

ST MATTHEW'S C E PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY (SEND) AND INFORMATION

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This document is in three parts

- 1) SEND Policy
- 2) SEND Information presented in the form of Frequently Asked Questions
- 3) School Offer

Part 1

POLICY STATEMENT

Recognising, understanding children's needs and providing for those needs are central to our school's SEND inclusion policy. Special educational needs may arise at any time during the child's school life. They may be mild or severe, short or long term. Special educational needs may relate to learning, emotional and behavioural difficulties, physical, sensory motor issues. School plays a vital role in recognising and providing for children with special educational needs. The SEND Code of Practice 2014 states that 'every teacher is a teacher of every pupil, including those with Special Educational Needs'. It has the responsibility to ensure the curriculum is designed in such a way that it helps and encourages those who find learning difficult. All teaching and support staff are aware of these difficulties and work to ensure the children feel happy and secure in their own environment and recognise all small, successful steps the children make.

AIMS

Every child in St Matthew's School is special, valued and encouraged to contribute to the life of the school. Our aim is to provide a stimulating and structured learning environment with an ***equal opportunity for all***. Our curriculum is based on the National Curriculum and is differentiated to meet the needs of the child, thus enabling each individual to make progress and ***achieve a personal best***.

OBJECTIVES

1. **To identify and provide for children who have special educational needs and other needs.**
 - The school provides for the learning needs of all children, including those with SEND.
 - Teachers plan an inclusive curriculum with the needs of individual children in mind.
 - Resources used are appropriate to the needs of the children.
 - The school consults with outside agencies for further support in identifying special educational needs. This liaison is made through the SENCo.
2. **To work to the guidelines set out in the Code of Practice.**

- The Code of Practice sets out the processes and action to be taken at all stages of special needs.
- All members of staff are aware of the Code of Practice and are aware of their responsibilities.

3 To operate a 'whole child' approach to the management of special educational needs.

- To develop the full potential of all the children we have a co-ordinated approach to special needs.
- The views of the children are sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Our Learning Mentor may work with a child or their family to meet a wider range of needs.

4 To provide a Special Educational Needs Co-ordinator who will work with the SEN inclusion policy.

- The SENCo is responsible for the day to day operation of the SEND policy.

5 To provide support and advice for all staff working with special needs children.

- All teachers are teachers of special needs and are responsible for meeting those needs within the classroom.
- Teachers and support staff are kept informed about the nature of the child's needs through a strong Pastoral Review system.
- Teachers should have access to support and advice within school and from outside agencies.
- In-service training is provided to improve teacher's abilities to identify, assess and provide for pupils with special educational needs.

6 To develop and maintain partnerships with parents/carers

- We actively inform and work closely with parents and carers.
- We encourage parents and carers to be actively involved in their child's education and general development.
- Parents/carers and pupils are at the heart of the Education Health and Care Plan application and review process

7 To ensure access to the curriculum for all children.

- Special educational needs are addressed and included at the planning stage of all curriculum documents.
- A statement of special needs provision is included in every curriculum policy document.
- Resources are available for the implementation of the school curriculum
- Increased provision is made for 'low-achieving' children in order to enable them to improve attainment
- Teaching methods and strategies vary – taking account of the needs of individuals, the curriculum being taught, gender issues etc.
- Teachers act on advice and guidance provided by specialists and seek additional resources or support if needed.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children have Special Educational Needs (SEN) if they have a difficulty which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of the available educational facilities provided for others of the same age in school.

There is a single School Based Category of Special Educational Needs Support for all children with SEN. Children's needs are identified by considering the whole needs of the child, not only special educational needs.

There are 4 areas of need, where children may have difficulties:

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

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality; disability; health and welfare, including Looked After Children and those in receipt of Pupil Premium Grant; attendance at several different schools; difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEN. Only those children identified as having a learning difficulty which requires special educational provision will be identified as having SEN.

Where any child is not making adequate progress in learning, targeted group interventions will be implemented by the Class Teacher. When it is judged to be appropriate and the child begins to make good progress, extra support will gradually be withdrawn and the outcomes monitored.

