



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools
and Academies

Name of School: Preston St Matthews CEP
Academy

School Number: 06504

Guidance for Completion

This template is designed to help you to pull together information so that parents of children with Special Educational Needs or Disabilities (SEND) know what support they can expect if their child attends your school/academy.

The SEND Reforms will place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEND. This information will form the main basis for the school's Local Offer, which has to be published on the school's website. Your website must include the name and contact details of your SENDCO and a link to the Local Authority's Local Offer when it becomes available.

The questions in the template are intended as prompts and reflect key issues that parents have told us they would like to know about when deciding which school could best meet their child's needs. You may also wish to consult with your own pupils' parents about what to include in your Local Offer.

In developing your school Local Offer you should be mindful that there is a requirement for a feedback facility to be available as part of the Local Offer and for responses to be given to feedback received.

Please provide a copy of your completed template along with the following completed information by email to SEND.SENDReforms@lancashire.gov.uk

When saving your local offer please use the following format:

LO-SCHOOLNAME-SCHOOLNUMBER

Eg LO-LEAFYVILLAGESCHOOL-011001

School/Academy Name and Address	Preston St Matthew's CE Academy New Hall Lane, Preston, PR1 5XB		Telephone Number	01772 794482
			Website Address	www.st-matthewscofe.lancs.sch.uk /
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details:	
	No			
What age range of pupils does the school cater for?	3 - 11			

Name and contact details of your school's SENDCO	tracy.young@cidari.co.uk
Link to LCC Local Offer	https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/

We want to ensure that we keep your information up-to-date. To help us to do this, please provide the name and contact details of the person/role responsible for maintaining details of the Local Offer for your school/academy.

Name of Person/Job Title	Mark Mackley Head teacher		
Contact telephone number	01772 794482	Email	mark.mackley@cidari.co.uk

Promoting Good Practice and Successes

The Local Offer will give your school the opportunity to showcase any good practice you have around supporting children with Special Educational Needs to achieve their full potential. If you have any examples of good practice or success stories, we would encourage you to include these on your Local Offer web pages. For reasons of confidentiality, please do not include a child's full name in any case studies you promote.

I confirm that our Local Offer has now been published on the school/academy website.

Please give the URL for the direct link to your school's Local Offer	http://www.st-matthewscofe.lancs.sch.uk/index.php?category_id=194		
Name	Tracy Young	Date	06/07/2022

Please return the completed form by email to:

SEND.SENDReforms@lancashire.gov.uk

Accessibility and Inclusion

- How accessible is the school environment?

Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?

- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision? How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (eg; ancillary aids or assistive technology?)

What the school provides

St Matthew's CE Academy is in a Victorian building in the centre of Preston. The school is on two levels – the ground floor covers KS1 with the first floor for KS2. An additional building on site houses the Nursery. Currently, the Nursery building is fully accessible for wheelchair users with a toilet and changing facilities. Only the ground floor of the main school is accessible for wheelchair users and we have toilets downstairs but these are not wheelchair accessible.

The school is to have some building work that started in July 2021 which will improve facilities and access to the ground floor for anyone with a disability but there are no accessible changing/toilet facilities in this phase of the building work nor access to the first floor.

Due to the nature of the school all staff and visitors have to park on the streets surrounding the school and there are no accessible parking spaces.

Classrooms are mainly carpeted and ceilings have been lowered to improve the auditory environment. Classrooms have Promethean Whiteboards, suitable lighting and blinds to improve the visual environment. Photo-reflective film has been attached to windows in KS2 and most KS1 classrooms to reduce the glare from sunlight. We currently support children with physical, hearing and visual impairments successfully. To improve access to the setting we have changed the hand-rails going up and down the main staircase. This has helped all children use the stairs safely but was fitted to assist children who have mobility issues.

One child with a physical disability has a stair climber to aid his use of the stairs. Some staff are trained in using this and it is maintained annually.

