

St Matthew's C of E Primary Academy & Nursery



SEND INFORMATION REPORT 2024- 2025 Reviewed and updated 23/08/2024

School Name and Address	St Matthew's CE Primary Academy and Nursery 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 SEND?	No	If yes, please give details:	
Age range of pupils catered for?	3 – 11 (Nursery (part time) and Primary Academy)		
Name and contact details of your school's SENDCO	Miss Tracy Young tracy.young@cidari.cio.uk		
Name of school's SEND Governor	Mrs Natalie Towers natalie.towers@cidari.co.uk		

URL link to the school's Local Offer	https://www.st-matthewscofe.lancs.sch.uk/key-information/SEND
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What kinds of Special Educational Needs and Disability (SEND) does our school provide for and what arrangements do we make for the admission of SEND children?

We have high expectations at St Matthew's CEP Primary Academy, but education is more than just working towards getting good exam results. We aim to educate the whole person through a broad and balanced curriculum that is focussed on excellence and enjoyment and we hope that our children will be life-long learners.

We aim to develop children's emotional intelligence so that they are ready and able to learn. We want them to be resilient so that they are able to pick themselves up and dust themselves off when things go wrong. We encourage them to try their hardest and do their best at all times. We ensure that we are an inclusive school where all children can access work at their level and make progress they are proud of.

All teachers at St Matthew's CEP Academy are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of all our children.

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

At St Matthew's Academy 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 adaptive 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 2023 - 24 showed that we had 99 children on the SEND register out of total on roll of 466 = 21.24%. This percentage is made up of the following groups:

- 45/99 = 45.45% 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)
- 13/99 = 12.12% 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)
- 30/99 = 30.3% of these are identified as having SEND linked to Cognition and Learning as the main category of need (including maths, reading, writing and spelling etc.)
- 11/99 = 11.11% are identified as having SEND linked to Social, Emotional and Mental Health as the main category of need (including ADHD and behavioural difficulties)

18 children (3.82% of the total school, 18.18% of SEND) have Education and Health Care Plans.

Admission Arrangements

Pupils with SEND are admitted to St Matthew's CEP Academy following our admissions policy. Children starting Foundation Stage are able to come to induction sessions to help familiarise them with their new school and make them feel comfortable when starting. Home visits are also made by the Nursery Teacher. Children with SEND who start our school in another year group will be supported by staff in class as well as the SENDCO to ensure their needs are met and that they are happy. We will liaise with staff from previous school to ensure all relevant information is shared to help this process. Further details can be found regarding admission arrangements, including those for pupils with disabilities can be found in our Admission Policy and Accessibility 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?

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 or doctor.
- Liaison with previous school or setting, if applicable.

The class teachers use observations and the school's 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 maths tests termly (NFER), Phonics screening in Y1, multiplication tests in Y4 and SATs in Y6.

The Nursery Teacher and teaching assistant carry out home visits prior to the children starting nursery and this is often where concerns and information are shared. Children who start Reception have 'Stay and Play' sessions. Other Nurseries are also contacted to discuss any issues if the child attended a different Nursery.

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 SENDCO 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. The tracker system is used to monitor progress termly.

Class teachers have pupil progress meetings each half 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 LSAs, in order to support their learning. You will be notified if there are any concerns about your child's progress. 1:1 support is given through interventions in reading, phonics, writing and maths.

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. The Early Years Toolkit is used for younger children.

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?

We welcome parents at any time and if you have any questions or concerns you can talk us about them. First make contact with your child's class teacher. If you still have concerns, you can contact the school's SENDCO (Miss Young) or the head teacher (Mr Mackley). Appointments can be arranged in person, by phone or by email.

We signpost parents to the SENDIAS officers who can support parents and families who have additional needs – contact them on <https://lancssendias.org.uk>. We are also well supported by the School Health Team, Child, Family and Well-Being Service and Children's Social Care/Early Help. In addition to these, we work alongside other professional agencies such as Health Visitors, Portage, Speech and Language Therapists, CAMHS and Educational Psychologists.

There is a Caritas worker who comes in one day a week to support with a range of social and emotional needs. We also have Nurture groups that now run in both Key Stages – the Learning Mentor supports children who may need social skills, self-esteem or confidence support.

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. There are often children with SEND on the School Council.

