



SEND AND INCLUSION POLICY

Reviewed: October 2024

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Related Documents:

Equal Opportunities, Bullying & Cyber-bullying, Admissions, Safeguarding & Child Protection, Disability Equality Scheme & Action Plan, PSHE, Intimate Care, Educational Visits, Behaviour & Discipline, Local Offer, Complaints, First Aid, Administering Medication and Teaching & Learning Policies

1. Legislation, Guidance and Introduction

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities. [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the SEN information report. This policy also complies with our funding agreement and articles of association.

The SEN Information Report we produce is in line with [Section 69 of the Children and Families Act 2014](#), [Regulation 51 and Schedule 1 of the SEND Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

This policy also has due regard to legislation, including, but not limited to the Health and Social Care Act 2012, Equality Act 2010, Mental Capacity Act 2005, Children's Act 1989.

1. Introduction

This policy has been written as a response to the new Code of Practice for SEND which became statutory in September 2015. The Code of Practice is statutory guidance which instructs local authorities, health and other partners about how children with special educational needs, and disabilities should be supported to enable them to achieve their full potential. The Children and Families Bill proposes significant changes to the system for children and young people with special educational needs and disabilities (SEND).

This policy also takes into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2015, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2013, Supporting pupils at school with medical conditions 2014.

2. Mission Statement

'Let my Lifesong sing to You'

St Matthew's Catholic School is committed to encouraging every child to develop fully with regard to his/her spiritual, moral, social, physical, economic, academic and personal qualities.

The aim is that all children including those with special needs and disabilities will, in line with the school's curriculum cornerstones: grow in self-**confidence**, become good **communicators**, share their **creativity**, embrace **challenge** and make a positive **change** in their world. More than anything, we want **all** children to sing their **Lifesong** through a life of love, inspiration, forgiveness and empowerment. Our mission challenges children to **never settle for second best** and to **overcome difficulties together**.

We intend that our delivery of the curriculum reflects these aims, through continuous evaluation of all that is done in school.

This mission requires equality of opportunity and the cooperation of governors, families and parish members to foster a Christian atmosphere and a caring Catholic community.

We are committed to maximum inclusion commensurate with meeting individual needs, the highest quality of education for all children and the efficient use of resources.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We aim to identify these needs as early as possible and to provide teaching and learning contexts which enable every child to achieve his or her full potential.

At St Matthew's the learning, achievements, attitudes and wellbeing of all students and staff are of utmost importance. We aim to promote a sense of community and belonging, ensuring that the culture, policies and practices in the school respond to the diversity of the pupils. These differences make the school a richer environment for all. We believe that inclusion is about equitable access to opportunities for all learners regardless of their:

- Ability
- Age
- Gender
- Ethnic origin
- Religious belief
- Impairment
- Looked after status
- Social, economic or cultural background (this includes asylum seekers and refugees, young carers and those at risk of disaffection and exclusion)

3. Definition of SEND

A child has Special Educational Needs and/or Disability if he/she has difficulties with their learning that call for special educational provision to be made. A child who has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age

Children must not be regarded as having a learning difficulty solely because their home or first language is different from the language which they will be taught.

4. Aims and Objectives

- To ensure the SEND Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disability.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having additional needs or an Education Health Care (EHC) Plan.
- To ensure that pupils with SEN are perceived and treated positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them.
- Parents have a vital role to play in supporting their child's education

5. SEND Legislation September 2014

September 2014, Government reforms mean that everyone aged 0 to 25 with SEN will have a single plan setting out all the support they will receive from education, health and social care and who is responsible for each part of the plan. This EHC Plan replaced the statement of Special Educational Needs. All agencies will jointly plan and commission the services that are needed and will be responsible for monitoring whether these are improving outcomes.

The changes also mean that there will no longer be School Action or School Action Plus, but pupils will be categorised as those with additional needs. More details of changes can be found on <https://www.gov.uk/government/publications/special-educational-needs-and-disabilities-send-reformletters>

All schools and SEND Centres must produce a Local Offer of SEND to parents and the community. Our school local offer can be found on the school website.

6. Roles and Responsibilities

The new code identifies the roles and responsibilities for the governing body, headteacher, teaching and support staff and SENDCo.