If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register.

If progress still does not improve, despite these interventions, the child will then be placed on the SEN Register. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support and assessment. The SENCo will then take the lead in further assessments of the child's needs. The pupil overview will be completed to track the child's support throughout school, and a letter detailing the above information signed by parents.

Parents will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, usually Termly. Where a child has a Statement or Education, Health & Care Plan, a Local Authority Annual Review will be carried out.

Where a child is identified as having SEN, the school will provide support that is **additional to**, or **different from**, the differentiated approaches and learning arrangements provided within high quality teaching, as set out in the Needs Specific Information – set out at the end of this policy

A GRADUATED APPROACH TO SEN SUPPORT

In providing support that is **additional to** or **different from** the universal offer, the following 4 stage process will be used:

Assess, Plan, Do and Review

This involves:

Assess – Taking into consideration all information gathered about the child, assessments of attainment and progress, Class Teacher input, SENCo advice, discussions with parents / carers.

Plan – Identifying the barriers to learning, establishing intended outcomes for the child and detailing the specific additional support to be provided to enable the child to make greater progress.

Do – Implementing the agreed support and interventions as detailed in the SEN Support Provision Map.

Review – Measuring the impact of the support provided and considering whether changes to that support need to be made

Further individual and small group interventions and support will be put in place within school by the Class Teacher, with advice and support from the SENCo. An SEN Support Provision Map will record this support and progress towards specific outcomes. Where the child still does not demonstrate progress, a referral may be made to the relevant specialist service. Parents will be involved in the completion of referral documentation. The 'Early Help' Assessment form is used when requesting additional support from any outside agency.

Provision Maps are used as a basis for identifying next steps of progress and actions needed. This process is at the heart of the Assess, Plan, Do, Review and focuses on the specific areas of need. Provision Maps are reviewed half termly and further interventions or support may be introduced. However, where it is judged to be appropriate and the child begins to make good progress, individual support will gradually be withdrawn and the outcomes monitored.

Whilst monitoring and evaluating the impact of support or interventions on the child's progress and learning the school will, where appropriate, record the cost of the additional support. At the point when the additional costs required to provide the appropriate provision and support needed become greater than £6,000 in one three term period, an application may be made to the Local Authority for High Needs Block Funding through the EHCP process. Parents are fully involved in this process from a very early stage.

MANAGING PUPIL NEEDS ON THE SEND REGISTER

The SENCo will be responsible for making and keeping an up-to-date Register of SEND and will also be responsible for the transfer of relevant information when a child on the Register moves to another school.

The school will have regard to the SEND Code of Practice when carrying out its duties to all children with Special Educational Needs and will ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

SEN Support Provision Maps are put in place by the Class Teacher for children with SEN and updated on a regular basis. These are ongoing records towards specific outcomes for the child and records of impact from interventions are included.

Parents are invited to meet with the class teacher and /or SENCo at least termly. This is done through Parents Evenings in the Autumn and Spring term and a transition meeting in the Summer Term. More frequent meetings take place for some children at different times in their school life.

For children with an Education Health and Care Plan /Statement, or children where outside agencies are involved, an Individual Costed Provision Map will be put in place by the SENCo.

Pupil Progress Meetings are held half termly and the progress and attainment of SEN pupils is rigorously monitored and evaluated. This involves the teacher and Senior Leadership Team, including the SENCo, considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

ADMISSION ARRANGEMENTS FOR PUPILS WITH SEND

Children who transfer to our school can be assessed on entry if considered necessary, or may be automatically included in our Register if already registered by their previous school.

The school follows the Local Authority's Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The Governing Body is responsible for reviewing how the school could be made more accessible for the disabled and this is set out within the School Accessibility Plan. At present all of the school is accessible to children in wheelchairs.

ROLES, RESPONSIBILITIES AND RESOURCES

Role of the Governing Body

Mrs Donnelly is the Governors with responsibility for SEND and meet with the SENCo termly in order to be well-informed about the school's work in relation to SEND. The Governing Body, in co-operation with the Head Teacher take overall responsibility for developing and implementing the school's SEND Policy.

