



# **SEND Information Report and Special Educational Needs and Disability Policy 2019-20**

St Matthew's is an inclusive school fully committed to equal opportunities and positive outcomes for all our children.

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# Glossary of Terms

**ADHD** – Attention Deficit Hyperactivity Disorder

**ASD**- Autistic Spectrum Disorder

**DART** meetings-Dedicated Assessment Review Time. These are meetings between class teachers and children to set targets each term.

**EHA** -Early Help Assessment- This form is used to state the strengths and needs of children and is used to make sure those needs are met.

**EHC Plan**- Educational Healthcare Plan. These replace the current Statements of Special Educational Needs.

**IEP**- Individual Education Plan. This is a plan drawn up by teachers, parents and children detailing a child's individual targets.

**INCo** – Intervention Coordinator

**Provision Map**- this is plan drawn up by the class teacher detailing all the extra targeted provision for children in their class.

**SEMH** – Social, Emotional and Mental Health

**SENCo**- Special Educational Needs Coordinator

**SEND**- Special Educational Needs and Disability

**SEND Register** – Special Educational Needs and Disabilities Register. This is an up to date list of all children whose needs are such that they need Special Educational Needs Support.

**SAT** Team- Statutory Assessment Team. This is the Team that coordinates work for children with Educational Healthcare Plans

**STEPS**- These are documents that state what a child needs to be able to do in each year group at each of the Target Tracker Bands

**TA** – Teaching Assistant

## **Definition of Special Educational Needs and Disability**

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

Children must not be regarded as having a learning difficulty solely because the language or form of language used in their home, is different from the language in which they will be taught.

## **What is the local authority offer?**

- The Children and Families Bill 2014 states that Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'
- The intention of the Local Offer is to improve choice and transparency for children and families. It is also an important resource for parents in understanding the range of services and provision in an area
- Information about the Cambridgeshire Local Offer can be accessed at:  
[http://www.cambridgeshire.gov.uk/info/20068/special\\_educational\\_needs\\_and\\_disabilities](http://www.cambridgeshire.gov.uk/info/20068/special_educational_needs_and_disabilities)

## **What kinds of special educational needs might the children at St Matthew's have?**

Special educational needs and disability can be considered as falling under four broad areas:

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

In practice children often have needs that cut across all these areas and these needs may change over time.

We have experience of catering for children with a wide range of needs including dyslexia, dyspraxia, ASD, ADHD, cerebral palsy, downs syndrome, sensory processing disorder and global learning delay.

## **How do we categorise children with Special Educational Needs?**

At St Matthew's we recognise that every child with SEND is an individual with individual needs. SEN Support replaces the old categories of School Action and Action Plus. SEN Support is now the category for all children with SEND, except those on Educational and Health Care Plans (formerly known as statements). Some of our children will need SEN support throughout their time at St Matthew's. However, many of our children, after receiving intensive SEN support, will no longer need that support as they move up through the school.

### **When does a child need an Educational Healthcare Plan (EHC Plan)?**

Where a child's needs cause a significant concern and it is felt that the school cannot meet the child's needs with their own resources, it may be appropriate for the school to request an assessment for an Educational Healthcare Plan. The SENCo will work closely with parents to make this request. The Local Authority will consider a wide range of evidence and then decide whether they are intending to carry out the assessment. After the assessment the Local Authority may issue an Educational Healthcare Plan that will describe the child's special educational needs and the special help that a child needs.

### **Who are the best people to talk to in school about my child's difficulties with learning/special educational need or disability?**

#### **Your child's class teacher:**

Responsible for:

- All the learning needs of your child
- Checking on the progress of the child against their targets
- Setting targets with your child and identifying and delivering any additional help or support your child may need
- Overseeing all support that TAs provide for your child – monitoring effectiveness and outcomes for the children and ensuring it links with learning in the classroom
- Writing Individual Education Plans in liaison with the SENCo/INCo as and when appropriate
- Ensuring that you are involved in supporting and reviewing your child's learning and kept informed about the support your child is getting
- Liaising with all the SENCo and INCo and other people who may be coming in to school to support your child's learning to ensure that all children get the extra provision they need .
- Ensuring that the schools SEND policy is followed in their classroom and for all the children they teach with SEND

