



**SEND INFORMATION REPORT 2020- 2021 Reviewed and updated 28/07/2020**

<b>School Name and Address</b>	<b>St Matthew's CE Primary New Hall Lane Preston PR1 5XB</b>	<b>Telephone Number</b>	<b>01772 794482</b>
		<b>Website Address</b>	<a href="http://www.st-matthewscofe.lancs.sch.uk">www.st-matthewscofe.lancs.sch.uk</a>
<b>Does the school specialise in meeting the needs of children with a particular type of SEND?</b>	<b>No</b>	<b>If yes, please give details:</b>	
<b>Age range of pupils catered for?</b>	<b>3 – 11 (Nursery (part time) and Primary School</b>		
<b>Name and contact details of your school's SENCO</b>	<b>Miss Tracy Young</b> <a href="mailto:tyoung@st-matthewscofe.lancs.sch.uk">tyoung@st-matthewscofe.lancs.sch.uk</a>		
<b>Name of school's SEND Governor</b>	<b>Miss Nancy Talbot</b>		

<b>URL link to the school's Local Offer</b>	<a href="https://www.st-matthewscofe.lancs.sch.uk/key-information/send">https://www.st-matthewscofe.lancs.sch.uk/key-information/send</a>
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**The kinds of Special Educational Needs and Disability (SEND) school provides for**

St Matthew's CEP School is a large mainstream setting in the centre of Preston. It is two-form entry plus Nursery with approximately 445 pupils on roll. The school places great emphasis on the individual needs of all children and takes in to consideration the need to challenge the more able whilst providing support for the least able.

The school's SEN Policy takes account the SEN and Disability Code of Practice 2014.

At St Matthew's School a child with special needs is one who has significantly greater difficulty in learning from the majority of children of the same age or a disability that hinders them from taking full advantage from the educational provision provided.

As specified in the Code of Practice, there are four categories of special educational needs and disabilities. If a pupil has SEND, their needs will fit into one or more of these categories.

- Communication and interaction
- Cognition and learning



- Social, mental and emotional health
- Sensory or physical

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching

Children will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities provided at our school.

The school works in close partnership with parents to promote the development of every child's potential and ensure that every child has access to all areas of the curriculum. We are an inclusive, multicultural school that welcomes children from all backgrounds and abilities. We are committed to working together with all members of our school community and believe in achievement for all.

Our SEND profile for 2019-2020 showed that we had 15.95% of children identified as having SEND – the total on a roll of 445.

This percentage is made up of the following groups:

- 19.71% are identified as having SEND linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 47.88% are identified as having SEND linked to Communication and Interaction as the main category of need (including speech and language difficulties and problems with social interaction)
- 4.22% are identified as having SEND linked to Physical and Sensory as the main category of need (including disabilities such as those affecting mobility, sight and hearing)
- 28.16% are identified as having SEND linked to Social, Emotional and Mental Health as the main category of need (including ADHD and behavioural difficulties)

16.9% of our SEND register have a Statement or Education and Health Care Plan.

2.7% of our school population have a Statement or Education and Health Care Plan.

### **How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?**

#### **How does your school ensure that children who need extra help are identified early?**

The school advocates that early identification of children with special and additional needs is essential. Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels.
- Concerns raised by parent.
- Concerns raised by teacher.
- Liaison with external agencies e.g. Educational Psychology Service.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.

The class teachers use observations and school assessment systems to alert parents/guardians to any concerns and start the journey of working together to help the child achieve their potential. We carry out reading and spelling tests twice a year (October and March) and SATs in Y2 and Y6.

The Nursery Teacher and teaching assistant carry out home visits prior to the children starting school and



this is often where concerns and information are shared. Children who start Reception from other Nurseries are visited at home by the Reception teachers. Nurseries are also contacted to discuss any issues.

The school has a monitoring stage in its system for identifying children who have additional needs. The class teacher completes Pupil Progress report every term which records attainments, interventions and specifies what the perceived difficulty is and what actions have been taken to address the needs.

At this stage parents are informed and asked to ensure that their child has had recent sight and hearing tests so that these reasons can be ruled out. The class teacher and the SENCO assess and monitor the children's progress usually over a period of a term. However this period can vary according to the individual needs of the child.

Class teachers have pupil progress meetings each term with Mr Mackley, the head teacher, and members of the Senior Leadership Team to ensure all children are making good progress. If your child is identified as not making progress, the school will inform you and set up some support. Support may take place for a short period or over a longer period of time. However, all children learn regularly in small groups in class, sometimes with Teaching Assistants, in order to support their learning. You will be notified if there are any concerns about your child's progress.

Where necessary, external agencies may be involved to provide further advice and support. In addition to the assessments carried out in class, PIVATS assessments and LAPS/KLIPS may be used with children working significantly below age-related expectations to assess, measure and monitor progress.

