



Local Offer: St. Paul's C of E Heathside

Reviewed for 2025-26

Teaching and Learning

What additional support can be provided within the classroom?

- The school is made up of a team of 1 Head Teacher, 1 Deputy Head Teacher, 1 Assistant Head Teacher, 1 SENCo, 16 teachers, 12 Teaching Assistants (TAs), 1 HLTA and 2 Children and Families Officers. Throughout the school, teachers and TAs work with small groups of children or, where needed, on a 1:1 basis to support children who may need extra help. Staff enable the reinforcement of learning by pre- teaching subject matter, reviewing concepts, as well as allowing access to whole-class work through differentiation.
- Children who are on Individual Education Plans (IEPs) or Pastoral Support Plans will have opportunities within the classroom to have tailored activities in order to enable them to meet the outcomes of their education plans. These will be planned and delivered by both teachers and TAs.
- Children who are working significantly below age related expectations will have their own individual curriculum generated through our online SEN tracking system - iASEND. This will also provide an ongoing overview of their learning and individual targets. This will be used by both teachers and TAs.
- Sometimes Teachers and TAs are used to support children in intervention programmes. These are highly focussed sessions aimed at supporting the child in an area of learning in which they may need extra support such as: Literacy, Reading, Maths or Social Skills.

- If additional funding is made available to a child through an Education, Health and Care plan (EHCP), we may use the funding to deploy a TA to work specifically with that child for a certain number of hours throughout the week if this is deemed appropriate and necessary.
- The school's Children and Families officers enable additional support through SEMH interventions and Pastoral support for children who may need it. This is delivered on either a 1:1 basis or through small group work.
- We utilise Salford Community Leisure who assist with gross motor interventions for children with SEN.
- SEND Pupils are just as likely to be transgender or gender questioning and will be signposted to specific support as and when required or requested. If the child has changed their name and pronoun, referrals to services will be made using the child's preferred name and pronoun corresponding to their gender identity.

What provision do you offer to facilitate access to the curriculum and to develop independency?

- All of the teachers at St. Paul's are required to plan lessons that clearly identify differentiation; meaning all children have opportunities to access the curriculum. This is done by using assessment information in order to understand each child's starting point and to plan their next steps in learning. If a child has a barrier to learning, the teacher will take this into account and makes adjustments so that the child can overcome the barrier.
- The Special Educational Needs Coordinator (SENCo) can offer advice and seek further support in order to aid a teacher with helping a child overcome a barrier to their learning. If the SENCo feels that the school need more advice about how to help a child learn, they will talk to you about this and identify what steps are then to be taken. These steps may include screening for barriers within visual stress, working memory or dyslexic tendencies or seeking advice from other professionals; these services include: Educational Psychologists, Speech and Language Therapists or the Learning Support Service.

The advice given is used to inform Teaching and Learning and any new strategies identified are recorded on an IEP.

As a parent/carer or carer, you will be involved with writing the IEP for your child with suggested home practice and activities being a focal point on our plans; where appropriate, your child will be involved in the development of their IEP.

- Some children require particular pieces of equipment to help them work or learn more independently.

In our school we use:

- A range of pencils and pencil grips to support handwriting
- Some children need alternative methods of recording so they may sometimes use a laptop or an iPad
- Wobble cushions are available to help better sitting
- The school is all on one level and where necessary, ramps are in place
- There are disabled toilet facilities
- Classrooms display and have available: word banks, word walls, common number facts and differentiated resources
- Coloured overlays
- Fine motor skills equipment
- Sensory play boxes
- Speech and language games and equipment
- Work stations for those children who need a more personalised learning space
- Wellcom screening and resources.
- GL screening tool and resources.

Staff specialisms/ expertise around SEN or disability

- The school has one SENCo. Mrs Lynch joined the teaching staff and has been in the role since September 2018.

- Mrs Hick is our Designated LAC coordinator. She is also our Deputy Headteacher and has extensive knowledge and expertise around SEN.
- The school has 6 Elklan trained staff and a TA trained in understanding Sensory Processing Disorder.
- All staff receive professional development in areas which is deemed necessary in order for them to support the needs of the children within the school. Current training and qualifications includes:
 - Early Talk Boost and Talk Boost in Early Years (Speech and language)
 - ELKLAN (speech and language)
 - Multi-sensory learning
 - SEEMA (supporting children with English as and additional language)
 - Fast forward grammar
 - Phonics and spelling
 - Precision teaching
 - Attachment disorders awareness
 - Sensory Processing support
 - Mental Health First Aid
 - SDQs
 - Emotion Coaching

What ongoing support and development is in place for staff regards supporting children and young people with SEN?

