

St. Matthew's C.E. School (Little Lever)

SPECIAL EDUCATIONAL NEEDS and Disability (SEND) INFORMATION REPORT

Written by G Ryding

Reviewed April 2017

This report is designed to provide information and to answer frequently asked questions, or parents and pupils, about the provision for children with Special Educational Needs and/or Disability at St. Matthew's School and should be read in conjunction with the SEND Policy.

How does the school ethos and approach to SEN and disability support children in school ?

St. Matthew's is a single form entry, mainstream, Church of England (Voluntary Aided) School with an excellent Christian ethos that provides a fantastic basis for educating and supporting children and their families .Every child We aim to provide a stimulating and structured learning environment with an equal opportunity for all children to achieve their very best. For children with Special Educational Needs and/or disability we work closely with the children and families to provide the appropriate support to so that the best outcomes can be achieved.

Who is responsible for SEND at St. Matthew's.

Each class teacher is responsible for all children with SEND in their class. We also have several support staff in school who work under the guidance of the class teacher with children with SEND. They are all supported by our Special Educational Needs Co-ordinator (SENCO) who is responsible for managing and co-ordinating the provision for children with SEN throughout the school. Mrs Ryding is our SENCO and she can be contacted through the school office. We also have an SEND Governor, Mrs Donnelly who ensure that the governing body also fulfil their responsibilities.

How does the school know if my child needs extra help ? How will I be kept informed ?

The progress and attainment of all children in school is tracked carefully. The class teacher is fully aware of children who may not be making the progress we would expect for them or who are not attaining in line with other children in the class. The teacher will then identify what additional support is needed. This may include differentiated group work in class, an intervention from a skilled teacher or teaching assistant, pastoral support or it may mean making some practical adjustments to the classroom.

Where children have been identified as needing additional support you will be kept informed either through an intervention letter or a short meeting Progress is monitored closely and for most children this additional support is only needed for a short time. If further support is needed this will be provided in consultation with you. We will encourage you to keep as involved as you want to be in this process. Many children will receive additional support and intervention during their time at school. This does not mean that they have special educational needs. However the next section explains what the school does to assess and identify children who do.

What is special needs ?

Children and young people who have SEND tend to have more significant barriers to their learning. They do not necessarily have a disability and many disabled children and young people do not have special educational needs. Every child really is different and even children with the same 'need' may require different support. However needs fall into four main categories.

Cognition and learning – in this category will often learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills. This may include diagnoses of a specific learning difficulty such as dyslexia.

Communication and Interaction. Children in this category of need may have speech and language difficulties, specific learning difficulties such as dyslexia, may have a physical or sensory impairment or may experience an Autistic Spectrum Disorder (ASD) such as Aspergers Syndrome or social communication or social interaction difficulties.

Social, Emotional and Mental Health. For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. They may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through a child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. A wide range and degree of mental health problems might require special provision to be made. Some children may have other recognised disorders which may include as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder or autism.

Sensory and/or Physical Needs. For some children this may include visual impairment, hearing impairment or physical difficulty. Children under this category of need may require adaptations to the curriculum, their study programme or the physical environment. The school will ensure it makes all "reasonable adjustments" to cater for these needs.

How does the school assess and identify children with SEND ?

As soon as the school starts to consider that your child may have special needs the class teacher will meet with you and talk to you about our why we are considering this. You know so much about your child and all this information is really useful. This may include family history or medical issues. All information is treated confidentially.

Cognition and learning :We will use range of assessments which may include a reading age test, Dyslexia Screening Test or Dyscalculia Screening Test. With your permission we will seek advice from Ladywood Outreach and if necessary the Educational Psychologist.

Communication and Interaction: For speech and language difficulties we would refer children to the Speech Therapist so that we have precise information on the aspects of language that need to be developed. We would also involve Ladywood Outreach and if necessary the Educational Psychologist.