The current SENDCo, Miss Jessica Donaldson, is a qualified teacher. As SENDCo she will:

- oversee the day-to-day operation of the policy
- coordinate provision for pupils with SEND
- liaise with the Designated Teacher where a looked after pupil has SEND
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents of pupils with SEND
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEND up to date

The Governor responsible for SEND is Mrs Ashleigh Steel.

The local governing committee (LGC) has a statutory duty to ensure that the needs of children with SEND are met. The headteacher has overall responsibility for managing the provision of the education for pupils with SEND; he has the responsibility to keep the governing body fully informed. The Headteacher, SENDCo and SEND Governor meet regularly. The SEND governor informs the LGC.

The class teacher has responsibility for pupils with SEND within their individual classes. Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. (SEND Code of Practice, 2015) Their role includes the following:

- Identifying pupils with SEND
- Seeking advice from the SENDCo
- Informing persons with responsibility when a child has been identified as having SEND
- Collation and analysis of data
- Writing, recording, implementing and reviewing targets on SEND Support Plans at SEND Support level and on Education, Health and Care (EHC) Plan.
- Liaising with TAs and the SENDCo and attending reviews
- Liaising with parents regarding targets and discussing ways in which they can be reinforced at home
- Giving consideration to classroom organisation, teaching materials, learning styles and differentiation. These should be developed so that the pupil is enabled to learn effectively.

Teaching Assistants (TAs) liaise with class teachers and the SENDCo regarding involvement with children identified with SEND. Their role may include the following:

- Working with individual/groups of children in or withdrawn from the classroom depending on individual needs
- Planning programmes with staff for identified children
- Recording pupils' progress
- Planning and implementing specialist programmes
- Attending training to support pupils with SEND

They support individuals and groups of pupils at SEND support level of provision, both in class and through withdrawal for targeted interventions/ programmes.

7. Allocation of Resources

The Headteacher and SENDCo are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

8. Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For much of the week, pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, to maximise learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet individual needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. Some pupils will be provided with additional literacy and/or numeracy support, emotional support or physical/speech therapy according to their identified SEND need for them to fully access the curriculum. A flexible approach to timetabling for such provision is needed. The pupil is involved, through their support review with their teacher, in identifying his/her difficulties and strengths, in setting goals, agreeing a development strategy and in monitoring and reviewing his/her progress. The PSHE curriculum teaches pupils about issues of disability, difference and valuing diversity. Advice will be sought from appropriate organisations on appropriate resources.

9. Identifying Pupils with SEND

A clear and defined system for identifying and acting upon SEND is set out in the *Special Educational Needs and Disability Code of Practice: 0 – 25 years*. This document establishes a graduated approach to identifying pupils with SEND.

It is our aim to identify pupils with SEND as early as possible. During both formal and informal discussions with staff, parents often pass on their concerns over such things as delayed speech, eyesight/hearing difficulties, asthma, behavioural difficulties etc. This information is often supplemented by contact with health visitors, school doctor/nurse etc. However, within the school, it is the responsibility of the class teacher to initially identify pupils with Special Educational Needs and bring them to the attention of the SENDCo depending on the Key Stage of the pupil. All teaching staff at St Matthew's are fully aware of the importance of early identification, as identified in the SEN and D Code of Practice (July 2015).

In accordance with the SEND Code of Practice (July 2015), the four broad areas of need are:

1. **Communication and interaction** – A pupil may have difficulty saying what they want to, understanding what is being said to them or they may not understand or use social rules of communication.
2. **Cognition and learning** - Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. This area of need includes pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD), e.g. dyslexia, dyspraxia, dyscalculia etc.
3. **Social, emotional and mental health difficulties** - Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
4. **Sensory and/or physical needs** - Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This area of need includes pupils with visual impairments (VI), hearing impairments (HI) and multi-sensory impairment (MSI).

9.1 Identification, Assessment & Review Procedures

Assessment and monitoring of all children is an integral part of teaching and learning and is identified in a number of ways:

- School records i.e. outcomes from Foundation Stage Profile (FSP) results, baseline assessment results, performance level descriptions within the National Curriculum, P levels and EYFS goals
- Transfer documents
- Pupil Progress Meetings
- Support Plans (records, assessment and outcome)
- Observation by class teacher/teaching assistant staff in a variety of contexts over a period
- Concern raised by staff/parents/carers with responsibility for the pupil
- Discussion with the pupil
- Standardised tests to include annual tests carried out across the school i.e. SALFORD, NFER group reading tests / non-verbal reading tests
- Reports from outside agencies e.g. (SALT, CYPS, HINT.)