- Staff development needs are identified through performance management and appraisals.

- Staff meetings and training are dedicated to SEN through the above. This year the school's focus is around SEMH and achieving the Bronze Emotionally Friendly Schools status.
- Staff regularly meet with the SENCo to discuss any needs within their classes.
- Regular and up to date readings and journals about current SEN practice are made available to staff on the school's network drive.

What arrangements are made for reasonable adjustments and support to the child during tests and End Of Key Stage Tests?

- Those who may have Literacy difficulties are assessed throughout their time at school and during tests will have been identified as meeting the criteria for extra-time, a scribe or a reader. Those that scribe or read for children will have been trained by the SENCo or Year 6 teacher beforehand.
- Some children benefit from rest breaks and these are arranged based on the child's circumstances.
- Some children may perform better in a different or separate location. Where the child feels more comfortable, we arrange for some children to do the tests in another appropriate space either in a small group or as an individual.
- Where a child needs coloured overlays these are used during tests and where possible test papers are copied onto the appropriate colour.

Annual Reviews

What arrangements are in place for the review meetings for children with Education, Health and Care

(EHC) plans?

- All agencies involved with a child who has an EHC plan, including parent/carers, will be notified via the EHC hub about the upcoming date for review. For some agencies, it may be more appropriate to inform them of the meeting via email or telephone. The type of agencies that may be involved with a review meeting could include: SENCo, Class Teacher, Educational Psychologist, Speech and Language Therapist, Paediatricians, Occupational therapist and so on.
- The review meetings are generally held in school or a convenient location for all parties. They can also be held virtually. The time arranged will also be of the best convenience to all parties.
- If deemed necessary, a translator may be invited to attend the meeting.
- Before a review meeting is to take place, the SENCo will discuss progress with the class teacher and will speak to the child about their thoughts, it may be the case that this is done through pictures or another accessible medium appropriate for that child. Parent/carer's thoughts will also be gathered prior to the review.
- If things are going well, the parties will agree to continue on a particular path of support for the child that has been developed throughout the course of the year from the previous meeting.
- If any concerns arise or there is little progress seen, all parties will work out the next steps and may invite further support from other agencies and specialists to identify new strategies.
- Throughout the whole process, parent/carers will be made aware of the Salford Information and Support Service (SIASS) and will be offered regular contact with the Class Teacher and SENCo, and where needed; the School SEN Caseworker.
- Throughout a child's school life, they will come across key transition points, for example: Early Years to Key Stage 1, Key stage 1 to Key Stage 2 and so on. It is noted that these times can sometimes be stressful; therefore, when a review is due to take place at a Key Transition point, the next class teacher will also be involved and be made aware of the strategies needed to continue the progress made. Where the transition point is from Key Stage 2 to Key stage 3 (Secondary school) the SENCo alongside with the Year 6 Class Teacher will endeavour to ensure that transition staff from the Secondary School

are aware of the child's needs and strategies in place. It may also be necessary for a parent/carer to be involved in this particular transition.

What arrangements are in place for children with other SEN support needs?

- Children's progress is monitored formally at 3 stages throughout the year and continuously in daily lessons. If a Teacher or TA notes a concern about a child's progress or understanding, they are advised to speak to the SENCo. Parent/carers/Carers will be notified of concerns and from here it may be necessary to place the child on a short-term intervention programme for the specific area of their learning needs with either a Teacher or TA. Their progress will be monitored and if improvements are seen then Teaching and Learning will carry on as before. However, if this is not the case, the child will be considered for in-school screening and a referral to the Learning Support Service or the Educational Psychologist for further support, may be made, alongside parent/carer agreement. A specialist teacher/therapist working in the area of concern or the Educational Psychologist will come and observe the child and carry out specific assessments, if required. From here they will be able to identify where there are barriers to learning and will offer strategies that can be implemented to help that child. These strategies and targets will be identified on an IEP which will be developed alongside the child and parent/carer. IEPs are reviewed 3 times throughout an academic year and new targets can be set once the last set have been achieved. After monitoring the IEPs and the child's progress, it may be that the child no longer needs such support and the IEP can be removed.
- In the case of LAC children, IEP statements will form the basis for PEP targets and spending.
- For children whom have Social, Emotional or Mental health difficulties, the process is as above but a Pastoral Plan will be put into place alongside the support of the parent/carer and child. This plan will identify strategies that the child can use to help them and will also identify the support school have put in place, for example: 1:1 or small group Social Skills sessions. If behaviour does not improve, a referral to the Primary Inclusion Team could be made with parent's permission.
- Throughout the academic year there are many opportunities for children to discuss their child's progress, concerns and the use of IEPs, in particular Parent/carer's Evenings. However, where staff feel there is a concern, the parent/carer or carer will be notified via telephone, verbally or through a letter so that a meeting can be arranged at a time convenient to them where the concerns and future actions can be discussed. Additionally, a meeting with the SENCo can be arranged to discuss any concerns.

