

## Special Educational Needs and Disability Information

At St Matthew's, inspired by Jeremiah 29:11, "For I know the plans I have for you," we aspire to be a school where children and teachers eagerly and joyfully stretch themselves to their fullest potential in the pursuit of learning. As a Church of England school, we remain steadfast in our faith, trusting that God has a purpose for each child. In our commitment to this purpose, we aim to support all children in making accelerated rates of progress, regardless of their individual needs. As an Inclusion Quality Mark School, we take great pride in offering inclusive educational provision. We recognize that parents know their children best and value the opportunity to work closely with families, utilising their insights to guide children on their personalised learning journeys. This holistic approach enables us to provide a broad range of academic and pastoral support, tailored to the unique needs of each child, ensuring they thrive in every aspect of their education.

### Our Inclusion Team consists of:

- Mrs Maher (Headteacher/Deputy Designated Safeguarding Lead)
- Mrs Malik (Deputy Headteacher/Inclusion Manager/Designated Safeguarding Lead)
- Mrs Sabir (SENDCo)
- Mrs Jones (Welfare Officer)
- Local Authority Educational Psychologist

There are many SEND words that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional & Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice

CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

## Legislation and guidance

This 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 coordinators (SENCOs) and the SEN information report

\*Please note that all school policies concerning Inclusion including the accessibility Plan and Child Protection Policy can be found on the school website under the header information, policies.

## What is the Local Offer?

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Knowing what is available and how it is accessed gives more choice and control over what support is right for your child. Parents need to know how to access provision: whether through a statement (or an Education, Health and Care Plan) or not.

The offer includes provision from birth to 25, across education, health and social care and has been developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.

You can find **Hillingdon's Local Offer** here: <https://hillingdon.gov.uk/send>

### **Hillingdon's Additional Support Services:**

Hillingdon Talks, Moves, Plays: Children's Integrated Therapy Service

Speech and Language Therapy

Occupational Therapy

Physiotherapy

<https://www.cnwl.nhs.uk/children-integrated-therapy-service>

[Further SEND support for parents and carers - Hillingdon Council](#)

## **SEND at St Matthew's**

### **Identifying pupils with special educational needs:**

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, Learning Support Assistants, the pupil's previous school, nursery or playgroups
- concerns are raised through liaison with external agencies e.g. Health Team – paediatricians, speech and language therapists
- there is lack of progress
- a child is performing below age expected levels
- there is a change in the pupil's behaviour or any behaviour concerns
- a pupil asks for help

Once a concern has been raised, an investigation into the specific needs of the child is completed by the Inclusion Team, in conjunction with the class teacher and phase leader. Parents/ carers will be consulted, involved and supported in this.

### **What should I do if I think my child may have special educational needs or needs extra help?**

If you have concerns then contact your child's teacher or the school's SENDCO to discuss your concerns in person, phone or via E-Mail.

Main school office: 01895 442724 or E-Mail us: [stmatthews@fraysacademytrust.org](mailto:stmatthews@fraysacademytrust.org)

### **Our approach to teaching SEND pupils:**

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run

by a teacher or learning support assistant. The length of time of the intervention will vary according to need but will generally be for a term.

These interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

#### **Assessing and reviewing pupil's progress:**

Any additional support a child receives is recorded on the school provision map. All additional support is planned in accordance with the SEND Code of Practice's 'Assess, Plan, Do, Review' model and individual progress is tracked through an Individual Learning Plan. At the end of each term, provisions and targets on Individual Learning Plans are assessed and new targets and provisions are planned accordingly.

If you have any queries related to interventions please do not hesitate to contact the class teacher, SENDCO or Inclusion Manager.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally, a pupil may need more expert support from an outside agency such as the Speech and Language Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of St Matthew's C.E. Primary School are responsible for entrusting a named person, to monitor Safeguarding and Child protection procedures. This person is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however on occasions this can be individually differentiated.

The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

Learning Support Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

### **How will I know how my child is doing?**

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or a member of the Inclusion team and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

You will also be able to discuss your child's progress at parents evenings.

Your child's class teacher will be at the classroom door/in the playground at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or a member of the Inclusion team by visiting the school office. If needed a pupil may be given a communication diary in which messages can be exchanged between adults working with your child in school and yourself.

The process of filing a complaint about provisions for children with SEND will follow the school's complaint policy which can be found on the school website.

