

Warrington Borough Council
Peer to peer SEND Review Report

School Information	
School name	St Philip's (Westbrook) C of E Aided Primary School
Headteacher	Mr. Paul Stanley
SENCO	Mrs. Danielle Wright
Lead reviewer	Jayne Narraway
Review team members	Emma Flemming, Kathy Sherwen, Emily Arnaud and Hannah Threadgold (shadowing)
Date of visit	Friday 7 th March 2025
Date of last review	Pre-September 2021
Key Stage(s) reviewed	Key Stage One and Key Stage Two
Number pupils on role Sep 2024	585

Pupil Characteristics		
	Number	Percentage
EHCP	11	1.9%
EAL	4	0.7%
FSM	8	1.4%
CIN	0	*
CP	0	*
CIC	0	*

SEN Need	SEN Support	EHCP
ASD	3	7
HI	2	0
MLD	2	0
Physical Difficulty	4	1
PMLD	0	0
SLD	0	0
SEMH	4	0
SpLD	6	2
SLCN	18	6
VI	2	1
Other difficulty	8	4

Attendance Summary			
Attendance % whole school	96.1%	Attendance % SEND	95.3%
Persistent absence %	27.3% (3 pupils)		
Reduced timetables	Number:	Hours attending:	Duration:
	There are no pupils on reduced timetables at this time.		
Fixed Term Suspensions	Number of pupils: 0	Number of Suspensions: 0	Total Days: 0
Additional Comments			

Context

St Philip's (Westbrook) C of E Primary School's last Ofsted inspection in April 2023 shared the following view with regards to the SEND provision at the school.

'This school is a vibrant and aspirational place, where pupils, including those with special educational needs and/or disabilities (SEND), thrive.'

'Leaders ensure that pupils' additional needs are identified accurately and quickly. Staff are well trained in tailoring their teaching approaches to ensure that pupils with SEND access the same ambitious curriculum as their classmates. Pupils with SEND achieve well.'

Following the inspection in April 2023, Ofsted felt there was sufficient evidence of improved performance to suggest the school could be judged as outstanding. The school is anticipating a visit from Ofsted at any point.

Summary

Summary Statement

It is the view of the review team that St Phillip's (Westbrook) Primary School is a warm, caring, inclusive primary school that is guided by its Christian values. Children feel safe and secure and families share that the pupils are at the heart of the school community. The school radiates a calm, orderly and positive environment which allows the pupils to thrive and strive for excellence.

The school's motto of 'Together we aim high, and with God's love we can fly' is clearly demonstrated in the high aspirations for all pupils, including those with SEND. This is further evident in the school's 'Aim High Curriculum' where all pupils are given opportunities to flourish emotionally, socially and academically across all aspects of school life.

It is evident that purposeful and strong relationships exist across the school. The relationships are based on trust, respect and mutual support and the staff recognise the SEND Team's strong leadership and commitment to meeting the needs of all children.

The school's Christian values permeate the school and the provision for all children, including those with additional needs. Positive relationships between adults and pupils, and between pupils, shine with every interaction.

The personal development of the pupils at St Philip's is given high priority and they achieve this through their core values of:

- Compassion
- Wisdom
- Trust
- Perseverance
- Fairness
- Respect
- Fellowship
- Hope



During the review, reviewers observed whole class teaching in all year groups, small group interventions and some 1:1/small group specialist intervention with pupils. Reviewers spoke with the Headteacher, SEND Link Governor, SENDCO, members of the SEND Team, subject leaders, pupils, teaching assistants and parents/carers. This facilitated a holistic view of whole school provision and ethos to be ascertained.

Review findings

The quality of teaching and learning for pupils with SEND

Early years' staff have a strong knowledge of the various needs within the setting and have developed excellent communication systems with parents/carers to develop next steps and celebrations. A strong emphasis on a

multisensory approach to learning was evident for pupils with an EHCP alongside consistent routines and timetables. In the early years, all areas of learning are available to all pupils with systems in place for staff to communicate the achievements and next steps of SEND children during structured and unstructured times. Pupils eagerly shared their learning with reviewers, taking pride in their achievements.

