

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

Special Educational Needs
and Disability Policy

*'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'.*



2021 -2022

SEN Policy Contents Page

1. Policy Review Details	Page 1
2. Supporting Documentation	Page 2
3. Curriculum	Page 3
4. The Role of the Governing Body Page 4	
5. Admissions	Page 5
6. Identification and Assessment of Special Educational needs Page 5-6	
7. Provision	Page 6-7
8. External Agency Support Page 7	
9. Progress and Monitoring Page 7-8	
10. Pupil Participation	Page 8
11. Working in Partnership with Parents	Page 8-9
12. School Transfer	Page 9
13. Arrangements for Considering Complaints Page 9	
14. Continued Professional Development and Training Page 9	
15. Monitoring and Evaluation of the Policy Page 9-10	

Appendices

1. **Appendix A:** Success criteria for SEN policy and Accessibility Strategy
Page13
2. **Appendix B:** Triggers for Special Educational Need Identification Local Authority
Guidance Page14
3. **Appendix C:** Sample Personal Intervention Plan
Page 19
4. **Appendix D:** Sample Behaviour Action Plan
Page 21
5. **Appendix E:** Sample Costed Provision Map
Page 23
6. **Appendix F:** Map of Provision EYFS Page 24
7. **Appendix G:** Map of Provision Key Stage 1
Page 26
8. **Appendix H:** Map of Provision Key Stage 2
Page 28
9. **Appendix I:** St Matthew's Special Educational Needs Information Report
Page 30

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at St Matthew's CE (Aided) Primary School and Nursery Centre.

St Matthew's Special Educational Needs policy describes the arrangements that are made at St Matthew's CE (Aided) Primary School and Nursery Centre to meet the needs of pupils with learning difficulties and disabilities.

It is written with regard to the following documentation:

- Educational Needs and Disability 0-25 Code of Practice Jan' 2015
- Children and Families Act 2014
- The National Curriculum inclusion statement
- The Disability Discrimination Act (DDA)

The SEN Code of Practice is statutory guidance to schools and Local Authorities (LAs) and advises schools must

- Make arrangements for the early identification of needs
- Make appropriate provision for any pupil with special educational needs using a graduated approach to meeting their individual needs
- Work in partnership with parents and external agencies
- Involve the pupil in any decisions or choices relating to them

The National Curriculum inclusion statement sets out the following essential principles for school to follow when developing an inclusive curriculum

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The Disability Discrimination Act (DDA) sets out the governing bodies duties under Part 4 which are

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils (prepare and implement a School Accessibility Plan)

Under Part 5A of the DDA the governing body also has duties to:

- promote equality of opportunity for disabled people including pupils, staff, parents, carers and other people who use or may wish to use the school
- prepare and publish a Disability Equality Scheme to show how they will meet these duties

St Matthew's CE (Aided) Primary School and Nursery Centre have developed a policy for Special Educational Needs that provides practical guidance to governors, teachers and support staff. Our philosophy at St Matthew's school is one based on '**Individuals working to potential together**' and we are fully committed to developing the unique potential of the individual, within a secure

and caring environment where mental health and wellbeing is strengthened, developing lifelong values which enables successful contribution to local community and to navigate an increasingly complex national and global community.

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

Policy Objectives

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities to join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

We recognise that children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language that will be taught.

The success of the school's SEND policy will be judged against the aims set out above.

The Role of the Governing Body

The named SEND coordinator for the school is Mrs R. Wilson. A member of the Governing body, Mr M. Webb, is the school's designated governor lead for Special Educational Needs, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support received by pupils throughout the school each year in response to identified need is detailed within Individual Target Plans (ITPs) and intervention provision maps.

The school and governing body will;

- Acknowledge the importance of early identification, assessment and provision for any child who may have Special Educational Needs.
- Do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs.
- Provide access to a broad and balanced curriculum which influences the all round development of individuals including academic, social, emotional, aesthetic and ethical development.
- Provide a meaningful, relevant and differentiated learning experience for each individual which enables children with a wide range of attainments to experience success.
- To acknowledge pupils differing pace, styles of learning, previous experience and to adapt accordingly allowing children to learn and develop inquiring and lively minds.
- To develop in the child qualities of curiosity and originality. The ability to initiate, co-operate and persevere. To gain self confidence, independence and responsibility.
- Report to parents on the implementation of the school's policy for pupils with special educational needs.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice 2015, which accompany the Equality Act 2010. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Strategy is appended to this policy.

Admissions

• Entry to Nursery

Induction sessions operate at the end of the half-term before a child starts Nursery. Children are invited to attend a minimum of three sessions. During the sessions parents are encouraged to leave their children in order for their child to begin to familiarise themselves with nursery routines and expectations. These sessions are also used to ensure that children become familiar with the adults and children that they will be working with during their time in Nursery.