#### **The School Intervention Coordinator (INCo) - Ms Sarah Barratt, sbarratt@stmatthews.cambs.sch.uk**

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating the support for all children with SEND from Year 1- 6, other than those with Education Health Care Plans or very high levels of SEND need
- Providing specialist support for teachers and support staff in school, so they can help children with SEND in the school to make the best progress possible
- Ensuring that you are involved in supporting and reviewing your child's learning and kept informed about the support your child is getting
- Liaising with all the other people who may be coming in to school to support your child's learning
- Updating the schools SEND register (a system for ensuring that all the SEND needs of pupils in the school are known)

#### **The school Special Educational Needs Coordinator (SENCo) - Mrs Zoe Shuler zshuler@stmatthews.cambs.sch.uk**

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating the support for all children with SEND who have Educational Health Care Plans (EHCPs) formerly known as Statements or very high levels of SEND needs
- Coordinating the support for all children with SEND in the Early Years Foundation Stage (Nursery and Reception)
- Coordinating the writing of IEPs for all children with EHCPs
- Providing specialist support for teachers and support staff in school so they can help children with SEND in the school to make the best progress possible

- Ensuring that you are involved in supporting and reviewing your child's learning and kept informed about the support your child is getting
- Liaising with all the other people who may be coming in to school to support your child's learning
- Updating the schools SEND register ( a system for ensuring that all the SEND needs of pupils in the school are known)

### **The Assistant Head for your child's year group**

Kate Spencer-Allen for Nursery, Reception and Year 1; Annabelle Lewis for Years 2 and 3; Elizabeth Steel for Years 4, 5 and 6

Responsible for:

- Monitoring and ensuring the progress of all children including those with SEND
- Ensuring all children get the extra provision they need by liaising with the INCo and SENCo

### **The Head Teacher- Mr Tony Davies**

- Has overall responsibility for the learning and welfare of children with SEND

**The SEND Link Governor- Angel Gurria** is responsible for monitoring the implementation of this special educational needs disability policy. He meets on a regular basis with the SENCo and INCo.

### **What is the schools approach to teaching pupils with SEND?**

All teachers at St Matthew's are responsible for teaching children with SEND.

Our approach to meeting special educational needs helps us to meet important school aims:

- To provide equal opportunities for all
- To foster respect for, and understanding of, the differences between individuals
- To maintain high expectations of all children
- To teach each child according to his or her strengths, aptitudes and needs
- To create an environment in which children feel safe, secure and happy, in which they are listened to and in which their views are respected
- To work in close partnership with parents and carers and to maintain effective two-way communication with parents and carers.

At St Matthew's School, where a child is identified as having SEND, we follow a four-part cycle of support known as the graduated approach. The four parts of the cycle are ASSESS, PLAN, DO, and REVIEW.

### **Assess - How are children with SEND identified and assessed?**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. The key test of the need for action is evidence that current rates of progress are inadequate.

At St Matthew's Primary School children are identified as having SEND through a variety of ways including:

- Liaison with the previous educational setting
- Class teacher observation and assessment play a central role in the identification of Special Educational Needs. The usual assessments of the whole class carried out by the class teacher are key to this. These are backed up by a variety of more formal assessments, including STEPS assessment grids in the learning journeys ( Target Tracker), Foundation Stage Profile, Statutory Assessment (Years 2 and 6), Phonics Screening Check (Year One)
- Tracking information through pupil progress meeting between teachers and Assistant Head Teachers - is the child performing below expected levels?