The Governing Body has:

- Regard to the provision of the 2014 Code of Practice.
- Monitors that the necessary provision is made for any pupil who has SEND.
- Monitors, through the Head Teacher, the implementation of the school's SEND Policy.
- Reviews the Special Educational Needs Policy annually and display the Policy on the school website.

Role of the SENCo

The SENCo, supported administratively by the SEND Administration Assistant, is responsible for the day to day operation of the school's SEND policy, and coordinating the provision for children.

The SENCo will

- Assist and support teachers in identifying specific areas of need.
- Assist and support teachers in initiating and implementing individual learning/behaviour modification programmes, and assist in monitoring and evaluating progress made.
- Manage the work of SNA's
- Ensure that staff provide differentiated tasks for all children in their classes.
- Ensure staff are aware of cross curricular resources available.
- Monitor the progress and attainment of the SEN children.
- Contribute to the school's Self Evaluation.
- Keep staff and Governors informed of developments within the SEN system, both in school and in the Authority.
- Lead staff / SNA training on areas of special needs.
- Complete all relevant documentation with regard to referrals, assessments, Annual Reviews
- Monitor the use of Provision Maps. Support for class teachers can also be provided.
- Maintain 'inclusion' files where necessary.
- Liaise with outside agencies to ensure programmes for development are consistent. Attend planning meetings with Educational Psychologist, Ladywood Outreach etc.
- Work closely with the Learning Mentor to ensure the Social, Emotional and Behavioural needs of all the children are met.

- Establish and maintain links with parents, being supportive of them and ensuring they are aware of individual difficulties and programmes concerning their child.
- Support staff in their discussions with parents, if necessary.
- Work with the SEND admin support to maintain an up to date inclusion register.
- As both SENCo and Headteacher - manage the funding available to support SEN children in school.

Role of the Head Teacher

Currently the Headteacher is also the SENCo and as Headteacher has responsibility for the daily management of all aspects of the school's work, including provision for SEN pupils. The Headteacher is responsible for managing the Pupil Premium Grant and Looked After Children Funding.

Role of the Support Services

The Educational Psychologist, Ladywood Outreach, and Behaviour Support Service visit the school regularly to assess, monitor or work with individual children, and to advise the Class Teachers and SENCo.

The school nurse comes into school regularly, which enables discussion of any problems arising. If it becomes necessary, contact is made with Social Services.

FUNDING

The first £6,000 of additional funding for SEN children (above and beyond the average educational funding per child of £4,000) should be met by the school from the dedicated schools grant. Where the value of a child's additional needs are greater than £6,000, then the child is classified as a "High Needs" child and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents white file, located in the Head Teacher's Office.

This will involve providing evidence which shows a graduated response to the child's needs in line with the SEN Code of Practice. This process involves reports being provided by school and other agencies who are involved with the child and full parental involvement.

TRAINING

A programme of ongoing training is in place to ensure our staff have the appropriate skills and knowledge to support children with SEN. Specific training for different types of SEN will be prioritised according to the needs of the children. The Governor with responsibility for SEN will also undertake relevant training. The SENCo will work collaboratively as part of the SENCo Cluster Group to develop provision and share good practice with other schools.

EQUAL OPPORTUNITIES

St. Matthew's aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children.

All children with or without Special Educational Needs and /or Disability receive equality of entitlement to all activities, whether curricular or extra curricular. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or purchase of specific equipment.

PARENTS/CARERS OF CHILDREN WITH SEN

Parents/ carers will be informed where the child is in need of SEN Support and meetings will be held to discuss and review provision and progress towards the set outcomes, usually Termly. Wherever possible, children with SEND are involved in meetings arranged with parents /carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they will be invited to contribute to give their own opinions about provision and their own learning experiences. Where a child has an Education, Health & Care Plan, a Local Authority Annual Review will be carried out. At the end of each Key Stage this will take the form of a Person Centred Review

Partnership with parents/carers plays a key role in enabling children with SEN to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with Special Educational Needs will be treated as partners and supported to play an active and valued role in their children's education.