Targets are shared with all children on an ongoing basis. If progress is still not evident a Pupil Passport and IEP identifying strengths as well as difficulties with next steps work is put in place by the class teacher with support from an LSA. 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 – the Inclusion teacher also helps to monitor the quality of IEPs. Referrals can be made to other agencies such as CAMHS, CANW 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 18 children with EHC Plans and others in the assessment process. We arrange Annual Reviews and have a meeting every year – parents can discuss issues with Miss Young at any time, however. 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 is usually at the end of the review to hear comments from 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 and IEPs are sent home every half 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 assessment and 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.

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, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. 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 SENDCO 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 the 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.
- Behaviour Specialist Teacher – from Reach and Golden Hill Short Stay School
- SEND Services

Referrals can be made to a range of other agencies – CANW, CFWS and CSC if needed.

The effectiveness of SEND provision is measured in outcomes. This is done through tracking individual, classes, year groups and whole school assessment data, along with monitoring addition outcomes for SEND pupils such as better behaviour, attendance, greater self-esteem and improved speech. The SENDCO reports termly to Governors and our SEND Governor, Natalie Towers meets with the SENDCO regularly to discuss SEND issues.

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

- Work and activities are adapted to support the needs of all pupils
- IT is used to support learning – we have Promethean IWBs and Chromebooks and ipads for children to use
- To support learning all teachers use a range of adaptive 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 SEND 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 Academy environment?

St Matthew’s CEP 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. 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 Promethean 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's website, on the notice board at the entrance to the school and the school publishes a newsletter that keeps children, parents and carers updated about what is happening in our school. This newsletter is also on the school's 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.

Classdojo is used to communicate with parents – teachers can post or message individually or all the parents can be given information together.

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 Academy
- Jade Cothliffe is our Learning Mentor who may work with the pupil 1:1 or in a small group. She also runs the Nurture groups across our school
- James Chagas is the teacher responsible for behaviour support
- Kelly Miller 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 and REACH..
 - We also work with the CAMHS Mental Health Practitioners.

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

- The school has an anti-bullying policy which can be found on the website
- Reported incidents are dealt with immediately – we ask parents to inform us as soon as an issue has been identified so we can deal with it.
- Anti-bullying week is held annually to raise awareness
- Children with SEND complete an age appropriate questionnaire every year to share their experiences of school

The arrangements we make for supporting children who have SEND 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. Training sessions are also attended.

Additional funding from Virtual School can be applied for if it is agreed a CLA needs it.

CLA reviews are held regularly and contact is made with the social worker and carer as necessary.

Virtual Schools collects data on CLA to monitor progress.

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

- Where a child has an EHCP 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 SENDCO 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 SENDCO will liaise with staff from the receiving school as required.
- Usually, Year 6 pupils visit their forthcoming secondary school for taster sessions
- Additional visits are arranged for children with additional needs with support from school staff – visits for parents were also been arranged and the SENDCO accompanied parents.
- We usually arrange for children on the autistic spectrum to have additional visits, support and counselling to prepare them for the transition.

During the second half of the Summer Term 2024, we took part in a High School transition programme, The Bridge, for children identified as those who may experience difficulties when starting High School.

Communication With Parents

St Matthew's CEP Academy is an inclusive school and is committed to delivering the best provision for 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 SENDCO, 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.

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 SEND register have their Pupil Passport sent home every half term so parents can support their child on the targets too.

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.

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.

The SENDCO carries out a SEND questionnaire to gather the views of parents – there is regular contact made by letter or email forming them on SEND matters.

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 Business Manager and Assistant Managers are extremely helpful. Nursery and Year 6 teachers can help with admission forms and procedures for Reception and High School applications. Our SENDCO 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 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 or whose parents work. 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. We take part in Magic Breakfast and classes receive toasted bagels on certain days.

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

Complaints Procedures

The parents of any child identified as having SEND must be fully involved in the school-based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service when SEND are identified. In preventing and resolving disagreements the head teacher, SENDCO, teachers and support staff will do all they can to address the situation in school and will work with outside agencies including parent partnership services. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCO and class teacher will try to resolve it.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head-teacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor, Natalie Towers, The (Acting) Chair of Governors, Jane Smith will be involved

after other avenues to resolve the situation have been exhausted.

The LA must make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between authorities and parents about the way the LA and school carry out their responsibilities towards children with SEND.

Details of the Academy's complaints procedure which must comply with section 29 of Education Act 2002

The Link to the Academy'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/>