### **How will you help me to support my child's learning?**

The class teacher may suggest ways of supporting your child's learning through letters or emails, at parents' evenings or at the end of the school day.

A member of the Inclusion Team may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed in some way. If outside agencies or the Educational Psychologist have been involved suggestions and programmes of work/activities are normally provided that can be used at home.

Parent/carer workshops are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged

### **Pupils with social and emotional needs**

At St. Matthew's our pupils need to feel safe and secure at school and have the right mental attitude to learn and meet their full potential. Therefore, we strive to ensure that pupils with social and emotional needs are identified and given the support they need to feel happy and fulfilled at school.

Each pupil participates in weekly well-being and citizenship lessons where they learn about their feelings and healthy approaches to identifying and understanding them. Pupils also learn to support the regulation of their feelings through a program run school wide called Zones of Regulation.

Pupils in need of additional social and emotional support are identified in the same way as SEND pupils are, through staff and parent referrals or by pupils themselves.

At any time throughout the school day children can discuss any difficulties they may be experiencing with a learning mentor. Depending on the need of the child, regular pastoral support meetings may be set up or a targeted intervention to support their needs may be arranged by the Inclusion Team.

### **Pupils with medical needs**

If a pupil has a diagnosed medical need then a detailed Care Plan is compiled by Mrs Jones (Medical Officer) in consultation with parents/carers and the school nurse. These are discussed with all staff who are involved with the pupil.

Staff will receive regular asthma/epi-pen training delivered by the school nurse and any other training as and when it is needed.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Care Plan is in place to ensure the safety of both child and staff member.

### **What specialist services and expertise are available or accessed by the school?**

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Child Protection Advisors
- CFACS(Child, Family & Adolescent Consultation Service)
- Educational Welfare Officers
- Local Authority SEND Support Services. This includes the following:
  - Language Advisory Service
  - Service for Sensory Impairment (Hearing/Vision)
  - Social Services
  - Child Development Team (Hillingdon Hospital)
  - Occupational Therapist
  - Speech and Language Therapy Team
  - School Nurse

The school employs an Educational Psychologist via the Local Authority who would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is generally planned after, termly pupil progress meetings and in consultation with parents. In order to help understand the pupil's educational needs better, the Educational Psychologist will generally meet with the parents/carers and give feedback after the assessment has been completed. He/ she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

### **How are staff trained to support children and young people with SEND?**

All staff receive regular training related to SEND. These include sessions on:

- How to support pupils with Speech, Language and Communications Needs
- How to use the Zones of Regulation
- How to support pupils on the autistic spectrum
- Staff also receive yearly asthma and EpiPen training

Staff also receive training on safeguarding and inclusion training e.g. strategies of including SEND pupils in everyday activities, as well as the risk they face to being victims of abuse.

### **How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- 2 disabled toilets
- Most external doors are wider doors
- All lower classrooms have low thresholds to allow easy access
- Disabled parking bay
- If needed classrooms would be reallocated to cater for individual needs.

Our accessibility plan can be found on our school website under 'policies'.

### **How will the school prepare and support my child when joining St Matthew's CE Primary School or transferring to a new school?**

St Matthew's CE Primary School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Close liaison with feeder playgroups and private nurseries.
- Where it is considered needed, the school may link up with the child's previous school to support a smooth transition.
- Additional visits are also arranged for those pupils who may need more time in their new school before making the transition
- A member of the Inclusion Team is always willing to meet with parents/carers when their child joins the school.
- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funding available.
- We have Learning Support Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs and individualised programmes.
- The SEND budget is allocated each financial year. The money is used to provide additional support or resources, dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised The Inclusion Team may carry out some further assessments which may result in additional intervention being allocated to your child.

### **How is the decision made about how much support my child will receive?**

The class teacher alongside the Inclusion Team will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap

to achieve age expected levels. This will be planned alongside and in discussion with all those involved with the pupil including parents.

### **How will I be involved in discussions about the planning for my child's education?**

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents evenings
- During discussions with The Inclusion Team and other professionals, including the Head Teacher.
- Parents/carers are encouraged to comment on their child's individual targets with possible suggestions that could be incorporated

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following in this order:

- Your child's class teacher
- Mrs Maher –Headteacher
- Mrs Malik – Inclusion Manager
- Mrs Sabir – SENDCo

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.