



St Matthew's school offer SEND **2025-2026**

'We all want children to live in communities where we can participate fully and equally. We all want children to do well at school to take part in all areas of school life and reach their potential'

- Bert Massie, Chairman of the Disability Rights Commission

At St Matthew's CE (Aided) Primary School and Nursery Centre, we recognise that every member of our school community is unique. Each of us has our own distinct character, each of us has our own particular gifts and each of us has our own individual needs. We recognise that there are barriers which, because of some individuals' needs, can hinder them from fulfilling their potential. Some of those barriers will be common to many members of our school community, whilst some will be unique to one member only. In either case, as a school we aim to identify and remove those barriers so as to create full accessibility for all, within a truly inclusive school community.

The following information is St Matthew's school offer for SEND. This is based on the new *Special Educational Needs and Disability code of practice 0-25 Years* as published in 2014 and updated in January 2015. All the information on this page can be downloaded as a PDF file in the documents section below.

Changes from the SEN Code of Practice (2001)

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010.
- Information is provided on relevant provisions of the Mental Capacity Act 2005.

We have developed a Special Educational Needs and Equality policy and practise to ensure that arrangements are made to meet the needs of all pupils with learning difficulties and disabilities. It is the responsibility of all whom work within school to ensure that every child with additional needs is provided with the opportunity to access the curriculum fully. 'The 'can do' attitude, motivation and enthusiasm of staff, the strong distributed leadership and effective whole school structures support inclusion and suggest the school can meet a wide range of pupil needs. We acknowledge the importance of early identification, assessment and provision for any child and the earlier action is taken, the more responsive the child is likely to be. At St Matthew's the progress of all children is closely monitored and is an essential part of daily practice. Where a child appears not to be making progress either generally or in a specific aspect of learning, then alternative approaches to learning will be adopted. Strategies employed to enable children to progress are recorded within Individual Target Plans and Intervention Provision maps. This includes details of short term targets set for the child, teaching strategies and the provision to be put in place.

All teachers at St Matthew's have experienced working with children with a variety of forms of Special Educational Need and teachers plan appropriate levels of challenge in all lessons for SEND pupils. Different teaching strategies are adopted to match children's learning styles and appropriate access strategies are used to help and support children to overcome barriers to their learning. In all subject areas, work and task is differentiated to ensure that all children can fully access the curriculum, being provided with the opportunity to explore and develop as learners in an environment suitable to their individual need. Where children require provision different from or additional to that normally available to pupils of the same age, class teachers and the SENCo plan and implement provision that addresses potential areas of difficulty and removes barriers to pupil achievement. All teaching staff have a qualified teaching assistant who can offer further tailored support to children with SEND.

The voice of the child is also paramount in ensuring that provision is beneficial and best suited to the needs of the individual child. Therefore, they, wherever possible participate in many of the decision making processes. This includes the setting of learning targets and contributing to ITP's, (Individual Target Plans) discussions about choice of schools, contributing to the assessment of their needs and to the annual review and transition process. ITP targets are closely linked to targets being accessed through the curriculum or linked to the most recent external agency reports.

Here at St Matthew's we also recognise that parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's need's and the best ways of supporting 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 their wishes, feelings and perspectives on their child's development in order to provide the best possible provision and education for children. Children across school access a broad and balanced curriculum and this provision and right is available to all children at St Matthew's Primary School.