For children with additional needs, meetings with Nursery staff, the SENCo and Headteacher are arranged to discuss the individual child's needs and requirements in order to provide appropriate support from the start ensuring that the child's and parent's first experience of education is a positive one.

- **Entry to Reception**

Induction sessions for children transferring to St Matthew's Reception class take place during the half term prior to transfer to full time school. All children are invited to a minimum of two sessions. Parents will be notified of these dates during the term prior to entry into school. There are also planned opportunities for the Reception teacher to visit and work with the children within the Nursery Centre to further support the transition from Nursery to Reception.

Reception pupils with identified additional needs are supported, as appropriate, in order to ensure that successful and planned transition is achieved. School also works closely with the Local authority and parents to ensure that children starting school who receive an Education Health and Care Plan are appropriately informed and supported.

- **Entry to school**

Pupils transferring to St Matthew's who have identified additional needs are supported, as appropriate, in order to ensure that successful and planned transition is achieved. School also works closely with the Local authority and parents to ensure that children starting school who receive an Education Health and Care plan are appropriately informed and supported.

Curriculum

At St Matthew's we strongly believe that *'we are all differently able'* and are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Special Educational Needs and Disability Code of Practice: 0-25 Years January 2015

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.'

Special Educational Needs and Disability Code of Practice: 0-25 Years January 2015

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 in order to best meet the needs of your child and wherever possible resources are purchased and implemented to support their learning and development.

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

Identification and Assessment of Special Educational Needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2015. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the form tutor will consult with the SENCO in order to decide whether additional and/or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

Here at St Matthew's we take time to assess each child's current levels of attainment on entry in order to ensure that children receive the best possible support. We make full use of information passed to us from establishments such as other schools and our nursery centre. Thus if a child has an identified special educational need when they start our school, the head teacher, the SEND Coordinator and the class teacher will;

- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Use information gained from retrospective sublevel analysis to identify starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.

- Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that on going observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach, at home and at school.

Provision/action that is additional to or different from that available to all

Provision and action to be taken to support children through specific and targeted intervention will be recorded on a Provision Map. (Appendix sample Provision Map) This will be written by the SENCo in consultation with the teacher and teaching assistant. Provision maps are implemented for small groups of learners. The aim is to provide a short input of targeted intervention in order to ensure that gaps in learning are closed and children are able to 'catch up' to attain at age related expectations and accelerate progress.

The Provision Map will detail:

- intervention to be implemented
- time scales of the programme
- teaching strategies to be used
- date when provision is to be reviewed
- success and/or exit criteria

If, despite significant support and intervention through small group support, and the school has evidence that a pupil is making insufficient progress we may seek further advice and support from external professionals. (Appendix triggers for SEND) These professionals will be invited to contribute to the monitoring and reviewing of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Provision and action to be taken to support a child identified as SEND will be recorded in an Individual Target Plan. (Appendix sample ITP) This will be written by the Class Teacher in consultation with the SENCO, pupil, teaching assistant and parents and carers. It may also involve consultation and advice from external agencies.

The ITP will set targets for the individual pupil and will detail:

- the short-term targets set for the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The ITP will be reviewed every term and the outcomes will be recorded. Pupils will participate fully in the review process. Parents / carers will also be invited to participate in the target-setting and review process.

For pupils who have EHCPs, in addition to the review of ITPs, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority.

The school will liaise with the Local Authority to arrange Transition Plans for students with EHCPs (and other pupils with SEND who may benefit from Transition Planning) in Year 5/6. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2005.

External Agency Support

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs e.g.

- The school receives regular visits from the Learning Support Advisor who contributes to the early identification of individual need and ensuring that appropriate and effective support is implemented.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties and/or delays.
- The Occupational Therapy team contributes to the reviews of pupils with significant motor control difficulties and/or delays.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.

- Behaviour support team are consulted regarding children demonstrating challenging or complex behaviours.
- Medical and health teams from the health visitors team, the GP practice and local hospitals are also regularly consulted regarding the medical and health needs of pupils.
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Progress and Monitoring

Here at St Matthew's we take time to assess each child's current levels of attainment on entry to School and Nursery in order to ensure that children receive the best possible support. We make full use of information passed to us from other settings such as other EYFS providers, schools and parents. Thus if a child has an identified special educational need when they start our school, the head teacher, the SEND Coordinator and the Nursery teacher will;

- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Use information to identify starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach, at home and at school.

The progress of all children is closely monitored by class teachers, the SENCO and senior members of staff. At termly pupil progress meetings the progress and attainment of SEND pupils is discussed in order to identify future intervention and ways forward if required.

Class teacher's meet with parent's on a termly basis at parent consultation meetings in order to discuss children's progress, attainment and possible future support.

