



ST PHILIP'S CE PRIMARY SCHOOL: LOCAL OFFER

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Date:
September
2018 Next
Review:
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Local Offer - Updated: September 2018 (Next Review: September 2019)

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The Local Authority's (Salford City Council) Local Offer can be found using this link:

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

Promoting Good Practice and Successes

Please give the URL for the direct link to your school's Local Offer			
Name	C. Newbould	Date	28.9.18
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SEN Local Offer: St Philip's C of E Primary School

Teaching and Learning	
<p>1. What additional support can be provided in the classroom?</p>	<p>Teaching assistants provide 1:1 support and small group support in the classroom. Work in class is differentiated by task, support & expectation to personalise learning and support children to make progress. Children with identified Special Educational Needs or Disability (SENDs) usually have an Individual Education Plan (IEP) with targets to help their progress. These are set and reviewed twice a year (once a term for Language Resource children).</p>
<p>2. How do you help children access the curriculum and develop independent learning?</p>	<p>Teachers carefully plan work at different levels so that all children can engage with the tasks and make progress. Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support . Some children may be offered 1:1 or small group sessions outside the school day to support progress. We work with external agencies such as speech and language therapists, physiotherapists, occupational therapists, educational psychologists, the Learning Support Service and Autistic Spectrum Condition specialists to provided therapy, support, guidance and plans for us to implement in school.</p>
<p>3. Staff specialisms/ expertise around SENs or disability</p>	<p>In the Language Resources all staff have a high level of experience, expertise and training in the area of speech, language and communication needs (SLCN) and associated difficulties. Staff throughout school have a good understanding of special educational needs and are supported by the SEN team.</p>



	<p>We have a high proportion of staff trained in working with children with speech, language and communication needs (ELKLAN).</p> <p>All staff have been trained in the systematic and thorough teaching of phonics (using the Read Write Inc system).</p> <p>Some staff have been trained in the use of Numicon, a multisensory approach to teaching maths.</p>
<p>4. What ongoing training are the staff having to support SEN?</p>	<p>One staff meeting per term is dedicated to SENs issues.</p> <p>All staff have received training in supporting language development as part of our 'Communication Friendly School' project.</p> <p>From time to time Staff Training Days are dedicated to SENs.</p> <p>Individual staff can attend external courses.</p>
<p>5. What arrangements are made to support children with SENs during SATs?</p>	<p>Decisions and plans for SATs are made on an individual basis.</p> <p>Access arrangements including the use of a reader, scribe and extra time are put in place for children if necessary.</p> <p>All teachers are aware of children's needs and support them accordingly.</p> <p>Separate accommodation is provided for some children who are anxious or struggle to concentrate in a large setting.</p>
<p>6. How do you share educational progress and outcomes with parents/carers?</p>	<p>Individual written reports are shared annually with the option of follow up discussions if needed.</p> <p>Parents evening takes place twice a year.</p> <p>Additional meetings and informal discussions are arranged as needed.</p>



Annual Reviews	
<p>1. What arrangements are in place for review meetings for children with Education, Health and Care Plans (EHCP)?</p>	<p>Reviews now follow a 'Person Centred Review' format, as recommended by the LA. Parents/carers and professionals receive a letter inviting them to the annual review meeting and are asked to write a short report about their child. Parental views are important to us and their report is of particular value. Help for parents/carers can be provided by the Salford Information and Advice Service (SIAS). Pupils also contribute a report and are supported by staff in doing this. The class teacher and a member of the SENs team attends the review meeting with the parents/carers and any outside professionals.</p>



Keeping Children Safe	
<p>1. What handover arrangements will be made at the start and end of the school day?</p>	<p>Younger children are always collected by a known adult. Some older children may, by arrangement, be allowed to go home unaccompanied. Any more detailed arrangements are made on the basis of individual need.</p> <p>In Language Resource some children come to school in a taxi provided by the school transport service and are accompanied by an escort at all times.</p>
<p>2. What support is offered during breaks and lunchtimes?</p>	<p>There are many adults on duty at both playtime and lunch time.</p> <p>Pastoral staff are also on duty at lunch time.</p> <p>Where there is a specific identified need, there can be additional support in the playground.</p>
<p>3. How do you ensure my child stays safe during PE lessons and school trips?</p>	<p>Our PE lessons are delivered by a highly trained PE specialist who is qualified as an HLTA.</p> <p>Apparatus is checked by an outside company on a regular basis.</p> <p>Risk assessments are completed for all school trips using the Salford Evolve programme. These are then approved by senior staff. Staffing ratios are appropriate to the age and needs of the children and follow national guidelines.</p> <p>There is a member of staff trained in first aid on all school trips</p>
<p>4. Where can parents/carers find details of policies on bullying?</p>	<p>Our anti- bullying policy can be found on the school website. Hard copies are available on request from the school office.</p>



Health (including Emotional Health and Wellbeing)	
1. What is the school's policy on administering medication?	All prescribed medication is stored safely. Written consent must be provided for any medication that has to be given in school. Information about children who have serious medical conditions is made available to staff. Care plans are in place for all identified children.
2. How are care plans drawn up and shared in school?	Where needed, care plans are drawn up by the appropriate internal and external professionals. Once the care plan has been drawn up, it is shared with staff
3. What would the school do in the case of a medical emergency?	We follow Salford's health and safety procedures for all medical emergencies. Call 999. Contact a qualified first aider. Contact parents/carers and assist them to in getting to school or hospital as needed.