9.2 Early Identification

The class teacher has overall responsibility for the pupil with SEND. Progress is observed and assessed by the class teacher to provide information where a child is not making satisfactory progress, even though the teaching and learning has been differentiated. Concern expressed by a member of staff, parents/carers health or social care professionals may also trigger intervention. Should the concern persist despite this initial intervention, the pupil may be moved onto the SEND register if he/she:

- Makes little or no progress even when teaching/learning approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy and/or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional/behaviour difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory/physical difficulties and continues to make little/no progress despite the provision of specialist equipment
- Has communication/interaction difficulties and continues to make little/no progress despite provision of a differentiated curriculum.

The class teacher will inform the parents that SEND provision is being made for the child and consult them for their views. A support plan will be drawn up if a child has been placed on the SEND register.

9.3 Graduated Approach to SEND Support

9.3.1. Early SEND Support

At the early SEND Support stage, the SENDCo and class teacher decide on the action needed to help the child to progress in the light of their earlier assessment. SEND Support interventions are provided that are **additional to or different from** those provided as part of the school's usual adapted curriculum. The SENDCo and class teacher will:

- Collate relevant information
- If appropriate, collate further information from sources outside the school
- Draw up a support plan that is pupil friendly, setting targets to ensure that progress is tracked and achievement identified and celebrated
- Monitor and review the pupil's attainment and progress on a termly basis
- Consult the pupil and parent at each support plan review

Early SEND Support might include the following:

- Provision of different learning materials
- Specialist equipment
- Individual/group support with the class teacher or TA
- Staff development or training in alternative strategies
- Adult time to plan interventions and/or monitor progress
- Occasional advice from outside agencies

If a pupil continues to make little/no progress in learning or behaviour, the pupil will be moved to a higher level of SEND Support and school will seek further help from outside agencies such as the Educational Psychologist, Primary Behaviour Support and therapists in the Health Service.

9.3.2. Higher Level SEND Support

For those children whose needs are more complex they may be placed at a higher level of SEND Support where additional provision may be included to match specific needs. According to the needs of the child support may be given in the following ways:

- Support may be given in or outside the classroom
- The learning programme may be delivered by the class teacher, or the TAs
- Records will be kept of the pupil's progress, including behaviour logs, programmes and reports from outside agencies, support plans, reading and spelling records where appropriate. Termly reviews involving the relevant staff will take place to monitor and update progress. This will be recorded on the pupil's support plan.
- Liaison between staff, parents/carers and the pupil as regards to programmes and strategies, takes place between the reviews where necessary i.e. a flexible system is available to meet the needs of the pupil.

At both levels of SEND Support the school applies the **ASSESS – PLAN – DO – REVIEW** cycle described above to ensure the needs of the child are met.

9.4. SEN Support – Four Part Cycle

Assess

The class or subject teacher, working with the SENDCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment, and this will be recorded and the minutes shared with all relevant parties. If any pupil has been identified with SEND the parents will be asked to agree to their child being added to the SEND list.

Plan

Parents will be formally notified and will receive a copy of the 'meeting around a child' minutes. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system.

Do

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. Miss Moore as SENDCo will support the above.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period school will consider involving specialists.

9.5. Education, Health and Care (EHC) Plan (Replacing Statements of Special Educational Need)

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND, Code of Practice, 2014) Further information about formal assessment can be found in the following - Education, Health and Care Plan: a guide for parents and carers and SEND Code of Practice 2014

9.6. SEND Support Plans

A SEND Support Plan is a planning, teaching and reviewing tool. A support plan should be drawn up as soon as a pupil has been identified as having a Special Educational Need or Disability. The support plan should only include actions that are additional to or different from the normally differentiated curriculum plan. The support plan should be developed in consultation with parents and pupils. At this level, options for action include:

- Use of extra or different learning materials
- A systematic small steps programme to address areas of weakness
- Use of special equipment, which could include priority access to ICT
- Additional support in a group or individually in class or withdrawn
- A home learning programme agreed with parents
- Extra time allocated to SENDCos, class teacher and adult support for curriculum planning
- Staff development and training to raise staff confidence and help produce more effective strategies
- Occasional access to LA services for advice/consultation

It is the class teacher's responsibility to ensure that the SEND support plan is shared with the pupil and their parents, as well as any support staff who will be carrying out any one-to-one or group work with the pupil. It is also the class teacher's responsibility to review and update the support plan regularly. At St Matthew's, SEN support plans will be reviewed at least three times a year. It is the SENDCo's responsibility to monitor and review the use of SEND support plans across the school. **(SEND code of practice 0-25yrs section 9)**

10. The Role of Parent

At St Matthew's, a report to parents on their pupil's progress is received annually. Parents are kept up to date through parents' consultation evenings or formal meetings with the class teacher or SENDCo.

