

# SEN Information Report and the Local Offer

## St Matthew's Church of England Primary School

2016 - 2017

*(Special Educational Needs and Disability (SEND) Information Report)*



What is our mission statement?

*'Learning Together in the Love of God.'*

Our values of **faith, learning together, respect** and **choices** are reflected in the kind of provision made for pupils with learning difficulties and special educational needs and disabilities (SEND). The Head Teacher, SENCO, Senior Leadership Team and staff resolutely promise to serve the local community and work tirelessly to support children and their families. The OFSTED Inspection Report (2012) stated that, *'Staff say they are on a mission to provide our very best for the children'*.

What are our school values?

What kinds of special needs are provided for in this school?

How will my child be welcomed into the school?

How will my child be supported to be part of the school?

At St Matthew's, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. The school makes provision for all of the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

St Matthew's Primary School's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and/or Disability, whatever those needs may be, so that they can reach their full potential. We are determined that their contribution to school life should be valued and we seek to build their self-esteem.

Where can I find out about what is available locally for me, my family or my child?

Sandwell Local Authority has published its own Local Offer which can be accessed by the link below.

[www.sandwell.gov.uk/send](http://www.sandwell.gov.uk/send)

Who is involved?

**Special Education Needs Coordinator**

**SENCO: Mrs Joan Amphlett**

Responsible for:

- Coordinating all the support for children with SEND to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - Involved in supporting your child's learning
  - Kept informed about the support your child is getting
  - Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, and other external agencies.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

**Class Teacher**

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Supporting the SENCO to write children's Provision Maps and keeping them up to date.
- Ensuring that all staff working with your child in school are helped to deliver the planned work or programme for your child so they can achieve the best possible progress. This may involve deploying Learning Support Practitioners, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**Headteacher Mrs Fiona Deakin**

**Deputy Headteacher: Mrs Bhav Patel**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**SEN Governor: Mr Gareth Brown**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

A Learning Support Assistant (LSA) or a Learning Support Practitioner (LSP) may be allocated to some pupils with SEN and or disabilities, or may be allocated to a pupil with exceptional special educational needs.

As a school we welcome daily dialogue between parent/carers and LSAs, LSPs or teachers on how a child's day has been and we do actively encourage this regular feedback.

What additional support is there for my child?

**Learning Mentor:** Mr Shaun Lancaster works 1:1 with children and also with groups or in classes to support emotional well-being.

**Emotion Coaches:** Mrs Amphlett and Mrs Downing, (Higher Level Teaching Assistant) are available for the children to speak to if they need support. They provide time to meet with children. Mrs Amphlett's office is open at lunchtimes for drop-in sessions.

What will you do to support early identification of SEND?

Language support is a strength at St Matthew's. Our Nursery teacher, Mrs Sadler, has received the Time to Talk Speech and Language intervention Programme. Mrs Mitchell has undertaken the Elklan Speech and Language Course.

The school identifies that delayed language and communication skills have an impact on pupil progress at St Matthew's. Therefore, to support early identification, all pupils are screened on entry to St Matthew's Nursery using the Wellcomm Speech and Language Toolkit. If children are not working at the appropriate level of communication for their age then simple, fun, play-based exercises are delivered to support progress. Teachers will discuss these activities with parents/carers and provide ideas to support language at home. These activities are measured over time. Children who are working significantly below the expected level, or those who do not make substantial progress, will be identified for referral to Speech and Language Therapy for more specialist support. Parents/carers will be required to make and attend initial assessments by the Speech Therapy Department at the clinic. If a programme of intervention is required, then Learning Support Practitioners will deliver targets in school (under the direction of the Speech Therapist).

All children receive class teacher input via good and outstanding classroom teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching will be put in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child; this includes PE.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Booster classes to support the learning of basic skills are provided to support catch-up.
- Nurture room provision is provided for pupils working at P levels at Key Stage 2 to support the learning of basic skills.
- Specific strategies are put in place (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.

How will teaching be adapted to meet the needs of my child?

How will social, emotional, and mental health (SEMH) needs be met?

St Mathew's is a nurturing school. As a Church of England school we aim to encourage staff and pupils to :

- value and appreciate one another irrespective of age, gender, faith, culture or race, and to acknowledge that everyone has a part to play within our school community.
- develop self discipline, the ability to learn independently and work collaboratively.
- nurture self esteem and a sense of personal worth.
- maintain a positive, calm and purposeful atmosphere where staff can teach most effectively and pupils can learn to the best of their abilities.
- listen with respect to one another and be conscious never to damage another's self-esteem or hurt anyone's feelings.
- foster a caring attitude for the school environment, including the building, inside and outside areas, equipment and personal effects.

