



St Matthew's C of E School

Special Educational Needs Information Report

Our vision is to enable all to flourish.

Status and review cycle:	Statutory
Responsible group:	The school
Next Review Date:	August 2025

This report is the result of consultation with staff, parents of children with Special Educational Needs (SEN) and governors of St Matthew's Church of England School and will be published annually on the School's website. The report will be updated annually to reflect the changes and plans within the school

1 The type of SEN provision

1.1 The SEN provision that the school caters for is:

Broad Area of Need	Aspect
Communication and Interaction (C&I)	Children with speech, language and communication needs who have difficulty in communicating with others, including a developmental language disorder and Autistic Spectrum Disorder (ASD), where pupils are likely to have difficulties with social interaction.
Cognition and Learning (C&L)	This is where children and young people learn at a slower pace than their peers, even with appropriate adaptations, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, Emotional and Mental Health difficulties (SEMHD)	This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including being withdrawn, low attendance and challenging, disruptive behaviour.
Physical and/or Sensory Needs (P&SN)	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children with vision, hearing or a multi-sensory impairment will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with a multi sensory impairment may have a combination of vision and hearing difficulties. Some children and young people with a physical disability require additional on going support and equipment to access all the opportunities available to their peers.

1.2 The school's Accessibility Plan can be found here: [accessibility-policy.docx](#)

2 The school's policies

2.1. The school's policy for identifying and assessing people with SEN is:

At St Matthew's Church of England School:

- The school SENDCO is Rebecca Spencer and can be contacted by email: sendco@st-matthews.dgat.org.uk
- We will assess each child's current skills and levels of attainment on entry, which builds on previous assessment from other settings and Key Stages, where appropriate. With regards to the Reception Class, children will be identified as having SEND needs by their pre-school setting or parents at transition meetings. The Reception Baseline Assessment and NELI screen is used to identify children with speech and language issues and potential specific learning difficulties.
- In Year entrants are assessed using summative maths's (Cando Remember It) and reading assessments (YARC), alongside daily formative assessments in class.
- Class teachers will make regular assessments of progress for all children and identify those whose progress is performing below age related expectation and not making progress and fails to match or better the child's previous rate of progress.
- This may include progress in areas other than attainment, for example, social and emotional needs.
- The SENDCO monitors termly data and holds regular meetings with staff to identify any children that are causing concern. Staff complete a referral form and indicate their concerns, detailing the strategies used as part of Quality First Teaching (QFT).
- These areas of concern are monitored by the SENDCO and class teacher. When deciding whether special educational provision is required, we will start with the pupil's individual needs and the outcomes and actions needed to meet these.
- We will use this to determine the support that is needed and whether we can provide it by adapting our universal provision within QFT or whether something different or additional is needed.

2.2. The school's approach to evaluating the effectiveness of the provision for pupils with SEN:

- We evaluate the effectiveness of provision for children with SEND by:
- Staff reviewing children's individual progress towards their targets each term through both formative and summative assessments using the SONAR tracking system.
- Reviewing the impact of interventions and ensuring they follow the assess, plan, do, review cycle
- Using pupil and parent voice through termly reviews and parent's meetings. All children at school complete an All About Me form yearly as they transition to a new year group. A one page profile details specific strategies to support a pupil in class and is available to all staff working with the child.
- Monitoring by the SENDCO including an annual audit of provision

- Monitoring SONAR and in school reading, phonics and maths assessments to have an overview of how children with SEND achieve across the school
- Using provision maps to outline the adapted teaching and additional learning pupils receive and measure progress and impact of interventions from one term to another.
- Holding annual reviews for pupils with EHC plans with all outside agencies involved in meeting the pupil's needs.
- Monitoring carried out by the SEND Governor

2.3. The arrangements for assessing and reviewing the progress of children and young people with SEN:

If there are concerns that a child is not making progress in key areas of learning further assessments may take place. When it has been decided that a child needs extra SEN support we will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENDCO to carry out a clear analysis of the child's needs. This will draw on:

- The teacher's assessment and experience of the child
- Data and levels from the Early Years Foundations Stage and National Curriculum
- Their previous progress and attainment and behaviour, both for transition to a new year group and for in-year entrants.
- Other teachers' assessments, where relevant
- The child's development in comparison to their peers and national data
- The views and experience of both the pupil and their parents and care givers
- The child's own views
- Advice from external support services, if relevant. This can include the Advisory Teacher Service (ATS), educational psychologist (EP), occupational therapist (OT), Speech and language therapist (OT), school nurse team, paediatricians, Early Help Team.