Social, Emotional and Mental Health. We may use a Boxall Profile which identifies aspects of social an emotional development that may be a concern. With your permission we may involve the Behaviour Support Service who are also a gateway to CAHMS who are the mental health service.

They support families in providing accurate assessments in this area.

Sensory and Physical Needs. These are often identified pre-school but additional assessments would be made through the school nurse and GP.

What if I think my child has special needs ?

Some children come to school with a special need or disability that has already been identified. Parents/carers have a good knowledge of their child's needs and know what is needed to support them. School will work closely with these families will work together to ensure that the school provision meets each child's needs fully.

Sometimes when children are starting school you may feel that their child has a special need that has not yet been identified. School will work quickly to address this.

Sometimes you may also become concerned about your child over a period of time. It is really important that you come and talk to the class teacher early on so that we can begin to work together to address your concerns.

How will school support my child if they have special needs ?

Support for children with special needs is definitely a joint effort. The more that we work together the better the outcomes for your child. You and your child, if they are able to do so, will play a key part in planning the provision. We will meet with you at least three times each year, and more if you want us to or we need to.

We provide support in different ways for different children. Our School 'offer' is at the end of this document. Our support is specific to the needs of each child and sometimes this need is met from within school. This may involve school funding any additional support that is needed. At a time when this additional funding is still not sufficient to meet a child's needs school may consider applying to the local authority for additional funding and support. If this application is successful a child will be given an Education, Health and Care Plan (EHC). This replaces the previous process of applying for a statement.

How will school help when my child moves into the next class or up to high school ?

Getting transition right for children with SEND is really important so there will be a meeting for parents, the current class teacher and the 'new' class teacher towards the end of the school year. When your child is ready to move to high school we will make sure you have all the contact details of the SENCo at the new school and arrange a meeting for you if you wish. We will also ensure that your child has all the additional transitional support, including extra visits, that they need.

Who else can I contact if I want help ?

Once the local offer website is fully operating this will provide details of a whole range of agencies. Bolton Information and Advisory Service are a service that support families with children with SEND.

Lowndes St Nursery
Lowndes St
BOLTON
Lancashire
BL1 4PQ
Tel: 01204 848 722

What is the Local Authorities 'local' offer and where can I find it ?

Bolton Local Authority has a web based directory that will provide details of a wide range of agencies and opportunities that are available to support children, families and schools. This can be accessed directly from the school website. The Local Offer for Bury Local Authority can also be accessed through the school website.

What should I do if I have a complaint about SEND provision and how will it be dealt with ?

We have an 'open door' policy at St. Matthew's and you can speak to the class teacher at any time if you want an update or have any concerns about the provision for your child. If your issue is not quickly resolved or you would prefer to speak to someone else then you should contact Mrs Ryding who is the headteacher and also the SENCo..She will work with you to try and resolve any issues. The school complaints policy is published on the school website and it provides detailed guidance on making a complaint.

How can I get a copy of the SEND policy ?

A copy is available on the school website. You can also ask at the school office and they will arrange for a copy to be printed.

How can I contact the school ?

The school office is open from 8:30am each morning.

