



St. Matthew's Catholic Primary School
School Local Offer/ SEND Information Report

19th September 2017

We are a fully inclusive school and aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum.

Children may have special educational needs that require additional support when progress has slowed or stopped. We implement an approach based on the [guidance from Bradford Metropolitan District Council's Children's Services for SEN](#) depending on the severity of your child's needs.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan, which is different from the information stated below.

What are the areas of SEND which St Matthew's offer provision for?

We follow guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on a graduated approach and an 'Assess, Plan, Do and Review' 3 range structure.

The different 'Ranges of Need' are:

- [Autistic Spectrum Condition \(ASC\)](#)
- [Speech, Language and Communication Needs \(SLCN\)](#)
- [Moderate Learning Needs \(MLN\)](#)
- [Specific Learning Difficulties \(SLD\)](#)
- [Social, Emotional and Mental Health \(SEMH\)](#)
- [Hearing Impairment \(HI\)](#)
- [Visual Impairment \(VI\)](#)
- [Multi-Sensory Impairment \(MSI\)](#)
- [Physical Difficulties \(PD\)](#)

For further details about each Range please click on the links above or alternatively copies are available from school if needed.

How do we support transition into St. Matthew's, between year groups and at secondary school?

- Children who have identified SEND before starting St Matthew's will be in contact with early years practitioners and the SENCO in order to gather information about your child. St Matthew's staff will work with the people who already know your child in order to plan a smooth transition in to school and the level of support needed to ensure they remain inclusive.
- We will offer a home visit if your child is not in a pre school setting.
- We will invite you and your child to visit school before starting at St. Matthew's.
- We can provide children with SEND with a phased start to school (if advised by outside agencies) to allow them to get used to surroundings, staff and routines.
- When children are moving between year groups or phases, we provide them with books about their new class and adults and we arrange extra sessions for your child to visit their new classroom and teacher.
- Pupils leaving St. Matthew's in Year 6 will have a transition plan discussed with parents, SENCO, teachers, any outside agencies involved and the secondary school.

How are Special Educational Needs or Disabilities identified and assessed at St. Matthew's?

Initial concerns about a child's progress or development may come from:

- Your child's class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- Our assessment cycle highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- Previous Educational settings such as Nurseries or Children's Centres.
- You, speaking to the class teacher or SENCO (Special Educational Needs Coordinator) about anything that you have noticed at home.
- Your child expressing concerns about their own development or progress.

Once it has been identified that there may be a Special Educational Need or Disability the SENCO, in consultation with

the class teacher, will identify where the need lies and what gaps in learning need to be addressed. From here we will consider what your child's short term targets should be and what 'additional provision' should be put into place to help them to meet their targets. The school will invite you and your child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.

Who should I speak to about my child's difficulties with learning/ Special Educational Needs or Disabilities?

Your child's class teacher

Is responsible for:

- Monitoring the progress of all children.
- Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work, tuition or a personalised curriculum.
- Discussing any initial concerns with you and highlighting these concerns to the school's SENCO.
- Writing and evaluating Individual Provision Maps (IPMs) and sharing these with you at least termly.
- Ensuring that they follow the school's SEND policy.
- Ensuring that any other adults who work with your child in school are aware of their strengths and difficulties, and helping other adults to deliver planned programs and interventions to help your child to meet their targets.

The SENCO - Mr Andy Crowther 01274 541737

Is responsible for:

- Writing the school's policy for Special Educational Needs and Disabilities.
- Coordinating all of the provision for pupils with Special Educational needs or Disabilities.
- Liaising with any other people or agencies that may be coming into school to support your child's development.
- Updating the schools SEND register (a system for ensuring that the needs of pupils with SEND are known.)
- Ensuring that there are in-depth records of your child's needs, targets and progress.
- Providing support to teachers and teaching assistants so that they can help all children reach their potential.

Ensuring that you are:

- Made aware of any concerns regarding your child's progress.
- Involved in supporting your child's development.
- Involved in evaluating and reviewing their progress towards set targets.

The Headteacher- Mrs Katy Cox

Is responsible for:

- The day to day management of all areas of the school's work including provision for pupils with Special Educational Needs or Disabilities.
- Working closely with the SENCO and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
- Keeping the Governing Body informed of any issues related to SEND.

The SEND Governor- Sr Maria

Is responsible for:

- Determining the school's general policy and approach to provision for children with Special Educational Needs and Disabilities, in co-operation with the Headteacher.
- Establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.

What are our arrangements for assessing and reviewing the progress of children with SEN?

- Our school's Assessment Policy outlines the range of assessments regularly used through the school
- Evaluation of IPMs 3x yearly (or more if required)
- Tracking of pupil progress in terms of the National Curriculum - 3x yearly
- Progress of children with speech and language needs is assessed and reviewed regularly throughout the year by our ELKLAN trained member of staff.

