sessions with a focus on SEND. Teaching and support staff also have access to training courses that are specific to their role in school.

Staff are involved in regular training for:

- Teaching and learning strategies
- SEN specific strategies and advice
- Training on medical needs
- Safeguarding

The SENCO has the National SENCO Award and a Level 7 Specialist Assessing Qualification. The Operational SENCO is a qualified Trauma informed Practitioner. We have a specialist teacher who has additional qualifications in teaching pupils with specific learning difficulties and can undertake Irlen screening tests. We have staff who are qualified to complete formal assessments for access arrangements for exams, following the regulations set out by JCQ.

We work with the Sensory Needs team and have access to a qualified teacher for the deaf and for pupils with visual impairments. These staff support the school in working with and monitoring pupil progress.

The SENDCO takes part in regular training and CPD so that this can be used to deliver high quality training to the wider school, as part of the school's programme of support and training for staff. As part of OAK LP, school staff have access to regular training opportunities focused on SEND.

6. How will the emotional and social development of pupils with SEN be supported and improved?

There is a comprehensive pastoral system in place at Philips High School, which includes all pupils. Pupils are placed into mixed ability forms and will have a form tutor, who is overseen by a Head of Year and by a member of SLT. The Form tutor is the pupils first point of contact for parents/carers. Through the curriculum, aspects of Personal Development, Life skills, RSHE, British Values and Citizenship are covered for all pupils.

Currently, each year group has access to its own zone during break and lunch time, allowing pupils time to build peer relationships and staff to monitor behaviour.



Our school is supported to JEP, this is a service that supports positive mental health and runs a counselling service in school. We also work closely with a practitioner from MHST, who works with pupils who are experiencing anxiety and who runs a number of workshops and projects to support mental health in our school.

This is part of our on-going work towards being an emotionally friendly school and to promote positive mental health and wellbeing.

Pupils with identified SEMH needs receive support via a staged process in line with the school's Graduated Approach. The school are able to gain additional advice and support if required through the SEMH partnership lead and through Oak LP Outreach. Heads of year support pupils with their behaviour and provide pastoral support for pupils in their year groups. Pupils who are at risk of suspension receive additional support in school and by outside agencies. Re-integration meetings are held with both pupil and parents/carers following a suspension so that further intervention strategies can be discussed. There is a panel of governors who meet regularly in order to discuss behavioural or attendance issues with pupils and parents/carers.

The school believes in building relationships within the school community. Restorative practice as part of our Ordinarily Available Inclusive Provision.

Philips High School has a clear rewards and behaviour policy that sets out how pupils are expected to behave in school. There are termly achievements and rewards assemblies which celebrate success and pupil progress are celebrated at these assemblies.

7. What additional learning support may be available to pupils with SEN?

- A programme of support with focus on their specific needs
- In class support, based on required provision.
- Numeracy and literacy interventions, reading programmes
- Social Emotional and Mental Health (SEMH) interventions – from the Head of Year or specific staff.
- Communication and interaction/social skills.

The support a pupil receives depends upon the type and level of support they need. Pupils with an EHCP receive access to the type of support set out in their plan. All support allocation is recorded using a costed provision map.

Support is also given dependent upon the need which is established through diagnostic testing, staff or parental referral, a change in behaviour or through a decline in attainment. Parents/carers are kept informed of targets and the progress their child is making. Parental feedback on any support given is sought to judge the impact the intervention has had. The views of the parents/carers are welcomed.

8. How will the progress of children and young people with special educational needs be assessed and reviewed? How will those pupils and their parents take part in any assessment or review?



School holds parents' evenings for pupils in all year groups and produces an individual report from subject and form teachers annually. Also, all pupils receive a termly Pupil Progress Review (PPR) which informs parents/carers of progress made and concerns noted. Throughout school, pupils are closely monitored in order to check on progress with regard to academic qualifications, additional intervention is planned following the publication of the data. When pupils receive their PPR they can discuss their progress and targets this with their Form Tutor, Head of Year and subject teachers. In addition to this, SEN pupils have targets set based on their needs which are reviewed at least termly, following the Graduated Approach. As part of this they will have an intervention plan that involves Assess-Plan-Do-Review cycles to measure the impact of the support in place. School provisions are regularly reviewed and audited.

