

St Matthew's CE (Aided)
Primary School and
Nursery Centre

Special Educational Needs / Disabilities
Information Report

'To provide quality education for our children in a happy and secure Christian environment, encouraging pupils to achieve their full potential academically, spiritually and socially'.



2024 -2025

SEND Information Report

Our philosophy at St Matthew's is:

'Individuals working to potential together'

And it is our aim to ensure that every child with Special Educational Needs reaches their full potential in school.

Our School Vision and Values

**Individuals working together to potential with God so
"I can do all things because Christ gives me strength." Philipians 4:13**

We will:

- Encourage everyone, of all backgrounds and abilities, *to flourish spiritually, morally, emotionally, physically and intellectually* thereby fulfilling their God-given potential.
- Have collective worship as a central part of our *community*, encompassing the spiritual development of both children and adults.
- Promote the practice of the school's TEAM (Thankfulness, Enjoyment, Ambition and Mission) core values with all who work in our school.
- Provide high quality religious education that encourages children to *persevere* in developing religious literacy.
- Provide a framework of both core and foundation subjects which enables and enhances purposeful learning across the curriculum, giving depth, breadth, balance and progression.
- Help pupils to develop the resilience to *persevere* in their learning with a curriculum designed to allow children to investigate, reason and reflect within a Christian *community* that encourages taking risks and making decisions.
- Provide support for good mental health and wellbeing of our children and staff so that all feel *respected* and valued.
- Help our children to develop lifelong values so that they can contribute successfully to their increasingly complex local, national and global *community*.
- Promote a *respect* for difference and diversity that exist in our modern world.
- Provide a Christian *community* where there are strong caring relationships based on mutual *respect*, demonstrated through courtesy, forgiveness and reconciliation.

We respect and model the core values of the school with our staff and children:



We promise to **RESPECT** one another
Be **RESILIENT** when faced with challenge and
Acknowledge our **RESPONSIBILITY** to be advocates of change.

St Matthews

St Matthews CofE Aided Primary school is a church aided primary school and nursery supporting children from 3 – 11 years and has 299 pupils on roll. We ensure that the needs of all children are promptly assessed and addressed. These include those with all levels of special education needs (SEND), pupils with English as an Additional Language and disadvantaged pupils.

Our SENDCo is Mrs Laura Burns. She can be contacted by phone on 01952386260 or by email on Laura.burns@taw.org.uk

What is a 'Special Educational Need / Disability?'

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.' Code of Practice 2015.

What kind of needs are currently provided for at St Matthew's?

St Mathew's currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction. For example: Autism Spectrum Disorder and Speech and Language difficulties
- Social, Emotional and Mental Health difficulties. For example: Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs. For example: hearing impairments.
- Cognition and Learning. For example: dyslexia and Developmental Coordination Disorder

How do we support Children with Special Education Needs or Disabilities.

We acknowledge the importance of early identification for any child and that the earlier action is taken, the more responsive the child is likely to be. When identifying children as having special educational needs, we do so in a variety of ways including the following:

- Individual performance monitored by the teacher as part of ongoing observation and assessment.
- The outcomes from baselines assessments and results.
- Individual progress against the objectives specified in the National Curriculum.
- Standardised screening or assessments.
- Parental concern.

- Liaison with external agencies.
- Liaison with Health professionals.
- Liaison with a previous school or setting.

What should a parent do if they think their child may have special educational needs?

At St Matthews we operate an open-door policy where parents are encouraged to talk openly to members of staff regarding their concerns. In the first instance contact your child's class teacher to discuss initial concerns. If you continue to feel that your children may require additional support then contact the school's SENDCo, Mrs Burns.

We consider all parents as partners and strive to work together to provide the best possible provision for our pupils with SEND. We will provide you with information regarding the services available to you as parents and to school to best meet the needs of your child.

How we explain your child's need and progress to you.

Your child's class teacher will meet with you on a termly basis at parent consultation meetings to discuss your child's progress, attainment and possible future support. You may also attend meetings with the school's SENDCo, Mrs Burns to discuss more specialist support that may be required.

How school will support your child.

Mrs Burns, the school's SENDCo, oversee the progress and attainment of all pupils with special educational needs across the school. This is monitored on a half termly basis with regular dialogue between class teachers, teaching assistants, senior leaders and the SENDCo taking place.

Your child's teacher will oversee the planning and delivery of work on a daily basis. In class work will be differentiated to meet the needs of your child. In addition to this your child will have Individual Target Plans (ITPs) or Behaviour Actions Plans (BAPs) written by your child's class teacher in consultation with the SENDCo, pupil, teaching assistant and parents/carers. This plan will outline specific targets for your child to work towards and outline intervention to be provided in order to close gaps in learning, allow children to make accelerated progress and 'catch up' to attain at age related expectations.