All staff are knowledgeable of the SEND pupils' needs and are involved in all aspects of the provision for them. The fluidity between teachers and teaching assistants in working with SEND pupils is effective. Staff celebrate their own personal development when supporting pupils with additional needs whilst demonstrating great pride in the progress the pupils have made as a result of the support they have provided.

All learning observed was highly inclusive and, across the school, with adaptations made for pupils with SEND bespoke to the individual learner. Children in all classes presented as happy and engaged in their learning with pupils with additional needs being catered for in many ways as detailed by their individual plans. Pupils with SEND experience working with the whole class, small groups or on an individual basis with an attuned and skilled adult. Phonics is streamed according to ability with SEN Support pupils working in smaller groups. Lessons were personalised to meet the needs of individuals. The use of visual timetables in classes and the effective use of individual prompts and targets ensured that information was accessible to all.

Pupil behaviour during the review was observed to be very positive. In all lessons observed there was a high level of engagement and conduct outside of lessons was a strength of the school.

There is a high focus on the mastery of the whole curriculum. Pupils spoke positively about a range of different subjects they enjoy and are achieving in. They are aware of their own areas for development and were keen to share how they were working towards them.

Oracy is prioritised at St Philip's as communication and interaction is the primary area of need identified by the school. During the review, it was noticed that all the children who took part in the pupil voice were able to respond to questions, or share their thoughts, using full sentences.

Pupils shared how they benefit from resources in their classrooms to help them with their learning and that their work is scaffolded to help them. Careful considerations of all resources accessible to pupils are made. Visuals are used consistently across the school to support pupils in their learning. For instance, pupils have fidget tools and wobble cushions to support their concentration, only blue pens are used to write with on whiteboards and have buff coloured paper in books to reduce visual stress and be dyslexia-friendly, matt laminates are used, sentence starters are provided to scaffold learning. All adaptations and adjustments work towards the school's unwavering endeavour to facilitate independent learning for all pupils with SEND.

The learning environment is calm, orderly and promotes effective learning. Pupils benefit from a neutral and uncluttered environment which is communication and SEND friendly.

Assessment and identification of need

Pupils are identified as SEND using a range of different assessment tools, observation of the pupils and discussions with parents/carers. A graduated approach, coupled with professional discussions with the SENDCO and class teachers, ensure that quality first teaching is supporting all learners, before further steps and reasonable adjustments are made.

Children with sensory needs or social communication are identified early and referrals made to the relevant professionals. The SENDCO uses a range of different assessments e.g. GL assessments, WELLCOMM, YARK etc to support the identification of needs and allows them to take steps to further support pupils.

The SENDCO maintains an accurate SEND Register, which is updated termly, with children either being taken off the register due to accelerated progress or being added on. Standardised scores form internal tests and termly

pupil progress meetings also enable early identification of pupils. These meetings then identify the learners who require additional support and interventions are mapped out and implemented by the team.

The SENDCO operates drop-in sessions for all staff where she is able to offer support, guidance and manage resources to support the pupils. The SENDCO actively engages with professionals when appropriate to support the needs of SEND pupils and facilitate assessments.

Monitoring and tracking of progress and outcomes for SEND learners

Attendance is strong for pupils with SEND and is above the National Average. A robust system of monitoring and analysis brings together the school's safeguarding and SEND teams to ensure that vulnerable pupils are safe and making progress. Insight is used to identify and track persistent absence and the school makes every endeavour to support families to improve their child's attendance by removing barriers e.g. collection via the school minibus, positive phone calls and initiatives linked to Warrington Wolves and class rewards.

Insight is also used as a means of collating and analysing data for pupils with SEND. Progress meetings, quality discussions and intervention impact reports, the tracking of attainment and progress of pupils with SEND shows that pupils make strong progress from their varied starting points.

A whole school provision map enables the school to monitor the interventions and planned support. The SENDCO has developed the assessment and tracking process further with clear systems in place to measure the impact of planned interventions (many of which are in-class interventions) but also to ensure that they are evaluated for impact in a timely manner. They speak with knowledge about every child, the whole child.

Communication of expectations for staff is aided with the development of a staff handbook for SEND. Edukey is used effectively to support provision mapping, maintain information and to review and track learning plans.

