



The Governors' Report to parents, regarding Special Education Needs provision within school, for the academic year 2019/2020 – version 3.

The school's SEND policy was reviewed in September 2019. Teaching and support staff have recently received training on key word signing.

The SENCo (Special Educational Needs Co-ordinator), Miss Tracy Young has provided updates concerning provision to the Senior Leadership Team and Governors and regularly attended the SENCO cluster meetings held by the local education authority. Recent meetings have provided information on the changes to SEND provision and arrangements for Early Years. She meets regularly with Miss Nancy Talbot, the SEND Governor, to review progress towards the SEND targets in the school development plan, SEND provision or areas that may give cause for concern. We have benefitted from MIT support in SEND from Mrs Helen Mansfield. This has helped tighten identification of SEND and provision maps for year groups and the whole school have been drawn up.

Early identification of special educational needs, whether it be social, emotional, behavioural or a specific learning difficulty, is crucial to the well-being of all our children. We work closely with our own and feeder nurseries as well as parents, to identify a child's strengths and needs. We also contact schools when children have moved mid-year and joined or left St Matthew's. This allows for any additional resources, interventions or referrals to be made quickly.

Assessment of our pupils continues throughout their time at St Matthew's as needs may show themselves at any time due to many differing circumstances. We do this by:

1. Analysing assessment data no less than termly to identify children who are not meeting age related expectations in Pupil Progress meetings.
2. Class teachers continually monitoring the children in their class.
3. Giving all adults in school the opportunity to discuss concerns regarding a child at any time.
4. Liaising with parents.

A full discussion will then take place with the relevant staff and if appropriate, the child will be added to the SEND list with the primary area of need identified. If at any time any child presents any areas of concern then the child is discussed with the SENCo. Any children identified on the SEND list receive additional and different support. Children who are at SEND Support may be referred to an outside agency or another service for additional support and advice which can be used by the school to enable the child to make progress.

At the time of writing this report, the school has identified 74 children who have special educational needs (16.89% of the total school population. The National average is 14.2%). The children are at the following stages:

Nov 2019	
Pupils have been identified as having	
SEND	74 in total
EHC Plan	11 pupils
SEN support	61
AI application (Nursery)	2

14.38% of children in school have been identified with SEND at SEND Support stage. There is 2.5% in receipt of an EHC Plan.

There are now 11 with EHC Plans and two in the process of assessment. There are 2 Nursery children receiving additional support from an Early Years Specialist Teacher. We will be applying for additional funding to ensure they receive appropriate support to access the curriculum.

Following detailed reviews and assessments, support for these children has been allocated to the appropriate classes and resources purchased. Other children with additional needs will continue to receive in-class support, 1:1 support on speech and language therapy programmes and support through intervention groups. We have introduced Pupil Passports which explain the child's strengths and next steps. Teachers use KLIPS at the stage a child is working at to set targets which they work towards with teacher and TA support. Progress is monitored through TA monitoring sheet comments.

The school liaise with local Nursery groups and the local high schools to aid the transition for any pupils with SEND to ensure all relevant information, programmes and resources are in place when the children move schools. Transition between Key Stages is also an important time for children who might find change difficult.

Allocated funding has allowed improvements to be developed during the past year. They are:

- Provision of a Specialist Teacher input for children with ASD and cognition and learning difficulties with EHC Plans. This provision is provided by the Inclusion Service teachers Penny Hunter and Amira Helm who also help carry out assessments on those children whose progress is concerning despite additional and intervention support.
- To maintain a high level of teaching assistant support in class to deliver individual programmes and differentiated work.
- Intervention programmes such as Talking Maths, Talking Partners, IDL, Talking and Understanding – a comprehension programme, Rapid Phonics, as well as writing and Maths support in class.
- To allow staff to attend regular training courses for Continuous Professional Development.
- Other formal assessments are carried out by the Specialist Teachers and all children have a reading and spelling test twice a year. Year 2 and Year 6 do SATs at the end of the academic year.
- To provide high interest guided reading books to engage children.
- To develop links with outside agencies in the community. To use their expertise to assess children in school and advise staff.

Pupil Passports are in place for all children who are on the SEND register. Systems for identifying children at initial stages of concern continue and are co-ordinated by the SENCO. The use of PIVATS and KLIPS has helped staff considerably with the assessment and writing of targets for Pupil Passports and annual reviews. Pupil Passports are reviewed every half term and shared with parents. Parents have contributed to regular reviews of their children's progress and have been very supportive of work done in school. Some children have TAC/TAF meetings with support from outside agencies to co-ordinate support for the child or family.

Children with special educational needs are fully included in school life and access all areas of the curriculum. In terms of access and provision under the Equality Act October 2010, it is the school's policy to admit children according to parental wishes. Access continues to be developed with audits conducted to ensure furnishings, fittings and colour schemes are appropriate for children with hearing and visual impairments. There is ramped access into school and disabled toilet facilities in Nursery. We continue to maintain strong links with the Speech and Language Therapy service, the Child Development Centre at Ashton Health Centre, the Audiology department in Preston, the School Health Team and the Educational Psychology service. They provide individual programmes, resources and advice for many of our children with additional needs.