Pupil participation

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 Target Plans, discussions about choice of schools, contributing to the assessment of their needs and to the annual review and transition process. Intervention accessed by pupils will be recorded in a number of ways that are appropriate in meeting the needs of the individual pupils. This will provide evidence of the interventions accessed by the children. Where appropriate, Individual Target Plan's will be placed in the child's Intervention Book so that they can remind themselves of their targets for the term on a regular basis.

Working in Partnership with Parents

At St Matthew's we acknowledge 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. All parents of children with Special Educational Need's are treated as partners and are supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play a role in their children's education.
- Make their views known about how their child is educated.
- Have knowledge of their child's entitlement within the SEND framework 2015.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

When communicating with parents with regards to SEND we:

- Draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.

- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs of parents such as disability, or communication and linguistic barriers.
- Ensure Individual Learning Plans are available for them to read in their child's literacy/numeracy book in school. These are also discussed in parents evenings review meetings.

The school will provide information about the Local Authority SEND Offer, Early Help and Support for Children and Families, Strengthening Families, Information Advice Support Service (IASS) and Family Connect Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEND may contact the services for independent support and advice.

School transfer

When children move schools, either at phase transfer or at any other times, we are required to transfer all school records within 15 days of the child ceasing to be registered at the school. Special educational records are transferred to the new school and dialogue is sought between the SENCO, class teacher and Head of both receiving and transferring schools. Copies of Individual Intervention 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 Mrs Wilson, SENCO, and intervention implemented where deemed necessary.

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

Within a few days of arriving at St Matthew's new pupils will meet with Mrs Wilson 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.

Where children have specific or complex Special Educational Needs then meetings with the receiving school's SENCO will take place. This enables educational professionals to discuss interventions and strategies that may need implementing prior to transfer in order to provide smooth transition from one school/setting to the next.

Arrangements for considering complaints about SEND provision within the school

The schools' **complaint procedures** are set out in the school prospectus. Your child's class teacher and the Head teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The LA has established a system for complaints relating to the school curriculum and associated matters including SEND. The school's prospectus contains details of the complaints procedure covered under section 23 of the *Education Reform Act*. The school will make further information about this process available on request.

Continued Professional Development and Training

The school conducts an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff. The SENCO and Head teacher takes responsibility for prioritising the training needs of staff.

Monitoring and Evaluation of the Policy

The policy will be reviewed annually. All staff will be involved in the reviewing of the policy participating in discussions relating to the success of the policy in enabling the progress of all SEND pupils. Pupils and parents invited to comment.

In determining future policy and provision Governors will discuss progress and an annual report to governors will be produced by the SENCO.

In particular the success of the policy will be measured against the objectives stated at the start of the policy and use will be made of the following indicators:

- Pupils identified as early as possible;
- Pupils make good progress against the specific targets set for them;
- Some pupils move to lower phases on the register (Class Monitoring), or off the SEND register altogether as a result of intervention;
- Where formal assessment is undertaken, pupils receive an EHCP;
- Pupils enjoy their schooling and are proud of their success;

- Parents express satisfaction with what is provided;
- Support staff are integrated into the school.

Appendices to this policy:

Appendix A: Success criteria for SEN policy and Accessibility Strategy

Appendix B: Sample Individual Target Plan and Review

Appendix C: Sample Provision Map

Appendix D: Sample Behaviour Action Plan

Appendix E: Map of Provision EYFS

Appendix F: Map of Provision Key Stage 1

Appendix G: Map of Provision Key Stage 2

Appendix H: St Matthew's Special Educational Needs Information Report



Appendix A

Success criteria for SEN policy and Accessibility Strategy

Success criteria for the SEN and Disability Policy of St Matthew's CE (Aided) Primary School

Below are the annual success criteria school governors have set in accordance with the SEND and Disability policy. Further details are also in the Accessibility Strategy. The outcomes will be reported in the governors' annual report.

1. 100% of learners with special educational needs and disabilities will be identified and their needs met.
2. 100% of learners with special educational needs and disabilities will be fully included in the life of the school.
3. The progress of learners with special educational needs and disabilities will be the best possible. This will be measured and recorded in an accessible way.
4. 100% of learners and their parents will be fully involved in decisions affecting them and care will be taken to ensure that they understand necessary information.
5. Parents, learners and other partners and agencies will confirm that the school is successful in the areas above.

The success of these criteria will be measured by:

- sample interviews/questionnaires with parents and learners;
- objective measures of pupil progress;
- monitoring and reporting on pupil participation in reviews and planning meetings affecting them;
- monitoring and reporting on pupil participation in extra-curricular activities,

- monitoring and reporting on parental involvement including attendance at parents' meetings, reviews of pupils' progress and the annual governors' meeting;
- evaluations by and feedback from other local agencies involved with the school;
- external reviews; for example, the LA or Ofsted.