- If your child is in Year 2 or above and working below Target Tracker Band 1, a more sensitive assessment tool is used called P Scales, which breaks down learning into smaller steps
- School-based assessments and screenings carried out by the class teacher, teaching assistant or other school staff as appropriate
- Concerns raised by parents/carers
- Concerns raised by the class teacher or other school staff
- Concerns raised by the child
- Liaison with external agencies
- Diagnosis by health professionals
- Where children have more complex needs or need referrals to particular external agencies, those needs are assessed in detail using an Early Help Assessment Request (EHA)

#### **Plan – How does the school plan its provision for children with SEND?**

- Each class has a **Provision Map** which outlines additional provision for all children, including those with SEND. These are planned by the class teacher in liaison with the INCo and SENCo and the Assistant Head Teachers following termly Pupil Progress Meetings. (A Pupil Progress Meeting is where each teacher has a meeting with an Assistant Head Teacher to review the progress of each child in their class). The INCo has a termly meeting with each class teacher to review and support planning, decide on appropriate provision. These plans are reviewed and revised on a termly basis or more regularly when necessary. Provision maps provide the following information:

The assessment carried out with the child and the results of that assessment

- The short-term steps targets set for or by the child
  - The provision to be put in place
  - Any specific teaching programmes and/or strategies to be used as appropriate
  - The interim progress and final assessment of the child
  - When the plan is to be reviewed
  - All targets are designed to accelerate learning and/or close any gap with their peers as appropriate
- All children, including those with SEND, have their own individual DART meeting with their class teacher. This reviews past targets and sets new targets for the coming term
  - Children with EHC Plans will have an Individual Education Plan (IEP). These are reviewed termly in meetings with parents and class teachers and the SENCo. These meetings review targets and plan provision to meet new targets that are set. The progress of children with an EHCP will also be formally reviewed at an Annual Review with all adults involved in your child's education
  - IEPs may also be used for children who do not have an EHC Plan if it is felt that it will support planning for their learning

#### **Do - What are the different types of support available for children with SEND in our school?**

- High quality class teacher input through differentiated and targeted classroom teaching
- Specific Interventions or small group/ individual work taught by the class teacher, a teaching assistant, Nursery Nurse or other designated member of staff. Examples of current programmes are:
  - Literacy- CLLD Phonics
  - Numeracy- First Class at Number
  - Communication - Spirals
  - Social and Emotional- Lego Therapy
  - Sensory/Physical- Sensory Circuits

- Specialist work from outside local authority agencies, including support from the Specialist Teaching Team and Educational Psychology Services and Early Support (under 5s) as well as support from Speech and Language and the hearing impaired and visually impaired services
- Specialist work from our external SEMH Occupational Therapist, Lee Parker from Cambridge Academic Performance
- Specified Individual support through Educational and Healthcare Plans supported by the SAT team
- **How will we support your child's emotional and social development?**
  - All children are supported in their emotional and social development through our curriculum for PSHE (Personal, Social and Health Education)
  - Examples of *additional* support given where children have additional needs or specific difficulties support are:
    - More targeted Silver Seal work (children without SEND also access this work when appropriate)
    - Small group/individual social emotional and behaviour support including Lego therapy and anger management work
    - Specialist drama and music therapy through our partners at ARU
    - Breakfast club is available for children who are disadvantaged or have high levels of social emotional need

### **Review – How does the school monitor the progress of and evaluate the effectiveness of provision for children with SEND ?**

The ongoing process of planning and doing outlined above incorporates a thorough review of the effectiveness of the provision put in place. The assessment processes outlined in “Assess” above provide essential information to inform this. The key measure of whether provision is effective is whether the child is making good progress. Good progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Achieves appropriately challenging “next steps” in learning
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

Where provision is not leading to good progress, changes in what is being planned for the child will be made. Further advice may also be sought, for example from the Specialist Teaching Team or Educational Psychologist. Where a child has an Early Help assessment in place their needs are reviewed and new targets set in Team Around the Family (TAF meetings) between relevant professionals and parents.

### **Monitor quality of provision**

- As well as the assessment, planning and review processes outlined above, which already involve quality assurance from members of the school's senior leadership team, the following procedures are in place to monitor implementation of this policy. These are:
  - Termly pupil progress meetings between the class teacher and the Assistant Heads to ensure adequate progress of all children
  - Regular book scrutinies and lesson observations carried out by the Senior leadership Team to ensure the needs of all children are met and that the quality of teaching and learning is high



- Regular SEND scrutinies in each Year group carried out by the INCo and SENCo to monitor all aspects of SEND provision in the classroom
- Detailed data-analysis made by the INCo and SENCo to monitor progress of children with SEND, including analysis of the effectiveness of specific intervention programmes
- Link governor visits and reports to the Governing Body

**What arrangements do the school have for consulting parents of children with SEND and involving them in their education?**

There will be a termly meeting with parents of children with SEND to review a child's progress and provision. This meeting will:

- Review targets and progress
- Set new targets for the next term
- Plan any provision to help the child meet those targets

This may be done in the usual parent consultation meetings in the Autumn and Spring terms, or another meeting may be required.