Information for parents/carers relating to the Local Authority and school's provision for SEND is available through the Local Offer and SEND Information Report published on the school website. This gives details of links with other agencies who offer support to the family and the child. The SEND Policy is also published on the school website. A hard copy of the SEND policy is available on request from the School Office.

TRANSITION

Arrangements are made to collect all relevant information and records for new entrants through visits to the nursery or home for Reception Class or reference to records from a previous school.

Transition meetings are held between the Class Teachers, Teaching Assistants and with the SENCo in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All children in school take part in Orientation Days towards the end of the school year, where they will experience their new class environment and become more familiar with their Class Teacher and Teaching Assistant.

Records for children who move to other schools are forwarded to their new school

Information about Year 6 children with SEND is sent to their secondary school during the summer term. This includes SATs results, Education Health Care Plans or Statements of Special Educational Needs, minutes of Review meetings and SEN Support Provision Maps with evidence of outcomes. Meetings are held with the Head of Year and/or SENCo from the secondary schools.

Transition work and extra visits to secondary school are arranged by the Learning Mentor /SENCo to develop confidence and enable the children with SEN to gain some familiarity with other pupils, staff and their new surroundings.

MONITORING

- The SENCo monitors the day-to-day implementation of this policy.
- The Governing Body publish the SEND Policy and SEND Information Report on the school website to ensure public accountability.

- OFSTED inspections include the monitoring of SEND.
- The Local Authority reviews Education, Health and Care Plans annually.
- Ladywood Outreach Service monitor the provision made by the school for children who have an Education/Health and Care Plan.

STORING AND MANAGING INFORMATION

Individual Information

All SEND information is now stored electronically in line with our data management policy and access is restricted to the SENCO and SENO Administrator. Where paper based documents are in place or information is printed off this is stored in the Headteacher's Office.

- Records detailing all information regarding children at School Action and Action Plus are maintained by the SEND Admin Support under the guidance of the SENCo.
- The records include: previous IEP'S and subsequent results, provision of resources, (both human and equipment), reports from outside agencies or observations carried out in school.

Inclusion Files – referred to as a 'Stripy File'

All class teachers keep an Inclusion File in their class. This contains Individual Assessment Sheets and/or Pupil Passports or Provision Maps for SEN children. These are a working document used by all adults working with an individual.

Only current information should be stored in the file.

Child Protection Files

- These files contain information of a confidential nature, and are kept in a secure place, which is known to the Designated Teacher for Child Protection (Mrs Ryding and Mr Harding).

In line with Records Management Procedures, all SEND information is stored securely in school. It is usually transferred on transition to other schools. If for any reason, information remains in school, any information relating to Statements of Special Educational Needs must be kept for 30 years after the date of birth of the child, before being shredded. Advice and information given to parents regarding special educational needs must be kept for 12 years following closure before being shredded. Children's SEND Files must be kept for 25 years after the date of birth of the child and then reviewed.

DEALING WITH COMPLAINTS

Complaints Procedure

At all times every effort to maintain the appropriate provision for a child's education is made. However, there may be times when parents feel unsure or unhappy with this provision. It is every parent's right to seek further information with regard to their child's education if they are unhappy with the way in which it is progressing or uncertain as to the level of support they are receiving. At these times the parents should discuss their concerns with the class teacher. If this does not resolve the situation the Headteacher will become involved.

The school's complaints procedures are published on the school website. This is a statutory process .

This policy along with the SEND School Information Report, should be reviewed annually by the Curriculum Committee.

Current Policy : October 2019

PART 2) SEND Information presented in the form of Frequently Asked Questions

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.

Who else provides support for SEND pupils at St. Matthew's ?