After discussions with the staff, the following targets have been set for next year:

- Develop more precise target setting in Pupil Passports and ensure resources are in place to help the children achieve these targets.
- Staff to receive training on recognising and supporting pupils with speech, language and communication needs.
- Continue to train support staff to deliver specialised speech and language programmes.
- SENCO to review medical care plans.
- To track the progress made by children with SEND and ensure their additional provision is appropriate and effective.
- To continue to develop links with specialist schools e.g Golden Hill to provide advice, training and resources for children with social, emotional and behavioural difficulties. We can access additional support from Hillside for children on the autistic spectrum.
- To provide training, support and resources to support children with sensory needs.

The SEND policy and SEND Local Offer provide details of the way that the school identifies supports and monitors the needs of pupils with SEND. Copies are available for inspection by parents upon request and found on the schools website.

A summary of SEND for Autumn Term 2 follows:

SEN Category By Year Group – Autumn 2 2019

Year Group	C&I/S&L/CI	PD/Sensory	C&L	SEMH	% in year group	% of SEND	% of whole school
Nuc	3				3/30 = 10%	6/74 = 4.05%	0.68
Rec	4	1			5/59 = 8.47%	5/74 = 6.75%	1.14
Y1	12			2	14/60 = 23.33%	14/74 = 18.91%	3.19
Y2	3	3	5	1	12/55 = 21.81%	12/74 = 16.21%	2.73
Y3	2		2	3	7/55 = 12.72%	7/74 = 9.45%	1.5
Y4	4		2	4	10/60 = 16.66%	10/74 = 13.5%	2.28

Y5	3		3	5	11/60 = 18.33%	11/74 = 14.86%	2.51
Y6	2		3	7	12/59 = 20.33%	12/74 = 16.21%	2.73
Total	33	4	15	22	74/438 = 16.89%		
% of SEND	33/74 = 44.59%	4/74 = 5.4%	15/75 = 20.27%	22/74 = 29.72%			
% of whole school	7.53	0.91	3.42	5.02			

Total on Record = 74 out of a total of 438 on roll 16.89%

Awaiting LA decision on EHC Plan requests for two children in school.

Strengths

- We have support staff who work in a supportive role carrying out either interventions or small group booster lessons both in English and Maths.
- St Matthew's continues to have very good relationships with many outside agencies, S&L, EP, SENDIAS (formerly Parent Partnership) CAMHS workers as well as SEND Specialist Teachers. We have worked closely with staff from Golden Hill in supporting children with SEMH issues.
- Penny Hunter and Amira Helm (Specialist Teachers) continue to deliver hands on training and programmes of support for a number of ASD pupils as well as assessing and monitoring the progress of a number of children who even with interventions, Pupil Passports and additional and different provision, are still not making expected progress. They see teaching assistant and teacher on a regular basis to offer suggestions and advice.
- Charles Fletcher works with a VI pupil.
- Our Inclusion Team support children with poor self-esteem, social skills and behavioural difficulties .
- We hold regular TAF/TAC meetings for children who have complex needs or are in need of additional support.
- Children are identified early through close communication with staff and referrals made to outside agencies where necessary e.g CSC or Child and Family Well-Being Team.

"Be blessed by God, be happy and aspire to be..."

- Poor language and communication skills have been identified as a particular concern, especially in Foundation and KSI. We employ an Independent Speech and Language therapist, Louise Laycock, who assesses children and works with teachers and TAs to organise language groups. Mrs Lambat, a Level 3 TA carries out support under the direction of Mrs Laycock.

<p><u>Updates Needed</u></p> <p>Provision Mapping to be reviewed termly.</p> <p>To use Lancashire Tracker to be used to monitor SEN progress once it is in place.</p>
<p><u>Resource Implications</u></p> <p>We have to reduce the amount of time Mrs Laycock, our Independent Speech Therapist, will be working in school. She provides a great service assessing and supporting children who have communication difficulties. Many of our children start school at very low levels of speech, language and communication skills. We will priorities the support to Y1 phonics and the language groups organisation.</p> <p><u>Improvements</u></p> <p>SENCO will carry out an audit of staff needs during staff meetings.</p> <p>Appraisal of TAs supporting children with EHC Plans.</p> <p>Training needs of TAs to be requested.</p> <p>The school will continue to engage children in creative ways and commit to supporting all pupils.</p> <p>To develop and use our monitoring system to plan and evaluate the success of appropriate activities that allow all pupils in the school to access the curriculum.</p> <p>SENCO to continue working closely with Shamaila Iqbal, our Mental Health Practitioner, from CAMHS to identify children and groups who need support for emotional or mental health issues.</p>
<p><u>In-Service Needs Update</u></p> <p>SENCO continues to attend the termly cluster meeting organised by the LA.</p> <p>SENCO recently attended a local cluster group meeting for SENCOs.</p> <p>We also need more information on supporting the mental health of children and all staff</p>

Comments

- 11 children who have either a Statement or EHC Plan have regular input from Penny Hunter or Amira Helm.
- Speech and Language therapist is observing/assessing a number of children this term. She is liaising with Level 3 TA Aaliyah Lambat to assess the effectiveness of the language groups.
- 2 Statutory Integrated Assessments (SIA) have been requested and are awaiting outcomes.

November 16th 2019

Signed *T Young*

SENCO

Signed

Head teacher

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