The school liaises with parents and guardians as soon as concerns about a child are expressed. We recognise that parents are experts on their own children. Parents are encouraged to work in partnership with the school and other professionals. The parents' views in assessment and decision-making are a vital contribution towards meeting children's needs. The relationship between parents of all children and the school is crucial in determining the child's educational process and the effectiveness of the school based action.

We will do the following to ensure effective communication with parents:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Give advice and support for parents on how best they can support their children at home
- Focus on the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions and when appropriate are given documents to be discussed before meetings (e.g. reports from outside agencies, papers for Annual Reviews of Education Healthcare Plans)
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings
- Ask parents for feedback on the support their child is receiving and how we can further improve the support both they and their child are getting
- Ensure parents of children with EHC Plans meet termly with teachers to review their child's Individual Education Plan (IEP)
- Ensure Early Help Assessments are completed with parents and reviewed regularly with parents through the TAF meeting process

In return, the school asks that parents:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- Support their child's learning and behaviour in ways agreed in planning meetings with the school

### **What arrangements do the school have for consulting children with SEND about and involving them in their education?**

The views and participation of children with SEND in making decisions about their learning is absolutely vital for the best possible educational outcomes.

Children will be consulted:

- About their next steps in their learning through the termly DART meetings with their teachers
- About their IEPs (if they have one) and be involved in the termly IEP meetings where they would like to
- About interventions they are having and be asked for feedback about the effectiveness of those interventions

### **How are teachers in school helped to work with children with SEND and what training do members of staff have?**

One of the roles of the INCo and SENCo is to support the class teacher in planning for children with SEND. They will work with the CPD co-ordinator to ensure that relevant training is made available to teachers and support staff. This may be in the form of whole school training or training for an individual member of staff. This will be a part of the School Development Plan.

Recent training has included the NASENCo Award, ELKLAN (language and communication) training, ASD Level 1 training, ERT training, Spirals and Sensory Circuits training.

### **What support do we have for you as a parent of a child with SEND?**

- Class teachers, INCo, SENCo and the relevant Assistant Head Teacher are available to talk with you about your child's needs
- Access can be provided to parenting support and courses through our Early Intervention Family Worker
- The Parent Partnership Service is available to give further impartial advice and support should you need it. Their website address is: <http://www.cambridgeshire.gov.uk/pps>

### **How is St Matthew's Primary School accessible to children with SEND?**

- The school is fully compliant with Disability Discrimination Act requirements
- The school is on 3 levels but with access to a lift where required
- There are 3 disabled toilets, a shower area and changing facilities
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- After school provision is accessible to all children
- Extra- curricular activities are accessible for all children
- Where relevant, radio transmitters are worn by adults working with children who have hearing impairments to ensure they are fully included in the curriculum
- Adaptions have been made to enable children with visual impairment to access relevant areas of the school safely and securely
- Quiet areas are provided for children who need a space to support their emotional needs
- The school liaises with all relevant professionals and implements agreed protocols to ensure that it fulfils its duties to meet the medical needs of its children and ensures as full access as possible to the curriculum and the wider life of the school
- The school follows regulations set out by the Department for Education to enable children to access support for participation in statutory assessment tests where appropriate (for example, additional time to complete tests, scribes to write for the child for some tests).