Keeping Children Safe

How and when will a risk assessment be done? Who will carry out the risk assessment?

- A risk assessment is an assessment taken out whenever children will be participating in an activity that may hold some level of risk; this can vary from walking to a local point of interest to participating in a school trip. All risk assessments undertaken are carried out by staff involved in the activity. This includes, filling an EVOLVE form and the individual risk assessments for activities which identifies all possible risks. Staff members will always carry out a pre-visit to a location before a trip takes place. All arrangements are in line with Salford Local Authority.
- Further risk assessments may be necessary if a reasonable adjustment is necessary in order to meet a child's need. If this is medical in nature then the school's health team will be involved and a health care plan may be drawn up through co-operation of school, health and parent/carers or carers.

What handover arrangements will be made at the start and end of the school day?

- Children enter the school building with their class teachers or TA via access from the playground. At the end of the school day, they are escorted to the playground by the Class Teacher or support staff if the Class Teacher is not available. This allows parent/carers and carers an opportunity to handover any information which may be needed to know for that day.
- It is possible for children who may have concerns about entering school or who may need additional support, to enter school via the main office and meet with the Class Teacher or TA and be escorted to class before the other children enter, allowing them time to settle.
- Parent/carers are welcomed to meet with the class teacher before/after the school day and can use the main entrance via the office where this may be necessary.
- A log document can be used to keep continual handover information available for a parent/carers or member of staff working with a child. School Planners also provide an opportunity to hand over relevant information.

Do you have parking areas for pick up and drop off?

- Parking is available on a road in front of the school.

What supervision will be made to supervise children during breaks and lunchtimes?

- Breaks and lunchtimes are always fully supervised by teaching staff and welfare staff.
- All children have access to staff throughout these periods and can take quiet time in many supervised areas around the school.
- Children have access to a variety of playground toys and these are monitored and locked away by the welfare staff.
- A designated First Aider is on hand throughout the whole of the whole of the lunchtime and all staff are aware of children's individual medical needs.

How do you ensure my child stays safe outside the classroom?

- Class Teachers supervise children throughout the school day and greet and dismiss them at break or lunch and at the end of the day.
- A risk assessment is always undertaken for any school trip and where needed, individual risk assessments may be carried out. Staffing ratios are always adhered to and support staff attend trips of classes of who are familiar with them.
- Where volunteers are used, the school will ensure that they are briefed on the risk assessments beforehand and that they are always supported by a staff member.
- Staff ensure that any medicines needed are always at hand. If a child is unable to participate in P.E or playtimes for medical reasons, they will be supported by another staff member in a different classroom or space.
- Any volunteers who are offering support within the school; for example hearing children read must have a DBS check and are risk assessed and briefed on the School's expectations on conduct.

Where can parent/carers find details of policies on bullying?

- Policies are available on the school website:
www.stpaulsce.co.uk
- Additionally, policies are available as a hard copy at request of a parent/carer.

Health (including Emotional Health and Wellbeing)

What is the school's policy on administering medication?

- School will administer medicine (see medication policy) when required, permitted parent/carer or guardian's permission has been given in writing using the relevant form from the policy and the requirements have been discussed with relevant staff members including: Children and Families Officer, SENCo first aid trained staff and the class teacher.
- Medicines are stored away from children's access and are only accessible via first aid staff in a locked cupboard.
- Medicines which may require regular access, such as inhalers, are kept in both a central location and the classroom if needs be.
- A defibrillator is kept in a central location and all first aid trained staff have received defibrillator training.
- Epi –pen's are kept with or are quickly accessible for the child who may require the treatment.

How do you work the family to draw up a care plan and ensure that all relevant staff are aware of the plan?