We make information as accessible as possible – displays are bright, well labelled and attractive. Advice has been sought from inclusion services in relation to a visually impaired child as displays need to take into consideration font size and need to be uncluttered. Policies and procedures are available in a variety of formats, languages and staff are available to translate and explain. Policies and procedures are available from the school website or the school office. School uses a parent text and email service to communicate with parents and carers. Parents who speak another language can use Class Dojo to translate some information to their first language.

We have a number of second language staff members who can translate and support families for whom English is an additional language. We work closely with the SENDIAS team who can support any of our families but can especially support parents and families who have additional needs. We are also well supported by the School Nursing Team and Children's Social Care/Early Help or CFWS. In addition to these, we work alongside other professional

agencies such as Health Visitors, Portage, CSC/CFWS, Speech and Language Therapists, OT and physiotherapy and Educational Psychologists.

The provision is made accessible in a number of ways. TAs working with children with EHCPs undergo regular training in the area of need for children in their care experience. The school uses a variety of visuals, signs, symbols and graphics to support children's access to resources. TAs have had training in supporting ASD children. Modified furniture is used where needed for physically impaired children and advice is sought from physiotherapists and occupational therapists if necessary. All staff have regular training in speech, language and communication needs – an area identified as a main focus of support.

We have access to specialised equipment. Staff work very hard to ensure the needs of all children are met. We have meetings where equipment needed is discussed and contact is made to ensure it is provided. We have requested Risk Assessments for visually impaired children and for those facing physical difficulties. PEEPs are in place for children with additional needs. We also have access to aids to support hearing impaired children and implement advice given from the TOD and VI specialist teacher

Some children have access to their own laptops or ipads to support recording and learning. They have specialist software installed on their devices.

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

What the school provides

Children are assessed and identified and supported as early as possible. The Nursery staff carry out home visits prior to the children starting school and this is often where concerns and information are shared. We work closely with Beth Foley, our Early Years Inclusion Teacher. The progress made by all pupils at this school is regularly monitored and reviewed. The school does not identify pupils as having special educational needs unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated approach.

Teachers consult with the SENDCO when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a pupil's progress. The triggers for concern are described in the SEN Code of Practice.

Following a short period of monitoring to identify specific areas of need the child will be supported through small group intervention work to address the area of concern. If progress is still not evident an Individual Education Plan with targets to work towards is put in place with

support from a teaching assistant. This is shared with the pupils and parents so everyone is working towards the same goal. We work with Specialist Teachers from Inclusion who can assess needs and give advice on ways to support the child. Referrals can be made to other agencies such as Speech and Language or physiotherapy/occupational therapy. If there is evidence of a significant difficulty, a referral to the Link Educational Psychologist can be made. At every stage, parents are fully informed and asked to support their child alongside the school's work. TAF meetings are held with parents and professionals involved with the family. If there are serious concerns, an Integrated Assessment request will be made to see if an EHCP is needed. The SENDCO can discuss one child per term with the Link EP but we can also commission private Educational Psychologists to assess children.

St Matthew's is well staffed with many teaching assistants, some of whom are bi-lingual and can assess a child in their first language. The teaching assistants work on IEP targets, run a variety of intervention programmes and support individual children. We work hard in improving the skills of all staff, including teaching assistants and they are offered a range of training throughout the year. Training has focused on speech, language and communication skills from ELKAN speech and language therapists and our in-school therapist. Our Early Years staff have taken part in Hanen Training to develop communication skills with our youngest children.

The school has identified language and communication skills as being a priority area. We follow a 'degree of need' identification process. Children with one degree of need work with trained teaching assistants in small groups in developing their language skills. Children with two degrees of need work with a Speech and Language assistant in small groups focusing on specific areas and children with more difficulties, at a three degree of need work 1:1 with a speech and language therapist. The school has an agreement with Bridge Street Therapy – an independent speech and language service. Louise Laycock works in school for one day a week for most of the term assessing, supporting and advising staff who work with children with speech, language and communication difficulties. Other trained staff within school work with small groups daily using Talkboost materials. The majority of children have Staff who are trained using the 'I-Can' resources so work with children requiring language support in small groups. Talkboost and Early Talkboost groups are organised throughout Early Years and KS1.

