

## St. Matthew's CE Primary School

Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEN or who are Disabled. All schools and academies in Trafford are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Trafford's Graduated Approach document provides guidance on what should usually be available within school's resources.

Schools have a duty to publish SEN Information on their website which is updated every year. The questions on this template were developed with parents. Some schools have chosen to complete this template to provide their SEN Information. To go straight to a particular question, use the links below:

**If you would like to contact the school about this report or any other matter relating to SEND, please telephone 0161 865 1284, or email the school office on [admin@stmatthewsce.co.uk](mailto:admin@stmatthewsce.co.uk). Please write *FAO: Louise Moczulski* in the subject. Louise Moczulski is the school's Special Education Needs and Disabilities Coordinator (SENDCo).**

## Questions

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## 1. What kinds of special educational needs does the school provide for?

St. Matthews provides education to all children with SEND in line with Equality Act 2010. The 2015 Code of Practice does not assume that there are hard and fast categories of special educational need, but four broad areas of need are identified; Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and/or Physical. Provision is available for all four areas.

### **Communication and Interaction**

The school provides support for pupils with speech, language and communication needs (SLCN) through highly trained teaching assistants (TA's) and in partnership with Pennine Trust where appropriate. Experienced and dedicated Speech and Language Therapists have helped to train staff and set up our provision to ensure it provides targeted support to help children with specific speech, language and communication skills.

### **Cognition and Learning**

We offer Quality First Teaching (QFT) to all of our pupils and differentiate where appropriate, but we also recognise that some children may need additional support beyond this. Experienced support staff provide 1:1 and small group teaching across the curriculum, both in class and as additional interventions as Wave 2 and Wave 3 support.

### **Social, Emotional and Mental Health**

We are one school family where children, parents, members of staff and other members of the community are proud to belong. We provide a nurturing environment and establish positive relationships with our children and families. We believe that every child can reach their full potential whilst here at St. Matthews and have a structured support pathway for individuals who experience social and emotional difficulties.

### **Sensory and/or Physical**

The school works alongside Trafford's SENAS or the relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory needs provided for include visual impairment (VI) and hearing impairment (HI). Children with medical conditions have individual healthcare plans which specify the type and level of support required to meet their medical needs.

We offer holistic support to our children and families and work hard to establish and maintain nurturing relationships. We aim to provide every possible opportunity to develop the full potential of every child. Children with learning differences must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. They must have access to the whole curriculum and at all times and consideration must be given to enhancing the self-esteem of children with learning needs.

The school uses a range of screening and assessment tools to identify SEND. Parental permission will be sought to complete these assessments. When children's needs are considered to be more complex, an assessment by an external professional will be pursued e.g. by an Educational Psychologist.

## 2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Early identification of pupils with SEND is a school priority.

At St. Matthew's Primary School we use a variety of ways to identify children as having SEND, including the following:

- Liaison with the child's health visitor on entry to Nursery
- Liaison with the child's previous school or Early Years Setting
- Child identified to be performing below age expected levels
- Concerns raised by parents
- Concerns raised by the teacher/teaching assistant/other school support staff
- Health diagnosis through paediatrician
- Liaison with external agencies i.e. Occupational Therapist, Trafford Sensory Impairment Support Service, Social Care, Speech and Language Therapist

When children's needs are considered to be more complex, an assessment by an external professional will be pursued e.g. by an Educational Psychologist or Speech and Language Therapist. Parental permission will be sought to complete these assessments.

## 3. How will both you and I know how my child/young person is doing?

At St. Matthew's, we have an open door policy and we encourage parents who have concerns to make an appointment with their child's class teacher or the SENCo to discuss them. Appointments can be made either before or after school. We believe that education is a partnership between parents and teachers, so communication between parents and teachers is paramount. Staff at St. Matthew's uphold communication with parents through a variety of means, including newsletters, school website and phone calls. Parent's Evening occurs twice a year. This gives parents the opportunity to meet with their child's class teacher 1:1 in order to discuss their child's progress.

Children identified as needing SEND support will be supported via 'in school provision'. They will have an Individual Support Plan (ISP). This will outline what the school, the class teacher and/or the SENCo plan to do in order to help your child learn. You will also be consulted on how you can help your child achieve these targets at home. These are written with the children, as we are a Rights Respecting School, and we value student voice. We think it is important for children to voice how they would like to be supported. ISPs will be shared with you each term. They include:

- Targets for your child linked to their needs
- Intended outcomes from the support put in place
- Who will provide the help for your child
- How often your child will receive the support
- How and when the progress will be evaluated and reassessed

Formal annual reviews will be held for children who have an Education Health Care Plan (EHCP) to discuss their progress and provision. External agencies involved and a representative from the Local Authority SEND team will also be invited to this meeting.

You will also receive a detailed end of year report on your child's attainment and progress in learning against National expectations and age related expectations.