If your child is still not making progress, the school will discuss with you any concerns you may have, any further interventions or referrals to outside professionals to support your child's learning and discuss how we could work together, to support your child at home and in school. We work closely with Specialist Inclusion Teachers who can carry out assessment and offer advice and strategies. These Specialist Teachers will attend meetings with parents and write reports which may be submitted towards an Integrated Assessment request.

### **What should a parent do if they think their child may have special educational needs?**

First make contact your child's class teacher. If you still have concerns you can contact the school's SENCO (Miss Young) or the head teacher (Mr Mackley). Appointments can be arranged in person, by phone or by email.

We work closely with the SENDIAS Officers who can support any of our families but can especially support parents and families who have additional needs – contact them on <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>. We are also well supported by the School Health Team, Child, Family and Well-Being Service and Children's Social Care. In addition to these, we work alongside other professional agencies such as Health Visitors, Portage, Speech and Language Therapists, CAMHS and Educational Psychologists.

### **How we involve and consult the children about their education**

All children are given the opportunity to have their say through the school council. Representatives from each class discuss issues with their class and represent them at the council meetings.

Targets are shared with all children on an ongoing basis. If progress is still not evident a Pupil Passport with next steps work is put in place by the class teacher with support from a teaching assistant. This is written with the pupils and shared with parents so everyone is working towards the same goal. We work with Inclusion Teachers from SEND who can assess need and give advice on ways to support the child. Referrals can be made to other



## St Matthew's CE Primary School.

agencies such as CAMHS, Speech and Language or 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.

We currently have 12 children with EHC Plans and 2 who are in the Statutory Assessment process. We plan to follow the arrangements that were in place for Annual Reviews and have a meeting every year. If the child with an EHC Plan is under 5 years old, 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. Pupil Passports 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 – educationally, socially, emotional or issues that impact on the wider family.

We assess and evaluate the effectiveness of the provision made for children with SEND by monitoring progress using PIVATS, KLIPS and LAPS, assessing and marking work, formal and informal assessment methods as well as the assessment tools used by outside agencies. Other ways of evaluating the provision could include attendance records, membership of extra-curricular activities and overall attitude and motivation. Children are discussed in Pupil Progress meetings and each teacher writes a termly report for this. Progress is monitored using the school's Inclusion Tracker and whole school progress tracker.

Children are aware of what they need to do to improve outcomes for themselves and contribute actively in their learning. Every child has targets to work on and children with SEND work on their next targets. Provision Mapping allows for any child with any additional need to have these needs met, hopefully, without the need for any additional funding. The SENDCo undertakes a thorough assessment for any child before and after any intervention to give a sound starting point and to measure progress. This may lead to an end to intervention, a continuation of the same or different intervention, or a consolidation period.

### **How we assess and review children's progress towards outcomes**

#### **Our approach to teaching children with SEND.**

The SENDCo will work with all staff to ensure pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible. All children are fully included in the life of the school. Our curriculum is planned and differentiated to meet the needs of all pupils.

As outlined in the SEND Code of Practice 2014, we use a graduated response to meeting pupils' needs.

#### **Wave 1 – Quality First Teaching and Differentiation**

- Teachers are responsible and accountable for the progress and development of the pupils in their class.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. There is an on-going cycle of monitoring of the quality of teaching and learning by the SLT.

#### **Wave 2 – Interventions**

- The class teacher will monitor progress closely of children they have concerns about, and will provide



appropriate intervention strategies and support in the classroom to meet the needs of the child.

- A range of interventions are used to target identified needs
- The effectiveness of these interventions are monitored and evaluated and adjustments are made as necessary. Intervention groups are recorded on provision maps. These are reviewed by the SENCO in order to ensure individual children's needs are being addressed

### Wave 3 – Personalised Interventions

- Where the child needs provision that is additional to and different from the other children in the class, an individual plan will be devised for them.
  - Some pupils will follow 1-1 work; such as if the learner has an Education, Health and Care Plan (EHCP) or if they have been assessed by outside agencies
  - Children with Social, Emotional and Mental health needs are supported by a member of the Inclusion team. For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:
    - Speech and Language Therapy Service – we employ an Independent Speech and Language therapist, Louise Laycock
    - Occupational Therapy
    - Educational Psychology Service – Sarah Purcell is our Link E.P.
    - Behaviour Specialist Teachers – from Golden Hill
    - SEND Services
  - A provision map is produced each term to illustrate the range of intervention groups and additional support being provided
- Referrals can be made to a range of other agencies – CANW, CFWS and CSC if needed.

### How we adapt the curriculum and the learning environment for children with SEND

- Work and activities are differentiated to support the needs of all pupils
- To support learning all teachers use a range of teaching styles
- Pupil Passports are put in place to target the individual needs of pupils as necessary – these identify strengths and needs
- Adjustments are made for children with SEN to support them as necessary during tests, such as SATs. Access arrangements, for example additional time, readers and scribes can be applied for, for individual children. In some cases children may be dis-applied from these assessments, if necessary.
- Reasonable adjustments and adaptations to the environment may be made as required
- Additional resources, specialised equipment, materials and furniture may be provided to meet individual needs
- Recommendations from other professionals will be followed

### How accessible is the school environment?

St Matthew's CEP School 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. 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 do not have a suitable toilet. 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 Interactive Whiteboards, suitable lighting and blinds to improve the visual environment. We currently support children with physical, hearing and visual impairments



successfully. To improve access to the setting the hand-rails going up and down the main staircase are at two height levels. This has helped all children use the stairs safely but was fitted to assist children who have particular mobility issues.