Appendix B

Individual Target Plan and Review Format



Individual Target Plan

Child's Name:

ITP No: 1

Date of ITP: September 2020

Date to be reviewed: December 2020

My Targets	What we plan to do to help me meet my target	Assess and Review <i>(progress toward target)</i>				
		1	2	3	4	5

Attainment

Baseline 2020				Autumn Term 2020				Spring Term 2021				Summer Term 2021			
R	W	M	GPS	R	W	M	GPS	R	W	M	GPS	R	W	M	GPS

Signature (Class Teacher): _____ Signature (SENCO): _____ Date: _____

Pupil signature: _____ Date: _____

Parent signature: _____ Date: _____

Key

1	2	3	4	5
Not yet able	Beginning with support	Secure with support	Beginning independently	Secure independently

B – Baseline

E - Expected by the end of the term

A – Achieved at the end of the term

|

**St Matthew's CE (Aided) Primary
Provision Map
Intervention Impact Report**



Date:

<u>Year Group Children's Names</u>		<u>Year Group Children's Names</u>		<u>Year Group Children's Names</u>		<u>Year Group Children's Names</u>	
Name of Intervention							Cost per child per session: £
Duration:							Cost per child per week: £
Date Started:		Review Date:					
Children Targeted and SEN Level Pupil Premium	Level/Score before Intervention	Level/Score after Intervention	Staff: Pupil Ratio	Who will deliver	Time Duration Frequency	Review of intervention Impact on progress and attainment	

Appendix D



Sample Behaviour Action Plan

Behaviour Action Plan - 1

Pupil: Class & Yr: Start date: Review:	Area of concern: Behaviour <ul style="list-style-type: none"> • 	Level of support:	SEN: PP:
Targets	Outcome	Activity	
•			
•			
Further action:			
Pupil signature:	Mentor signature:	Senior Teacher signature:	
Parent signature:	Parent Comment:		

Behaviour Action Plan 1 - Review

Pupil: Class & Yr: Review Date:	<ul style="list-style-type: none"> Area of concern: 	Level of support:	SEN: PP:			
Targets	Outcome		Review			
<ul style="list-style-type: none"> 			Pupil	Target met	Mentor	Target met
<ul style="list-style-type: none"> 			Pupil	Target met	Mentor	Target met
			Pupil	Target met	Mentor	Target met
			Pupil	Target met	Mentor	Target met
Pupil signature:	Mentor signature:			Senior Teacher signature:		
Parent Comment:						

Appendix E



Map of Provision EYFS

St Matthew's CE (Aided) Primary School SEND Provision Map for EYFS

Area of Need	Wave 1 Quality first teaching <i>Provision for all pupils.</i>	Wave 2 Enhanced group support <i>For those working just below age related expectations who require 'catch up' strategies and not necessarily identified as SEN</i>	Wave 3 Additional SEN support <i>For those who despite accessing Wave 2 interventions require further support. Or for those where Wave 2 support is not appropriate due to specific individual needs.</i>
Cognition and Learning	<ul style="list-style-type: none"> Differentiated planning, activities, delivery and outcomes for learning. Focus group support for the class teacher. Focus group support from class teaching assistant. Higher order questioning. Use of practical resources. Use of models and images. Use of cross curricular ICT – computers and mini ipads. Assessment for Learning. Use of visual timetables. Read, Write Inc approach to phonics used. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> Small group writing support. Small group reading support. Target group Read, Write Inc phonics. <p><u>Maths</u></p> <ul style="list-style-type: none"> Small Group Maths support. In an Instant. Ten Town. <p><u>General</u></p> <p>Provision Maps written for groups of pupils.</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> 1:1 Read Write inc sessions. Additional 1:1 reading support <p><u>Maths</u></p> <ul style="list-style-type: none"> 1:1 Number recognition sessions. Max's Marvellous Maths. <p><u>General</u></p> <ul style="list-style-type: none"> Learning Support Advisor consultations Educational Psychologist 1:1 consultations. Speech and Language support. Individual Intervention Plans written for pupils.
Communication and Interaction	<ul style="list-style-type: none"> Differentiated planning, activities, delivery and outcomes for learning. Visual resources. Visual timetables. Talk partners – Think, pair, share approach. Small group discussion. Read, Write Inc approaches to sharing ideas and communication. Modelled communication and interaction. Structured class and whole school routines. 	<ul style="list-style-type: none"> Small group support to develop speaking and listening skills. Time to think strategy implemented. Visual cues used. Time to Talk. Mr Tongue. Listen with Lucy. WellComm Programme SALLEY programme. Basic Makaton 	<ul style="list-style-type: none"> Support from SALT for individual children/small groups providing support plans. 1:1 vocabulary/ speaking and listening skills development support. Learning Support Advisor consultations. Educational Psychologist 1:1 consultations. Individual Intervention Plans written for pupils.
Social, Mental and Emotional	<ul style="list-style-type: none"> Whole school behaviour policy based on – Colour tracking. 	<ul style="list-style-type: none"> Small group in class support from Pastoral team/SENCo. 	<ul style="list-style-type: none"> Small group learning mentor sessions.

