



St Matthew's C.E. Primary School

SEND Information Report

(serving as our contribution to Gloucestershire's Local Offer)



'With love and faith, we aspire and achieve'

As part of the [Children and Families Bill 2014](#), we are required to annually provide information to parents about how we implement our Special Educational Needs policy and how we contribute to Gloucestershire County Council Local Education Authorities (LEA) Local Offer . The Local Offer aims to give families details about how they can support children and young people with a special educational need and/or disability (SEND). Details of the Gloucestershire County Council Local Education Authorities Local Offer can be found at the following link.

www.gloucestershire.gov.uk/localoffer

An overview of the school

St. Matthew's School is a primary school of approximately 210 children, aged 4 to 11 years old.

We are an inclusive school and strive to support all children in becoming successful learners, enabling them to aim for and achieve their best.

To accomplish these aims, we offer a creative curriculum with quality first teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contact with parents and carers when a child enters school.

The new 'SEN Code of Practice'(July 2014), states that there are four main areas of SEND:

- *Sensory and/or Physical*
- *Communication and Interaction*
- *Cognition and Learning*
- *Social, Emotional and Mental Health*

Area of Need	Associated difficulties
Sensory and/or Physical	<p data-bbox="708 325 2305 471">Some children may have medical or genetic conditions that lead to difficulties with:</p> <ul data-bbox="708 611 2237 1206" style="list-style-type: none"><li data-bbox="708 611 1498 678">• gross / fine motor skills<li data-bbox="708 696 1584 763">• visual / hearing impairment<li data-bbox="708 782 2091 849">• accessing the curriculum without adaptation<li data-bbox="708 868 2237 935">• physically accessing the building(s) or equipment.<li data-bbox="708 953 2237 1106">• over sensitivity to noise / smells / light / touch / taste.<li data-bbox="708 1125 1388 1206">• toileting / self care.

Area of Need	Associated difficulties
Communication and Interaction	<p data-bbox="777 132 1556 168">Attention/Interaction skills: Some children may:</p> <ul data-bbox="777 204 2066 575" style="list-style-type: none"><li data-bbox="777 204 1460 239">• have difficulties ignoring distractions.<li data-bbox="777 254 1370 289">• need reminders to keep listening<li data-bbox="777 304 1447 339">• need regular prompts to stay on task.<li data-bbox="777 354 2066 389">• need individualised motivation systems in order for them to complete tasks.<li data-bbox="777 404 1625 439">• have difficulty attending in whole class sessions.<li data-bbox="777 454 1735 489">• have problems interacting with other children or adults<li data-bbox="777 504 1403 539">• have peer relationship difficulties.<li data-bbox="777 554 1633 575">• not be able to initiate or maintain a conversation. <p data-bbox="777 611 1689 646">Understanding/Receptive Language: Some children may:</p> <ul data-bbox="777 682 2232 961" style="list-style-type: none"><li data-bbox="777 682 1842 718">• need visual support to understand or process spoken language.<li data-bbox="777 732 2232 818">• need augmented communication systems like Makaton or the Picture Exchange System (PECS)<li data-bbox="777 832 1977 868">• experience frequent misunderstandings with adults and other children<li data-bbox="777 882 1956 918">• repeat language they have heard without understanding it (echolalia).<li data-bbox="777 932 2097 961">• need instructions repeated and language simplified to aid their understanding. <p data-bbox="777 1018 1600 1053">Speech / Expressive Language: Some children may:</p> <ul data-bbox="777 1089 2326 1346" style="list-style-type: none"><li data-bbox="777 1089 1587 1125">• use simplified language and limited vocabulary.<li data-bbox="777 1139 2232 1225">• be unable to express their ideas or hold a conversation without the need for frequent clarification.<li data-bbox="777 1239 1709 1275">• have some immaturities in their speech sound system.<li data-bbox="777 1289 2326 1346">• have difficulties with grammar / phonological awareness which affects their achievements in literacy.

