

St Matthew's CE (Aided) Primary School

Special Educational Needs Information Report



Our philosophy at St Matthew's is;

'Individuals working to potential together'

and it is our aim to ensure that every child with Special Educational Needs reaches their full potential in school.

How we support Children with special Educational Needs or Disabilities.

Our Vision

One Vision – one for all, all for one

Every minute of every day we will aspire to be a team of “Individuals, Working to Potential, Together”.

Where every member of our single community our ‘Circle of One’ and its contributors will learn to appreciate that “only their best is good enough”, regardless of age, gender, ability, colour, creed, race or social diversity; where responsibility, commitment and success is shared.

That any impairment – physical, intellectual or other, will not deter us from our relentless pursuit to improve or our absolute desire to succeed. Who knows that miracles you can achieve if you believe?

To constantly look to better ourselves; meticulous in planning, exacting in self evaluation. To attain, to achieve, enjoy and progress in a healthy and safe, secure and stimulating, effective and efficient school environment, where resources and equipment are second to none.

Where determination, creativity, honesty and hard work sit comfortably on the ‘top of the rock’ alongside innovation, inspiration and change, looking up with confidence at the ‘next mountain to climb’ with audacity, bravery and courage.

As a primary school we admit children from the age of 3 Years to 11 years.

Our Ofsted rating is ‘Requires Improvement’. Our most recent inspection was in January 2014. The full report can be downloaded from Ofsted's website. Our Section 8 inspection report can also be found on the Ofsted website.

<http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/123557>

How we ensure that children who require additional help are identified early.

We acknowledge the importance of early identification for any child and that the earlier action is taken, the more responsive the child is likely to be. When identifying children as having special educational needs we do so in a variety of ways including the following;

- Individual performance monitored by the teacher as part of ongoing observation and assessment.
- The outcomes from baselines assessments and results.
- Individual progress against the objectives specified in the National Curriculum.
- Standardised screening or assessment tools.
- Parental concern
- Liaison with external agencies.
- Liaison with Health professionals.
- Liaison with a previous school or setting.

What should a parent do if they think their child may have special educational needs?

At St Matthew's we operate an open door policy where parents are encouraged to talk openly to members of staff regarding their concerns. In the first instance contact your child's class teacher to discuss initial concerns. If you continue to feel that your children may require additional support then contact one of our learning mentors, Mrs Cadman or Mr Hudson or the school's SENCO, Mrs Wilson. We consider all parents as partners and strive to work together to provide the best possible provision for SEN pupils. We will provide you with information regarding the services available to you as parents and to school to best meet the needs of your child.

How we explain your child's needs and progress to you.

You child's class teacher will meet with you on a termly basis at parent consultation meetings in order to discuss your child's progress, attainment and possible future support. You may also attend meetings with the school's SENCO, Mrs Wilson or the learning mentors, Mrs Cadman or Mr Hudson in order to discuss more specialist support that may be required.

How school will support your child.

Mrs Wilson, the school's SENCO, oversees the progress and attainment of all Special Educational Needs pupils across the school. This is monitored on a half termly basis with regular dialogue between class teachers, teaching assistants, senior members of staff and the SENCO taking place.

Your child's class teacher will oversee the planning and delivery of work on a daily basis. Work will be differentiated to meet the needs of your child. Provision Maps, Personal Intervention Plans (PIPs) or Behaviour Action Plan (BAPs) will be written by your child's class teacher in consultation with the SENCO, pupil, teaching assistant and parents/carers. The aim is to provide intervention in order to ensure that gaps in learning are closed, children make accelerated progress and 'catch up' to attain at age related expectations.

Provision Maps, PIPs and BAPs are reviewed every term and the outcomes will be recorded. Pupils will participate fully in the review process. Parents / carers will also be invited to participate in the target-setting and review process. From this new targets and alterations to support will be made if deemed necessary.

Your child may also work with a teaching assistant either individually or as part of a small group throughout the course of the day/week in order to support progress. This will be explained in more detail when support for your child begins.

Your child may be identified as benefiting from small group or 1:1 support from our learning mentors in our Rocket room. Within this group your child will be supported to develop a range of social, behavioural and emotional skills.

Your child may also work with specialists from external agencies. These professionals may work within school over the course of a term/year to provide specific support that will meet the needs of your child. This will be explained in more detail by the SENCO or the agency involved when support for your child begins.

How our Governors are involved and what their responsibilities are?

The SENCO Mrs Wilson reports termly to governors regarding the progress of children with SEN although at no time are individuals referred to, ensuring that confidentiality is maintained at all times.