- When a parent/carer informs school of an ongoing medical condition, school will seek advice from any necessary medical professionals, in particular, the school nurse. From here a care plan will be drawn up to ensure that the child's medical

needs are catered for on a daily basis. In order to ensure that all staff are made aware of the plan there will be a discussion during a staff meeting, and where relevant whole-school training will be implemented. The care plan will be stored in the child's classroom, electronically on the school's system and in the First Aid File, meaning there is easy access to all staff when the plan may need referring to. The plan is then monitored by the SENCo and class teacher each term or sooner if needed, parent/carers are consulted should there be any adjustments made to the plan. Equally, parent/carers can meet with the SENCo or class teacher if they feel the plan needs to be amended.

- In some cases, a procedure such as using an Epi-pen may need to be carried out, where this takes place, only a trained staff member will carry out the procedure and will always be supported by another staff member, and where possible, a member of staff who is first-aid trained.
- Throughout the year, and where relevant, staff will receive relevant medical training in accordance to the school or a child's needs, for example: the correct method of giving inhalers and use of Epi-pens

What would the school do in case of a medical emergency?

- In the case where it is likely that an emergency will rise, this will be identified on the child's care plan that will have been drawn up and agreed by with school staff, the school nurse and parent/carers.
- Where an emergency occurs but could not be anticipated school will take several steps to ensure that the emergency is dealt with swiftly and safely:
 - 1) Call 999.
 - 2) Contact a qualified first aider.
 - 3) Contact a parent/carer or carer.
 - 4) In absence of parent/carer or carer a first aider would accompany the pupil to the hospital if this was needed.

How do you ensure that staff are trained/qualified to deal with a child's particular needs?

- 20 members of staff are first-aid trained. These qualifications are reviewed every 3 years.
- All staff receive Safeguarding training every 18 months.

- As mentioned above, where relevant, all staff will be trained to deal with a particular need when this need arises and is identified. This training may be provided by an external agency, the Local Authority or the school nurse.
- Relevant staff all trained on Early Help Family Assessment completion and other relevant document.

Which health or therapy services can children access on the school premises?

- Children have access to qualified first-aiders when needed.
- Children currently on a Speech and Language programme continue with these in school with an ELKLAN trained TA.
- Children who have been referred to a specialist may receive treatment or sessions within school, for example: physiotherapy.

Communication with parent/carers

How do you ensure that parent/carers know 'who is who' and who they can contact if they have concerns about their child?

- All children receive a school planner that identifies every staff member and their role to the school. This is also available on request by parent/carers.
- Information is also available on the school website.
- Parent/carers are welcome to meet/ring the SENCo when they feel they need to and any parent/carer is encouraged to meet with the SENCo with any concerns they may have.

Do parent/carers have to make an appointment to meet with staff or do you have an Open Door policy?

- There is an open door policy to speak to a non-teaching member of staff but an appointment will be made if a request to speak to a teacher is made, due to their teaching commitments. All concerns are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.

How do you keep parent/carers updated with their child's progress?

- Parent/carer's evenings
- School reports
- Progress reports – 2/3 times a year
- Telephone calls, text messages and letters
- Parent/carers can make an appointment to tour the school or meet with the class teacher

Do you offer Open Days?

- School do offer open days and parent/carers are invited into school on a regular basis to participate in reading, phonics and maths activities with their children, this may be in the form of a breakfast in the morning or a picnic in the afternoon.
- Parent/carers are also regularly invited to watch class assemblies and attend a class open morning afterwards.

How can parent/carers give feedback to the school?

- Parent/carer meetings
- Feedback sheets after assemblies or special events
- Book an appointment to meet with staff
- Any feedback that is of a concerning nature will be dealt with as swiftly as possible and actions will be drawn up with the parent/carer and relevant staff members.
- Parent/carer governors
- Parent/carer questionnaires

Working together

Do you have home/school contracts?

- General contracts are found in the children's school planners.
- If a more specific Home/School contract is needed this can be put in place if it is deemed advisable and supportive of the child's needs. This advice will come from the Class Teacher, Children and Families Officer and parent or carers.

What opportunities do you offer for the children to have their say?

- Children are encouraged to become members of the Learning Council, School Governors Council and Eco Council and represent their class, each class has representatives for each group. Children that are non-council members can raise issues with their council members who will bring these forward at their half-termly meetings.
- Listen to the children on an informal basis
- Pupil Voice meetings with the head and deputy about their work and learning.
- Pupil voice questionnaires.

What opportunities are there for parent/carers to have their say about the child's education?

- Parent/carers Evenings

- Review meetings
- Arranging a meeting with teachers
- Report response slips

What opportunities are there for parent/carers to get involved in the life of the school or become school governors?