Monitoring of SEND provision is robust and this extends beyond the SEND and Senior Leadership teams. Subject leaders monitor the graduated response in all areas of the curriculum and were able to share examples of how barriers had been removed to facilitate the communication of learning in their subject.

Pupil Trail

The EHCPs for selected pupils were reviewed with a focus on provision against the outcomes and the monitoring and evaluation of progress.

Provisions detailed on Individual Education Plans (IEPs) and Student Passports were easily triangulated. EHCP targets are broken into smaller steps and formulated into SMART targets on children's IEPs. All pupils with EHCPs have personalised timetables which link to the outcomes detailed in their plans. Such timetables clearly indicate the deployment of staff to ensure the provision is delivered and outcomes can be met. Technology is used effectively to support communication and pupils have their own work stations where appropriate.

Individual Education Plans show a commitment to the constant review of targets linked to the EHCPs. It is clearly evident that the EHCPs are working documents: annotations, details of next steps and celebrations of attainment exemplified this. Annotations on IEPs, external reports from professionals and EHCPs were evident in most EHCP folders. Student passports are dynamic and living documents with all provision in place.

EHCP folders have clear tracking of any speech and language interventions and it is very evident that the provision is prioritised which results in progress being made. Recognising the need to ensure the sustainability of any developments in speech and language, targets are revisited, reviewed and recorded.

Consideration is given to every minute of the school day for children with EHCPs, from their transition into the school building, to their experiences at lunchtime and beyond e.g. ensuring a calm lunchtime environment, the use of iPads and communication aids to support pupils to communicate their needs.

Leadership and governance

The leadership of SEND is highly effective and proactive, with all members of the Senior Leadership Team involved in the strategic development of pupils with additional needs. The School Improvement Plan has SEND as a golden thread throughout, showing a commitment to enabling pupils with complex needs to flourish. School leaders give priority to the communication of the children’s holistic needs and this is cascaded to all members of the school family.

SEND is on the agenda of all Senior Leadership Team meetings and the SENDCO collaborates with the SLT to implement the actions detailed in the School Improvement Plan and the SEND action plan. Directed time facilitates the coaching, training and support for staff in the delivery of individual plans for pupils.

Continuous professional development is given high priority with all staff having access to the National College and training being allocated to them based on need. The school also engages with the Committed to Inclusion Award and accesses training as part of the offer. Staff welcome the chance to develop their knowledge and shared that it gave them confidence in supporting the pupils in the school. Performance management targets are linked to the strengths of the teaching assistants. The SENDCO is currently completing their NPQ for SEND. The pastoral needs of the pupils are given a high profile, with two Emotional Literacy Support Assistants (ELSAs) in addition to the Pastoral Lead actively supporting children throughout the day.

The SEND link governor is well-informed and knowledgeable of the vision, the graduated response, the processes and procedures of the school, spending time with the SENDCO and also engaging proactively in the gathering of the pupil voice and sharing of their work across the curriculum. Governors are kept abreast of any statutory changes with regards to SEND provision through termly reports from the SEND link governor, the school’s senior leadership team and the SENDCO. The Governors’ Vision Day agenda holds SEND as a key priority: the provision needed to meet the needs of all pupils, including those with additional needs.

Data is reported to governors on a termly basis and any themes that have emerged as a result of monitoring, pupil progress meetings and pupil and parent voice are shared.

Leaders at all levels have identified that transition is a focus for the school. Engagement with the high school is strong but the school feel that transition into the school from early years could be strengthened. This is detailed in the School Improvement Plan.

Pupil leadership involves all children, including those with SEND. Pupils take pride in being ambassadors for language and ethos, as well as being members of the school council.

Working with pupils and parents

Number of parents consulted	Two
Number of CYP consulted	Twelve Y1 – Y6

At an early stage, parents/carers are signposted to support networks such as Advanced Solutions etc. The SENDCO is developing coffee mornings in order to provide support, a listening ear as well as a support network for all parents/carers of pupils with additional needs. The SEND page on the school website is clear and accessible to all parents/carers with links to the Local Offer. The SEND information report gives clarity around the school offer for pupils with special educational needs.