ITPs and BAPs are reviewed every term, and the outcomes will be recorded. Pupils will participate fully in the review process. Parents/carer will also be invited to participate in the target setting and review process. From this, new targets and alterations to provide further support will be made if deemed necessary.

Your child may also work with a teaching assistant either individually or a part of a small group throughout the course of the day/week in order to support progress. This will be explained in more detail when support for your child begins.

Your child may be identified as benefiting from small group or 1:1 pastoral support. Through this intervention your child will be supported to develop a range of social, behavioural and emotional skills. Your child may also work with specialists from external agencies. These professionals may work within school over the course of a term/year to provide specific support that will meet the needs of your child. This will be explained in more detail by the SENDCo or the agency involved when support for your child begins.

How are Governors are involved and what their responsibilities are?

The SENDCo, Mrs Burns reports termly to governors regarding the progress of children with SEND although at no time are individuals referred to, ensuring that confidentiality is always maintained.

The designated lead governor for SEND meets termly with the SENDCo, Mrs Burns although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body ensures that it make appropriate special educational provision for all pupils identified as in need of it.

How teachers match the curriculum to an individual pupil's needs?

At St Matthews's Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Not all pupils with a disability have special educational needs and not all pupils with SEND meet the definition of a disability but this policy covers all these pupils.

The curriculum is differentiated through careful planning for all pupils to access learning at their level. Teachers work in liaison with senior members of staff, the SENDCo and external agencies to, wherever physically possible, provide learning opportunities that are beneficial to all and meet the needs of the individual.

How school's resources are allocated to match to children's Special Educational Needs.

We ensure that the needs of SEND pupils are met to the best of the school's ability with the funds that we have available to us. The curriculum is differentiated to best meet the needs of your child and wherever possible resources are purchased and implemented to support their learning and development. The budget for SNED is allocated predominantly on a need's basis where the children with the most complex needs and those requiring the highest levels of support are catered for. All children identified as having a special

education need receive support through out the course of the day/week dependent upon advice received from external agencies or where demand requires.

How the decision is made regarding the type and how much support your child will receive.

Initially the class teacher, in close liaison with the SENDCo, will decide how much support and in what form your child will receive until further advice is gained from an appropriate external professional.

Different children will require different levels of support and as a school we rely on the advice from external professionals in supporting us with identifying this to ensure that children make progress.

How the school judges whether the support your child has received has had an impact.

Support received by your child is reviewed at the end of every term or at the conclusion of an intervention. During this review targets set on Individual Target Plans (ITPs) and Behaviour Action Plans (BAPs) are discussed and the impact of the intervention accessed analysed. The impact of the intervention is assessed in a range of ways including accessibility as well as using more formative approaches and the use of assessment and test-based data.

ITPs will be reviewed every term, and the outcomes will be recorded. Pupils will participate fully in the review process. Parent/carers will also be invited to participate in the target setting and review process. Where children make sufficient progressed towards meeting their targets and attaining at age related expectations then they may be removed from the SEND register.

Opportunities to discuss your child's progress.

At St Matthew's we operate an open-door policy where parents are encouraged to talk openly to members of staff regarding concerns, they may have regarding their child's education at any time during their school career. We truly believe that working in partnership with parents is key to providing the best possible outcomes for children and aim to communicate regularly with parents.

As a parent you are able to meet with your child's class teacher, the SENDCo or a senior member of staff at any time and can do so by making an appointment via the school office.

You will also be able to discuss your child's progress at parent consultation meetings held termly.

How we will help you to support your child's learning.

Your children's teacher and SENDCo can offer guidance and provide support and advice relating to ways in which you could support your child at home. These will be private meetings in which strategies that may help to support your child can be explored and discussed.

We run several workshops focusing on phonics, reading/writing and maths that parents are able to attend throughout the year in order to gain an insight into ways in which you can effectively support your child at home. There are also meetings about SATs preparation for Year 6 and again these provide guidance relating to ways in which you can support your child at home.

Some children may receive home/school link books to ensure regular communication between parents and school. These are brought home daily and provide an opportunity for comments to be shared. These are particularly beneficial when supporting pupils with behaviour or pastoral needs.

Where the support and guidance from external professionals is required then parents are informed, and consultation dates and meetings are arranged. This provides opportunities for you as a parent to share concerns that you may have at home and allows for the discussion and agreement of strategies that can be implemented in school and at home.

How we measure your child's progress.

Your child's progress and attainment will be assessed against national age-related expectations. Your child's class teacher continually assesses your child's progress to support in the identification of ways to best support them.