We work closely with Inclusion Support and external agencies to identify and support SEMH e.g:

- The school is a partner with the Looking Forward Therapeutic Services who provide weekly creative art therapy for 3 pupils each term.
- The school takes advantage of the INSPURATIONS programme which provides equine therapy.
- Two members of staff have received Emotion Coaching training (Spring 2016) to support vulnerable pupils with SEMH difficulties. This will be disseminated through/to Staff (INSET September 2016)
- A learning mentor is available to support vulnerable pupils.

How will my child be involved in their own learning?

Pupil voice is very important at St Matthew's because we want children to be happy, feel safe and thrive.

Children are involved every day in their own learning. They are involved in the marking of their own and their peers work.

The children are encouraged to talk about their learning in pairs and small groups. Children's targets are discussed with them and they take ownership of them.

The curriculum set for children working in our Nurture Room follows their own interests.

Pupils with a Statement or Education, Health and Care Plan complete an All About Me, one page profile, which helps teachers to know what children enjoy, what are their strengths and difficulties, and what helps them learn.

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents/carers are invited to accompany their child on a school trip if this ensures access.
- After school clubs are available to all pupils.
- Adjustments are made for vulnerable children to support their participation.
- Health and safety audits will be conducted as and when appropriate.

What extra-curricular activities can my child participate in?

All SEND children will have their tests needs met by determining which access arrangements best suit the needs of your child.

This may include:

- Different test room
- Additional time
- Having a scribe
- Having a reader
- The use of a computer

Pupils may be disapplied from Statutory Testing if they cannot access the test but this will always be discussed with you first.

How will my child manage tests?

How accessible is your school?

- The ground floor consisting of the Early Years and Key Stage 1 classrooms, Nurture Room and hall are easily accessible.
- Key Stage 2 classrooms are accessed by stairs to the first floor. Risk assessments are undertaken for individual children to ensure their safety when they move from Key Stage 1 to Key Stage 2.
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities (e.g. learning stations (if required) furniture placement to ensure clear access for visually impaired pupils, etc.)

View the Accessibility Plan on the school website page [here](#).

What skills do the staff have to meet my child's needs?

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autism or Language and Communication Difficulties.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies (or school INSET) that are relevant to the needs of specific children in their class. This training is identified through staff CPD.
- The effectiveness of training is measured through pupil attainment and progress over time.

How is behaviour managed?

The school's ethos and values drives how behaviour is managed at St Matthew's: Learning together in the love of God and core values (Respect, Faith, Choices and Learning Together) underpin our whole school approach towards behaviour management. This means we strive to create a climate in which there is a strong promotion of positive behaviour. This policy aims to create a common understanding of the purpose and meaning of rules and routines to create a learning environment.

View the Positive Behaviour Management Policy on the school website [here](#).

How will I know how my child is doing?

At St Matthew's C of E Primary School, your child's progress is continually monitored by their class teacher, SENCO and the Senior Leadership Team.

- Their progress is reviewed every term against St Matthew's Stages of Learning Assessment Tool for Key Stage 1 and Key Stage 2. The assessment tool has been created using objectives from the school's curriculum (based on the national curriculum, and knowledge and skills based on the needs of pupils) and the key performance indicators. Children will be monitored to show attainment and progress in reading, writing and maths (see Assessment Policy).
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'. At St Matthew's we use the Orchard Tracker which provides attainment and progress against the 'P levels' and an Individual Programme of Study to provide next steps in learning.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and they are the results that are published nationally.
- Some children on the School SEND register will have individual targets set. These targets may have been set for your child by external agencies (e.g. Speech therapist) and will be reviewed termly. You will be invited to attend a review meeting in order for us to review and set new targets together.
- The progress of children with a statement of SEND or EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Leadership Team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
  - Homework Journal and Reading Diaries.
  - Parents evenings
  - Additional meetings as required
  - Reports

What happens if I am worried about my child?

If you tell us you think your child has a SEND, talk to your child's class teacher. They along with the SENCO will discuss this with you and investigate. We will share with you what we find and agree with you what we will do next and what you can do to help your child.

How do you identify children who may have special needs?  
How do I get to know if my child has SEND?

At St Matthew's Primary School when children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in school and use tests to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.

What happens if I am worried about my child?

The school will follow a graduated approach to your child's learning. It will follow the sequence of: Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs.

How will it work?

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENCO and/or your child's key worker may make a home visit or visit your child if they are attending another provision/setting
- We may suggest adaptations to the settling in period to help your child to settle more easily

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. This is usually done by filling out a Consultation form and referring it to Sandwell Inclusion Support Team.
- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. Referrals will not be made without your consent.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional (e.g. Educational Psychologist.) This will help the school and yourself understand your child's particular needs better.
- You may be asked to refer your child to the Sandwell Speech and Language Team (See contact information below).