Parents can request copies of Intervention plans, reviews or additional information at any time. Parents/carers of pupils with SEN can request meetings in school to discuss their child's progress if they have concerns. All pupils with an EHCP have an annual review to which the parents/carers are invited. At this annual review the child's progress towards targets is discussed along with any issues which may be impacting on the child's ability to learn. Future provision and strategies are also discussed at these meetings. Interim review meetings are held following transition with year 7 pupils in order to assess the correct level of provision and to discuss any issues that may have arisen. Interim reviews will be called if there is a concern with any pupil with SEN's progress or attitude to learning. Pupils are supported to share their views in reviews, either verbally, in writing, or through alternative methods where appropriate.

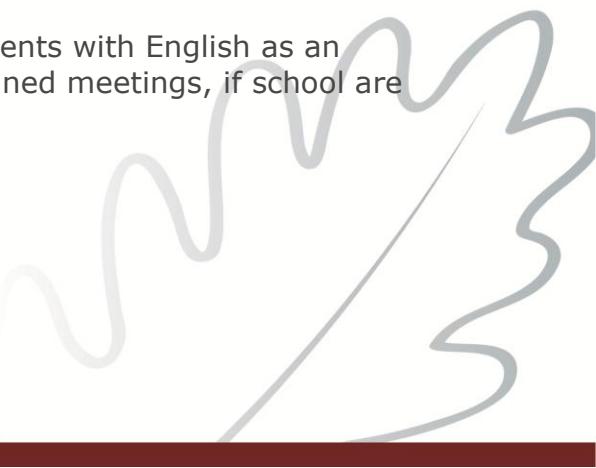
Pupils and parents/carers take part in reviews and annual reviews of their child's educational plan. In addition to this, the views of parents are sought via parent voice following information and parents/carers' evenings.

9. How can pupils with SEN access the school's facilities?

Philips High School, in line with the Oak Learning Partnership, has a fully inclusive policy and pupils with any form of SEN are fully integrated in all aspects of school life.

The school has in place an accessibility plan. This plan can be found on the school's website and is reviewed every three years. The school has adapted facilities to accommodate wheelchair users and pupils/parents/carers with physical difficulties. The curriculum has also been adapted, particularly in PE and practical subjects, to accommodate pupils with physical difficulties. There are accessible toilet facilities for pupils with physical difficulties. The school has been adapted for pupils that require support with their vision and who are supported by the Sensory Needs Team. Support with recording is given to pupils who experience difficulties with recording and reading. Some pupils use alternative methods of recording written work. Adoptions and adjustments are accommodated for pupils as part of their normal way of working and are used to inform access arrangements for exams and assessments.

We have an EAL coordinator in school who supports students with English as an additional language, translators can be arranged for planned meetings, if school are informed that this is a requirement.



The school ensures that no child is excluded from educational visits because of their SEN or disability and that reasonable adjustments or alternatives are made when required. Pupils have care plans which are adjusted for school trips. Parents are invited in to discuss prospective trips and visits and their feedback is welcomed through individual contact and through parent voice.

10. Transition

Philips High School has an extensive transition programme for pupils. We regularly have events and taster session with partner primary schools to familiarise pupils with the school site in years 5 and 6. The school holds an open evening and encourages visits during the school day for prospective pupils and parents.

When students have been accepted at Philips, the transition visits to primary schools start. The heads of year follow a transition programme, working directly with the pupils who will attend from our larger feeder schools. Pupils with SEN may require additional supported visits, with the support of parents/carers and outside agencies. Learning Support Staff will attend meetings for pupils with SEN and y6 annual reviews, when invited. Transition meetings are arranged with primary schools to discuss SEN, attendance, medical needs so that planning can take place to support pupils on entry. We hold an induction evening meeting for parents/carers to attend prior to the induction day. This is an opportunity for parents to learn more about the school and meet staff, in preparation for their child starting at Philips. Care plan meetings are organised for parents/carers to attend in order to discuss any medical needs.

Pupils who start Philips after year 6 are assessed before they start and information from KS2 is used to ensure that in order to ensure pupils are set appropriately and any support that they may require. They receive additional pastoral support via the head of year and the form teacher. Philips staff contact the previous school in order to obtain up to date information and parents/carers are invited to attend transition meetings.

In year 9, SEN pupils have support when choosing their options for KS4. There is an options evening for all pupils and their parents so that they can gain information before making choices. There are also appointments arranged for them to speak to staff in school about their option choices after options evening.

