



Saint Matthew's Catholic Primary School

SEND Information Report 2026–2027

Special Educational Needs and Disabilities

Agreed by the Governing Body

October 2026

Review date

October 2027

Person responsible

SENDCO

Applies to

St Matthew's Catholic Primary School

Statutory basis. This report explains how the school implements its SEND policy in practice and should be read alongside the SEND Policy, Accessibility Plan, Equality information and objectives, Behaviour Policy, Safeguarding and Child Protection Policy, Supporting Pupils with Medical Conditions Policy and Complaints Procedure.

The report reflects the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 and the statutory SEND Code of Practice: 0 to 25 years. It is reviewed at least annually and updated sooner where information changes.

1. What is the Local Offer?

The Local Offer brings together information about education, health and social care provision available for children and young people with SEND. The school's SEND Information Report explains our own arrangements and forms part of the wider local offer for families.

South Tyneside Local Offer: www.southtyneside.gov.uk

At Saint Matthew's, our Catholic ethos places dignity, inclusion and the flourishing of every child at the heart of school life. We seek to identify needs early, remove barriers to participation and learning, and work in partnership with pupils, parents/carers and relevant professionals.

2. What do we mean by SEND?

A child has special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that made generally for other children of the same age. A disability is considered separately under the Equality Act 2010, and not every disabled pupil has SEN, nor does every pupil with SEN have a disability.

The SEND Code of Practice identifies four broad areas of need. These help schools plan provision, but we consider the whole child and do not use categories to limit support:

- Communication and interaction, including speech, language and communication needs and autism.
- Cognition and learning, including specific and general learning difficulties.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs, including hearing, vision, multi-sensory and physical needs.

3. How do we identify and assess SEND?

Class teachers are responsible for the progress and development of every pupil in their class. High-quality, inclusive teaching, with appropriate scaffolding and adaptation, is the first response to emerging needs. A child is not identified as having SEN solely because they are making slower progress or because English is an additional language.

Where concerns remain, the class teacher and SENDCO consider evidence such as progress and attainment, observations, assessment information, attendance, the pupil's views, parent/carer views, and advice from relevant professionals. We seek to understand barriers to learning and participation and to decide whether special educational provision is required.

Where SEN support is required, we follow a graduated approach of assess, plan, do and review. Outcomes, provision and responsibilities are recorded on the school's SEND Support Plan and reviewed with the child and parents/carers. If a child may require provision beyond that

ordinarily available through SEN support, the school and/or parents may discuss requesting an Education, Health and Care needs assessment from the local authority.

4. What SEN provision is available?

Provision is matched to identified need and reviewed for impact. It may include:

- adaptations to teaching, resources, communication, routines or the learning environment;
- targeted individual or small-group teaching and evidence-informed interventions;
- speech, language and communication support;
- support for literacy, numeracy, fine/gross motor or sensory needs;
- support for emotional regulation, mental health and social development;
- assistive or specialist equipment and reasonable adjustments, where required;
- advice and programmes recommended by external professionals.

Interventions do not replace access to high-quality class teaching or a broad and balanced curriculum. Support is planned so that pupils remain included in the life of their class and school wherever possible.

5. How is the curriculum and learning environment adapted?

Teachers adapt teaching in response to pupils' strengths and needs. This may include explicit instruction, pre-teaching, chunking, modelling, visual support, alternative methods of recording, adapted resources, additional processing time, use of technology, environmental adjustments and carefully planned adult support. Adjustments are personalised rather than applied as a standard package.

Disabled pupils are supported through reasonable adjustments and the school's Accessibility Plan. We work to increase participation in the curriculum, improve access to the physical environment and improve access to information.

6. How do we review progress and evaluate provision?

Teachers monitor pupils' progress routinely. For pupils receiving SEN support, planned outcomes and provision are reviewed with the pupil and parents/carers, and the SENDCO supports staff to evaluate whether provision is making the intended difference. We consider academic progress alongside communication, independence, participation, attendance where relevant, and social and emotional development.

For pupils with an EHC plan, the school contributes to statutory annual review arrangements and reviews provision throughout the year. Provision is amended where evidence shows that needs or circumstances have changed.

7. How are pupils and parents/carers involved?

Parents and carers are key partners. Concerns should be shared early with the class teacher and/or SENDCO. We involve families in identifying strengths and needs, agreeing outcomes, reviewing provision and considering next steps. Parents/carers of children with EHC plans are involved in annual reviews.

