

“plans to prosper you... not harm you...give you a hope...a future”

Jeremiah 29:11



ST PHILIP'S CE PRIMARY SCHOOL: LOCAL OFFER

Hard copies of this document are available via the school office.

Date:
September 2024

Next Review:
September 2025



Local Offer - Updated: September 2024 (Next Review: September 2025)

School/Academy Name	St Philip's CE Primary School		
Name and contact details of your school's SENDCO	Michelle Rudge / Chris Newbould (0161 921 1860)		
Name of Person/Job Title	Michelle Rudge (SENDCo) Chris Newbould (SENDCo)		
Contact telephone number	0161 921 1860	Email	Michelle.Rudge@salford.gov.uk Chris.Newbould@salford.gov.uk

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

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

Name	C. Newbould	Date	6.9.24
		Review	September 2025



SEND Local Offer: St Philip's C of E Primary School

Teaching and Learning	
1. What additional support can be provided in the classroom?	<p>Teaching assistants provide 1:1 support and small group support in the classroom.</p> <p>Work in class is planned using an Adaptive Teaching approach using a range of scaffolds to ensure that lessons are inclusive to support progress for all.</p> <p>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 on a rolling basis.</p>



<p>2. How do you help children access the curriculum and develop independent learning?</p>	<p>Teachers carefully plan work so that all children can engage with the tasks and make progress.</p> <p>An 'Adaptive Teaching' approach is used where possible, whereby scaffolds and support are used to enable access to whole-class learning. Independent learning is encouraged, and wherever possible, we aim for children to access the curriculum without a high level of support.</p> <p>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 develop therapy, support, guidance and plans for us to implement in school.</p>
<p>3. Staff specialisms/ expertise around SENDs or disability</p>	<p>In the Language Resource Provisions staff have experience, expertise and training in the area of speech, language and communication needs (SLCN) and associated needs. Two teachers have completed Elklan training in Speech Sound Disorders. Teachers are currently engaged in Elklan training on English as an Additional Language/SEND, and Identifying SLCN.</p> <p>The SENDCO/Language Resource Lead was previously teacher in the LRP and has postgraduate training in SLCN.</p> <p>Staff throughout school have a good understanding of special educational needs and are supported by the SEND team. This has been further developed through input from the SEND Lead Team, Primary Inclusion Team, Speech and Language Therapy Service and Learning Support Service.</p>



	<p>All staff have been trained in working with children with speech, language and communication needs through the 'Communication Friendly Schools' programme (ELKLAN). Some staff have completed additional courses.</p> <p>All staff have been trained in the systematic and thorough teaching of phonics (using the Read Write Inc system).</p> <p>As part of our adoption of Adaptive Teaching, staff have had training in use of a variety of scaffolds, such as visual supports, task plans, word maps, Widget.</p>
<p>4. What ongoing training are the staff having to support SEND?</p>	<p>One staff meeting per half term is dedicated to SENDs.</p> <p>All staff have received training in supporting language development as part of the 'Communication Friendly School' programme.</p> <p>Working with SEND Lead Team, Primary Inclusion Team, Speech and Language Therapy Service and Learning Support Service.</p> <p>Training from the Educational Psychology Service.</p> <p>Staff Training Days are dedicated to SENDs.</p> <p>Individual staff frequently attend external courses.</p>



<p>5. What arrangements are made to support children with SENDs during SATs?</p>	<p>Decisions and plans for SATs are made on an individual basis.</p> <p>Access arrangements including the use of readers, scribes 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 three times a year.</p> <p>Individual Education Plans (IEPs) are sent home termly.</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 the format on the EHCP Hub, as recommended by the LA. Parents/carers and professionals receive an invitation to the annual review meeting and are asked to write a short report about the 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 (SIASS).</p> <p>Pupils also contribute a report and are supported by staff in doing this.</p> <p>The class teacher and a member of the SENDs team attend 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 Provisions 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. Where there is a specific identified need, there can be additional support in the playground. A member of LRP staff is always on duty.</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. Apparatus is checked by an outside company on a regular basis. 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. If needed, individual risk assessments are completed, with support from the SEND team, for children with additional needs. 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 put in place for all identified children. Each class has an Asthma File, which records those children who have inhalers. Inhalers are kept in class.
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).</p> <p>Names of all first aiders are displayed in school.</p> <p>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.</p> <p>Flu immunisations for children take place in school, with parental consent.</p> <p>Height and weight checks are carried out school nurse team.</p> <p>Medical checks for children known to Children's Services can be carried out in school.</p> <p>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.</p> <p>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>