<p>4. How do you ensure that staff are trained/qualified to deal with a child's particular needs?</p>	<p>Where a child has specific health needs, training for staff is provided by medical professionals (eg use of an epipen). Names of all first aiders are displayed in school. All staff have up-to-date child protection and safeguarding training.</p>
<p>5. Which health or therapy services can children access on school premises?</p>	<p>School works closely with our designated school nurse. Height, weight, dental, hearing and sight screening for all younger children takes place in school. Medical checks for children known to 'Children's Services' can be carried out in school. We work closely with the educational psychologist, physiotherapist, speech and language therapist and occupational therapist to support the health and well being of our children. We have also opted in to the Salford speech therapy-buy in service and have a therapist working in school one day a week, mainly with the younger children.</p>

<p>Communication with parents/carers</p>	
<p>1. Who can parents contact if they have concerns about their child?</p>	<p>Parents' evenings are held twice a year Parents/carers should initially contact the class teacher with concerns but the head teacher and/or SENCo are also available by arrangement. The pastoral team also offers support for parents.</p>
<p>2. Do parents/carers have to make an</p>	<p>Parents/carers can usually speak to the class teacher briefly at the end of the day. Longer or more complex issues may require an appointment</p>



appointment to meet with staff?	
3. How do you keep parents/carers updated with their child's progress?	Each child gets an annual written report at the end of the summer term. Phone calls and letters home are also used to communicate with parents/carers. Parents evenings take place twice a year. At these the children's progress is discussed.
4. Do you offer Open Days?	We have an annual open afternoon at the beginning of the autumn term when parents/carers can visit their child's class.
5. How can parents/carers give feedback to the school?	Parents/carers are able to communicate information regarding their child by speaking to staff directly or by phoning . Questionnaires are given out annually in the autumn term as another way of gathering parental feedback. Language Resource children have a 'take-home' book for exchanging messages between school and home.



Working Together	
<p>1. How can children express their views about school?</p>	<p>We have a school council which is facilitated by the pastoral staff. The children are elected by their classmates to be on the school council.</p> <p>Children are encouraged to speak to their classroom staff, members of the pastoral team and any other members of staff.</p> <p>Pupils with Education, Health and Care Plans and Children 'Looked After' have the opportunity to complete a short report on their experiences and views that is presented at review meetings.</p> <p>Pupil questionnaires are also used from time to time.</p>
<p>2. How can parents/carers have a say about their child's education?</p>	<p>Parents/carers are able to communicate information regarding their child through speaking to staff or phoning .</p> <p>Annual questionnaires are sent out as another way of gathering parental feedback.</p> <p>Language Resource children have a 'take-home' book for exchanging messages between school and home.</p> <p>Parents/carers of children with Education, Health and Care Plans are encouraged to contribute a report for the annual review meeting.</p>
<p>3. How can parents/carers get involved in the school or become school governors?</p>	<p>Parents are represented on the governing body.</p> <p>Parents are elected to the governing body when a vacancy arises. A letter is sent out inviting parents to stand.</p> <p>The Pastoral Team hold an informal coffee morning for parents/carers most weeks</p>



<p>4. How is the Governing Body involved in meeting the needs of children with SENDs</p>	<p>We have a designated SENDs governor who takes a great interest in the provision for our pupils. She meets with the SENCo each term. She then writes a report that is presented to the governors. The SENCo writes a termly report for the full governing body The governing body supports the school in working with outside agencies.</p>
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<p>What Help and Support is available for the Family?</p>	
<p>1. How can you get help in completing forms and paperwork?</p>	<p>The pastoral team offers help and support in completing paperwork as needed. Salford Information and Advice Service (SIAS) will support families with issues around special needs.</p>
<p>2. What information, advice and guidance can parents/carers access through the school?</p>	<p>The school office staff at reception are able to give routine information. The class teacher can give information about progress and learning. The SENCos are able to give information about special needs issues. The Pastoral Team are available to give information about pupil welfare and community facilities. The Head Teacher is always available by appointment.</p>



Transition from Primary School and School Leavers	
1. What support does the school offer around transition to high school?	<p>For children with Education, Health and Care Plans (including those in Language Resource) transition to high school begins with the Year 5 review and involves the Educational Psychologist. The final recommendation is made by the LA SEND panel and the parent/ carer has the opportunity to accept this or consider an alternative. A series of supported transition visits will then take place in the year 6 summer term.</p> <p>Other children with SENDs follow the usual process for applying to high schools. Once the place has been accepted SENDs staff will liaise with the receiving school.</p>



Extra Curricular Activities	
1. Do you offer school holiday or before and after school provision?	There is a breakfast club, an after school care provision and several after school clubs, both with limited places. Age criteria apply to some of these clubs.
2. What after school activities do you offer?	A variety of after school clubs are offered throughout the school year. These usually change each term. Information is always sent out to parents so that they can decide whether they want their children to attend.
3. How do you make sure clubs, activities and residential trips are inclusive?	Staff work in partnership with parents/carers to identify which activities are appropriate for individual children. Additional staff can be available to ensure that those children with additional needs receive appropriate support.
4. How do you help children and young people to make friends?	St Philip's is a small friendly school with a nurturing ethos. This creates an environment which encourages children to be caring and make friends.

Information on where the local authority's local offer is published

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