- Invitation for opportunities to be a Governor are given in newsletters or the website.
- Parent/carers are welcomed into school as volunteers.
- Parent/carers can assist with the school's after-school events such as discos.
- Parent/carers can attend parent/carer and child workshops
- Parent/carer are welcome to join the Friends of St Paul's group.

How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families?

- The Governing Body meets each half-term, sometimes more so if needed, each meeting is regarding a particular topic. With regards to SEN, the Governing Body are made aware of the school's current needs and are invited to attend any training they feel necessary, particularly training that is provided by an external agency. The SEN Governor meets with the SENCo each term.

What Help and Support is available for the Family

Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parent/carers access this?

- Yes, a meeting with the SENCo can be arranged in order to complete all the necessary paper work regarding Special

Education Needs.

- Close links with SIASS who will also support our parent/carers with completion of forms.
- The Children and Families Officer will also support parent/carers to complete any other types of forms.
- Parent/carers/Carers are encouraged to speak with a member of staff if they require any help with paperwork.

What information, advice and guidance can parent/carers/carers access through school? Who normally provides this help and how would parent/carers access this?

- The school website or newsletter house a wealth of information about events happening in school.
- Parent/carers can access further information by speaking to any member of staff.
- Parent/carers can arrange a meeting with the school's Children and Families Officers or SENCo if they feel school can help advise them. The school Children and Families Officers and SENCo can offer direct advice with regards to schooling issues and general concerns but also are able to initiate contact with other agencies such as housing.
- School will also support parent's to attend medical meetings for their child such as with the Speech and Language Therapist or opticians if lack of transport will impede attendance at these appointments.

How does the school help parent/carers/carers with travel plans to get their child to and from school?

- If an issue arose whereby your child was unable to get to or from school, every effort would be made to ensure this was overcome. We encourage parent/carers to speak about any current issues which may affect attendance or punctuality with our Children and Families Officer so that alternative arrangements or suggestions may be put into place, ensuring that your child's learning is not effected. Support can be given to apply for grants to support transport to and from school.

Transition to High School

What support does the school offer around transition?

- School has good links with the local high schools and knows the transition point is important. The Year 6 teacher and

SENCo will meet with the high school transition staff to aid in the handover of vital information regarding a child.

- Secondary schools will offer a 1 or 2 day transition period during the summer term, which all children are encouraged to attend.
- Some of the local schools offer 'nurture groups' where children are invited to a summer school on order to ensure an effective and stress free transition.
- Parent/carers/carers are further encouraged by school to attend open events at the high schools in the October term in order to help them make a judgement as to which school is best suited for their child.
- Where a child may not be entering a mainstream setting, the SENCo will arrange for the family to view the schools that are available to them, will carry out the transition process above and will ensure that parent/carers are informed of and invited to attend any necessary meetings with staff members from the high school.
- Where transitions may cause anxiety school will seek support from outside agencies such as the PIT team or LAC EP.
- School will also support additional transition activities such as pre visits, and visual aids to ensure the child has a smooth transition.

Extra-Curricular activities

Do you offer school holiday and/or before and after school childcare? If yes, please give details.

- We offer a breakfast club that is open to children in Reception-Year 6.

What lunchtime or after school activities do you offer? Do parent/carers have to pay for these, if so how much?

- After school clubs and activities are offered on a half termly basis. These can be found and paid for via ParentPay.

How do you make sure clubs, activities and residential trips are inclusive?

- Risk assessments are carried out, parent/carers are consulted and parent/carers are offered a place to accompany their child if needed.
- 1 to 1 support or small group support for pupils if needed.
- Experienced, trained TAs accompany most trips out and TAs or Teachers run the after-school clubs.
- Pupil Premium funding is used to allow access to any children who are deemed in need and who would benefit from attending after school activities.
- As far as possible children will sleep in dorms (appropriate to their gender identity) when on residential trips. However, when necessary alternative sleeping arrangements will be arranged.

How do you help children to make friends?

- Children at St. Paul's are encouraged to be conscientious of one another and are encouraged to make good friendship groups.
- Issues surrounding friendship are addressed through PSHE lessons and assemblies.
- Where an issue is of a larger concern, the Children and Families Officer or HLTA may set up a small friendship and social skills group with children from a particular class. These sessions allow children to form secure friendships through game-playing and discussion and their friendships are monitored by staff.
- The HLTA monitors/referees lunchtime sporting activities to ensure fair play and promote good sportsmanship.
- The school also encourages KS2 pupils to become anti-bullying ambassadors with playground buddy responsibilities.