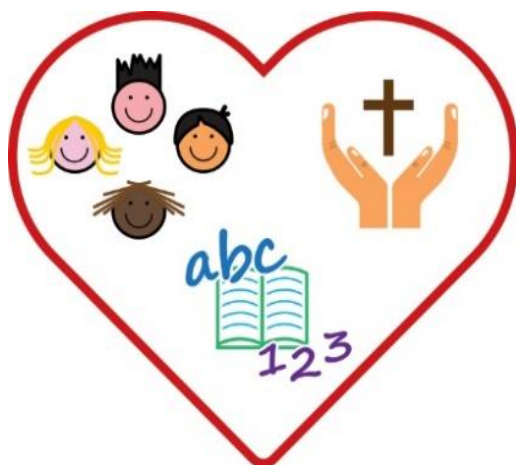


ST. MATTHEW'S C.E. PRIMARY SCHOOL & NURSERY



SEND INTENT, IMPLEMENTATION AND IMPACT STATEMENT

Reviewed by: T Young 2nd September
2025

Date of next review: Sept 2026

St Matthew's Church of England Primary Academy and Nursery

SEND INTENT, IMPLEMENTATION AND IMPACT STATEMENT

It is our aim at St Matthew's CE Academy that all children, regardless of background, ethnicity or level of need, are supported to flourish in all areas.

We value each child as a unique individual. We aim to provide an environment where all children feel safe and valued. We respond to individuals in ways which take into account their varied life experiences and particular needs. Every effort is made to enable all pupils to learn and to grow independently.

St Matthew's Academy is committed to providing an education that enables all children to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood.

We firmly believe that the best start in life is key to future success and that Quality First Teaching is the building blocks of excellent learning and excellent progress. We strive to ensure that every child receives the best teaching and learning possible which will help our children to succeed - high quality teaching, adapted and adjusted to meet individual needs.

Realistic and challenging experiences are set to meet the individual needs of all our children. These take into account gender, special educational needs, disabilities, social and cultural backgrounds, ethnicity and diverse linguistic backgrounds.

At St Matthew's Academy, we are committed to providing an environment, which encourages all pupils to maximise their potential.

Where a need is identified we will endeavour to find the best ways to adapt and personalise learning opportunities and aids to maximise potential. We will look for the newest research and seek out the advice of those who can help. We are committed to ensuring that all barriers to learning are overcome without compromising progress, quality of learning, access to the curriculum or equipment.

Intent:

- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified early
- To ensure these pupils are assessed, monitored, planned for and regularly reviewed to improve outcomes and therefore make the necessary progress
- To enable pupils with SEND to achieve their potential
- To ensure pupils are prepared for adulthood
- To ensure SEND pupils are equipped for life in the wider community
- To ensure parents/carers are fully engaged in decision making, assessing progress and determining goals
- To gain the views of the child and enable them to have a voice

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- To take into account the views, wishes and feelings of pupils/parents/carers
- To provide advice and support for all staff working with pupils with SEND
- To identify and refer pupils to the appropriate services where a need has been identified
- To implement the advice of experts and professionals involved from outside of the school
- To identify and direct parents to the best providers of support
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND
- To support key transition points to allow them to be as smooth as possible

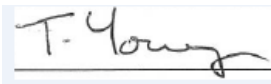
Implementation

- We will oversee the management and implementation of the SEND policy, ensuring its effectiveness and adjusting it accordingly;
- Our Early Years teachers will identify children in EYFS, if possible, and begin the pathways for children if they are identified as having a special educational need;
- We will ensure the schools SEND register is up to date and ensuring that the name of any pupil identified as a cause for concern, including those with behavioural problems, is entered on the SEND register and then is appropriately followed through in terms of the Code of Practice suggested procedures (2014) so that every pupil will be catered for;
- We will initiate and complete relevant paperwork with teaching staff e.g. Education, Health and Care Plans (EHCP), Annual Reviews, Inclusion Team, Speech and Language Therapy, OT/physiotherapy, etc.;
- We will co-ordinate support for children with special educational needs both at home and in school to ensure a holistic approach;
- We will assist class teachers and parents when liaising with advisory staff;
- We will ensure we are available to liaise with external agencies and implement their strategies and advice;
- We will make ourselves available to speak with parents/carers in a timely manner and listen to their concerns and follow this up with our SENDCo;
- As a supportive and diligent school we will support LSAs and SSAs (when appropriate) with training and expertise to ensure the best outcomes for children with SEND;
- We will ensure the records of children with special educational needs are maintained so that any transitions between classes or schools will be smooth and timely;
- Our SENDCo will attend courses to keep up to date with current issues, attend regular CPD, research key SEND areas and disseminate relevant information to staff e.g. SENDCO meetings;
- We will ensure that staff CPD needs are kept up to date by contributing to in-service training;
- We will be accountable for our SEND practice by reporting to governors on the progress of SEND and the strategic direction we are taking.
- We will monitor class work and teaching to ensure that the best possible quality of learning takes place;
- We will strive to ensure that children are prepared for their future career choices and that they can maintain a healthy, productive lifestyle;
- That they will be prepared mentally and socially for the challenges that the future may bring.

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Impact:

- Our children with SEND are happy, safe and have their needs met
- We develop safe learning environments where difference and diversity is embraced and all pupils are respected and respectful
- Through embracing nurturing practices and emotion coaching techniques, those children with social, emotional and mental health needs can thrive
- Children have a voice and feel heard – they are involved in decisions made about themselves
- Our children are supported to achieve their life goals and are actively encouraged towards further learning, university and a fulfilling career
- We monitor and evaluate the effectiveness of teaching and learning strategies and will provide support and advice to staff to ensure the highest standards for children with SEND
- Staff are empathic, supportive and compassionate and create effective learning opportunities for all
- Our teachers are able to speak about children with SEND in their classes as we know these children well. We can speak about their strengths as well as their barriers to learning
- Parents feel listened to, supported and play an important role in decision making about their child
- We have excellent transition arrangements for children who move classes or schools to ensure a smooth and anxiety-free change in setting, class or school
- Early intervention means that we can close emerging gaps early and/or identify needs and implement support quickly
- Relationships between staff, pupils, parents and wider professionals are at the heart of everything we do at St Matthew's Academy

Signed  [Tracy Young]

(SENDCO)

Date 04.09.25

This statement will be reviewed annually – next review September 2026.