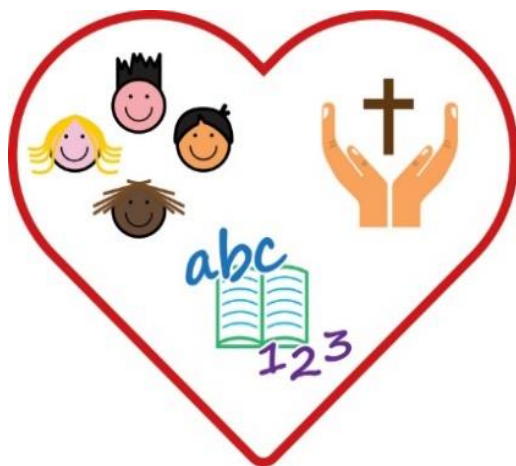


ST. MATTHEW'S C.E. PRIMARY SCHOOL & NURSERY



Special Educational Needs & Disabilities (SEND) POLICY

Reviewed by: T Young October 2021

Date of next review: October 2022

St Matthew's Church of England Primary School and Nursery

SEND Policy

Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all '**Be blessed by God, be happy and aspire to be...**'

HEADTEACHER:	Mr Mark Mackley
Deputy Headteacher:	Mrs Lindsay Walton
SENDCo:	Miss Tracy Young
SEND Governor:	Mrs Halima Master
Chair of governors:	Mr James Atkinson

All of the people above can be contacted as follows: school phone number: 01772 794482, the main office email address bursar@st-matthewscofe.lancs.sch.uk or via the school postal address, New Hall Lane, Preston, Lancs. PR1 5XB

COMPLIANCE

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at St Matthew's CE Primary School and Nursery. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014 (Updated May 2015). A new SEND Code of Practice accompanied this legislation. Details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/send

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 dated September 2014 (Updated May 2015) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of practice 0-25 September 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The school's Accessibility Plan
- The school's Anti-bullying policy
- The school's Behaviour Policy
- The school's Admission Policy
- The school's Single Equalities Policy

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AIMS

The aims of this policy are:

- To help create a school environment in which all children are included, valued and challenged, ensuring full access to all elements of the school curriculum, within our Christian environment.
- To ensure that the SEND of all pupils are identified and met throughout the school through an inclusive curriculum.
- In line with our school mission, to ensure that every child reaches their full potential and outcomes.
- To promote self-esteem and independence.
- To help children to acquire skills, concepts and knowledge relevant to future life
- To regularly review and evaluate children's progress and to work in partnership with parents and children
- To identify the roles and responsibilities of staff in providing for children with SEND.

SECTION 1

General Objective

Good practice for children with special educational needs is good practice for all children. We aim, in everything we do, to help all our children, including those with SEND, to achieve, be safe, happy, healthy and prepared for the future enabling them to fulfil their potential through academic, social and emotional growth and development .

At St Matthew's School the emphasis is on a whole school approach. **All staff** accept responsibility for providing **all children** with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

We therefore intend:

- To identify pupils with special educational needs as early as possible and ensure all children make good and expected progress
- To create an environment which values and meets the needs of each pupil.
- To ensure all children receive equal access to a broad, balanced curriculum and high quality teaching, which is differentiated and personalised to meet the needs of individuals.
- Not to treat disabled pupils less favourably. (DDA 2001)
- To make reasonable adjustments so that disabled pupils are not put at a substantial disadvantage. (DDA 2001)
- To encourage pupils to develop confidence and self-esteem and to be fully involved in their learning.
- To ensure that parents of children with SEND play an active role in their child's education and are kept fully informed.
- To provide support, advice and training for all staff working with children with SEND.

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SECTION 2

Identifying Special Educational Needs

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:
- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The four Broad Areas of SEND, as stated in the SEND Code of Practice 0-25 years, are:

- **Communication and interaction:** this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and learning:** this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and emotional health:** this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or physical difficulties:** this includes children with sensory, multisensory and physical difficulties.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lancashire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. The Local Offer can be accessed on the website www.lancashire.gov.uk/send. The school's Local offer can be found on our website (<https://www.st-matthewscofe.lancs.sch.uk/key-information/send>).

SECTION 3

Our Graduated Approach to meeting the needs of children with SEND:

At St Matthew's School, we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If we are aware that a child has Special Educational Needs before they enter school, every effort will be made to liaise with the previous school or early years education setting, other agencies and parents, to enable us to make appropriate provision. (See Admissions & Transitions sections)

How do we identify and review Special Educational Needs?