The support will be reviewed regularly during a review of targets. The progress of children with an Education Health and Care Plan will be reviewed formally at an annual review meeting to which parents are invited. The SENDCO also monitors the progress of SEND children termly. All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

2.4 Consulting and involving pupils and parents

The class teacher and SENDCO will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty and that parents consent to early help on the graduated pathway, that may involve outside agencies.
- We take into account the parents' concerns and impact this may have on home life and the family
- The child's views are sought to identify what is going well and how they can be supported
- Everyone understands the agreed outcomes sought for the child and the actions to achieve progress, both at home and in school.
- Plan and explain any additional support the child may have. This may be formalised in a My Plan document.
- Everyone is clear on what the next steps are and notes of these early discussions will be added to the pupil's record and given to their parents. We will notify parents when it is decided that a pupil will receive SEN support.

3 School's approach to teaching

3.1 Our approach to teaching pupils with SEND(including pupils who do and do not have an EHCP):

- Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This is achieved through a robust curriculum and regular monitoring by subject leaders throughout the academic year.
- Teaching will be adapted for individual children. If quality first teaching is not meeting a child's needs, more specific interventions will be planned to support groups or individuals to develop key areas of learning.
- It may be necessary to increase or change the level of support for your child to help them to make progress. This may involve seeking advice and support from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service.
- A referral for support from an outside agency will only be made with your consent. Details of additional support offered will be included on their My Plan document. This will be reviewed regularly. These can include:
 - FIZZY fine and gross motor skills
 - Adapted spellings
 - Priority reading
 - Phonics, handwriting and writing targets (punctuation and grammar
 - Maths key instant recall facts.

3.2 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

- Adapting our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources so key information is displayed and available to all children. This is achieved through publishing the 100% sheet of key curriculum knowledge, visual aids for spelling and knowledge organisers in maths.
- Using recommended aids, such as laptops, reading pens, Google Lens, coloured overlays, visual timetables, larger font, stem sentences.
- Making adaptations to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, giving small steps of instructions for a task.
- We have an Accessibility plan in place to ensure that pupils with SEN and disability can take part in all aspects of school life
- We undertake additional planning and risk assessments to ensure that children with SEND can take part in a wide range of extracurricular activities, school outings and residential trips, ensuring health and behavioural needs are understood and met.
- We monitor attendance at after school clubs to make sure that pupils with SEND are able to access these enrichment activities.

3.3 Additional support for learning:

We employ teaching assistants who are trained to deliver interventions to develop key areas of learning and development to children. Teaching assistants will support children flexibly both on a 1:1 basis and in small groups with the long term goal of encouraging and developing independent learning skills. Class teachers also deliver interventions, to ensure children benefit from their knowledge and expertise.

Details of additional support offered to your child will be included in their individual plan. The range of interventions offered will be regularly reviewed to ensure it matches the needs of children at school, including children who require support to develop their social interaction and resilience. Interventions can include precision teaching, reading, maths fluency and fine motor skills, expressive and receptive language and nurture.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapy
- Educational Psychology Service
- Early Help Team
- Gloucestershire Family Information Service
- Advisory Teaching Service
- Occupational Therapy Services
- Child and Adolescent Mental Health Services
- School Nurse

We also maintain links with Social Services to provide collaborative support for children who are looked after and have SEND.

3.4 Through activities available to pupils with SEND in addition to those available through the curriculum is:

All of our extra-curricular activities and school visits are available to all our children, including our breakfast club and after school clubs. All children are encouraged to go on our residential trips and encouraged to take part in sports day, school plays, special workshops, etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Arrangements for admission of disabled children is on a case by case basis and with regard to the school's duties under the Equality Act 2010 and with reference to the school's Accessibility Plan.