Class teachers continually assess each of their pupils and note areas where they are improving and where further support is needed. Termly pupil progress meetings are held. Teachers meet with the head teacher, assessment coordinator and SENDCo to discuss the progress that children in their class have made. For children who are not making expected progress, appropriate interventions and support are identified and put in place.

In addition to assessing children across reading, writing and maths, staff complete Strengths and Difficulties Questionnaires (SDQs) to help identify children who need additional support with their social, emotional and mental health needs as well as Boxall Profile. If these difficulties present as behavioural difficulties your child may be given an Individual Support Plan (ISP), which will be discussed with you. If your child's behavioural needs are significant and they are at risk of exclusion, we will put a Pastoral Support Programme in place as part of the ISP intervention approach.

#### **4. How will the curriculum be matched to my child/young person's needs?**

In line with the SEND Code of Practice and the National Curriculum, we aim to provide an inclusive and engaging curriculum. Our school motto, 'Let your light shine' captures our belief that all children can shine at St. Matthews. We strive for every child to succeed and flourish with us. Teachers have high expectations for every pupil, regardless of their prior attainment. Targets set are deliberately ambitious, and lessons are planned to address potential areas of difficulty and remove barriers to pupil achievement. We teach children to learn from their mistakes and that effort brings reward.

We respect the fact that children:

- Require different strategies for learning
- Acquire information at different rates
- Need a range of different approaches and experiences

All children and young people are entitled to an education that enables them to make progress. We differentiate our curriculum to ensure that all children can access it at all times. Our curriculum aims are:

- to offer a broad and balanced curriculum, of which children are at the centre. We provide children with additional opportunities in Music, Sport and Outdoor Learning, working alongside external agencies such as Trafford Music, Kick Start and Muddy Puddles.
- to ensure that the core skills of speaking and listening, reading, writing and mathematics are emphasised and applied across the curriculum.
- to ensure that children are engaged in their learning, remain motivated and build resilience.

#### **5. How will school staff support my child/young person?**

At St. Matthews we believe that provision for children with learning differences is a whole school matter. All teachers are teachers of children with additional needs, therefore, teaching children with additional needs is a whole school responsibility. Every class teacher delivers Quality First Teaching (QFT). They oversee, plan and work with each child with SEND in their class to ensure that progress is made. We also support children with SEND in the following ways:

- Providing targeted in class support from Teachers
- Providing additional in class support from a Teaching Assistant (TA)
- Small group work targeting areas of difficulty
- Targeted interventions
- 1:1 targeted TA support
- Seeking specialist support from Trafford's Special Educational Needs Advisory Service

(SENAS) e.g. Occupational Therapists, Physiotherapists, Educational Psychologists

- Support from School Nurse
- Support from Speech and Language Therapists

Our school's SENCo oversees all additional provision. The type of support and frequency of support will vary and will be dependent on the individual's needs.

## 6. How is the decision made about what type and how much support my child/young person will receive?

Your child's class teacher remains responsible for working with your child on a daily basis. Where interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Additional SEND support will be informed by the Assess, Plan, Do, Review Cycle.

### Assess

Through a range of formative and summative assessments class teachers track children's progress across reading, writing and maths. Tracking takes place from the start of Nursery through to the end of Year 6. For children with complex additional needs, external specialist professionals may carry out assessments as part of the annual review process. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is also recorded on the school's provision map.

### Plan

Once areas of difficulty have been identified the class teacher, the class teacher and SENCO will discuss what the appropriate provision would be. For example, daily 1:1 intervention with a TA for 1 term and weekly small group intervention for 6 weeks.

### Do

The additional provision is put in place for the agreed length of time.

### Review

At this stage the class teacher and SENCo will review the effectiveness of the provision through:

- Monitoring progress made academically against national/age expected levels
- Collecting formal and informal feedback from the teacher, parent and pupil
- Pupil attendance, punctuality and any barriers to learning will be evaluated

The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

## 7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

All children are included in all parts of the school curriculum and all children are included on school trips. We will provide the necessary support to ensure that this is successful. Pupils with SEND or significant medical needs have been able to access all our previous trips; including our Year 6 residential visit, with support. A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised.

#### **8. What support will there be for my child/young person's overall wellbeing?**

The class teacher has overall responsibility for the wellbeing of children in their class. They are supported by the school's pastoral lead who can provide support for the wellbeing of both our children and parents around a range of issues including safeguarding, social, emotional and mental health, attendance, behaviour, etc. Our school motto, 'Let your light shine' and our school values of kindness, respect, perseverance and aspiration are embedded throughout the school. We celebrate our children's achievements regularly, including those out of school. We take our pupil voice seriously and our rights respecting steering group and school council act on behalf of our children. Our most recent pupil survey showed that pupils at St. Matthews are happy; feel safe; and enjoy their learning.