Mrs Lewis, is the designated lead governor for SEN and meets termly with the SENCO, Mrs Wilson, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. The Governing Body ensures that it makes appropriate special educational provision for all pupils identified as in need of it.

How teachers match the curriculum to an individual pupil's needs?

At St Matthew's Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

The curriculum is differentiated through careful planning in order for all pupils to access learning at their level. Teachers work in liaison with senior members of staff, the SENCO and external agencies to, wherever physically possible, provide learning opportunities that are beneficial to all and the meet the needs of the individual.

How school's resources are allocated to match to children's Special Educational Needs.

We ensure that the needs of SEN pupils are met to the best of the school's ability with the funds that we have available to us. The curriculum is differentiated in order to best meet the needs of your child and wherever possible resources are purchased and implemented to support their learning and development.

The budget for SEN is allocated predominantly on a needs basis where the children with the most complex needs and those requiring the highest levels of support are catered for. All children identified as having a

special educational need receive support though out the course of the day/week dependent upon advice received from external agencies or where demand requires.

How the decision is made regarding the type and how much support your child will receive.

Initially the class teacher, in close liaison with the SENCO, will decide how much support and in what form your child will receive until further advice is gained from an appropriate external professional.

Different children will require different levels of support and as a school we rely on the advice from external professionals in supporting us with identifying this to ensure that children make progress.

How the school judges whether the support your child has received has had an impact.

Support received by your child is reviewed at the end of every term or at the conclusion of an intervention. During this review targets set on Provision Maps, Personal Intervention Plans (PIP) and Behaviour Action Plans are discussed and the impact of the intervention assessed analysed. The impact of intervention is assessed in a range of ways including; impact on progress and attainment, impact on positive learning behaviours, increase in curriculum accessibility as well as using more formative approaches such as boxall profiles and the use of assessment and test based data.

PIP will be reviewed every term and the outcomes will be recorded. Pupils will participate fully in the review process. Parents / carers will also be invited to participate in the target-setting and review process. Where children make sufficient progress towards meeting their targets and attaining at age related expectations then they may be removed from the SEN register

Opportunities to discuss your child's progress.

At St Matthew's we operate an open door policy where parents are encouraged to talk openly to members of staff regarding concerns they may have regarding their child's education at any time during their school career. We truly believe that working in partnership with parents is key to providing the best possible outcomes for children and aim to communicate regularly with parents.

As a parent you are able to meet with your child's class teacher, the SENCO or a senior member of staff at any time and can do so by making an appointment via the school office.

You will also be able to discuss your child's progress at parent consultation meetings held termly.

How we will help you to support your child's learning.

Your child's teacher, the SENCO and the Learning mentors can offer guidance and provide support and advice relating to ways in which you could support your child at home. These will be private meetings in which strategies that may help to support your child can be explored and discussed.

We run a number of workshops focusing on phonics, reading/writing and maths that parents are able to attend at the start of the year in order to gain insight into ways in which you can effectively support your child at

home. There are also meetings about SATs preparation for Years 2 and 6 and again these provide guidance relating to ways in which you can support your child at home.

Some children may receive home/school link books to ensure regular communication between parents and school. These are brought home daily and provide an opportunity for comments to be shared.

If your child is identified as having Special Educational Needs then they will receive a Personal Intervention Plan, a Behaviour Action Plan or a Provision Map. These identify clear targets for your child to work towards achieving. These are set at the start of each term and are reviewed at the end of the term in liaison with teachers, teaching assistants, the SENCO, the pupil and parents.

Where the support and guidance from external professionals is required then parents are informed and consultation dates and meetings arranged. This provides opportunities for you as a parent to share concerns that you may have at home and also allows for the discussion and agreement of strategies that can be implemented in school and at home.

How we measure your child's progress.

Your child's progress and attainment will be assessed against national age related expectations. Your child's class teacher continually assesses your child's progress to support in the identification of ways to best support them.

Your child's progress and attainment is tracked from their date of admission through to year 6, using a range of different methods, including the use of standardised tests as appropriate.

Children not making expected progress are identified at half termly/termly pupil progress meetings and dialogue regarding appropriate intervention and support is discussed with senior members of staff, class teachers and the SENCO. Changes to support or the identification for the need for the involvement of external agencies is then discussed with parents.

At the end of every term your child's PIP (Personal Intervention Plan) will be reviewed and comments relating to the achievement of previously set targets will be made. Where targets have not yet been met discussions relating to further ways to best support pupils are had and ways forward outlined.