Where a pupil is receiving SEND support, discussions with parents take place regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the

responsibilities of the parent, the pupil and the school. Meetings for pupils on the SEND register should take place at least three times a year in accordance with the SEND Code of Practice (July 2014). At St Matthew's, this helps us increase parental engagement in the approaches and teaching strategies that are being used. These meetings are also useful as they can provide us with essential information on the impact of SEND support outside of school and any changes in the pupil's needs.

These discussions are usually led by the SENDCo and are attended by the class teacher who has a good knowledge and understanding of the pupil and who is aware of their needs and attainment. The meeting should provide an opportunity for the parent to share their concerns and, together with the teacher and SENDCo, agree their aspirations for the pupil.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff. This record is also given to the pupil's parents.

11. The Role of the Pupil

Pupils and young people have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like. As such, it is the philosophy at St Matthew's that they should, wherever possible, participate in all the decision-making processes that occur in education including the setting of learning targets.

Pupils are therefore invited to attend all support plan reviews with their parents if they so wish. Pupil views will be recorded and stored with all other documentation. The class teacher/SENDCo/ external specialist will talk openly with the pupil regarding their views, and every attempt will be made to incorporate these into the new targets. Pupils will be asked to review each cycle of support, as part of their SEN plan at least three times a year.

12. SEND in the Early Years

The Early Years (EY) is the statutory framework for pupils aged 0 to 5 years. All early year's providers **must** follow the safeguarding and welfare requirements of the EY and the learning and development requirements, unless an exemption from these has been granted.

In assessing progress of pupils in the early years at St Matthew's, EY staff can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young pupil is developing at expected levels for their age. The guidance sets out what most pupils do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

Pupils will progress at different rates during the Early Years and by the end of Reception class, some will have met the expectations set out in the Early Learning Outcomes, whilst others may still be working towards the outcomes.

If a pupil continues to demonstrate difficulties despite adaptive teaching and support within the EY curriculum and requires support which is additional or different to that within the normal classroom, then the class teacher will approach the SENDCo, who in consultation with the pupil's parents will seek advice from external support agencies. At the point of external support being agreed, the child, in agreement with parents/carers, is added to the SEND register.

The review process in Early Years education mirrors that in place in the primary phase where both parents and pupils themselves play a pertinent role. Reviews are carried out at least three times a year depending on when the pupil was identified as having a special educational need.

13. Inclusion

All pupils at St Matthew's have access to all educational, social and spiritual aspects of school life. Inclusion is continually developed at St Matthew's, by recognising that the school provides for the needs of all pupils in the community, by:

- Working with pupils, parents/carers, governors and staff to embed inclusive practices
- Ensuring that staff have the necessary skills, capacity and confidence to provide for the diversity of children with special educational needs
- Identifying any barriers to inclusion that prevent a pupil from learning

- Matching levels of support as closely and effectively as possible to the identified needs of children and the development of inclusive provision for them
- Taking opportunities to improve and develop provision for children with special educational needs, through extended services cluster working, behaviour improvement partnerships and education improvement partnerships.
- Evaluating the success of provision.

14. Use of data and Record Keeping

The SENDCo's are responsible for maintaining a Special Educational Needs and Disability register for St Matthew's, detailing individual pupils, their SEND and action being taken.

- A formal written record of steps taken to meet the needs of individual pupils on the SEND register is made and this is kept alongside the SEND support plan for the pupil. On this record sheet notes regarding reviews, teacher/parent meetings, pupil observations etc. made by the SENDCo are detailed.
- Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given attainment target and programme of study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

The SENDCo will use a variety of resources for assessment and identification purposes, e.g. Phonological tests/assessments etc.

15. Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the young people with SEND:

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data, with at least two levels of progress expected between key stage 1 and 2 for all students.
- Assessment records that illustrate progress over time – e.g. reading ages,
- Pre and post assessments for those students who are withdrawn for targeted intervention success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and students
- Regular meetings between SENDCo and senior leaders
- Provision Mapping – used as a basis for monitoring interventions.

16. SEND Information Document

This report can be found on the school website. It outlines the provision St Matthew's makes for all pupils with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

17. Transition Arrangements

Transition is carefully planned. To ensure successful transition to secondary education the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

18. Partnership with Parents/Carers

St Matthew's has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

19. Staff Development:

The SENDCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENDCo. Where appropriate outside services are brought in to deliver training on aspects of SEND.

20. Medical Conditions

St Matthew's will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

21. Admission Arrangements

The school has adopted the criteria set out in the Diocesan admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

22. The Complaints Procedure

In line with the school's complaints policy on the website, initially an attempt will be made to resolve a complaint about SEND provision at school level, The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCo and /or head teacher becomes involved. Parent partnership may also become involved at this stage.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the Trust (BWCET) will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service.

23. Access to Facilities and Provision

Please refer to school's accessibility plans which outlines how we increase access to the curriculum for pupils with a disability, improve and maintain access to the physical environment and improve the delivery of written information to pupils

Our school is a purpose-built single-story building with access to disabled toilets. Medicines are kept in school according to our **Managing Medicines Policy** which can be found on our school website.

24. Links with external services

Links with a range of external services are well established including the following -Educational Psychology, School Health, SEN Teaching and Support Service, Paediatric Therapy Services and, when appropriate, Social Services and Looked After Children Team.

Appendix A: Special Educational Needs and Disability Information Report

School Name	St Matthew's Catholic Primary School An Academy Primary and Nursery School for pupils aged 2-11 years
1. What are the different types of support available for pupils with SEND in our school?	<p>St Matthew's is a mainstream primary school. Pupils with moderate and specific learning difficulties, those who present with Autistic Spectrum Conditions and Speech and Language needs as well as pupils with less severe forms of behaviour, emotional, physical and social disorders are provided for within our setting.</p> <p>a). Class teacher input with excellent targeted classroom teaching</p> <ul style="list-style-type: none"> ● Highest possible expectations for all pupils ● Teaching is built on what the child already knows, can do and understand ● Different ways of teaching including more practical learning ● Specific strategies suggested by the SENDCo ● Children's progress is carefully checked and where identified gaps in understanding/learning are found extra support is given to help children make the best possible progress <p>Specific group work intervention may be operated in the classroom or withdrawn from class by a teacher or teaching assistant.</p> <p>b). Specialist staff on site:</p> <ul style="list-style-type: none"> ● Success @ Mathematics ● First Class @Number 1 ● First Class @ Number 2 ● Winning with Numbers ● Read Write INC trained staff to lead English intervention groups ● Talk Boost trained staff to lead Speaking and Communication intervention groups ● ELSA trained staff to lead intervention and nurture groups ● Rainbows trained staff to lead bereavement counselling groups <p>c). Specialist Professionals - some pupils may have been identified by the SENDCo or Class teacher as requiring some extra specialist support in school from a professional outside of the school. We have access to wide range of services to support our pupil's health and education these include:</p> <ul style="list-style-type: none"> ● Speech and Language Therapists ● Physiotherapists ● Occupational Therapists ● School Nurse ● Specialist Teachers for the Hearing Impaired and the Visually Impaired ● Communication Support Service ● Educational Psychologists ● Child and Young Persons Health Services (CYPS) ● Literacy Support ● Numeracy Support ● English as an additional language Support <p>Some parents may be asked to give permission for the school to refer their child to a specialist professional. This will help the school and parent understand the child's particular needs better and be able to support them better in school. The specialist professional will work with the child to understand their needs and make recommendations as to the ways</p>

