

St Matthew's Primary School SEN information Report

St Matthew's C.E. Aided Primary School is a mainstream school which holds the belief that all children have a right to an education in a setting that is able to respond to their individual needs.

HOW DOES THE SCHOOL KNOW IF MY CHILD NEEDS EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At St Matthew's Primary School, children are identified as having SEN through a variety of ways including the following:

- Liaison with Nursery and Pre Schools
- Children performing below age-expected levels
- Concerns raised by parents
- Concerns raised by their teacher e.g. where behaviour or self-esteem is affecting their performance
- Liaison with external agencies
- Health diagnosis through a paediatrician
- Completion of diagnostic tests linked to the area of concern (these are used to increase our knowledge about your child and what to do to increase their support if needed)

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talking to your child's teacher or the SENCo

We have an open door policy and a member of staff is always available at some point during every day. Our school is a partnership between home and school and we will always be honest and open with you about your child's needs and what we feel we are able to do for them.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- Progress of children with SEND is reported to the governors. This is done anonymously and confidentiality is maintained at all times.
- There is a named SEN Governor who is responsible for SEN. They meet termly with the SENCo to discuss issues in detail. This is then reported back to the Governing Body.

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL ORGANISE, PLAN AND WORK WITH MY CHILD?

- Our SENCo assesses and monitors any child requiring support.
- The class teacher will plan differentiated work that meets the needs of your child. This will be delivered by the teacher and/or a teaching assistant.
- At times your child may be taught in small groups or individually, depending on their needs. The regularity of these additional sessions will vary on a day to day basis.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents termly to discuss their child's needs, level of support and progress.
- Additionally you can arrange to meet with the SENCo at any time by requesting this at the school office.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- School believes that Quality First Inclusive teaching has the most impact on any child's learning and progress.
- Each lesson is differentiated according to the child's needs. The teacher will plan work of different levels for children. At times a teacher may need to differentiate for an individual child. Work can be differentiated in a variety of ways. For example, this may be extra adult support, additional resourcing, additional time or a different task.
- The children can then access each lesson at their own personal level which will mean that they can learn at their individual pace.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME SUPPORT MY CHILD'S LEARNING?

- St Matthew's has an open door policy that encourages parents to make appointments with the class teacher and/or SENCo to discuss any concerns you might have. We will explain what we are doing for your child and offer practical ways in which you might help your child at home.
- We believe that home has a very important part to play in your child's learning and that education is a partnership between home and school. This is why we maintain

an open door policy and encourage regular communication. This becomes even more important for a child with complex needs.

- Each child has a Home Partnership book that your child will bring home on a daily basis so comments and updates from parents and teachers can be shared and responded to regularly.
- If your child has SEN they will have an Individual Education Plan (IEP), which will be known in school as a Learning Passport. This will be a working document that has individual targets to support your child's learning. This working document will be shared termly in your Parent's Evening meetings.
- All targets are child friendly and SMART (Specific, Measurable, Achievable, Rigorous and Timely).
- There is an expectation that the targets will have all been achieved within the term, often they will have moved to new targets before the end of the review period.
- If your child has complex needs a formal review meeting will take place annually. This will be either an annual EHC plan review or as Transition Partnership Agreement (TPA) review. A report is always written after these meetings and sent to Hampshire County Council as record of the meeting.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- The class teacher continually assesses each child to enable them to progress. As a school we formally track each child three times throughout the year. This is done by assessing work and their attitude to learning.
- Each teacher has a termly pupil progress meeting with the Head teacher and the Assessment Lead to discuss the children who are causing concern. Extra support is then discussed and planned for the next term. (This often happens much more frequently as staff will raise concerns at the time and not wait for a set meeting.)
- Each term the progress of children on the SEND register is reviewed and tracked by the SENCo and class teacher.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?

- We work closely with all staff to ensure that any children with SEND (as with all children) receive the best that the school can offer.
- The TAs are funded from the SEND budget and deliver interventions that reflect the children's needs.
- Funding is allocated on an individual basis and reflects the child's level of need. This will often be through interventions and small group or 1-1 support.

HOW IS THE LEVEL AND TYPE OF SUPPORT DECIDED?

- The class teacher in consultation with the SENCo will discuss the child's needs and they will decide on appropriate support.
- Support will vary from child to child as each child's needs will be different.
- This will always be discussed with a parent or identified on the Learning Passport.

HOW DO WE KNOW THE SUPPORT HAS HAD AN IMPACT?