Health	<ul style="list-style-type: none"> • Whole school Behaviour Pathway system. • Whole school reward system based on earning 'fuzzy feelings'. • Whole school system based on earning end of half term reward. • Class reward systems – stickers. • Use of SEAL PSHEct programme used where appropriate. • Friendship bench. • Access to peer buddies. • Forest schools/outdoor learning. 	<ul style="list-style-type: none"> • Social Stories. • Time to Talk. • Individual reward systems. • Small group circle times. • SEAL Programme • Small group learning mentor sessions. • Social skills group work. 	<ul style="list-style-type: none"> • 1:1 support from Learning Mentors. • 1:1 in class support from TAs/Learning mentors. • Rocket Room provision. • Individual reward systems. • Individual Behaviour Action Plans written for pupils. • Learning Support Advisor consultations. • Educational Psychologist 1:1 consultations. • 1:1 support from Inclusion mentors. • Early Intervention Support. • Henry Referral. (parenting skills) • • Incredible Years referral. (parenting skills) • Pupil referral unit. • Child in Care support.
Sensory and Physical	<ul style="list-style-type: none"> • PE curriculum • Differentiated planning, activities, delivery and outcomes for learning. • Cripps Handwriting. • General equipment – scissors, triangular pencils. pencil grips. • Environmental considerations – lighting, noise, seating etc. 	<ul style="list-style-type: none"> • Triangular pencils. • Easy grip scissors. • Fiddle toys. • Cool kids. • Occupational Therapy Support Pack • Fizzy and clever Hands Programme. • Write from the Start programme. • Dough Disco. • Use of ICT to support recording of work – ipads, computers, laptops, voice recording devices. 	<ul style="list-style-type: none"> • Sensory Inclusion support. • Occupational therapy support. • Physiotherapy support and programme delivery. • Learning Support Advisor consultations. • Educational Psychologist 1:1 consultations. • Additional equipment and room adaptations. recommended by external agencies; changing facilities, slanted desks, wobble cushions, weighted vests etc.

Appendix F



Map of Provision Key Stage 1

St Matthew's CE (Aided) Primary School SEND Provision Map for Key Stage 1			
Area of Need	Wave 1 Quality first teaching <i>Provision for all pupils.</i>	Wave 2 Enhanced group support <i>For those working just below age related expectations who require 'catch up' strategies and not necessarily identified as SEN</i>	Wave 3 Additional SEN support <i>For those who despite accessing Wave 2 interventions require further support. Or for those where Wave 2 support is not appropriate due to specific individual needs.</i>
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes for learning. • Focus group support for the class teacher. • Focus group support from class teaching assistant. • Higher order questioning. • Use of practical resources. • Use of models and images. • Use of cross curricular ICT – computers, laptops and ipads. • Assessment for Learning. • Use of visual timetables. • Read, Write Inc programme. • Read, Write Inc spelling programme. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Small group writing support. • Small group reading support. • Buddy reading • Target group Read, Write Inc phonics. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Small Group Maths support. • Max's Marvellous Maths. • Number Box. • Ten Town. <p><u>General</u></p> <p>Provision Maps written for groups of pupils.</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • 1:1 Read Write inc sessions. • 1:1 Progress in learning. • 1:1 Additional reading. • Letters and sounds - phonics <p><u>Maths</u></p> <ul style="list-style-type: none"> • 1:1 Number Box • Wave 3 Maths Support • First Class@Number – Yr2 Summer • Numeracy Support Programme <p><u>General</u></p> <ul style="list-style-type: none"> • Learning Support Advisor consultations • Educational Psychologist 1:1 consultations. • Speech and Language support. • Individual Intervention Plans written for pupils.
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes for learning. • Visual resources. • Visual timetables. • Talk partners – Think, pair, share approach. • Small group discussion. • Read, Write Inc approaches to sharing ideas and communication. • Modelled communication and interaction. 	<ul style="list-style-type: none"> • Small group support to develop speaking and listening skills. • Time to think strategy implemented. • Visual cues used. • Time to Talk. • Listen with Lucy. • WellComm Programme • SALLEY programme. 	<ul style="list-style-type: none"> • Support from SALT for individual children/small groups providing support plans. • 1:1 vocabulary/ speaking and listening skills development support. • Learning Support Advisor consultations. • Educational Psychologist 1:1 consultations. • Individual Intervention Plans written for pupils.