Area of Need	Associated difficulties
Cognition and Learning	<p data-bbox="715 368 2262 501">Some children may have difficulties with the skills needed for effective learning such as:</p> <ul data-bbox="715 644 2277 1162" style="list-style-type: none"><li data-bbox="715 644 1717 701">• language, memory and reasoning skills<li data-bbox="715 715 1658 772">• sequencing and organisational skills<li data-bbox="715 786 1480 843">• an understanding of number<li data-bbox="715 858 1951 915">• problem-solving and concept development skills<li data-bbox="715 929 1442 986">• fine and gross motor skills<li data-bbox="715 1001 2074 1058">• global delay which affects their learning in all areas<li data-bbox="715 1100 2277 1158">• a specific learning disability such as dyslexia or dyscalculia.

Area of Need	Associated difficulties
Social, Emotional and Mental Health	<p data-bbox="715 372 2232 519">Some children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul data-bbox="715 668 1600 1215" style="list-style-type: none"><li data-bbox="715 668 1187 725">• social isolation<li data-bbox="715 748 1378 805">• behaviour difficulties<li data-bbox="715 828 1600 885">• attention difficulties (ADHD)<li data-bbox="715 908 1416 965">• anxiety and depression<li data-bbox="715 988 1378 1045">• attachment disorders<li data-bbox="715 1068 1212 1125">• low self esteem<li data-bbox="715 1148 1391 1205">• issues with self-image

How will the school know/identify that my child has SEND?

What should I do if I think my child may have special educational needs?

How will the curriculum be matched to my child's needs?

What steps will be taken by the school to meet my child's needs?

What support will there be for my child's emotional and social well-being?

Who will support my child in school?

How will school know how well my child is doing?

Who can I contact for further information or if I have a concern?

How will the school arrange and prepare your child for a transfer to another school?



What should I do if I think my child may have special educational needs?

If you have a concern about specific educational needs for your child you should contact the class teacher in the first instance. The teacher will then liaise with our Inclusion Co-ordinator (who co-ordinates provision for all children with SEND) and possibly the Head Teacher, to discuss your child's specific needs. An appointment can then be made to discuss your concerns. At this point, it is useful to bring any relevant information that you may have from outside agencies (eg. speech and language therapists, medical reports).

How will the school know/identify that my child has SEND?

Prior to school entry, we liaise with pre-school settings and familiarise ourselves with any past school records. Along with parent/carer information, this may be enough to identify specific needs. However, each child's progress at St. Matthews is tracked by their class teacher, and areas which show no or slow progress may also identify individual needs.

What steps will be taken by the school to meet my child's needs?

If specific needs, over and above normal class differentiation and provision, are recognised, a concern will be raised and the class teacher and inclusion co-ordinator will monitor your child's progress and well-being. If additional needs are recognised, then more specific measures will be taken. In some cases, an outside agency may be asked to observe or talk to your child. This could be an Educational Psychologist, a Speech and Language Therapist, the Hearing Impairment team or a Paediatrician, for example. As a parent/carer, you would be asked for consent and invited to attend any visits.

Your child's teacher and the inclusion co-ordinator may feel that it is necessary to draw up a personal plan for your child. This will state specific needs, agreed outcomes and how these needs will be met. Targets on the plan will measure success and help to identify future needs, if there are any. Both you and your child will be asked to contribute to the plan and to attend regular reviews of the plan. We believe that the most success comes from a home-school partnership.

Funding for your child's educational needs is agreed locally and given to schools under three categories: core funding, additional support funding and top-up funding. Schools get most of their funding based on the total number of pupils on roll. Every school receives an additional amount of money to provide special educational provision which meets the needs of children with SEND. If a pupil with SEND has an Educational Health Care Plan and needs in excess of £6,000 worth of special educational provision, the Local Authority, Gloucestershire, can provide top-up funding to meet the cost of the assessed provision.

Who will support my child in school?

Your child may be timetabled to work in a smaller group for specific curriculum areas, be given additional aids/strategies to work with, or be given specific programmes to work on alongside the school curriculum. Support will be provided by a teacher or a teaching assistant. This may be on a one-to-one basis or in a small group.