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

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Health services including GPs, School Nurse, Health Visitor, Paediatricians
- CAMHS (Children and Adolescents Mental Health Service)
- School based Speech and Language Therapists
- Occupational Therapists and Physiotherapists
- Trafford Sensory Impairment Support Service
- Social Services
- Educational Psychologists
- Trafford's SEN Advisory Service
- Thrive Education
- Educational Welfare Services
- Voluntary Agencies and Organisations

#### **10. What training have the staff supporting children/young people with SEND had?**

The staff at St. Matthews are always keen to develop their professional practice and actively seek training. This is important to ensuring all staff are trained to deliver Quality First Teaching (QTF). Staff have received training in supporting Speech, Language and Communication Needs, Precision Teaching and in the use of various resources to support classroom practice such as Numicon.

The SENDCo accesses training outside of school, liaises with other SENCOs in Trafford and attends termly SENDCo forums.

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

St. Matthews is committed to challenging discrimination and promoting equality. Our school meets the duties outlined in the Equality Act 2010 towards individual disabled children and young people. We endeavour to make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. The school has an Equality Policy and Accessibility Plan which forms part of our overarching Equality Scheme and is published on the school's website. This plan identifies ways in which we aim to ensure accessibility for all pupils and staff. The school site is wheelchair accessible and the building is on one level. The school car park has an identified Disabled Access parking space.



## 12. How are parents and young people themselves involved in the school?

At St. Matthew's we believe that building positive relationships with both are children and parents is paramount. Our open door policy gives parents the opportunity to come in and talk to members of staff face to face. We also collect parent views annually using our parent questionnaire and use the feedback to improve our practice. If your child has an Education and Health Care Plan (EHCP), your views will be sought before any review meetings.

As a Gold Level Rights Respecting School, Pupil Voice is paramount. Article 12 on the UN Convention of the Child's Rights states that children have the right to an opinion, and their opinions should matter. Our ideas box gives children the opportunity to communicate what they would like to see happening around school. Children are also invited to express their views to the School Council on all aspects of school life, whilst our School Steering Group ensures that all children across school are having their rights met. You can find out more about what it means to be a rights respecting school on our school website. Our pupil questionnaire is conducted annually.

If your child has an EHCP, your child's view will be collected in relation to their provision and school experiences, and they will be invited to attend the meeting where appropriate.

## 13. Who can I contact for further information?

Your first point of contact is your child's class teacher but you can also arrange to speak to Louise Moczulski, the SENDCo or Stacey Cavanagh, who is supporting the SENDCo. Please ring the school office to make an appointment: 0161 865 1284. If you wish to look at the school's policies, alongside other SEND information, on our website, [www.stmatthews.trafford.sch.uk](http://www.stmatthews.trafford.sch.uk)

## 14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

For children entering Nursery or Reception we have a meeting for parents, come and play sessions. We also offer home visits to support transition. For children joining other year groups we encourage visits, meetings with class teachers and class buddies. All children take part in 'Transition Days' in the Summer Term where they spend a day in their new classroom with their new class teacher before September. As a child enters school, they (if appropriate) and their parents are made aware of the home/school contract. This states clearly what is expected from school and home.

### Other times of transition:

If transition is potentially going to be difficult, staff will work with children by visiting new classes or schools on a number of occasions. Staff will liaise with parents and children to decide upon other transition activities, such as social stories, making a photograph book to revisit with parents, making a memory box etc.

### Transition from St. Matthew's Primary School to High School:

Transition to high school can be a difficult time for pupils and their families. The SENCo of your child's high school is invited to attend their Year 6 annual review. We work closely with high school staff to ensure a smooth transition by:

- Exchanging relevant documentation (National test results, individual pupil provision maps, recent school reports, reports from outside agencies).
- Facilitating discussion with families from Year 5 at annual reviews or at a parents' evening.
- Visiting new school's (with support staff and family where relevant).
- Completing work with the children in the classroom about 'changes' as part of our curriculum.

We tailor our transition arrangements to meet the needs of each child, for example, additional visits, a phased start, and staff accompanying a child during initial transition. We encourage children with SEND to visit their high school a number of times to acclimatise to their new surroundings.

## 15. What other support is available?

**Trafford SEND Information Advice and Support Service (SENDIASS)** provide free, confidential, impartial advice and support to parent carers, children and young people aged 0-25 in relation to Special Educational Needs and Disability (SEND) who live in Trafford.

The contact information for Trafford SEND Information Advice and Support Service (SENDIASS) is 0161 912 3150 or email [sendiass@trafford.gov.uk](mailto:sendiass@trafford.gov.uk)

**IPSEA (Independent Parental Special Education Advice)** is a registered charity (number 327691) who offer free and independent legally based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND) - **[www.ipsea.org.uk](http://www.ipsea.org.uk)**

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on the **Trafford Service Directory** [www.trafford.gov.uk/localoffer](http://www.trafford.gov.uk/localoffer) or by contacting the **Family Information Service**:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: [fis@trafford.gov.uk](mailto:fis@trafford.gov.uk)

Twitter: [@traffordfis](https://twitter.com/traffordfis)

Facebook: [www.facebook.com/traffordfis](https://www.facebook.com/traffordfis)