- The child's Learning Passport targets are reviewed regularly.
- The child's achievement levels are tracked throughout the year. This is used to ensure that progress is being made.
- The progress of the child is reviewed at Pupil Progress Meetings with the head teacher, Assessment Lead, Class Teacher with input from the TA.
- Children may move off the SEN register when they have progressed to age related levels.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR CAN BE ACCESSED BY SCHOOL?

- Our SENCo is fully qualified and accredited.
- We work very closely with all external agencies that we feel would help support the children-school nurse, GPs, Educational Psychologist, Speech and Language therapist, Occupational Therapist, Behaviour support, Advisory Teachers for Disability, Social Services, Early Help Hub, CAMHs, Bridges support and Ethnic minorities and Traveller Achievement Service (EMTAS).

WHAT TRAINING HAVE STAFF HAD THAT ARE CURRENTLY WORKING WITH SEND CHILDREN?

- All our Teaching Assistants (TAs) attend INSET days and can meet regularly with the SENCo.
- TAs receive specialist support from External Agencies such as Physiotherapists, Speech and Language Therapists and Outreach Workers to ensure bespoke support for each child on the SEND Register
- All support staff know and understand the need for confidentiality

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children are included in activities whether in or out of school unless there are safety reasons why this is not possible. In this case alternative activities will be provided that will cover the same curriculum areas.
- Additional support is provided for school trips to ensure that the experience is positive for the child.
- A risk assessment is always carried out prior to any off site activity and this will take in account any SEND children and their needs.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The whole site is wheelchair accessible. There is a disabled toilet and shower that can be used for changing.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- All new children are invited to visit the school before starting. Children with SEND will be encouraged to make additional visits so they are more confident before starting. If possible we would visit them in their current school. Transition would be tailored to their individual needs.
- Some children will have a social story written that will be specific to them and their needs.
- When transferring from us we would request additional visits as we feel necessary. We would tailor transition to the individual child.
- We liaise closely with the staff of all previous and new schools. All relevant paperwork is passed to the next school and their needs will be discussed so they are fully understood.
- If a child has an EHC plan, a TPA (Transition Partnership Agreement) meeting will be used to aid transition. Staff from both schools would be invited to attend alongside parents and children.

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- We have a very clear behaviour policy that all staff follow. This is based on positivity.
- If there are behavioural concerns your child may be given an Individual Behaviour Management Plan (IBMP). This works in a very similar way to a Learning Passport.
- Exclusions are rarely given, and only in very exceptional circumstances, the reasons for these will be fully discussed with the parents.
- There will always be a period of reflection allowed if a child has not followed the school rules. This may be through discussion with a member of staff or through writing an explanation of what happened.
- Attendance is monitored daily by the Administration team and the Head teacher is made aware of any concerns.
- Attendance figures are collected half termly and parents are contacted if school feels it is necessary.
- Lateness is recorded and monitored in the same way as attendance.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- We are an inclusive school and celebrate the diversity within the children and local area.
- We believe that high self-esteem is crucial not only to a child's well-being but also to their progress.
- The staff are very caring and understanding. They always have the child's best interest at the forefront of their response to each child's needs.
- The class teacher has overall responsibility for your child's welfare, whether this is medical, pastoral or social.
- Parents are always able to ask to meet with the SENCo/Inclusion Leader.
- Outside agencies will only be contacted after agreement by a parent. This will be discussed in a meeting with the SENCo/Inclusion Leader.
- We have a designated emotional support assistant (ELSA) who works with children who need support with the social aspect of school and home. Support from them will always be discussed with a parent first.
- Social skills interventions are provided where required.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- Parents need to contact the school office if medication is required during the school day. A form will need to be signed giving the school permission to do this.
- All our Teaching Assistants (TAs) are First Aid trained and they or the Administration staff will normally administer the medication.
- As a school we have regular training and update meetings about the conditions and medication affecting individual children. Staff who can manage medical situations are always available.
- Ongoing Medical issues will be managed through a HCP (Health Care Plane) which is created and reviewed by the SENCo with parents and the school nursing team.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Our school has a very clear ethos based on the Christian principles of respect and understanding.
- Learning Passport targets are discussed with the child.
- Children are always encouraged to express their views before any annual reviews are held for children with EHCP or TPAs.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Always talk to your child's teacher first.
- You can always arrange a meeting with the SENCo.
- The Inclusion and SEN policy is on the school website.
- You can contact SENDIAS – www.hampshiresendiass.co.uk
- You can contact Independent Parental Special Education Advice- www.ipsea.org.uk/
- If you want to find out more about what Hampshire offers, please check the Hampshire Local Offer:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school office to arrange a visit.
- Ask to meet with the head teacher or SENCo. They will always be keen to talk to you about your child's needs.