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As much information as possible must be assimilated in order to identify and assess the SEND of a pupil. The Head teacher, SENDCO, class teacher and support staff will:

- Use information arising from the child's previous educational and home experience to provide starting points for the development of an appropriate curriculum for the child
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- Involve parents in developing and implementing a joint learning approach at home and in school.

Early Identification & Early Help

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may raise a concern. The child and parent/carer are involved throughout.

- Parents/carer
- Child
- Class teacher observations and assessment
- Response/ length of time on SEND register
- Any of the support services or agencies mentioned later
- Records – transferred from another school
- Base line assessments
- End of Key Stage assessment results
- In-house testing and assessment
- Records of achievement
- Special needs register
- Pupil tracking information

In identifying children who may have special educational needs we measure children's progress by referring to:

- their performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their performance against the descriptors within the Early Years Framework or National Curriculum
- standardised screening or assessment tools.

The reasons for further intervention could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in their identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas

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- presents persistent emotional or behavioural difficulties which are not improved by the positive behaviour management techniques usually used and outline in the Behaviour Policy
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment or adaptations
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum or adaptations

Following a review of a child's progress towards the targets of their Pupil Passport / IEP and if the child is consistently struggling to meet these targets, a decision may be taken in consultation with parents, to request help from external support services, both those provided by the LA and by outside agencies.

The Code of Practice outlines a graduated response to pupils' needs.

Wave 1 - Quality First Teaching and Differentiation

- Class 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 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 the 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.

- The effectiveness of these interventions are monitored and evaluated and adjustments are made as necessary. Intervention groups are recorded on class provision maps and on our school internal tracker and record keeping systems. These are reviewed by the SENDCO in order to ensure individual children's needs are being addressed.

Wave 3 – Personalised Interventions

- These are put in place 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. These are written and reviewed each half term – (IEP)

Assess

The first response to the identification of pupils making less than expected progress given their age and individual circumstances is high quality teaching targeted at the pupil's area of weakness. This assessment is reviewed to ensure that support and intervention are matched to the needs of the child, this is done through the school's Assess, Plan, Do, Review programme which include pupil progress meetings and SENDCO IEP/data reviews / Teacher/ Key Worker meetings.

Plan

When a child has been identified as requiring a SEN support plan (IEP) parents / carers are formally notified and asked to take part in conversations about their child's learning and progress. A family meeting takes place where the family and child's views are voiced and recorded and as a partnership between school and family, a support plan of adjustments, interventions and support are agreed. In addition, specific outcomes are identified (SMART targets) and a timescale for review is agreed. All staff working with the child are informed of the outcomes sought, support to be provided and the strategies to be implemented.

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Do

The class teacher remains responsible for the progress of the child but other adults may work with the child on a daily basis, including interventions that may involve one to one teaching away from the main class teacher or key worker. Teachers and key workers are work closely with all support staff including outreach specialist teachers to assess the impact of the support and interventions and link to their classroom teaching/ setting practice. The SENDCO continues to support the class teacher / key worker in any further assessments.

Review

A review of the IEP takes place regularly. New targets are set at least termly, with ongoing reviews at least half termly, with all those involved with the support plan. Impact on progress, effectiveness of support and interventions and the views of parents and child are all gathered and a revised plan with revision to targets and support will be amended were necessary.

If, after reviews of IEPs, there are still concerns due to a specific difficulty or lack of progress towards the child's targets, the SENDCO may request further assessments, advice and recommendations from the SEND Inclusion Teacher or other professionals. Reports are shared with parents and meetings are arranged. Strategies are implemented and advice followed to target needs.

On-going assessments and review of provision

At St Matthew's, staff and parents work together for the best interest of each child. If there are additional concerns regarding any particular need or difficulty, additional support systems are in place within the LEA and school staff may refer to one of these:

- A 'Your Family's Early Help Assessment' may be completed at any stage if appropriate.
- Team Around the Child (TAC) or Team Around the Family (TAF) meetings may be arranged at least every half term, if necessary.
- A request for an Integrated Assessment of Special Educational Needs may be requested. (EHC assessment).

SECTION 4

Managing Pupils on the SEND Register

The reasons for placing a child on the SEND Register could be that they:

- have a diagnosed specific need, such as autism or dyslexia.
- require support beyond classroom differentiation and targeted intervention groups and are working at levels substantially below that expected of children of a similar age.
- have emotional or behavioural difficulties that interfere, substantially and regularly, with the child's own learning, or that of the class
- have sensory or physical needs and require specialist equipment, regular advice, or visits by a specialist service
- have communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Children placed on the SEND register will be placed in one of the following categories:-

1. SEND Support

2. Education, Health and Care Plan

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3. **Early Help** – In addition to these two categories, we also have an internal list for children who we need to monitor as there have been some initial concerns raised. Teachers will complete a form for the Early Help list and discuss with the SENDCO.