- An Annual Review is held for children holding Statements of Special Educational Needs or Education, Health and Care Plans (EHCP's); interim reviews can also be arranged throughout the year if deemed necessary
- When assessing children with SEN, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary - generally whatever support is provided in the classroom is provided as far as permitted during tests
- Initial concerns about a child's progress are discussed with the SENCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

How do we involve pupils and their parents?

- When we assess SEND we ensure that parents and children are involved in all of the decisions. We need to gain a full picture of your child, so this would involve discussions about your child's understanding and behaviour at home. It is crucial that we work together in the same way in order for your child to make progress.
- In certain cases you may be provided with a home school diary, so that you can maintain regular contact with the class teacher and have regular updates about your child's behaviour/any difficulties during the day.
- Your child would have an Individual Provision Map (IPM) which outlines targets specific to your child's needs. The IPM may also involve targets recommended by outside agencies, for example Speech and Language Therapist or Educational Psychologist. If your child has an IPM you may have regular meetings with the class teacher and SENCO. During these meetings you will have an opportunity to discuss aspirations and the support you can provide for your child at home.

What support is available for my child to support their Special Educational Needs or Disabilities?

Quality First Teaching- Class teacher input through specially targeted teaching

- Teachers have high expectations for all learners.
- Teaching is based on in-depth knowledge of a child's strengths and difficulties and builds on what they can already do or understand.
- Teaching is carefully planned to help a child to meet their personalised targets or to fill an identified gap in

knowledge or understanding.

- Teaching takes into account a child's preferred way of learning and may include the use of additional equipment.
- The use of specific strategies (possibly identified by the SENCO or outside agencies) to fulfil your child's needs.

Specific small group work or 1:1 work

- An intervention run by a teacher or teaching assistant which is specially focussed on helping a small group of children/ child to meet their individualised targets.
- May take place in or out of the classroom.
- The adult leading this group will be trained to do so and will have a clear understanding of the children's strengths and difficulties.
- Carefully planned by a teacher to fill an identified gap in knowledge or understanding.
- May include the use of additional equipment and will take into account pupil's preferred learning styles.

Support from Outside Agencies

Where it is felt that a child has additional needs or barriers to learning that cannot be overcome through Quality First Teaching and specific small group interventions, advice may be sought from professional agencies outside of the school.

This might include:

- Local Authority Services such as Learning Support Services, Educational Psychologist etc.
- Agencies such as the Speech and Language Therapy Service. (SALT)
- Medical professionals such as the School Nurse.

What would this mean for you and your child?

- Your child will have been identified as having additional needs which the school feels requires more specialist input.
- You will be contacted to discuss your child's needs and will be asked to give your permission for a referral to a specialist professional to go ahead.
- The specialist professional will work with your child to more fully understand their needs and may make recommendations for strategies to meet their needs.
- The school will discuss with you the conclusions and recommendations of the professional and what support/ strategies will be put in place to support your child.

Specified Individual Support

Where your child is identified as needing a particularly high level of individual or small group support which cannot be provided from the budget available in school an Educational Health Care Plan (EHC plan) may be applied for.

What would this mean for you and your child?

- Your child has been identified as needing a high level of individual support.
- Specialist professionals will have been involved in trying to meet your child's needs.
- The school (or you) can apply to the Local Authority for a statutory assessment of your child's needs. This is a legal assessment in which your views and those of professionals who have worked with your child will be considered.
- If the Local Authority agrees that your child's needs are severe and complex enough to need a Statutory Assessment, additional information will be gathered and will be used in the writing of an EHC plan.
- You and your child will be asked to contribute to this.
- An EHC plan will have long and short term goals for your child. It will set out the number of hours of support that will be provided by the Local Authority, how this support should be used and what strategies will be used to help your child to meet their goals.
- You will be contacted to discuss a personalised budget for your child's additional provision.
- The EHC plan will be reviewed at an annual meeting in which you and the professionals involved with your child's provision will discuss their progress and set new short term targets.
- If the Local Authority do not agree that your child's needs are severe and complex enough to require a Statutory Assessment, then the school will be asked to continue to provide personalised support.

What 'additional provision' may be offered?

We implement a graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN. This is based on an Assess-Plan-Do-Review 3 range structure.

If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.

How do we support the social and emotional needs of children with SEND at St. Matthew's?

We ensure that all pupils have access to opportunities to enhance their emotional and social development, through a wide and varied PSHCE (Personal, Social, Health and Citizenship Education) curriculum, daily assemblies and through our Catholic Ethos and weekly 'Statements to Live By'.