Teaching assistants have also attended training in managing ASD issues, behaviour support and in developing literacy skills. We have had support from the Inclusion and Engagement Support Team in using visuals and the importance of routine in helping children with ASD. We work closely with staff from Golden Hill Short Stay School and participate in training delivered by them. Staff have access to Inclusion Teachers who come in to support children with Education, Health and Care Plans but who will also observe and assess children who are not making expected progress. In the case of children with hearing impairments, visual impairments or medical needs, equipment and training is provided by the NHS, for example diabetes, epilepsy and gastric-pump training. Some school staff receive First Aid paediatric training. This training is updated regularly to fulfil legal requirements. The school nurse provides training or advice for other medical conditions as the need arises. Health Care Plans are in place for those with medical needs.

Children requiring adjustments and support during tests and SATs are given the appropriate support. This can be in having a reader or additional time if they meet the criteria. Some children might be dis-applied if necessary and teacher assessment levels used. This would be only in certain circumstances and applied for in plenty of time.

Children experiencing social, emotional or behavioural difficulties are supported in a variety of ways. We have a Learning Mentor and Family Support Worker who arrange meetings with parents and use a range of strategies to support children such as ELSA and self-esteem work. We also have a Caritas Care social worker who works closely with parents and 1:1 with children. We liaise closely with the local mental health practitioners who offer advice and

signposts to other agencies. Referrals to other agencies are made such as CFWS and CANW. The school has a good relationship with the outreach staff from the local PRU, Golden Hill Short Stay School. We have applied for some of our pupils to have a 12-week placement at Golden Hill and work with staff there and our parents in easing transition back to our school.

St Matthew's tracker identifies the children with SEND . Additional information such as Free School Meals, Pupil Premium, attendance and EAL etc is also recorded to get a full picture of the child and support system. Extra-curricular activities are fully inclusive and include membership of sports clubs, homework club etc. No child is excluded on the basis of SEND - we pride ourselves on our inclusion policy.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides

We follow the arrangements for Annual Reviews and have a meeting every year and more often if necessary e.g. Interim or Transition Reviews. If the child with an EHC Plan is under the age of 5 years we will have two reviews six months apart. Parents and professionals working with the child are invited or will write a report to be distributed in the review meeting. The child will be supported in completing the Pupil Advice Form and will be invited to the meeting as appropriate to the age and understanding of the pupil – this might be at the end of the meeting to hear a summary of the meeting and to hear how people working with the child think he/she is doing. Parents can ask for a meeting - either formal or informal, at any time and the SENDCO or other staff involved in working with the child will be available as soon as possible to discuss any concerns.

Meetings about progress and discussion of provision for any child with other SEND support can be arranged by appointment with the SENDCO and class teacher. Individual Education Plans are sent home every term so parents can see what the targets and strategies are in supporting their child. General progress and information about work carried out to support children with SEND can be discussed at Parents' Evenings. Team Around the Child (TAC) or Team Around the Family (TAF) are held at least once each half term for children who have particular concerns – educational, social, emotional or issues that impact on the wider family.

We assess and evaluate the effectiveness of the provision made for children with SEND and Disability by monitoring progress using PIVATS, KLIPS, levelling work, formal and informal assessment methods as well as the assessment tools used by outside agencies. We are also monitoring progress through Assessment for Learning. Other ways of evaluating the provision include attendance records, membership of extra-curricular activities and overall attitude and motivation. We use the Early Years SEND Toolkit for children in Nursery and Reception. Progress is monitored using the school's tracker.

Progress is tracked every term and a discussion is held with teachers and support staff on why expected progress has or has not been made.