	<ul style="list-style-type: none"> • Structured class and whole school routines. 		
Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Whole school behaviour policy based on – Colour tracking. • Whole school Behaviour Pathway system. • Whole school reward system based on earning ‘fuzzy feelings’/smiley stamps. • Whole school system based on earning end of half term reward. • Class reward systems – stickers/star of the day. • Circle Time • Use of SEAL PSHECt programme. • Commander Joe. • Friendship bench. • Access to peer buddies. • Forest schools/outdoor learning. 	<ul style="list-style-type: none"> • Small group in class support from Learning Mentors. • Social Stories. • Time to Talk. • Listen with Lucy. • Individual reward systems. • Small group circle times. • SEAL Programme • Small group learning mentor sessions. • Social skills group work. • Friendship group. 	<ul style="list-style-type: none"> • Small group learning mentor sessions. • 1:1 support from Learning Mentors. • 1:1 in class support from TAs/Learning mentors. • Rocket Room provision. • Individual reward systems. • Individual Behaviour Action Plans written for pupils. • Learning Support Advisor consultations. • Educational Psychologist 1:1 consultations. • 1:1 support from Inclusion mentors. • Pupil referral unit. • Child in Care support.
Sensory and Physical	<ul style="list-style-type: none"> • PE curriculum • Differentiated planning, activities, delivery and outcomes for learning. • Cripps Handwriting. • General equipment – scissors, triangular pencils. Rulers, pencil grips. • Environmental considerations – lighting, noise, seating etc. 	<ul style="list-style-type: none"> • Triangular pencils/Pencil grips/Staebelo pencils. • Easy grip scissors. • Slanted boards. • Fiddle toys. • Cool kids. • Occupational Therapy Support pack • Small group fine motor development. • Fizzy and clever Hands Programme. • Write from the Start programme. • Dough Disco. • Use of ICT to support recording of work – ipads, computers, laptops, voice recording devices. 	<ul style="list-style-type: none"> • Sensory Inclusion support. • Occupational therapy support. • Physiotherapy support and programme delivery. • Learning Support Advisor consultations. • Educational Psychologist 1:1 consultations. • Additional equipment and room adaptations recommended by external agencies; changing facilities, slanted desks, wobble cushions, weighted vests etc.

Appendix G



Map of Provision Key Stage 2

St Matthew's CE (Aided) Primary School SEND Provision Map for **Key Stage 2**

Area of Need	Wave 1 Quality first teaching General Provision for all pupils	Wave 2 Enhanced group support	Wave 3 Additional SEN support
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes for learning. • Focus group support for the class teacher. • Focus group support from class teaching assistant. • Higher order questioning. • Use of practical resources. • Use of models and images. • Use of cross curricular ICT – computers, laptops and ipads. • Assessment for Learning. • Use of visual timetables. • Read, Write Inc Spelling Programme. 	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • Small group writing support. • Small group reading support. • Target group Read, Write Inc phonics. • Word Workshop. • Success with Sentences. • SNIP. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Small Group Maths support. • Numeracy Support Programme <p><u>General</u> Provision Maps written for groups of pupils.</p>	<p><u>Literacy</u></p> <ul style="list-style-type: none"> • 1:1 Read Write inc sessions. • 1:1 additional reading sessions • 1:1 Toe by Toe. • 1:1 Progress in learning. • 1:1 Stareway to Spelling. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Number Box. • Wave 3 Maths. • First Class@Number2 • Numeracy Support Programme • Success @ Arithmetic – Yr4/5 <p><u>General</u></p> <ul style="list-style-type: none"> • Learning Support Advisor consultations. • Educational Psychologist 1:1 consultations. • Individual Intervention Plans written for pupils.
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated planning, activities, delivery and outcomes for learning. • Visual resources. • Visual timetables. • Talk partners – Think, pair, share approach. • Small group discussion. • Read, Write Inc approaches to sharing ideas and communication. • Modelled 		<ul style="list-style-type: none"> • Support from SALT for individual children/small groups providing support plans. • Learning Support Advisor consultations. • Educational Psychologist 1:1 consultations. • Individual Intervention Plans written for pupils.