Telephone 01204 333692

e-mail: office@stmll.bolton.sch.uk

website www.saintmatthewsllschool.org.uk

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Provision for all pupils. Universal	<ul style="list-style-type: none"> • Differentiated curriculum planning. • Planning to meet learning styles. • In-Class TA support • In-class targeted teacher support • Whole class visual timetable • Homework club 	<ul style="list-style-type: none"> • Visual Timetable • Differentiated curriculum planning • Simplified language • Clear class routines and systems • Organised learning environment 	<ul style="list-style-type: none"> • Differentiated curriculum planning • Visual timetable. • Learning Mentor – for children and families. • Whole school behaviour policy based on TEAMTEACH approach. • Whole school rewards and sanctions • Traffic Light System • Lunchtime activities / additional lunchtime staff • Focused curriculum work • Sunflower Club 	<ul style="list-style-type: none"> • Risk assessment of Physical environment • Writing slopes • Pencil grips • Support cushions / seating • Adaptations/adjustments to the school environment as need arises.
Provision for SEND Pupils / Pupil with specific need – not SEND	<ul style="list-style-type: none"> • 1:1 and small group intervention with skilled adult. • Individual visual timetable • Additional curriculum provision – modified timetable • ‘Toe by Toe’ –reading programme • Additional individual reading • Additional phonics sessions • Pre –learning of curriculum content and vocabulary 	<ul style="list-style-type: none"> • Individual and small group intervention • Social and Communication Programmes: Time to Talk, Talking Partners , Rhodes to Language • Ladywood Outreach – small group activities • Individual visual timetable • Individual resources • Learning Mentor / TA monitoring • Access to quiet / safe space Pre –learning of curriculum content and vocabulary 	<ul style="list-style-type: none"> • In class support linked to individual behaviour targets / chart • Individual visual timetable • ‘Now & Next’ • Social Skills Group • Boxall Profile assessment and support work. 	<ul style="list-style-type: none"> • Risk assessment- in evacuation plan if needed • Specialist advice – OT/ Sensory Support • Additional support for fine and gross motor skills • Additional physical activity • Enlarged print • Access to wetroom / shower • Specific cutlery / resources

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Provision for SEND Pupils with Statement / EHC Plan	<ul style="list-style-type: none"> • Provision Map • 1:1 in class support • Individual learning targets and plans for new learning. • Use of ICT • Pre-learning of subject specific vocabulary • Individual timetable 	<ul style="list-style-type: none"> • Detailed specific visual timetable • Detailed task planners • Individual workstation / quiet space • V-Pen: as communication tool • 1:1 support – through breaktimes and dinnertimes. • Pre –learning of curriculum content and vocabulary 	<ul style="list-style-type: none"> • Daily support from Learning Mentor • Specialist involvement from CAHMS / Behaviour Support Services 	<ul style="list-style-type: none"> • Specialist Input on regular basis. • Individual support as required • More detailed Risk Assessment and regular meetings to ensure needs are met.
How do we evaluate the effectiveness of the provision made for pupils with SEND?	<p>Regular Assessments – Reading Age / Comprehension Age/ Spelling Age / Progress on National Curriculum to show progress.</p> <p>Measured against targets on provision map or learning information passport.</p>	<p>Targets agreed based on individual need.</p> <p>Measurable improvements in learning outcomes</p> <p>Observations in a range of situations support evaluation of effectiveness.</p>	<p>Boxall Profile at regular intervals – where appropriate</p> <p>Measurable improvements in learning outcomes.</p> <p>Increased access to all aspects of the curriculum.</p> <p>Reduction in sanctions / removal from classroom</p> <p>Progress updates – possibly using ‘Early Help’</p>	<p>Child and parental feedback.</p> <p>Achievement is of the standard expected.</p>
How do we ensure the inclusion of pupils with SEN in activities outside of the classroom (including school trips and after school clubs)	<p>Additional support provided or tasks modified if focus is on learning based activities.</p>	<p>Where necessary additional visual prompts , additional visits, pre- learning – possibly through the use of the Internet to prepare pupils in this category for additional activities.</p> <p>Any external providers will be made aware of individual needs,</p>	<p>Risk Assessment will identify any actions school need to take to include pupils in this category.</p> <p>Additional support provided if needed.</p> <p>Any external providers will be made aware of individual needs.</p>	<p>Managing Medical Needs Policy and Equality Policy both detail the actions school will take.</p> <p>Provision for children with Physical and/or Sensory needs will be made so that all activities can be accessed.</p> <p>Class trips will be selected appropriately.</p> <p>Any external providers will be made aware of individual needs.</p>