Termly Pupil Progress meetings are held and actions decided and acted upon in order to meet the needs of children with additional needs. The school administers Year 2 and Year 6 SATS

and YR1 Phonics Screening tests. Children are supported in acquiring phonics skills using Essential Letters and Sounds.

Bi-annual reading and spelling tests are administered and progress monitored.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

What the school provides

Risk assessments can be carried out in a variety of ways and by different people involved but the overall responsibility is the Head Teacher's. All visits outside school require a risk assessment to be carried out but this might be done by the place of visit. Staff are encouraged to visit the venue if possible or communicate with venue staff if there is an issue. The risk assessment and booking information are forwarded to Evolve for approval. Children with additional needs may need a Risk Assessment which is carried out by SEND. The report which follows is referred to and implemented.

Children in KS1 are to be dropped off at school and collected at the end of the day by a responsible person. The same applies to the children in KS2, especially those in Year 3 and 4 unless a permission letter saved by the school allows the child to go home alone for children in Years 5 and 6. This applies to any after-school clubs too. If a child is absent, parents are asked to inform school using text or the phone option. Our office staff will contact the family if we have not heard from them earlier.

We monitor attendance carefully - if a child has persistently poor attendance, a home visit is made on the first day of absence. Meetings are arranged with our attendance coordinator and parents with possibly the PAST worker. Support is offered but prosecution risk is also discussed.

There are no parking areas for pick up and drop offs – parents are asked to park with consideration to other road users and pedestrians.

During breaks and lunchtimes children are supervised by trained staff. Some children require additional supervision due to additional needs and this is arranged through the Head Teacher. We always ensure the ratio of adults to children is correct but if it is not, additional staff would be asked to go out to supervise. We employ a sports coach who runs training sessions over lunch times too. The Head Teacher and the senior leadership team oversee each lunch break in addition to lunchtime support staff who also support children in the dining hall and play areas.

Children are encouraged to be responsible for their actions and behaviour outside the classroom. We have high expectations of their behaviour but also ensure that activities outside the classroom are well supervised, assessed and properly equipped.

St Matthew's CE Academy takes bullying very seriously and acts quickly if incidents are reported or picked up by staff. Children are encouraged to report any incidents to staff, parents or friends. We carry out anti-bullying assemblies, activities in lessons and have whole school awareness campaigns. Parents can find details of anti-bullying on the school's website or from

the office. Restorative Justice meetings between children are made with adult support and time in the Reflection Room may be issued as necessary.

PEEPs are in place for those with additional physical needs or where a need has been identified.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

What the school provides

Parents are encouraged to administer medication at home or come into school to give it. Children on long term medication can be given the medication in school by a member of staff who has agreed to do this. The medication needs to have the child's name on it and dosage information. Medication can be given to a child following discussion and agreement with parents. Medication will be kept in the locked cupboard in the office and handed over to parents or staff. Some medication may be kept in the First Aid fridge if appropriate e.g. Epi pens.

St Matthew's work with parents and the school nurse or medical staff who specialise in the medical condition to draw up a care plan. The plan is kept in the office in the child's file, in the medical file kept by the SENDCO, given to the class teacher to share with support staff and given to the parents. The SENDCO may write generic care plans following advice and guidance from medical professionals or the child's parents.

In the case of a medical emergency, an ambulance would be called and appropriate first aid would be administered by our trained first aiders. Information about the incident or condition would be given and parents contacted as soon as possible. The child would be accompanied by a staff member and stayed with until a parent arrived.

Staff are trained in paediatric first aid to administer first aid to young children. More specialist training is given to meet a child's particular need through the nursing staff who specialise in that condition such as diabetes, asthma or epilepsy. A member of staff attends diabetic training annually. Training in other medical conditions such as cystic fibrosis would be sought out as appropriate. Training in using an Epi pen has been delivered where a child has a severe allergy. We have arranged staff training for children who have a gastric pump so they can be included over lunch-time.