Head teacher	Mrs Georgina Ryding
SEN Governor	Mrs Lynn Donnelly
Designated Teacher for Child Protection	Mrs Georgina Ryding / Mr Matthew Harding
Teaching Assistants (For SEN)	Mrs Gallagher Mrs Berry Mrs Taylor Mrs Ince
Educational Psychologist	S. Cornwell
Learning Support	Ladywood Outreach
Behaviour Support	LA Behaviour Support Manager K. Aldred
School Nurse	R. Aiken

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) 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. 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@stml.bolton.sch.uk

website www.saintmatthewsllschool.org.uk

PART 3 SCHOOL OFFER				
	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
Provision for all pupils. Universal	Differentiated curriculum planning. Planning to meet learning styles. In-Class TA support In-class targeted teacher support Whole class visual timetable Homework club	Visual Timetable Differentiated curriculum planning Simplified language Clear class routines and systems Organised learning environment	Visual timetable. Differentiated curriculum Learning Mentor – for children and families. Whole school behaviour policy based on TEAMTEACH approach. Whole school rewards and sanctions : Traffic Light System Focused curriculum work Sunflower Club	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	1:1 and small group intervention with skilled adult. Individual visual timetable Additional curriculum provision – modified timetable ‘Toe by Toe’ –reading programme IDL On-line Spelling support Additional individual reading and / phonics sessions Pre –learning of curriculum content and vocabulary	Individual and small group intervention Social and Communication Programmes: Time to Talk, Talking Partners , Rhodes to Language Individual visual timetable and resources Learning Mentor / TA monitoring Access to quiet / safe space Pre – learning of curriculum content and vocabulary	In class support linked to individual behaviour targets / chart Individual visual timetable ‘Now & Next’ Social Skills Group Boxall Profile assessment and support work.	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

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>Provision for SEND Pupils with EHC Plan</p> <p>All requirements as set out in EHCP</p>	<p>Provision Map</p> <p>1:1 in class support</p> <p>Individual learning targets and plans for new learning.</p> <p>Use of ICT</p> <p>Pre-learning of subject specific vocabulary</p> <p>Individual timetable</p>	<p>Detailed specific visual timetable</p> <p>Detailed task planners</p> <p>Individual workstation / quiet space</p> <p>1:1 support – through breaktimes and dinnertimes.</p> <p>Pre –learning of curriculum content and vocabulary</p>	<p>Daily Check in Chart and daily sheet</p> <p>Daily support from Learning Mentor</p> <p>Specialist involvement from CAHMS / Behaviour Support Services</p>	<p>Specialist Input on regular basis.</p> <p>Individual support as required</p> <p>More detailed Risk Assessment and regular meetings to ensure needs are met.</p>
<p>How do we evaluate the effectiveness of the provision made for pupils with SEND?</p>	<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>
<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>	<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>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>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>

		Any external providers will be made aware of individual needs,	Any external providers will be made aware of individual needs.	Class trips will be selected appropriately. Any external providers will be made aware of individual needs.
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	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<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>SNA- Irlens Screening Assessment</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</p> <p>All staff trained to assess and plan using Boxall Profile</p> <p>Learning Mentor – trained in leading Sunflower Club</p> <p>SNA with specific training in understanding Autism</p> <p>SNA with specific training in understanding ADHD</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</p>	<p>Behaviour Support Service CAMHS Ladywood School – TEAMTEACH</p>	<p>Occupational Therapist VI Specialist Teacher Physiotherapist Ladywood Outreach</p>

		Health support through school nursing service. Educational Psychologist	Health support through school nursing service Educational Psychologist	Health support through school nursing service Educational Psychologist
How is equipment and facilities to support pupils secured?	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.			

	COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
How do we support pupils with SEND during 'in school' transition?	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	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	Meeting for parents and children with current and new teacher.	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>	<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 SENCo learning needs. Share passport. Involve child in discussions .</p> <p>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 SENCo learning needs. Share passport. Involve child in discussions .</p> <p>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 SENCo learning needs. Share passport. Involve child in discussions .</p> <p>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 SENCo provision that will be needed. Share passport. Involve child in discussions .</p> <p>Ensure appropriate agencies have links with the school.</p> <p>Additional support / possibly Summer School in place if appropriate</p>
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