Pastoral, Medical and Social support available in school to ensure your child's overall wellbeing.

St Matthew's is an inclusive school where we aim to provide the best possible outcomes for all children. We embrace diversity and believe that all children have the right to learn in an environment that offers equal opportunities for children to achieve their full potential.

A breakfast club runs every morning and is open to all children to attend. During this time children are provided with breakfast and the opportunity to socialise with friends prior to starting school. This also promotes a positive start to the day.

After school club facilities are also available to all children providing 'wrap around' care. During after school provision children are able to complete homework tasks and again socialise with friends, accessing planned and evaluated tasks and activities, delivered by our after school club manager Miss Fenn.

Class teachers are responsible for the initial pastoral and social support for the children in their class and should be your first point of contact regarding concerns in this area.

If your child has a specific medical need then the SENCO, Mrs Wilson will liaise with yourself and medical professionals directly to ensure that appropriate training is provided for staff and risk assessments are completed.

We have a team of learning mentors who liaise closely with class teachers, senior members of staff, the SENCO and parents to provide emotional and social support for children where necessary.

How we manage the administration of medicines and personal care.

We have a policy regarding the administration and safe management of medicines which can be accessed through our school website.

Most teaching assistants are first aid trained and take responsibility for the administering of individual children's medication throughout the course of the day. As a parent you are responsible for completing the medicine administration form in the main office to ensure that the correct advice is provided to school. Where forms are not completed and parental consent given, children will not be able to receive their medication. We can only administer medicine that has been prescribed by a doctor.

Staff receive training relating to specific medical needs including diabetes, epilepsy and asthma and as part of the schools continued professional development cycle maintain up to date first aid training.

Learning mentors also work with children where medical or health issues need exploring in more detail and liaise closely with parents and pupils to put together programmes consisting of clear targets and focus sessions.

Support available for behaviour, avoiding exclusion and increasing attendance.

We have a clear behaviour policy which is followed by all staff and pupils. The policy and behaviour pathway was developed in liaison with our Learning Support Advisor and clearly specifies procedures to follow. Our school council identified behaviours that they felt ensured positive behaviour and these were used to create our whole school reward system.

Your child's attendance will be monitored by the school business manager Mrs Jayne Overal on a daily basis and incidents of lateness and non-attendance will be recorded. Persistent lateness and absence from school will be reported to the Headteacher, Mrs K. Clark and to the governing body.

If a child is at risk of possible exclusion then school work closely with the pupil, parents, learning mentors and relevant external professionals to implement strategies and Behaviour Action Plans in an attempt to prevent this from happening.

We have a Behaviour and Discipline Policy which covers sanctions and procedures in school for behaviour, including Exclusions.

How your child will be able to contribute their views.

We acknowledge at St Matthew's the importance of the voice of the child. Therefore they, wherever possible, participate in many of the decision making processes. This includes the setting of learning targets and contributing to Individual Intervention Plans, discussions about choice of schools, contributing to the assessment of their needs and to the annual review and transition process.

St Matthew's also have a number of pupil committees including; School council, PE ambassadors,

Specialist services and expertise available at or accessed by school.

The SENCO, Mrs Wilson has been in position since February 2009 and during this time has worked closely with staff, parents and external agencies.

Miss Talbott the school's Maths subject leader completed a Postgraduate Certification: Primary Mathematics Specialist with NPQSL in May 2015.

Miss Johnson completed a Postgraduate Certificate in Specific Learning Difficulties (Dyslexia) with Merit in April 2014.

The school also has a qualified Learning Mentor, Mrs Cadman and behaviour support mentor, Mr Hudson.

School work closely with a range of external agencies including; the Learning Support Advisory team, Speech and Language, Occupational Therapy, Educational Psychology, Behaviour Support, Linden Centre Pupil Referral Unit, GPs, School Nurse, Paediatricians, Consultants, Diabetic nursing team, epilepsy nursing team, CAMHS, the local policing team and social services.

Telford and Wrekin Local offer is available from the Telford and Wrekin Website.

http://www.telford.gov.uk/info/20027/special_educational_needs_and_disability_send/290/send_local_offer

Current and previous training that staff have received to support children with Special Educational Needs.

All staff received training in delivering Read, Write Inc training a programme to develop children's reading, writing and phonics skills.

June 2015

Identified members of staff have received training in the Read, Write Inc spelling programme to support children in KS1 and KS2 in the development of spelling strategies.