## **How will we support your child when they are joining the school? Leaving the school? Or moving to another class?**

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

If your child is joining Reception or Nursery:

- If your child attends a local nursery setting, the class teacher will visit the child in their nursery before joining St Matthew's
- The SENCo/INCo will also visit local nurseries to support transition where appropriate
- A home visit will be offered to parents
- For children with Education Health Care Plans for nursery aged children, the SENCo will attend the Annual Reviews that takes place before they join the school
- All children entering Nursery/Reception have visits to the school and classroom before they start school.
- There is a staggered induction in September for children starting school
- More visits and a longer induction for children with SEND is arranged if appropriate
- All parents are able to attend an information meeting and additional meetings can be arranged when parents request this
- If you are offered a place at St Matthew's and your child has SEND or additional needs, please contact the school office to arrange a meeting with the INCo/SENCo

If your child is moving to another school before Year 6:

- We will contact the school's SENCo and ensure he/she knows about any special arrangements or support that your child needs
- We will make sure your child's records are passed on to the new school as soon as possible

When moving class in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place between your child's previous class teacher and new class teacher
- Each class teacher has a confidential SEND/ Pastoral File which is passed on to the next class teacher at the end of the academic year. This includes:
  - Latest EHC Plan /Statement
  - Individual Education Plans
  - Current reports from outside agencies such as Educational Psychologists, Specialist Teaching Team and others
- If your child would be helped by frequent visits to the new class to support their understanding about what to expect in the new class this can be arranged

Joining the school other than in Reception:

- The Local Authority manage all admissions to St Matthew's for children in Reception and Year's One to Six
- St Matthew's manages its own admissions into Nursery
- If you are offered a place at St Matthew's and your child has SEND, please contact the school office to arrange a meeting with the INCo/SENCo
- Please also contact us if you are concerned that your child may have some additional needs that the school should be aware of before they start
- The school will request records from any previous school or nursery, including any SEND records when your child joins St Matthew's
- The SENCo/INCo will liaise with relevant staff in your child's previous setting to ensure that provision for your child is in place

When moving to secondary school:

- Your child will take part in whole-class transition work to support the move to secondary school
- Where appropriate, they may also access additional small group or individual work to support transition
- Your child's class teacher will liaise with staff at your child's secondary school; where appropriate, the INCo/SENCo will also be involved in this liaison
- Most secondary schools will offer your child additional visits to their new school
- Your child's class teacher will be very willing to give children and parents advice about the transition to secondary schools
- At St Matthew's, secondary transfer is led by Elizabeth Steel, Assistant Head Teacher, who you can also discuss any questions, issues or concerns you may have
- If your child has an EHC Plan, then planning transition to secondary school will begin at the Annual Review in Year 5. Parents and children will be therefore be fully involved in this process

### **How is the school's budget for Special educational needs and disability allocated?**

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

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of need in the school
- The school identifies the needs of SEND children on a provision map. This identifies all support given within school and is reviewed termly and changes made as needed so that the needs of children are met and resources are deployed as effectively as possible

### **What do I do if I have concerns about SEND provision within the school?**

If a parent has a concern about the SEND provision being made for their child, they should talk first with the class teacher and then with the SENCo/INCo. If the concern still persists they may make an appointment to meet with the relevant Assistant Head Teacher (Kate Spencer-Allen for children in Nursery, Reception or Year One; Annabelle Lewis for children in Years Two and Three; Elizabeth Steel for children in Years Four, Five and Six). Following this, you can make an appointment to meet with the Head Teacher, Tony Davies. The school would hope that this process would resolve any issues. However, should you still not be satisfied following this, the school's complaints policy should be followed. This can be found on our website under "policies".

### **Useful websites for parents and carers of children with SEND**

<b>Type of information</b>	<b>Website</b>
SEN and Disability and the SEND Code of Practice 2014	<a href="http://www.nasen.org.uk">www.nasen.org.uk</a>
Speech language and Communication Difficulties	<a href="http://www.thecommunicationtrust.org.uk">www.thecommunicationtrust.org.uk</a>
Autism Spectrum	<a href="http://www.autismeducationtrust.org.uk">www.autismeducationtrust.org.uk</a>
Specific Learning Difficulties including Dyslexia	<a href="http://www.thedyslexia-spldtrust.org.uk">www.thedyslexia-spldtrust.org.uk</a>
Sensory Impairment	<a href="http://www.natsip.org.uk">www.natsip.org.uk</a>
Early Support	<a href="http://www.ncb.org.uk/what-we-do/together-we-deliver-better-childhood/focusing-early-years">www.ncb.org.uk/what-we-do/together-we-deliver-better-childhood/focusing-early-years</a>