Your child's progress and attainment is tracked from their date of admission through to Year 6, using a range of different methods, including the use of standardised tests as appropriate.

Children who are not making expected progress are identified at half termly/termly pupil progress meetings and dialogue regarding appropriate intervention and support is discussed with senior members of staff, class teachers and the school's SENDCo. Changes to support for the identification for the need for the involvement of external agencies is then discussed with parents.

At the end of every term your child's ITP will be reviewed and comments relating to the achievement of the previously set targets will be made. Where targets have not yet been met discussion relating to further ways to best support pupils takes place and ways forward are outlined.

Pastoral, Medical and Social support available in school to ensure our child's overall wellbeing.

St Matthews is an inclusive school where we aim to provide the best possible outcomes for all children. We embrace diversity and believe that all children have the right to learn in an environment that offers equal opportunities for children to achieve their full potential.

A breakfast club runs every morning and is open to all children from Reception to Year 6 to attend. During this time children are provided with breakfast and the opportunity to socialise with friends prior to starting the school day. This also promotes a positive start to the day.

After school club facilities are also available to all children providing 'wrap around' care. During after school provision children can complete homework tasks and again socialise with friends, accessing planned and evaluated tasks and activities, delivered by our after-school club manager Miss Fenn.

Class teachers are responsible for the initial pastoral and social support for the children in their class and should be your first point of contact regarding concerns in their area. St Matthews offers more specific pastoral care through our pastoral manager, Mrs Cadman-Smith.

If your child has a specific medical need then the SENDCo, Mrs Burns will liaise with yourself and medical professionals directly to ensure that appropriate training is provided for staff and risk assessments are completed.

The SENDCo also liaises closely with the pastoral manager Mrs Cadman-Smith, class teachers, senior members of staff and parents to provide emotional and social support for children where necessary.

How we manage the administration of medicines and personal care.

We have a policy regarding the administration and safe management of medicines which can be accessed through our school website or by contacting the school office.

Most teaching assistants are first aid trained and take responsibility for the administering of individual children's medication throughout the course of the day alongside Miss Fenn. As a parent you are responsible for completing the medicine administration form in the main office to ensure that the correct advice is provided to school. Where forms are not completed and parental consent given, children will not be able to receive their medication. We can only administer medicine that has been prescribed by a doctor.

Staff receive training relating to specific medical need including diabetes, epilepsy, anaphylaxis and asthma and as part of the school continued professional development cycle maintain up to date first aid training.

Mrs Burns also works with children where medical or health issues need exploring in more detail and liaise closely with parents and pupils to put together programmes consisting of clear targets and focus sessions.

Support available for behaviour, avoiding exclusion and increasing attendance.

We have a clear behaviour policy which is followed by all staff and pupils. The policy and behaviour pathway was developed in liaison with our Learning Support Advisor and clearly specifies procedure to follow. Our safeguarding and well being champions identified behaviours that they felt ensured positive behaviour, and these were used, alongside the Paul Dix approach to behaviour, to create our whole school vision for behaviour.

Your child's attendance will be monitored by the school business manager Miss Jayne O'Connell on a daily basis and incidents of lateness and non-attendance will be recorded. Persistent lateness and absence from school will be reported to Mrs Wilson the Deputy Head, Mrs Mills the Headteacher and to the governing body.

If a child is at risk of possible exclusion, then the school will work closely with the pupil, parents, pastoral manager and relevant external professionals such as the behaviour support advisor team to implement strategies and behaviour actions plans in an attempt to prevent this from happening.

We have a Behaviour Policy which covers sanctions and procedures in school for behaviour, including exclusions.

How your children will be able to contribute their views.

We acknowledge at St Matthew's the importance of the voice of the child. Therefore they, wherever possible, participate in many of the decision making processes, This includes the setting of learning targets and contributing to Individual Targets Plans, discussions about choice of schools, contributing to the assessment of their needs and to the annual review and transition process.

St Matthew's also have several pupil committees including the Safeguarding and Wellbeing Champions, Inspire RE group, Peer Buddies and Reading Leaders.

Specialist service and expertise available at or accessed by school.

The SENDCo, Mrs Burns has worked in the position at St Matthews since September 2022 and during this time has worked closely with staff, parents and external agencies.

School work closely with a range of external agencies including; the Learning Support Advisory Team (LSAT), Speech and Language (SALT), Occupational Therapy (OT), Educational Psychology (EP), Behaviour Support Advisory Team (BSAT), Liden Centre Pupil Referral Unit, GPs, School Nurse, Paediatricians, Consultants, BeeU Services, Strengthening Families, the policing team and social services.

Telford and Wrekin's Local offer is available from the Telford and Wrekin Website – <https://www.telfordsend.org.uk/site/index.php>

Current and previous training that staff have received to support children with Special Educational Needs.