	<p>communication and interaction.</p> <ul style="list-style-type: none"> • Structured class and whole school routines. 		
Social, Mental and Emotional Health	<ul style="list-style-type: none"> • Whole school behaviour policy based on... • Whole school Behaviour Pathway system. • Whole school reward system based on earning smiley stamps and end of half term reward. • Commander Joe. • Circle Time • Star – Year 6 	<ul style="list-style-type: none"> • Group Karate Sessions. • Gardening activities 	<ul style="list-style-type: none"> • 1:1/small group support from Learning Mentors. • 1:1 support from Inclusion mentors. • Individual Behaviour Action Plans written for pupils.
Sensory and Physical	<ul style="list-style-type: none"> • PE curriculum • Differentiated planning, activities, delivery and outcomes for learning. • Cripps Handwriting. • General equipment – scissors, triangular pencils. Rulers, pencil grips. • Environmental considerations – lighting, noise, seating etc. 	<ul style="list-style-type: none"> • Triangular pencils/Pencil grips/Staebelo pencils. • Fiddle toys. • Cool kids. • Occupational Therapy Support Pack. • Small group fine motor development. • Fizzy and clever Hands Programme. • Write from the Start programme. • Dough Disco. • Use of ICT to support recording of work – ipads, computers, laptops, voice recording devices. 	<ul style="list-style-type: none"> • Sensory Inclusion support. • Occupational therapy support. • Physiotherapy support and programme delivery. • Learning Support Advisor consultations. • Educational Psychologist 1:1 consultations. • Additional equipment and room adaptations recommended by external agencies; changing facilities, slanted desks, wobble cushions, weighted vests etc.

Appendix H

St Matthew's CE (Aided) Primary School Special Educational Needs 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.

How we support Children with special Educational Needs or Disabilities.

Our Vision

One Vision – one for all, all for one

Every minute of every day we will aspire to be a team of "Individuals, Working to Potential, Together".

Where every member of our single community our 'Circle of One' and its contributors will learn to appreciate that "only their best is good enough", regardless of age, gender, ability, colour, creed, race or social diversity; where responsibility, commitment and success is shared.

That any impairment – physical, intellectual or other, will not deter us from our relentless pursuit to improve or our absolute desire to succeed. Who knows that miracles you can achieve if you believe?

To constantly look to better ourselves; meticulous in planning, exacting in self-evaluation. To attain, to achieve, enjoy and progress in a healthy and safe, secure and stimulating, effective and efficient school environment, where resources and equipment are second to none.

Where determination, creativity, honesty and hard work sit comfortably on the 'top of the rock' alongside innovation, inspiration and change, looking up with confidence at the 'next mountain to climb' with audacity, bravery and courage.

As a primary school we admit children from the age of 3 Years to 11 years.

Our Ofsted rating is 'Requires Improvement'. Our most recent inspection was in February 2020. The full report can be downloaded from Ofsted's website. Our Section 8 inspection report can also be found on the Ofsted website.

<https://reports.ofsted.gov.uk/provider/21/123557>

How we ensure that children who require additional help are identified early.

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 assessment tools.
- 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 Matthew's 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 SENCO, Mrs Wilson.

We consider all parents as partners and strive to work together to provide the best possible provision for SEND pupils. 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 needs and progress to you.

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

How school will support your child.

Mrs Wilson, the school's SENCO, oversees the progress and attainment of all Special Educational Needs pupils across the school. This is monitored on a half termly basis with regular dialogue between class teachers, teaching assistants, senior members of staff and the SENCO taking place.

Your child's class 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 you child will have an Individual Target Plans (ITPs) or Behaviour Action Plan (BAPs) written by your child's class teacher in consultation with the SENCO, 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/carers 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.

You child may also work with a teaching assistant either individually or as 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/emotional support and 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 SENCO or the agency involved when support for your child begins.

How our Governors are involved and what their responsibilities are?

The SENCO Mrs Wilson reports termly to governors regarding the progress of children with SEND although at no time are individuals referred to, ensuring that confidentiality is maintained at all times.

Mrs H. Cooper, is the designated lead governor for SEND and meets termly with the SENCO, Mrs Wilson, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body ensures that it makes 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 Matthew's Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

The curriculum is differentiated through careful planning in order for all pupils to access learning at their level. Teachers work in liaison with senior members of staff, the SENCO and external agencies to, wherever physically possible, provide learning opportunities that are beneficial to all and the 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 in order 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 SEND is allocated predominantly on a needs 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 educational need receive support though 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 SENCO, 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 intervention is assessed in a range of ways including; impact on progress and attainment, impact on positive learning behaviours, increase in curriculum accessibility as well as using more formative approaches such as through 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. Parents / carers will also be invited to participate in the target-setting and review process. Where children make sufficient progress 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 SENCO 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 child's teacher and the SENCO 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 a number of workshops focusing on phonics, reading/writing and maths that parents are able to attend at the start of the year in order to gain insight into ways in which you can effectively support your child at home. There are also meetings about SATs preparation for Years 2 and 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.

If your child is identified as having Special Educational Needs then they will receive an Individual Target Plan or a Behaviour Action Plan. These identify clear targets for your child to work towards achieving. These are set at the start of each term and are reviewed at the end of the term in liaison with teachers, teaching assistants, the SENCO, the pupil and parents.