	<p>the child is given support.</p> <p>d). Specific Individual Support – this support is available for pupils whose learning needs are more complex and lifelong. This is provided via an Education, Health and Care Plan (EHCP) or Single Plan. The child will have been identified by professionals as requiring a high level of individual or small group teaching. This support is available for those pupils with specific barriers to learning that can't be overcome through excellent first teaching and intervention groups.</p> <p>The school would request that Northumberland Local Authority Services carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that would be provided for the child.</p> <p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • SENDCo has close liaison with all external agencies, planning meetings, review meetings, emails, referrals, telephone discussions • Meetings with parents to review progress/discuss professional reports • Class teachers available to parents at the end of the school day or via appointment booked through the school office • SENDCo prepares reports for SEND meetings in discussion with class teachers/teaching assistants and parents
<p>2. How can I let the school know I am concerned about my child's progress in school?</p>	<p>You should speak to the class teacher initially and if you continue to have concerns about your child not making progress then you may speak to Mr Gray or the SENDCo, Miss Donaldson.</p>
<p>3. How will the school let me know if they have concerns about my child's learning in school?</p>	<p>If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to :</p> <ul style="list-style-type: none"> • Listen to any concerns you may have • Plan any additional support your child may need • Discuss with you any referrals to outside professional to support your child's learning
<p>4. How is extra support allocated to pupils and how do they progress in their learning?</p>	<p>The headteacher with the SENDCo, decide on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors on the basis of the needs in the school. The school will identify the needs of all pupils on a school provision map and this will be reviewed regularly and changes made as required.</p> <p>The school will decide on the appropriate strategies to meet the needs of the child e.g.</p> <p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Access to speech and language specialist teachers via the local authority • Small group work and 1:1 support for speaking and listening • Talk Boost programme to support language development • Access to visual aids, games and resources • Home/school link book for identified pupils <p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • Delivery of planned Occupational therapy/Physiotherapy by teaching assistant • Fine and gross motor skills activities delivered by 1:1 or small group • Writing slopes, flexi-cushions and other specialist equipment <p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • meetings between parents and SENDCo • open door policy • PSHE curriculum • Invitation to workshops and family learning • Secondary transition programme • Transition between nursery, year groups and key stage groups <p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • 1:1 daily reading support for identified pupils • Direct Phonics,

	<ul style="list-style-type: none"> ● small group phonics, ● Booster classes, ● one to one tuition, ● Talk Boost ● Differentiated resources <p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> ● work with inclusion team, ● multi- agency approach, ● Intervention and support plans ● Consistent use of behaviour policy ● Rewards and sanctions throughout school ● Visual time tables ● Working towards specific goals ● Risk assessments ● Intervention support action plans <p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> ● Small group work ● Differentiated resources, activities ● Small group work and 1:1 tuition ● Practical apparatus, maths games ● NCETM Mastering Number ● Success@arithmetic ● First Class @Number 1 ● First Class @Number 2
<p>5. How do we identify and assess pupils with SEND?</p>	<p>Pupils are identified as having SEN, and their needs assessed, through:</p> <ul style="list-style-type: none"> ● Information passed on from Early Years settings and previous primary schools ● Concerns raised by teachers regarding progress being made in class (EYFS profiles, KS1 SATs results, termly testing for maths and reading, pupil progress meetings, ongoing tracking of attainment and progress) ● Feedback from school staff and observations (academic, social and emotional or behavioural concerns) ● Concerns are raised by parents/carers or pupils themselves
<p>6. How do we ensure our provision for SEND pupils is effective?</p>	<p>Support plans are reviewed termly with both parents and pupils and using progress data from both ongoing and specific assessment: adaptations to provision may be made as a result.</p> <ul style="list-style-type: none"> ● Attainment and progress of specific pupils and groups of pupils are analysed by Senior Leadership Team and the findings used to inform future provision planning ● Progress and evaluation of SEN targeted provision is reported to the Governor with responsibility for SEN. ● Autumn and Spring term SEN reports to the Governing Body and SEN Information Report are available on school website
<p>7. How will I know what progress my child is making at the school?</p>	<p>Teachers assess pupils' attainment continuously on a day-to-day basis and make a formal assessment 3 times a year, towards the end of each term during the Autumn, Spring and Summer term. Each June these assessments are then moderated with colleagues to ensure that they are objective and accurate. Pupils from Year One to Year Six are assessed using the school's curriculum progression maps. The Early Years Foundation Stage Profile is used to assess the attainment of our younger pupils. Year 6 pupils take Key Stage 2 statutory tests in May.</p> <p>These processes enable us to monitor all our pupils' progress and give us a yearly measurement of added value, which informs the setting of targets for individual pupils and gives us the knowledge to address any concerns as soon as possible.</p> <p>Pupils' progress is discussed with parents/carers at our Parents' Evenings in the Autumn and Spring Terms. This is a great opportunity to observe and discuss your child's progress and to look through your child's workbooks.</p> <p>Parents are always welcome to speak to members of staff and are asked to make an appointment with the class teacher, this can be either face to face or via the telephone, if it is more convenient for parents. In addition to this, parents of pupils with Special Educational Needs are invited to meet with school, to discuss your child's progress and next steps. We also hold additional curriculum meetings throughout the school year for all parents.</p> <p>When required we can operate a Home-School Liaison Diary to communicate essential</p>