At St Matthew's C of E School, we improve the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education. This includes aids to physical access to the school such as ramps, marked steps and adapted toilets. It also includes aids to access education such as specialist ICT equipment and portable equipment for children with motor co-ordination and poor hand/eye skills.

We aim to include all children including those with SEN or disabilities, in the full life of the school through:

- Having high expectations of all children
- Ensuring all children can take part in the full curriculum including sport, music and drama.
- Organising staff to ensure children with additional needs can have additional support to help them access school and the curriculum
- Planning out of school activities including all school trips and excursions so that children with SEND can participate.
- Setting admissions policy and criteria, which do not discriminate against children with SEND or treat them unfairly.
- Devising teaching strategies, which will remove barriers to learning and participation for children with disabilities.
- Planning the physical environment of the school to cater for the needs of children with disabilities.
- Raising awareness of SEND amongst school staff (teaching and non-teaching) through regular training.
- By providing written information for children with SEND in a form that is user friendly.

3.5 Through improving the emotional, mental and social development of pupils with SEN is:

We develop the whole child not just their academic ability. We are a friendly, open school and encourage parents and carers to speak to teachers and key staff about concerns. We provide support for children to improve their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the school council
- Have trained lunchtime supervisors who know the children well
- Pair the younger children with a "Buddy" from Year 6 to encourage positive behaviour and ensure children have someone to play with. This also has positive benefits to the 'Buddy's' self esteem.
- Create One Page Profiles to ensure a child's needs are documented and available to all staff working with the child, including supply staff.
- Universal practice where all children contribute to their All About Me form, which is updated at each transition to a new year group.
- Have a thorough PSHE curriculum which is personalised to the children's needs and programmes to specifically support social and emotional development
- Promote the school's Values and Learning Powers
- We have a zero-tolerance approach to bullying. Anti Bullying is reinforced regularly and consistently as part of the school's weekly collective and class worships, reflecting the school values.
- Support children's wellbeing by having processes in place to identify mental health concerns and providing a whole school approach to mental health

4 The School's facilities

4.1 The school's facilities to include pupils with SEN and how new or specialist equipment and facilities is obtained:

To ensure that the school's facilities include pupils with SEN and that the provision is accessible to all pupils we have an Accessibility plan in place (available on the school website). This includes ensuring the outdoor area is accessible to all pupils and suitable physical adaptations are available including ramps, hand rails and consideration of floor coverings. Other physical aides to access education include suitable IT equipment and specialist furniture and portable aids to support pupils with motor coordination. Specialist equipment will be obtained with the support of specialist services such as Occupational Therapists, Physiotherapist's and the Advisory Teacher Service.

5 The School's training

5.1 The school's arrangements for training staff in relation to pupils with SEN is:

Provision for children with SEND is included in the regular monitoring of quality of teaching across the school. This enables us to identify priorities for the programme of continuing professional development (CPD) to support whole school inclusive practice and to support new staff.

The SENDCO is a qualified teacher and has completed the National Award for Special Needs Coordination with Bath Spa University. The SENDCO also engages in a range of opportunities to share best practice and keep up to date with current local and national initiatives and policy to support SEND children. The school also seeks advice and works closely with other relevant agencies to help school staff meet the needs of each child.

We have:

- Teaching staff who regularly update their knowledge and skills in delivering quality first teaching to all children
- Teaching staff receive regular training in all aspects of inclusive education
- SENDCO has undertaken Autism Awareness training by the AET (Autism Awareness Trust), Nurture and Level 1 Speech and Language training
- Some teachers and teaching assistants are first aid trained We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

5.2 Specialist expertise is obtained by the school by:

- Specialist expertise is obtained by the school through agencies such as the Advisory Teaching Service, the Educational Psychology Service. Staff are able to access training programmes provided through the Local Authority and DGAT.