Some staff have taken part in epilepsy awareness training and use of medication for this condition.

St Matthew's has an excellent relationship with the School Health Team, including Health Visitors and Portage staff. School nurses attend meetings about children we have concerns about. We have excellent provision for children with speech, language and communication needs as we work with staff from Bridge Street Therapy. A therapist works one day every week and a trained teaching assistant works with groups daily in supporting children improving their speech, language and communication skills. We work closely with Child and Family Well-Being Service/Early Help in supporting children and their families. We can refer children, with parental permission, for counselling with a trained therapist or to CAMHS. We have a social

worker from Caritas Care who works with children and parents every Tuesday. She also writes reports on progress where necessary. In-school support for children's emotional, social and behavioural needs is provided by our Inclusion Team. They also work with outside agencies and parents or carers in providing for the needs of the children. Some children with ASD or characteristics of ASD have Sensory Preferences assessments which are used to support the child.

Communication with Parents

- How do you ensure that parents know "who's who" and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person's progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

What the school provides

We hold regular meetings with parents who have any concern about their child. They can initially contact the Head Teacher who will direct them to the relevant member of staff or other professional agency. Miss Young, the SENDCO, can also be contacted and she will do the same. The School Prospectus and website contain details of all staff currently employed by the school.

We do operate an 'Open Door' policy at St Matthew's but depending on the nature of the concern, an appointment may need to be made to suit all parties.

Parents can discuss their child's progress with the class teacher or SENDCO at any time. Progress is always discussed at Parents' Evenings and recorded on their end of year report. This also records the targets the children are working on. Children on the SEN register have their Individual Education Plans sent home every term so parents can support their child on the targets too.

We offer two Parents' Evenings and the written End of Year Report. There is also a 'Get to Know the Teacher' meeting at the beginning of the academic year where 'house-keeping' is discussed such as homework, PE and expectations in attitude and behaviour. Arrangements may be changed due to Coronavirus but contact with parents is considered essential.

Parents are asked to complete a 'Parent Questionnaire' every year so their opinion can be considered within the day-to-day running of the school. Parents can also give feedback during the 'Get to Know the Teacher' meeting or at any other time during the year. A SEND questionnaire is also sent out to parents on the SEND register.

Training sessions with parents on matters such as phonics, mathematics and general support for children are organised regularly, often in association with Preston College.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?

- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

What the school provides

Every class in KS1 and 2 has a representative on the School Council and children are encouraged to speak to their representative about ideas or concerns. We also have an 'Ethos Committee' who promotes the school's values – the value focus is different every half term. Members of this committee change every half term so that more children can be involved. Every half term children are asked to discuss the topic they have covered and report on what they enjoyed, have learned or would like to change.

Parents can speak to staff members at any time about their child's education – we welcome comments and ideas. They can also comment on the Parent Questionnaire or when they attend Parents' Evenings.

Parents are welcome to get involved in the life of the school or become school governors. We regularly have training for parents, most recently in phonics and mathematics. In the past we have held training sessions and courses organised by Preston College on a variety of educational matters.

The Governing Body involves other agencies in meeting the needs of pupils with SEN and supporting their families. We have an SEND governor who visits the school regularly and works with the SENDCO in meeting the needs of the children. She reports back to the Governors annually and keeps them up to date during termly full-governors meetings.

All children have a 'Home/School Agreement' signed by them and their parents/carers. Individual children may require an additional agreement reporting on their behaviour – this takes the form of a diary informing parents of the positive incidents as well as incidents where their child could improve and how best to support the child. A child may require a 'Behaviour Chart' to monitor progress during lessons.

The school has a Behaviour Lead Teacher, Family Liaison Officer and Learning Mentors to target inappropriate behaviour. We work closely with staff from Golden Hill in targeting behavioural issues.