	<p>information between School and home. Staff write a message in the child's diary every day and parents are asked to do the same.</p>
<p>8. What support will there be for my child's overall wellbeing?</p>	<p>St Matthew's Primary School is inclusive; we welcome and celebrate diversity. We have a nurturing team looking after the children. The emotional health and well-being of all pupils are very important to us. Considerable emphasis is put on the teaching of Personal Social and Health Education and pupils are given many and varied opportunities to enjoy a range of Spiritual, Moral, Social and Cultural experiences during their time at school. Each year the pupils choose peers to be representatives on our School Council. They carry out a wide range of roles to support the development of our school. School operates a 'Buddy system' which allows older pupils to support and act as positive role models for younger children at the school. We also run a junior SVP group called "The Mini Vinnies" where children support the school, local and church community.</p> <ul style="list-style-type: none"> ● We have a robust Child Protection Policy in place; we follow National and local guidelines ● We have a robust Behaviour and Discipline Policy in place ● The school also has ELSAs (Emotional Literacy Support Assistants) who work under the direction of the SENDCo and work with children who require some extra emotional support. ● First Aiders ● Teachers operate an Open Door Policy for children as well as parents ● Worry Boxes in all classrooms monitored daily
<p>9. What expertise and training do the staff have to support children with SEND?</p>	<ul style="list-style-type: none"> ● The SENDCo has the National SENDCo Award ● Staff have regular training (both internal and external) relating to specific SEN matters. ● The school access SEND support through the BWCET Send and Inclusion Team ● The SENDCo attends regular meetings with other SENDCos from the cluster of schools, SEN Conferences and briefings. ● Outreach opportunities are in place to support specific members of staff in their role.
<p>10. How accessible is the school?</p>	<p>St Matthew's Catholic Primary School and Nursery is fully accessible, and we comply with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.</p> <ul style="list-style-type: none"> ● Ramp to main entrance and entrance leading from the school playground. ● Disabled access to the main school playground. ● All entrances and exits meet requirements for wheelchair users. ● Each classroom has an external door which is used as a fire exit. Two of these exits have two steps, others do not. ● Two disabled parking spaces in the school car park. ● We ensure, wherever possible, that equipment is accessible to all pupils regardless of their needs. ● Detailed risk assessments are carried out before any school trip is carried out and any children with SEND are thought about carefully within this. <p>Accessible toilet: adult sized toilet with handrail, emergency pull cord.</p>
<p>11. How will the school support my child at times of change?</p>	<p>All children are invited for at least 2 taster sessions prior to their admission to St Matthew's Catholic Primary School. Time is spent talking with parents/carers, as we respect that they know their child better than we ever could. These approaches allow our staff to gain as much information as is practical to support a child's admission to School.</p> <p>When children move class at St Matthew's Catholic Primary School this is supported through a visit for the child to the new class on Transfer Day and, where necessary, we produce a "My New Class" booklet containing pictures of the new classroom and teacher.</p> <p>We have a full and flexible transition package in place for moving to St Thomas More Catholic Secondary School at the end of Year 6. Children can spend several days at St Thomas More with their new teachers and experience lunchtime and travelling on the school bus. They also attend a transition day to work on team building activities with all the feeder Primary Schools and get to meet staff and other Year 6 children. They also attend the Primary School Festival at the Emmaus Youth Village and reflect on their Primary School years in a prayerful and reflective way. In addition, the senior staff of St Thomas More come to visit and talk to the children and do some team building work with them.</p> <ul style="list-style-type: none"> ● Transition arrangements are made with previous school/nurseries and new schools. ● Social Stories/ Photo books may be used sometimes. ● Visual timetables may also be used to support transition.

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| | <ul style="list-style-type: none">• Children new to the school are “Buddied” up with a child in their new class to help them to settle in.• Year R children are “Buddied” up with a Year 6 child. |
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