Pupils in KS4 receive an extensive programme in order to make them ready to progress to post 16 provisions. Representatives from colleges are invited into school in order to speak to the pupils. Pupils also go on taster sessions to the local colleges. Talks are also arranged by local companies and employers, following the careers programme. As part of careers and personal development, pupils are made aware of all of the different avenues they can follow after leaving Philips, including apprenticeships, training and college. We have an independent careers advisor, who works in school and SEN pupils are provided with additional careers support, they will be invited to attend Annual Reviews. We also invite a representative from the



potential college placement/ education provision to attend year 11 Annual reviews, in preparation for transition.

11. Who can parents/carers contact for further information?

The school welcomes contact with parents. If you have concerns about progress in a specific subject, in the first instance you should contact either the subject teacher or Head of Department. If you have concerns about progress in general, in the first instance you should contact the form tutor or Head of Year. These key members of staff will then be able to pass on any concerns to SEN staff to explore the concerns raised, if needed.

If, as a result of the concerns raised further action is required the SENCO or member of the Learning support department will contact parents to discuss or arrange a meeting. If a parent/carer is considering joining the school they should contact the school office, in order to arrange a visit to the school and an appointment with the head of year. Other school staff may be invited to this meeting. Staff can be contacted via the school office and the school's email system.

How the Governing Body involves other bodies in meeting the needs of pupils and in supporting families.

The SEN Governor is Ms K Dawson

The role of the SEN governor is to be up to date and informed with regard to the SEN policy and the progress of SEN pupils in the school. They will also become involved regarding the provision and the resources the school offers to pupils with SEN. In addition, they should support the SENCO and Deputy Head teacher with a strategic approach to meeting SEN in the context of the total resources available.

School will follow the instructions from the SEND code of practice.

If required, school will follow the process outlined by the Bury SEN team for an EHCP request for assessment, following the statutory guidance.

The school will work with any outside body for the benefit of our pupils with SEN. The bodies/support services used more often are:

EHC Assessment and Review team
3 Knowsley Place
Duke Street
Bury BL9 0EJ
0161 253 6472

Sensory Support Teams (Hearing and Vision)
3 Knowsley Place,
Duke Street,
Bury, Lancashire
BL9 0EJ
Telephone
[0161 253 7159](tel:01612537159)

Part of the



Educational Psychology Service
3 Knowsley Place
Duke Street
Bury BL9 0EJ
0161 253 6412

Outreach Service
3 Knowsley Place
Duke Street
Bury BL9 0EJ
0161 253 6412

Physiotherapy/ Occupational Therapy
Fairfield General Hospital
Rochdale Old Road
Bury
BL9 7TD
0161 624 0420

CAMHs
Child & Family Service
Fairfield General Hospital
Rochdale Old Road
Bury
BL9 7TD
0161 716 1112/1100

Bury SENDiass

Phone: 01706 769634

Email: bury.sendiass@barnardos.org.uk

JEP counselling service:
[JEP Counselling | JEP Youth](#)

Kooth - Kooth is the UK's largest and longest established digital mental health service.
[Home - Kooth](#)

Early Break – RISE:
[RISE | Face-to-Face Emotional Health & Wellbeing Support for Young People in Bury](#)

Glossary of key terms and Acronyms:
EHCP- Education Health and Care Plan
IP- Intervention Plan
Pupil Passport - a short document that shares key information about pupil needs, strengths and support strategies.
APDR- Assess- Plan- Do-Review (Graduated Approach)
SEND- Special Educational Needs and Disability



SENCO- Special Education Needs Coordinator

HLTA- Higher Level Teaching Assistant

ISA- Inclusion Support Assistant

LSA – Learning Support Assistant/Keyworker

CI- Communication and Interaction

CAL- Cognition and Learning

SEMH- Social Emotional and Mental Health

PD- Physical Disability

PS- Physical or Sensory Need

MLD- Moderate Learning Difficulty

SLCN- Speech Language and Communication Need

SLD- Severe Learning Difficulty

ASC- Autistic Spectrum Condition

SPLD- Specific Learning Difficulties- including Dyslexia

HI- Hearing Impairment

VI- Visual Impairment

CAMHs- Child and Adolescent Mental Health

JCQ- Joint Council for Qualifications

Part of the