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<p>What training are the staff teaching and supporting pupils with SEND having/recently had ?</p> <p>What specialist skills/expertise do school staff ?</p>	<p>SENCO – NASENCO Award All teachers trained in : Early Reading Early Writing Simplified Language Letters and Sounds</p> <p>Specific Teaching Assistants also trained in the above</p> <p>Learning Mentor – Dyslexia Screening Test</p>	<p>SENCO – NASENCO Award</p> <p>Specific Teaching Assistants trained in : ELKLAN ASD</p> <p>Specific teachers and Teaching Assistants trained in : Sign-a-long</p>	<p>SENCO – NASENCO Award All staff – TEAMTEACH trained All staff trained to assess and plan using Boxall Profile</p> <p>Learning Mentor – trained in leading Sunflower Club</p>	<p>SENCO – NASENCO Award</p> <p>All staff trained to use Epi-Pen</p> <p>Specific staff trained to support visually impaired pupils</p>
<p>What external specialist services are accessed by school to meet the needs of pupils and support their families</p>	<p>Ladywood Outreach are our main gateway for sourcing support.</p> <p>Educational Psychologist</p>	<p>Speech Therapy Ladywood Outreach NASEN Occupational Therapist Health support through school nursing service. Educational Psychologist</p>	<p>Behaviour Support Service CAMHS Ladywood School – TEAMTEACH</p> <p>Health support through school nursing service Educational Psychologist</p>	<p>Occupational Therapist VI Specialist Teacher Physiotherapist Ladywood Outreach Health support through school nursing service Educational Psychologist</p>
<p>How is equipment and facilities to support pupils secured?</p>	<p>School will work with families and external agencies and purchase the necessary resources or equipment. These are maintained and repaired by the school. Sometimes we ask families to source specific equipment if this means it will be in place sooner and meet exact requirements.</p>			

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How do we support pupils with SEND during 'in school' transition?	<p>Meeting for parents and children with current and new teacher. Records and examples of work are passed on. Pupil Passport updated and shared with new teacher and other adults working in the class</p>	<p>Meeting for parents and children with current and new teacher. Planned set of visits to new classroom to develop familiarity and start to learn routines. Photographs used to support-discussed regularly. All personal resources in place in new classroom. Adult support as necessary Pupil Passport / Provision Map in place</p>	<p>Meeting for parents and children with current and new teacher.</p>	<p>Meeting for parents and children with current and new teacher. Visit for appropriate specialists –to advise on adaptations.</p>
How do we support young people with SEND in preparing for adulthood, independent living and the next phase of their education, training or employment?	<p>With EHCP Full Person Centred Review to take place.</p> <p>For SEND Support Meeting with parents to agree plan for secondary school.</p> <p>Discuss with new SENCo learning needs. Share passport. Involve child in discussions . Ladywood Transition Programme if appropriate.</p> <p>Additional support / possibly Summer School in place if appropriate.</p>	<p>With EHCP Full Person Centred Review to take place.</p> <p>For SEN Support Meeting with parents to agree plan for secondary school.</p> <p>Discuss with new SENCo learning needs. Share passport. Involve child in discussions . Ladywood Transition Programme if appropriate. Additional visits / photographs to support change.</p> <p>Additional support / possibly Summer School in place if appropriate</p>	<p>With EHCP Full Person Centred Review to take place.</p> <p>For SEN Support Meeting with parents to agree plan for secondary school.</p> <p>Discuss with new SENCo learning needs. Share passport. Involve child in discussions . Behaviour Transition Programme if appropriate.</p> <p>Additional support / possibly Summer School in place if appropriate</p>	<p>With EHCP Full Person Centred Review to take place.</p> <p>For SEN Support Meeting with parents to agree plan for secondary school.</p> <p>Discuss with new SENCo provision that will be needed. Share passport. Involve child in discussions . Ensure appropriate agencies have links with the school.</p> <p>Additional support / possibly Summer School in place if appropriate</p>