Parents/carers speak very highly of the school and the support they receive. It is clear that parents/carers work in partnership with the school to support the provision for their child. They are well-informed with regards to the targets their child is working on and are also able to celebrate their achievements. As a result of effective communication systems between home and school, parents/carers are able to articulate the provision in place for their child and the impact it is having on them socially, emotionally and academically. For example, they were aware that their child became overstimulated in school and were able to explain how the sensory room was used to support them with their self-regulation but also how changes to the lunchtime environment had been made to support their child's self-regulation. Furthermore, they could articulate how they had witnessed their child achieve one of their PIVATs targets.

One parent/carer stated that the staff and the SENDCO have 'never given up on' their child and detailed a plethora of adjustments, adaptations and support put in place for their child but also them as parents/carers. Another parent/carer stated that the school 'takes the stress away' and it is like having 'an extra family member'. As a result of the leadership from the school SEND Team, families share the school's aspirations for their children.

Annual Reviews (compliance)

The SENDCOs paperwork is exemplary. As a result, the school is compliant with the annual reviews for pupils with an EHCP. The school ensures to provide the necessary paperwork for any reviews and engages with other professionals to ensure a holistic review is completed.

The quality of SEND provision and efficient use of resources

As a result of planned daily emotional check-ins, pupils' start to the school day is exceptionally positive. Pupils are greeted by staff who show genuine care for the children and show sensitivity to any difficulties the pupils may have as they transition from home to school. Parents are able to leave message with staff and ask any questions. Bespoke pastoral support provides pupils with time to settle in a patient and caring environment.

Pastoral interventions are strong and include:

- Emotional Literacy Support (ELSA)
- Drawing and Talking
- Cognitive Behaviour Therapy
- LEGO Therapy
- Forest School Therapy
- Buddy systems
- Youth Zone

The deployment of teaching assistants has been thoughtfully considered. Specialism of each teaching assistant has been optimised and they are timetabled across the school to support a number of pupils as part of their individualised plans.

Pupils at St Philip's willingly shared their love of the school and learning. During the visit, the pupils were eager to share their learning and how the school supports them, describing St Philip's as 'the best school ever'.

An abundance of extra-curricular activities are on offer for all children and many of the pupils with SEND spoken with shared how they have the opportunity to play football, engage in pottery clubs, arts and crafts, STEM, choir, Rock Steady, guitar to name a few. For some, these opportunities extend to continued engagement with activities outside of school with pupils sharing that they are part of football teams, swimming clubs, gymnastic academies etc. The pupils' personal development is further strengthened by memorable educational visits which the pupils recalled with excitement.

Pupils take pride in what they have achieved. For example, one little boy sharing how he can stand on one leg now because he had been practising whilst another shared that they can now hop on one leg. This was part of their individualised plan.

Review findings: Strengths

Many strengths were seen during the review at the school. The key strengths identified were:

- The exceptionally strong relationships between the pupils, staff and parents with everyone working together to optimise the social, emotional and academic development of pupils with SEND.
- The highly effective leadership of SEND at all levels who have a strong strategic vision and all share the passion for ensuring that all pupils, especially those with complex needs, thrive and flourish. Staff go above and beyond to support the pupils.
- The SENDCOs unwavering commitment to their role in meeting the needs of the pupils in partnership with parents/carers.
- The consistency in the provision for pupils with SEND through bespoke adjustments, adaptations, planned interventions for learning in addition to the pastoral offer. This leads to strong outcomes for SEND pupils.
- The holistic approach to the pupils' experience, the focus on accessibility of all areas of the curriculum and the enrichment opportunities made available to pupils with SEND.
- High aspirations for all pupils, especially those with SEND, shines through all aspects of school life.

Review findings: Areas for Development

As discussed with the SEND leadership team, it was agreed that a focus on the refinement of the transition process from year to year would ensure the effective pastoral and learning provision, strong relationships, and high aspirations of all to continue and be sustained. This would mirror the strong transition the school has established with the feeder high schools.

The school may wish to consider making use of the existing strong relationships with parents/carers to facilitate a network of support between families of pupils with additional needs. This could be achieved through the SEND coffee mornings.

School Feedback

Please use the space below to feedback on the Peer-to-Peer review process to support with future development.

To be completed by headteacher

School agreement to accuracy	Signed: <i>P. Stanley</i>	Date: 21/03/25
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Please forward completed report to school chair of governors and Warrington Borough Council