Where the support and guidance from external professionals is required then parents are informed and consultation dates and meetings arranged. This provides opportunities for you as a parent to share concerns that you may have at home and also 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 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 SENCO. Changes to support or 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 previously set targets will be made. Where targets have not yet been met discussions relating to further ways to best support pupils are had and ways forward outlined.

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

St Matthew's 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 Yr6 to attend. During this time children are provided with breakfast and the opportunity to socialise with friends prior to starting school. 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 are able to 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 this area.

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

Mrs Wilson also oversees the pastoral side of pupil support and liaises regularly with 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.

Most teaching assistants are first aid trained and take responsibility for the administering of individual children's medication throughout the course of the day. 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 needs including diabetes, epilepsy and asthma and as part of the schools continued professional development cycle maintain up to date first aid training.

Mrs Wilson 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 procedures to follow. Our school council identified behaviours that they felt ensured positive behaviour and these were used, alongside the Paul Dix approach to behaviour, to create our whole school reward system.

Your child's attendance will be monitored by the school business manager Mrs Jayne Overall on a daily basis and incidents of lateness and non-attendance will be recorded. Persistent lateness and absence from school will be reported to the Headteacher, Mrs K. Clark and to the governing body.

If a child is at risk of possible exclusion then school work closely with the pupil, parents, learning mentors and relevant external professionals to implement strategies and Behaviour Action Plans in an attempt to prevent this from happening.

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

How your child 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 Intervention 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 a number of pupil committees including; School Council, Inspire RE group, Sports Council, Reading Ambassadors, Peer Buddies, Junior Road Safety Officers and Children's Safeguarding Board.

Specialist services and expertise available at or accessed by school.

The SENCO, Mrs Wilson has been in position since February 2009 and during this time has worked closely with staff, parents and external agencies. Mrs Wilson is also a Specialist Lead Teacher for SEND and works with the Local Authority to support other school SENCOs develop SEND within their own schools.

School work closely with a range of external agencies including; the Learning Support Advisory team, Speech and Language, Occupational Therapy, Educational Psychology, Behaviour Support, Linden Centre Pupil Referral Unit, GPs, School Nurse, Paediatricians, Consultants, Diabetic nursing team, epilepsy nursing team, CAMHS, the local policing team and social services.

Telford and Wrekin Local offer is available from the Telford and Wrekin Website.

http://www.telford.gov.uk/info/20027/special_educational_needs_and_disability_send/290/send_local_offer

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 SENCO.

Mrs Wilson attends termly SEND updates delivered by the Local Authority and then disseminates this information back to staff in school.

Mrs Wilson and Mrs Clark attend the annual SEND Conference held by the local authority.

The SENCO, Mrs Wilson liaises closely with Mrs Clark, Headteacher, to identify any areas where training in specific areas of SEND are necessary. Once identified training is sought and delivered either through the use of in house expertise or external providers.

All staff have received training in delivering Read, Write Inc, a programme to develop children's reading, writing and phonics skills.

Identified members of staff have received training in the Read, Write Inc spelling programme to support children in KS1 and KS2 in the development of spelling strategies.

Mrs Wilson has attended a two day, 'Youth Mental Health First Aid' course delivered through Mental Health First Aid England. (MHFA), by Telford and Wrekin – October 2020

Mrs Wilson, SENCO, attends termly 'Future In Mind' training, high quality CPD based on an aspect of emotional health and wellbeing identified as a key aspect within T&W.

Identified members of staff have received MAPA restraint training – January 2020.

Mrs Wilson has attended a two day, 'Mental Health Aware' course delivered by Mental Health First Aid England. (MHFA) – January 2019.

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 school are wheelchair accessible with ramps and rails to provide ease of access.
- Disabled toilets are located between the CAMERA building and Library/IT suite and in the summit building.
- Changing facilities with a low/high changing table is situated in the Reception building.
- Built in shaded areas on the Key Stage one and Key Stage 2 playgrounds to ensure sun safety at play times and lunch times.
- 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 '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 within 15 days of the child ceasing to be registered at the school. Special educational records are transferred to the new school and dialogue is sought between the SENCO, class teacher and Head of both receiving and transferring schools. Copies of Individual Intervention 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 SENCO, Mrs Wilson, and intervention implemented where deemed necessary.

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

Within a few days of arriving at St Matthew's new pupils will meet with Mrs Wilson 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 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 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 within the SEN framework 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 school fairs, cake sales, charity events, sporting events, assemblies and concerts.

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

School contact information.

St Matthew's CE (Aided) Primary School

Church Road,
Donnington,
Telford
TF2 7PZ

Tel: 01952 386260

Website: <http://www.stmatthewscofe.co.uk/>

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 SENCO Mrs Wilson 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 Mrs Overall in order to arrange a tour of the school.

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