The Head teacher writes a termly report to the governing body. The resource committee are responsible for agreeing the annual expenditure for meeting the needs of pupils with SEND.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

What the school provides

We are happy to help complete forms and paperwork. A variety of members of staff can assist in this depending on the form. We have bi-lingual assistants who can translate and our Business Manager and Assistant Managers are extremely helpful. Nursery and Year 6 teachers can help with admission forms and procedures for High School applications. Our

SENDCO can help with forms and paperwork involving SEN issues or anything else. Parents can access this support by contacting the office personnel who will contact the relevant staff.

We will endeavour to provide information, advice and guidance to parents requiring it. If there is an issue we do not have the answer to we can contact other agencies who can help on behalf of the parents or sign-post them to the agency. Again, a variety of staff can help depending on the issue and initially the office staff or Head Teacher can be the point of contact and they will then contact the relevant member of staff. The school can also request support from the SENDIAS Officer on behalf of the family.

The SENDCO can help parents with travel plans to get their child to and from school. We have a 'Walking Bus' which targets children who are frequently late for school. There is a daily 'Breakfast Club' for which there is a small charge, where children can attend from 8am, receive a breakfast and take part in a range of activities.

Parents and Carers are encouraged to have their say in Parents'/Carers' Evenings, Annual Reviews, and Individual Education Plan reviews. Children are supported as necessary and a variety of outside agencies are welcomed into school including speech and language therapists, occupational therapists, physiotherapists and CAMHS staff, social care professionals amongst many others.

The SEND Governor is active in liaising with the SENDCO, is familiar with how SEND operates in the school and is fully conversant with new legislation.

The school liaises closely with the school nurse to support pupils who may need help for their identified need or when their family needs support as a unit.

We now have a connection with Safenet and liaise with a community worker from this network in supporting families who experience domestic abuse in any form.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

What the school provides

St Matthew's CE Academy works closely with secondary schools in making the transition as smooth as possible. We have visits from Year 5 to different secondary schools offering curricular days. Some High Schools carry out themed or sports activities involving groups of our children. Staff from receiving High Schools visit St Matthew's to discuss pupil progress, attitudes and any concerns. Confidential information is passed on to appropriate staff at the receiving High School. Children in Y6 have opportunities to visit their High School on 'Taster Days'.

Y6 staff pass on information to the receiving High School and any confidential or sensitive information is discussed with the DSLs or both schools. Information is also transferred via CPOMS requests.

Additional visits are arranged for children with additional needs and information is passed on to the receiving school.

The SENDCO has taken parents and children to visit potential High Schools or if a child transfers to specialist provision.

We also arrange for some Y6 children who may find the transition to High School difficult, to take part in 'The Bridge', in association with The Larches High School. This project enables our pupils to meet other Year 6 pupils moving to the same school as them and will help them learn some top tips for being successful in secondary school. Our Y6 pupils will meet Y7 staff at their receiving schools to ease the change.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

What the school provides

St Matthew's offers a daily Breakfast Club. This is available from 8:00am with breakfast and activities provided for £1.00 a day or free if families are in receipt of Free School Meals. We also run a range of sports activities after school such as dance/performance theatre, football, cricket and netball. Places are limited at both clubs and children with attendance or punctuality issues are prioritised. We also have a 'Walking Bus' which collects children and brings them to school. We also have a Breakfast Buddies group.

We have a sports coach at lunchtime twice a week to work with children in both Key Stages on a range of sporting activities. This is free to **all** pupils.

All clubs and activities are inclusive. We pride ourselves on our fully inclusive policy and ensure all children are catered for. We work closely with staff from visiting sports clubs or the coaching staff in school to ensure they are informed about an SEN or disability so they can ensure the child is involved and any safety issues are covered.

We support all children in making friends and have a 'Buddy' system for new children. Classes visit and play with their 'Buddy Class' friends. Staff from our Inclusion Team support children new to school or if they are experiencing some difficulty in social interaction. Y6 and Y2 have a 'Special Friends' arrangement and this enables Y6 children to read to or hear readers from Y2. Other year groups have a similar arrangement.