- All staff have received training in the identification of SEND delivered by the SENDCo.
- All staff have received training delivering Read, Write Inc, a programme to develop child's reading, writing and phonics skills.
- Identified members of staff have received training in the Read, Write Inc 1:1 Tuition programme to support pupils who have fallen behind their age-related expectations.
- All staff within the Early Years Foundation Staff have received Makaton training to support children language development.
- Mrs Wilson, Deputy Head attended a two-day course 'Youth Mental Health First Aid' delivered through Mental Health First Aid England.
- Mrs Cadman-Smith/Mrs Mills attend the 'Future In Mind' training termly.
- Identified members of staff have received Crisis Intervention training (MAPA) and attended the refreshers when required.
- All staff received 'Quality First Teaching for pupils with SEND' delivered by the Local Authority Learning Support Advisory Team.
- Identified staff have received support, advice and training from the Local Authority Outreach Team.
- St Matthews have taken part in the 'Partnerships for Inclusion of Neurodiversity in Schools' (PINS) project.

How your child will be included in activities outside of the classroom including day and residential trips.

At St Matthew's we aim for all pupils to participate in off site visits and residential trips. We work together with parents to provide necessary adaptations to ensure this is successful and inclusive for all pupils

Risk assessments are carried out to ensure the safety of all. Where children have specific needs then personalised risk assessments are completed in liaison with key members of staff, specialist professionals, parents and pupils.

Accessibility of the school environment.

Changes made to the physical environment are continually reviewed to ensure that access is available to all.

Facilities provided include –

- All areas of the school are wheelchair accessible with ramps and rails to provide ease of access.
- Disabled toilets are located between the Year 6 classroom and the library as well as in the Reception building.

- Changing facilities with a low/high changing table is situated in the Reception building.
- All classrooms are fitted with blinds to support children with visual impairments.

All information regarding changes made to the physical environment can be obtained through the schools 'Accessibility Plan' and the 'SEND' policy.

How school will prepare and support children when joining or transferring to a new school.

When children move schools, either at phase transfer or at any other times, we are required to transfer all school records with 15 days of the child ceasing to be registered at the school. Specials educational records are transferred to the new school and dialogue is sought between the SENDCo, class teacher and Head of both receiving and transferring schools. Copies of Individual Education Plans and Behaviour Action Plans are transferred.

Where information being transferred is of a confidential nature then systems of recorded delivery are implemented to ensure confidentiality is maintained at all times.

We also take the time to speak to the pupils regarding any anxieties or concerns they may have relating to moving on to another school. This work takes place with the SENDCo or Pastoral Manager and intervention implemented where deemed necessary. For Reception starters home visits and nursery visits take place before the pupil starts. This can help school to gain an insight into what support needs to be provided before the pupil starts.

The same information is required by school for those pupils with SEND transferring from another school to St Matthews CE (Aided) Primary School.

Within a few days of arriving at St Matthew's new pupils will meet with Mrs Burns or Mrs Cadman Smith to discuss how they are settling in. Any initial concerns/anxieties that the child may have experienced will be discussed and intervention/support will be implemented where deemed necessary.

How parents are involved in school life.

At St Matthew's we acknowledge that parents hold key information and have a critical role to play in their children's education. You have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways to support them. We find it therefore essential that all professionals actively seek to work with parents and value the contribution they make. We take into account your wishes, feelings and perspectives on your child's development. All parents of children with Special Educational Needs are treated as partners and are supported so as to be able and empowered to:

- Recognise and fulfil your responsibilities as parents and play a role in your children's education.
- Make your views known about how your child is educated. Have knowledge of your child's entitlement with the SEND Code of Practice 2015.

- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

We have regular events where parents are welcomed and encouraged to participate including cake sales, charity events, sporting events, assemblies and concerts.

There are opportunities for parents to speak to class teachers at parents' consultation days to explore and discuss your child's progress.

School contact information.

St Matthew's CE (Aided) Primary School
Church Road,
Donnington,
Telford and Wrekin
TF2 7PZ

Telephone Number – 01952 386260

Website – <https://www.stmatthewscofe.com>

If your child currently attends school, then your first point of contact will be your child's class teacher.

If you have concerns regarding Special Educational Needs then an appointment to meet with the SENDCo, Mrs Burns can be arranged via the main school office.

Who you should contact if you are considering whether your child should join the school.

Contact the school Business Manager, Ms J O'Connell in order to arrange a tour of the school.

If your child has a Special Educational Need or a disability then please make their aware to the school's business manager who will arrange an opportunity for you to meet with the SENDCo, Mrs Burns in order to discuss provision that may need to be considered prior to starting at the school.