SEND Support

- These children will be monitored and reviewed regularly through the graduated approach detailed above. Progress will also be monitored through a Pupil Passport and Targeted Learning Plan (TLP) or Individual Behaviour Plan (IBP), depending on the child's individual needs.
- Pupil Passports and IEPs will have no more than 4 targets and will be in place initially for a term. The plan should record only what is different from, or additional to, the differentiated curriculum.
- When a target is achieved consistently a new target will be set and parents will be informed. If a target is not being achieved, it may be broken down into smaller steps throughout the term of the plan.
- Copies of plans detailing current targets for the child are sent home to be read by parents. Plans are shared with all those who work with that child.
- The class teacher and/or SENDCO may meet with parents to discuss any concerns, assessments or provision for their child at additional times to the review meetings, if required. These are arranged to suit parents, and may involve appropriate professionals.
- If a pupil is making insufficient progress despite ongoing targeted support, or if the SENDCO feels that advice is needed, they may seek further advice from external specialists and agencies, such as SEND Inclusion Teacher, Educational Psychologist, Occupational Therapist, School Nurse etc. The class teacher and SENDCO will keep parents fully involved and informed about any specialist input.
- If appropriate, the Lancashire PIVATS system can be used to assess SEND children and recorded on our internal assessment trackers. This helps all staff to identify that progress is being made, as the objectives are divided into smaller steps.

The new 'Engagement Model' system will be used to assess and set targets for those children who are working below subject specific study within the National Curriculum. Those working at P4 or below. These are assessed in the areas of: Exploration, Realisation, Anticipation, Persistence, Initiation. This enables children's progress to be assessed from a different angle – meeting their needs more closely. This is also a part of the statutory End of Key Stage assessments.

Education, Health and Care Plan

Pupils with an EHC Plan will, in addition to the on-going review of their progress and specific support through their Pupil Passport & TLP, be reviewed annually. This is achieved through the review of their EHC Plan. Invitations are sent out to all agencies involved with the pupil. They will be asked to compile a report and attend the Annual Review, from this information the SENDCO will write a report containing the recommendations made at the review which will provide the LA with the information they will need to consider whether the EHC Plan should be maintained, amended or cease.

Exiting the SEND register

If it is felt that children are making progress which is sustainable, then they may be taken off the SEND register. Parents will be kept fully informed and their views will be taken into account. The pupil will continue to be monitored through the school's usual monitoring procedures, such as pupil progress meetings. If it is felt that the pupil again requires additional assistance, then the procedures set out in this policy will be followed.

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SECTION 5

Record Keeping

At St Matthew's we recognise the importance of keeping records to of the progress, attainment and support given to all pupils, including those with SEND and use the following procedures:

- Class teachers are responsible for keeping records of concerns, interventions and progress in class and sharing these with the SLT and SENDCO as required.
- Class teachers record children's attainment and progress at least termly on the school's internal assessment tracker. These are reviewed during pupil progress meetings. Any children who are a cause for concern are raised with the SENDCO.
- Class provision maps show the additional support given to individual children and groups of children each term.
- The DHT / SENDCO record any additional intervention programmes which individual children have accessed each term onto the school's internal tracker
- The DHT/ SENDCO collects information about the monitoring of intervention groups and ensures individual children's needs are being addressed.
- The SENDCO is responsible for ensuring comprehensive records are kept for all children on the SEND Register. Each child has their own file containing any observations, individual plans, medical reports, minutes of meetings, assessment information and reports from any external agencies. This is kept in locked cabinets in the Inclusion office.
- If a child is referred for Statutory Assessment to the Education Authority, a record of the child's work, along with resources and special arrangements already used are made available.
- On transfer to another educational establishment, we provide full pupil records to the receiving school, including all information held by the SENDCO.

SECTION 6

Partnerships

At St Matthew's, we believe that to successfully meet the needs of children with SEND, strong partnerships are necessary between all involved – parents/carers, children, staff and other agencies. We realise the importance of clear information and good communication, and an understanding of roles and responsibilities.

Partnership with Parents/Carers

We recognise the importance in working with the parents of all SEND pupils in enabling them to achieve their potential. Parents can share knowledge of their child's strengths, weaknesses and experiences and work with the staff in school to help support the child. We aim to provide relevant information so that parents can play an active part in their child's development, and reinforce and support with learning and development at home.