Communication with parents/carers	
<p>1. Who can parents contact if they have concerns about their child?</p>	<p>Parents' evenings are held three times a year</p> <p>Parents/carers should initially contact the class teacher with concerns but the head teacher and/or SENDCo are also available by arrangement.</p> <p>The Child and Family Support Officer also offers support for parents.</p>
<p>2. Do parents/carers have to make an appointment to meet with staff?</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> <p>A member of the leadership team or pastoral team is always available on the playground at the beginning and end of the day.</p>
<p>3. How do you keep parents/carers updated with their child's progress?</p>	<p>Parents' evenings take place three times a year. At these meetings the children's progress is discussed.</p> <p>For Early Years and Language Resource Provisions, Tapestry and See-Saw are used to share information, photographs and videos of day to day activities.</p> <p>Phone calls and letters home are also used to communicate with parents/carers.</p> <p>Each child gets an annual written report at the end of the summer term.</p>



<p>4. Do you offer Open Days?</p>	<p>'Meet the Teacher' events are held at which parents/carers can meet their child's teacher. Early Years offer an open event for prospective parents, and also hold 'stay and play' sessions.</p>
<p>5. How can parents/carers give feedback to the school?</p>	<p>Parents/carers are able to communicate information regarding their child by speaking to staff directly or by phoning.</p> <p>Questionnaires are also used as another way of gathering parental feedback.</p> <p>Language Resource Provision and Early Years children use See-Saw and Tapestry for exchanging messages between school and home.</p>



Working Together	
1. How can children express their views about school?	<p>We have a school council which is facilitated by 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, to the Child and Family Support Officer 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 voice questionnaires are also used.</p> <p>Pupil views are used to contribute to the development and review of the school's behaviour policy.</p> <p>Local councillors have visited school to have discussions with pupils about the local area.</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>Questionnaires are used as another way of gathering parental feedback.</p> <p>For children in Early Year and Language Resource Provision, See-Saw and Tapestry are used 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>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 SENDCo each term. She then writes a report that is presented to the governors.</p> <p>The governing body supports the school in working with outside agencies.</p>



What Help and Support is available for the Family?	
1. How can you get help in completing forms and paperwork?	<p>The Child and Family Liaison Officer and the SEND team offer help and support in completing paperwork as needed.</p> <p>Salford Information and Advice Service (SIASS) will support families with issues around special needs.</p>
2. What information, advice and guidance can parents/carers access through the school?	<p>The school office staff at reception are able to give routine information.</p> <p>The class teacher can give information about progress and learning.</p> <p>The SENDCos are able to give information about special needs.</p> <p>The Child and Family Liaison Officer is available to give information about pupil welfare and community facilities.</p> <p>The Head Teacher is always available by appointment.</p>

Transition from Primary School and School Leavers	
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<p>1. What support does the school offer around transition to high school?</p>	<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>
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Extra-Curricular Activities	
<p>1. Do you offer school holiday or before and after school provision?</p>	<p>We are currently not able to offer before school provision. An after-school provision is available through an external company.</p>
<p>2. What after school activities do you offer?</p>	<p>A variety of after school clubs are offered throughout the school year. These usually change each half term. Information is always sent out to parents so that they can decide whether they want their children to attend.</p>



<p>3. How do you make sure clubs, activities and residential trips are inclusive?</p>	<p>Staff work in partnership with parents/carers to support children to access after school activities. Additional staff can be available to ensure that those children with additional needs receive appropriate support.</p>
<p>4. How do you help children and young people to make friends?</p>	<p>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.</p>



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

www.salford.gov.uk/localoffer