We make information as accessible as possible – displays are bright, well labelled and attractive. Advice has been sought from SEND in relation to visually impaired children 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. Information about the school is readily available on the school website, on the notice board at the entrance to the school and school publishes a monthly newsletter that keeps children, parents and carers updated about what is happening in our school. This newsletter is also on the school website We have also forged links with our Polish and Eastern European community and translate information for parents. We also have a number of second language staff members who can translate and support families for whom English is an additional language.

### **How we support children with emotional and behavioural difficulties**

- Nichola Parkinson is our Family Liaison Worker who links with the family to ensure consistency between home and school
- Karen Birch is our Learning Mentor who may work with the pupil 1:1 or in a small group
- James Chagas is the SLT member responsible for behaviour support
- Rebecca Ashworth is a Caritas Care social worker who works with children and parents giving 1:1 support
  - A range of resources are available to support in the specific teaching of social skills and to support with emotional development. Intervention groups may set up to support individual children
  - All children participate in PSHE lessons where they are encouraged to develop their social skills and reflect on relationships.
  - The playground has a friendship stop which encourages children to take care of each other at playtimes. We have 'Playground Buddies' so KS2 children can play responsibly with KS1 children under supervision.
  - We can apply for the involvement of outside agencies to offer advice and to work with the family. We work closely with Golden Hill Inclusion Support Team.
  - We also work with Shamaila Iqbal, the CAMHS Mental Health Practitioner.

### **How we deal with bullying and make sure children with SEN can tell us if they are having a problem**

- The school has an anti-bullying policy which can be found on the school website
- Reported incidents are dealt with immediately
- Anti-bullying week is held annually to raise awareness

### **The arrangements we make for supporting children who have SEN and are in the care of the local authority**

Miss Young has responsibility for looked after children. She ensures that we work in partnership with the social worker and other professionals to meet the needs of the young person and ensures that a Personal Education Plan is in place.

### **How we support our pupils with SEND as they move on to high school or move to another school**



- Where a child has an EHC the move to secondary school may be discussed as early as the Year 4 Review
- In the Summer Term of Y5, an Annual Review will be held if the parent wants their child with an EHCP to transfer to a Special School at the end of Y6
- Following the allocation of places, the high school SENCO will be invited to any relevant meetings including EHC reviews
- Y6 teachers meet with the secondary school staff to pass on information and transition documents will provide additional information.
- The SENCo will liaise with staff from the receiving school as required.
- This year we were unable to arrange personal transition meetings for pupils due to Coronavirus
- Usually, Year 6 pupils visit their forthcoming secondary schools for taster sessions but this was not possible this year.
- Usually, additional visits are arranged for children with additional needs with support from school staff – visits for parents were also been arranged and the SENCo accompanied parents.
- We usually arrange for children on the autistic spectrum to have additional visits, support and counselling to prepare them for the transition.

### Communication With Parents

St Matthew's School is an inclusive school and is committed to delivering the best provision and therefore outcomes to all our children. We believe that the most effective way to achieve this is to work jointly with parents and carers. 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 SENCo, can also be contacted and she will do the same.

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. **Due to Coronavirus, this has had to be stopped as we need to limit people entering school to keep the children and staff safe. Phone contact is necessary at this time.**

Parents can discuss their child's progress with the class teacher or SENCo 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 SEND register have their Pupil Passport sent home every term so parents can support their child on the targets too. **This year we sent home a written report in lieu of the Parents' Evening as well as an end of year report due to COVID-19.**

We offer a Parents' Evening 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. **This may not take place in September 2020 due to social distancing measures but parents can contact staff if necessary by phone.**

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.

Training sessions with parents on matters such as phonics, mathematics and general support for children are organised regularly, often in association with Preston College. **These have been stopped due to COVID-19.**





### What help and support is available for the family?

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 Office Manager and Assistant Manager are extremely helpful. Nursery and Year 6 teachers can help with admission forms and procedures for High School applications. Our SENCo can help with forms and paperwork involving SEND 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 SENCo 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 or whose parents work – **temporarily stopped due to Coronavirus**. 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. All children can have a bagel before school.

Our Inclusion Team – SENDCO, Learning Mentor and Family Liaison Worker will always help with any issue parents want to discuss.

We have a Caritas Care social worker, Rebecca Ashworth, who supports children and parents.

**The Link to the School's SEND webpage where the Local Offer and SEND Policy is**  
<https://www.st-matthewscofe.lancs.sch.uk/key-information/send>

**The Link to Lancashire County Council Local Offer is**  
<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/>