*The specialist professional will work with your child to understand their needs and make recommendations, which may include:*

- Making changes to the way your child is supported in class (e.g. some individual support or changing some aspects of teaching to support them better)
- Support to set targets which will include their specific professional expertise
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate
- St Matthew's seeks to embed a pupil's next steps in learning into their daily curriculum through target setting, or programmes of study, although some additional intervention programmes are undertaken if required. You will be invited to a meeting which informs you about the programme or programmes to be used, the reason they have been chosen, and the progress the school is expecting your child to make.

If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority carry out an Education and Health and Care Plan (EHCP) assessment of your child's needs. This is a legal process and you can find more details about this in the Sandwell Local Authority Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong, and that they need more support in school to make good progress. If this is the case, they will write an EHCP. The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programmes like:  
Speech and Language Therapy or Wellcomm Language Intervention  
Mentoring

We will always use the advice of external agencies (e.g. an Educational Psychologist to help develop and review each child's needs).

**What if I think my child needs more help than the school can provide?**

**Will my child get 1:1 support ?**

- Your child will not always need, or benefit, from 1:1 support in class because they need to learn to work independently. Teachers and the SENCO will discuss with you whether this type of support would be helpful in which lessons and for how long the support will be in place.
- Class teachers and the SENCO will monitor the outcome of interventions and its impact using entry and exit data. The intervention is then evaluated and the provision is continued, modified or discontinued depending on the outcome.

**What if the Local Authority says no?**

If the LA decides not to issue an EHCP, they will write to you informing you of their decision, ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The school budget, received from Sandwell Local Authority, includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENCO discuss all the information they have about SEND in the school, including:
  - the children getting extra support already
  - the children needing extra support
  - the children who have been identified as not making as much progress as would be expected
  - Deciding what resources, training and support is needed.
- All resources, training and support are reviewed regularly and changes made as needed.

**How will the school fund the support needed for my child?**

**How will the school help my child to manage the transitions into the school, into a new class or on to a different school?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
  - All provision maps and previous targets will be shared with the new teacher.
  - Depending on the needs of the child, a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
  - Books can be made containing photographs of the child's new teachers, classroom, etc. for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
- When moving into St Matthew's C of E Primary School during the academic year:
  - The SENCO will meet with you and your child to discuss their needs and decide how to best transition into our school.
  - We will liaise with the previous school SENCO to discuss the provision and obtain records from external agencies.
  - Organise a TAC meeting to discuss the transition and ongoing support.
- In Year 6:
  - We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3 is smooth.
  - The SENCO will support to find the school that meets your child's needs and will make a transition visit with you if required.
  - Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
  - Secondary School support workers are invited into school.
  - Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.



**Where can I or my child get further help, information and support?**

**There are a number of local and national services designed to support parents and carers on many SEND areas.**

**Here are some of the popular services in Sandwell:**

#### **Parent Partnership Service**

The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers to write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

<http://www.sandwellparentpartnership.clicksetgo.co.uk/>

#### **Inclusion Support Sandwell**

Inclusion support works across Sandwell to improve the education, learning, development and mental health and wellbeing of all children and young people (ages 0 - 25) with a particular focus on those who are vulnerable and / or have special educational needs. It is a multi-disciplinary service that provides assessment and intervention, specialist teaching, advice, consultation, information and support for parents, carers, schools and other educational settings regarding children and young people who have a wide range of needs. These needs can range from severe physical disabilities to mild learning difficulties and serious social, emotional or behavioural difficulties.

For more information :

[http://www.sandwell.gov.uk/info/200219/children/2059/inclusion\\_support](http://www.sandwell.gov.uk/info/200219/children/2059/inclusion_support)

#### **Autism West Midlands**

<http://shop.autismwestmidlands.org.uk/>

**How do I complain if I am not happy with what is happening for my child?**

If you wish to complain about the school's response to meeting your child's needs, you must first raise your issue with the SENCO (Mrs Amphlett) who will make every effort to address your concerns. The prime aim of St Matthew's is to resolve a complaint as fairly and speedily as possible. If you remain dissatisfied after the complaint has been dealt with, you may then raise the matter with the Head Teacher (Mrs Fiona Deakin). If you are still unhappy, you may raise your concerns with the Chair of Governors of the school (Mr Gareth Brown). If you are still not satisfied then you may register a complaint with the Local Authority at Sandwell Council House. The Parent Partnership Service is also there to help you (see link above).