Identified members of staff have received training in the Read, Write Inc Language and Literacy programme focused on the delivery of key English skills during Literacy lessons.

Miss Talbott the school's Maths subject leader completed a Postgraduate Certification: Primary Mathematics Specialist with NPQSL in May 2015.

Miss Johnson completed a Postgraduate Certificate in Specific Learning Difficulties (Dyslexia) with Merit in April 2014.

The school also has a qualified Learning Mentor, Mrs Cadman who has received training in MAPA, Lego build to Express, Nurture Group facilitation, mediation and Boxall profiling.

All staff received training in the identification of SEN delivered by the SENCO and the Learning Support advisor.

Staff also received training relating to the identification of communication difficulties and strategies delivered by the Learning Support Advisor.

A small number of staff received 'LEGO Build to Express' training which is used effectively to support the practical creating of social stories.

Mrs Wilson, SENCO and Miss Johnson are currently receiving support and training from Entrust in order to gain 'Dyslexia Friendly School' status.

Identified members of staff have received MAPA restraint training.

How your child will be included in activities outside of the classroom including day and residential trips.

At St Matthew's we aim for all pupils to participate in off site visits and residential. We work together with parents to provide necessary adaptations to ensure this is successful and inclusive for all pupils.

Risk assessments are carried out to ensure the safety of all. Where children have specific needs then personalised risk assessments are completed in liaison with key members of staff, specialist professionals, parents and pupils.

Accessibility of the school environment.

Changes made to the physical environment are continually reviewed to ensure that access is available to all.

Facilities provided include;

- All areas of school are wheelchair accessible with ramps and rails to provide ease of access.
- Disabled toilets are located between the CAMERA building and Library/IT suite and in the summit building.
- Changing facilities with a low/high changing table is situated in the Summit building.
- Built in shaded areas on the Key Stage one and Key Stage 2 playgrounds to ensure sun safety at play times and lunch times.
- All classrooms are fitted with blinds to support children with visual impairments.

All information regarding changes made to the physical environment can be obtained through the schools 'Policy Supporting Children with Disabilities'.

How school will prepare and support children when joining or transferring to a new school.

When children move schools, either at phase transfer or at any other times, we are required to transfer all school records within 15 days of the child ceasing to be registered at the school. Special educational records are transferred to the new school and dialogue is sought between the SENCO, class teacher and Head of both receiving and transferring schools. Copies of Provision Maps, Individual Intervention Plans and Behaviour Action plans are transferred.

Where information being transferred is of a confidential nature then systems of recorded delivery are implemented to ensure confidentiality is maintained at all times.

The same information is required by school for those SEN pupils transferring from another school to St Matthew's CE (Aided) Primary School.

How parents are involved in school life.

At St Matthew's we acknowledge that parents hold key information and have a critical role to play in their children's education. You have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. We find it therefore essential that all professionals actively seek to work with parents and value the contribution they make. We take into account your wishes, feelings and perspectives on your child's development. All parents of children with Special Educational Needs are treated as partners and are supported so as to be able and empowered to:

- Recognise and fulfil your responsibilities as parents and play a role in your children's education.
- Make your views known about how your child is educated.
- Have knowledge of your child's entitlement within the SEN framework 2014.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

We have regular events where parents are welcomed and encouraged to participate including school fairs, cake sales, charity events, sporting events, assemblies and concerts.

There are opportunities for parents to speak to class teachers at parent consultation days to explore and discuss your child's progress.

In liaison with the Learning mentors a number of parent groups are offered these have included; Pizza Garden (cooking and healthy eating), Parent and Child mediation sessions (building relationships), Commando Joe (Family fitness sessions), Family Fun Day and drop in sessions.

There is also a school Parent and Teacher Association group who work collaboratively with school to organise events throughout the year that brings the local community together.

School contact information.

St Matthew's CE (Aided) Primary School
Church Road,
Donnington,
Telford
TF2 7PZ

Tel: 01952 386260

Website: <http://www.stmatthewscofe.co.uk/>

If your child currently attends school then your first point of contact will be your child's class teacher.

If you have concerns regarding Special Educational Needs then an appointment to meet with the SENCO Mrs Wilson can be arranged via the main school office.

Who you should contact if you are considering whether your child should join the school.

Contact the school Business Manager Mrs Overall in order to arrange a tour of the school.

If your child has a Special Educational Need or a disability then please make this aware to the school's business manager who will arrange an opportunity for you to meet with the SENCO Mrs Wilson in order to discuss provision that may need to be considered prior to starting at the school.