Pupils with additional needs may also access extra provision from our Pastoral Support Workers. Our key premise is that barriers to inclusion are identified and removed, which means that all pupils are included in all opportunities within school, after-school activities and residential visits. If you have any questions or concerns about emotional and social development, please speak to your child's class teacher in the first instance.

How do we adapt our teaching?

- Many of our support staff are specially trained to work with pupils with SEN and to deliver our list of interventions as listed above.
- All staff are trained to be able to deal with and adapt to a range of SEN, therefore we use a number of approaches to teaching in order to meet the needs of all pupils.
- All lessons are differentiated in order to allow every child to achieve and make progress. If your child is unable to access this we provide separate planning and resources for them.
- All staff are trained to adapt classroom environments if needed for children, for example if specialist seating is needed for a child or if there is a need to consider where a child is seated if they have a visual or hearing need.

How are staff trained?

Training is accessed by all members of staff through the year covering a range of Special Educational needs and disabilities. Recent training has included Dyslexia awareness, Precision Teaching, working with children on the Autism Spectrum and we have completed training to become a Communication Friendly School. We also deliver a number of other intervention programmes across both Literacy and Maths. We also have members of staff who have been on training sessions to support specific needs, for example helping children with Downs Syndrome, working with children with Selective Mutism and supporting children with Social, Emotional and Mental Health needs.

How do we assess and review progress for children with SEN?

- We use staff meetings to assess anonymous work throughout school (moderation)
- The class teacher and SENCO tracks progress throughout the year; Senior Leadership Team also check progress and discuss how we can ensure all children make good progress.
- Teachers may discuss progress with parents more often if we believe this will help, or parents have requested this.
- We would also have meetings with parents to discuss the progress and targets on the IPM.

Interventions are monitored and evaluated by the Assessment Co-ordinator, SENCO and staff. A Provision map is produced which tracks interventions, targets and all areas of provision for each child with SEN.

What extra support do we bring in to help us with SEN?

- We get support from Speech and Language Therapy (SALT) to observe children and train our staff.
- We have support from Occupational Therapy (OT) for children who might need assessment for their fine and gross motor skills.
- We have Specialists who can come and observe children and support school with providing an inclusive learning environment, for example; Visual Impairment Team (VIT), Autism Spectrum Team (AST), Learning Difficulties Team (LDT), Physical Difficulties Team (PDT), SEN Early Intervention, Support Team for Deaf children and the Educational Psychologist. **01274 432111**
- We can also make referrals with your consent to the School Nurses team. Parent's contact **01274 221203**

Access facilities

Our Governors have ensured that our school is fully accessible for pupils with SEN in compliance with [paragraph 3 of schedule 10 to the Equality Act 2010](#). Although our school has 3 levels, we have a lift and portable ramps to use if necessary. We also have an accessible toilet and hygiene room with a fully fitted hoist.

Extra curricular activities for children with SEN

- All children are welcome to any of our after school clubs. If necessary we may provide an additional member of support in order to cater for your child's needs.
- Any school trips/residential visits are fully inclusive for all children as we always choose visits accessible for all.

Additional funding for children with SEN

- We have a sensory room, soft play facilities, a lift and a hygiene room with a hoist which we use to support children with SEND at St. Matthew's.
- Schools receive funding for all pupils with Special Educational Needs and Disabilities. School will discuss with parents how funding is used to support their child.

What to do if you are concerned about decisions or what is happening in school

- Obviously the first person you can discuss your concerns with is the class teacher or the SENCO.
- We also have a Parental Involvement Worker who is available for all parents. **Mrs Monica Taylor**
- You may choose to speak to the Deputy Head or Headteacher.
- If you feel your concerns have not been resolved, we will provide you with contact details for the Chair of Governors.

Where can parents/carers can find extra support?

- All staff in school are here to support you; you can speak to any member of staff at any time if you have a problem or worry.
- Our Parental Involvement Worker, Monica Taylor, is always available for parents.

There are a number of parent support groups such as;

- <http://www.barnardos.org.uk/parentpartnershipservice.htm>
- The Parents' forum for Bradford and Airedale provide information and they aim to support families with children with special (additional) needs. <http://www.pfba2.org.uk/>
- AWARE - Based in Addingham but covering a wide area. This group offers support, advice and activities for children on the autistic spectrum. jo.galasso@tesco.net
- Down Syndrome Training and Support Services - based in Bradford and offering courses, educational groups, advice and family events. office@downsyndromebradford.co.uk
- Bradford Families Information Centre - a good place to get information on the range of services and support you

can access. 01274 437503

Where can I get further information about services for SEND pupils in Bradford?

Bradford has its own Local Offer website, which provides a new way of giving children and young people with special educational needs and disabilities (SEND) and their parents or carers information about what activities and support is available in the area where you live.

To visit this website go to <https://localoffer.bradford.gov.uk/>.