The class teachers and teaching assistants involved with your child's teaching will monitor progress and use this information to inform future needs and provision.

We have school pupil progress meetings for all children. Additionally, your child's class teacher will schedule a personal plan meeting to discuss needs and outcomes. At our school, all children are encouraged to reflect on their learning and to celebrate and share their achievements. This includes children with additional needs.

How will the curriculum be matched to my child's needs?

We strongly believe that all children should be given access to the whole curriculum. We have an inclusion policy that aims to include children with SEND in all areas of the curriculum wherever possible. Our school is fully accessible to all.

All teachers understand the needs of individual pupils. They use assessment and monitoring to ensure that all pupils make progress. For children with additional needs, this information is shared with the inclusion co-ordinator and reviewed at pupil progress meetings.

Target setting is a collaborative process, involving your child, their teacher(s), and you. The targets are tailored to each child and once they have been set, are reviewed regularly. All parties are encouraged to contribute to the review process and the children are asked to consider what their next step(s) should be. This process is true for every child.

Differentiation is planned for groups and individuals according to need: for example, for a child who has Communication and Interaction Needs, teachers will use simplified language and/or pictures to support them to understand new vocabulary.

The school is well resourced with a wide range of learning materials to make sure the curriculum is accessible to all.

Where children have a specific need that requires extra support or training, we will involve outside agencies for advice or invite professionals into school to train staff in this area. This could be medical training on the use of an Epi-pen or a course run to broaden awareness of visual stress, for example.

What support will there be for my child's emotional and social well-being?

At St. Matthew's we pride ourselves on the relationships built between children and staff. Your child's well-being is our utmost concern and our staff encourage everyone to be confident, independent learners. To help them on this path, children are given opportunities to discuss things that they are finding difficult, and things that are worrying them. If a child's concern cannot be solved solely by their teacher, then you may be involved to help alleviate their worries. We also have members of staff who provide pupil mentoring and a Parent Support Advisor (P.S.A.), who can provide additional support for your child and your family.

How will school know how well my child is doing?

All children's progress is tracked closely by their class teachers and the senior leadership team.

Progress is measured against national expectations and children's own developmental stages.

All children have individual targets.

Evidence is gathered through observations, completed work and discussions with your child.

Formal Assessments include:

- RWInc phonic assessments.
- Reading and Spelling Ages.
- Phonics Screening
- RAPID/LASS Dyslexia screening
- Teacher Assessments (on School Pupil Tracker Online)
- Personal Plans, known as 'My Plans' or 'My Plan+s' (for children identified as having SEND)

Your child may be assessed using some or all of these tracking tools.

How will the school arrange and prepare your child for a transfer to another school?

When your child needs to transfer to another school there are many things we can do to make the transition a positive experience. Secondary school transfer days are generally attended as a whole class. However, if your child needs additional visits to their new setting then additional times can be arranged with the relevant school. Teaching assistants can accompany your child to their new setting and teachers, teaching assistant and Inclusion/SEND co-ordinators from the new setting can be invited to see your child in their present environment. An individual timetable can be set up to suit the needs of your child and his/her specific SEND. During this process your child's educational and social needs will be discussed and any concerns or worries can be addressed.

Who can I contact for further information or if I have a concern?

School Contacts

Your child's class teacher

Our school inclusion co-ordinator, Lisa Young
(l.young@st-matthews.gloucs.sch.uk)

Our head teacher, Mrs Gina Thomson
(head@st-matthews.gloucs.sch.uk)

Our inclusion governor & Parent Support
Advisor (P.S.A.), Mrs Justine Bateman
(j.bateman@st-matthews.gloucs.sch.uk)

School Policies/Plans

<http://st-matthews.gloucs.sch.uk/>

see SEND Policy

see Accessibility Plan

Useful Links

<http://www.gloucestershire.gov.uk/localoffer>

<http://www.gov.uk/government/publications/special-educational-needs-and-disabilities-send-reform-letters>

<http://www.specialneedsjungle.com/flow-chart/>

<http://www.sendiassglos.org.uk/>

<http://www.autism.org.uk/>

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