Pupil voice is central to planning. Children are supported, in an age-appropriate and accessible way, to express what matters to them, what helps, what is difficult and what they would like to achieve. Their views inform SEND Support Plans and EHC plan reviews.

8. How do we support inclusion, wellbeing and participation?

Pupils with SEND are enabled to participate in the full life of the school alongside their peers, including PE, educational visits, clubs, worship and wider enrichment. We make reasonable adjustments and seek specialist advice, equipment or training where this is needed to remove barriers.

The school provides pastoral and SEMH support according to need. This can include emotional regulation work, Lego-based therapeutic approaches, access to counselling or Healthy Minds support where available, and liaison with health and other services. Any safeguarding concern is managed under the school's safeguarding procedures.

9. What expertise and external support can the school access?

The SENDCO supports teachers and leaders to develop inclusive practice and coordinates additional or different provision. Staff development is planned in response to the needs of pupils and the school. Where specialist expertise is required, the school may seek advice from services such as Educational Psychology, Speech and Language Therapy, Occupational Therapy, school nursing, mental health services, local authority SEND services, social care and medical professionals, subject to relevant referral routes and consent requirements.

10. How are equipment and facilities secured?

The school identifies equipment, adaptations and facilities through assessment and review, taking account of professional recommendations where appropriate. Resources may be provided from the school's delegated resources or through additional funding arrangements determined by the local authority. Decisions focus on the provision needed to achieve agreed outcomes rather than on a fixed cost threshold.

11. How are pupils supported at transition points?

Transition is planned according to individual need, including entry to school, movement between year groups and key stages, and transfer to secondary or specialist provision. With consent and where appropriate, we share relevant information with receiving settings, liaise with SENDCOs and other professionals, and arrange additional visits, transition materials or meetings.

12. What happens with statutory assessments and tests?

Pupils with SEND take part in statutory assessments when they are working within the assessment framework and can access the test appropriately. Access arrangements are considered in line with the rules for each statutory assessment and must reflect the pupil's normal way of working where the relevant guidance requires this. Where a pupil is working below the standard of a statutory test or meets the criteria for an alternative statutory assessment route, the school follows current national assessment guidance.

13. Admission, disability and accessibility

Children with SEND are admitted in accordance with the school's published admission arrangements and applicable statutory requirements. The school does not treat disabled pupils less favourably because of disability and will make reasonable adjustments to avoid substantial disadvantage.

Our Accessibility Plan sets out how we increase access to the curriculum, improve the physical environment and improve the provision of accessible information. Families are encouraged to

discuss any access requirement with the school as early as possible so that reasonable adjustments can be planned.

14. Looked-after and previously looked-after children with SEND

The SENDCO works with the Designated Teacher for looked-after and previously looked-after children so that SEND provision and personal education planning are coordinated. Where a child has SEN as well as being looked after, staff work with the child, carers, the local authority/Virtual School and other professionals as appropriate to ensure joined-up support.

15. How can parents access independent information, advice and support?

Parents and young people can access impartial SEND information, advice and support through the local SEND Information, Advice and Support Service (SENDIASS). The South Tyneside Local Offer also provides details of local services, EHC needs assessment processes and support available to families.

Local Offer and SEND support information: [South Tyneside Council](#)

16. Complaints and resolving concerns

We aim to resolve concerns about SEND provision promptly and in partnership with families. Parents/carers should normally raise a concern first with the class teacher or SENDCO. If the matter is not resolved, it may be raised with the Headteacher and, where necessary, through the school's published Complaints Procedure. Complaints about matters that are the responsibility of the local authority, or rights of appeal concerning EHC decisions, follow separate statutory routes; SENDIASS can provide impartial information about these routes.

17. Key contacts

SENDCO	Miss H Shawcross
Headteacher	Mrs E Alderson
SEND Governor	TBC
School telephone	0191 489 8355

Please contact the school if you need this report in an alternative format or require help to access the information.

18. Linked policies and statutory guidance

- SEND Policy
- Accessibility Plan
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Admissions Policy / published admission arrangements
- Complaints Procedure
- Anti-Bullying Policy

Key statutory framework: Children and Families Act 2014; Special Educational Needs and Disability Regulations 2014; Equality Act 2010; SEND Code of Practice: 0 to 25 years. The school will keep this report under review and amend it if statutory duties or local arrangements change.