6 The School's consultation

The school's arrangements to consult with and involve:

6.1. parents of pupils with SEN about the education of their child is:

- Members of teaching staff are available for daily message handover at drop off and collection times.
- Dojo messages are used for individual communication between Class Teachers and parents
- There are planned structured conversations between Class Teacher and parents of children with SEND. The SENDCO may attend some of these conversations.
- When children are on the SEN register, My Plans and reviews of progress are discussed with parents each term with the Class Teacher and/or the SENDCO, and a copy is sent home.

- The SENDCO meets with parents where there are concerns about their child's progress and development at school, in the home or community. This can be before, during and after the identification of any additional needs.
- Communication from school to parents for key dates and information through weekly newsletters and shorter messages via school ping.
- There are planned parent evening appointments twice a year
- Parents receive an annual report from the Class Teacher each year, with comments from the Head Teacher.

6.2. pupils about their education is:

- Class staff give verbal and written feedback to children as they are learning.
- All children complete a My Profile, supported by staff, which details their strengths, needs and strategies to support them.
- Subject leaders regularly include the pupil voice of children with SEND during subject monitoring.

7 **The School's Partnerships**

7.1. The school's governing board / proprietor involves other bodies (including health and social care bodies, local authority support services, and voluntary sector organisations) to meet the needs of pupils with SEN and their families by:

- Where there are safeguarding concerns, the Designated Safeguarding Lead or deputies liaise with social services through processes detailed in the child protection and safeguarding policy.
- Referral and signposting to external agencies where necessary, including school nursing, TIC+, Occupational Health, Physiotherapy, paediatricians, Speech and Language Therapy, SCASS.
- Advice is sought for children on the Graduated Pathway, including the Advisory Teacher Service, Early Help Team, Inclusion Team, Educational Psychologists.
- Records of meetings and advice are stored electronically on a secure school system, accessible by those working with the child.

7.2. The school's arrangements for supporting pupils who are looked after by the local authority and have SEN:

- The schools will have a personal education and care plan for supporting pupils who are looked after by the local authority and have SEN to monitor progress and development. School have a designated member of staff who's role is supporting Looked After Children and a Governor responsible for monitoring the provision available.

7.3. The school's arrangements of pupils with SEN transferring between other education providers or preparing for adulthood and independent living is:

- EYFS Lead contacts pre-schools, nurseries and childminders and arranges visits to the current settings and child's home prior to a child's admission.

- SENDCO contacts early years settings to ascertain any SEND needs and provision required for children joining Reception.
- SENDCO visits settings to meet children and parents who have concerns about their child's development.
- SENDCO liaises with the Early Help and EHCP team to discuss children with current plans and provision.
- The SENDCO contacts the previous school and parents of in year entrants to discuss SEND needs where identified.
- Where children leave St Matthew's School, the school and SENDCO ensure all relevant information is shared with the onward setting.
- The Year 7 setting is invited to EHCP reviews in Year 6 to advise on provision. Transfer meetings and enhanced transition sessions are planned.

7.4. The school collaborates between the following education providers and other settings:

- Pre-school, nurseries and childminders.
- Previous primary school that a child has attended and primary schools that a child is due to transfer to, to aid the transition process.
- Secondary schools (Archway, Maidenhill, Marling, Stroud High, Sir William Romney).
- Alternative provision where needed.

8 **The School's key contacts**

SEN co-ordinator:

Becky Spencer

Sendco@st-matthews.dgat.org.uk

01453

SEND Governor:

Alison Spencer

ASpencer@st-matthews.dgat.org.uk

Head Teacher:

Kelly Osborne-James

Head@st-matthews.dgat.org.uk

The school's complaints policy can be found here: [DGAT Complaints Policy FINAL](#)

9 **The School's Link to the Gloucestershire Local Offer**

Information for the Local Offer for Gloucestershire and the school's contribution to the Local Offer is available at [safeguarding-offer-of-early-help-sept-2023.pdf](#)

The Gloucestershire Local Offer provides information and advice on Special Education Needs and Disabilities and their families. If you wish to contact the Gloucestershire County Council about the Local Offer please call Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) on Freephone: 0800 158 3603 or Direct Line: 01452 389344/5.

Next review date: _____

Signed

SENCO _____

Headteacher _____