We always tell parents/carers when their child has been identified as having SEND and it is vital that we create a welcoming atmosphere and encourage parents to participate from the outset and throughout their child's education at St Matthew's. We aim to ensure that parents/carers are supported and empowered to:

- Recognise and fulfil their responsibilities as parents/carers and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Understand procedures and documentation having support where necessary e.g. translation, explanations etc

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- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Our Local Authority Local Offer can be in a link on our own local offer on our school website, which informs parents of the provision we can offer children with SEND at our school or by following this link: <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/your-local-offer/the-send-local-offer/>

In order to have access to information, advice and support about special educational provision, and for further advice, guidance and support, parents/carers whose children are identified with SEND, can be directed to SENDIAS. This is a service which work with the school in supporting parents with children identified as having SEND, particularly those at the statutory assessment stage, and for those whom statutory. .

Contact details for SENDIAS:

- <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/parent-partnership-service>
- Information line: Mon – Fri 8am – 5pm Tel: 03001236706
- Email: information.lineteam@lancashire.gov.uk

Partnership with agencies

At St Matthew's we place a high value on working alongside and with a wide variety of agencies to support our children and their families. We work closely with outside agencies in identifying, assessing and monitoring the progress of children identified as having SEND. The range of some of these is listed below:

- Lancashire Traded Services SEND team help assess the needs of identified pupils and offer advice to regarding children's targets to teachers and Teaching assistants supporting children with Statements or EHC Plan.
- SEND Specialist Teachers & Inclusion Teachers work with children who have EHC Plans as well as pupils any identified pupils we have concerns about regarding their lack of progress.
- Link Educational Psychologist works closely with the school and offers advice and support in identifying 'next steps' for a child or issue.
- Social workers and family support workers are involved directly with some of our families, we regularly host meetings with a variety of support agencies along with parents.
- Parent partnership services support the parents of children with SEND
- The Ethnic Minority & Gypsy, Roma & Traveller Achievement Service (EMA) team help to identify children with SEND alongside EAL issues.
- The school's Independent Speech and Language Therapist, (Bridge Street Therapy - Mrs Laycock), is employed to work in school 1 day each week. She works with children, assesses individual needs, develops individual targets and programmes and also provides training, materials and resources for the teaching assistants and whole staff.
- Health authority personnel such as our school doctor, school nurse and speech and language therapist.

SECTION 7

Supporting Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEND) and may have an Education, Health and Care (EHC) plan.

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The school has a policy for Supporting Pupils at School with Medical Conditions and for those with medical conditions who cannot attend school.

SECTION 8

Roles and Responsibilities

The Head-teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head Teacher will work closely with the SENDCO and both will keep the Governing Body fully informed regarding Special Educational Needs issues.

The Special Educational Needs and Disability Co-ordinator (SENDCO) is Tracy Young - she can be contacted at school or by phoning 01772 794482. She is responsible for the provision for children with SEND. Miss Young is a member of the Senior Leadership Team and has a Diploma in SEND.

The SENDCO, with the Head-teacher, play a key role in determining the development of the SEND Policy and provision in the school in order to raise the achievement of children with SEND.

The SENDCO takes responsibility for the day-to-day operation of the SEND policy, and coordinates the provision for individual children, working closely with staff, parents and other agencies. The SENDCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching, support and provision for those children with SEND. Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCO helps staff to develop effective ways of overcoming barriers to learning and sustaining effective teaching and learning.

The main responsibilities for the SENDCO include:

- overseeing the day-to-day operation of the SEND policy
- co-ordinating provision
- liaising with, and advising teachers and teaching assistants
- ensuring Teaching Assistants are well managed by teachers to meet the needs of children with SEND
- maintaining records for children with Special Educational Needs
- overseeing provision and progress for children at the 'Early Help' stage (those who concern is expressed over, but who are not yet 'SEND Support' on the SEND Register.)
- maintaining the SEND Register
- liaising with parents
- contributing to INSET & staff training
- Statutory timescales / meetings etc
- liaising with external agencies, including the SEND Specialist Teacher
- liaising with SEND Governor and produce a report to governors annually.
- Writing local offer, SEND policy & reviews.

The Head and SENDCO will use the child's EHC Plan and LA banding document to identify the areas of pupil need and decide on appropriate provision. Specialist teachers used by the school or from SEND will advise on how best to support children and referrals made to other organisations e.g. Speech Therapy. Children with an EHC Plan also have a One-Page Profile as will children with significant difficulties.

Responsibilities of the Governing Body

The Governors, with the Head Teacher and staff at St Matthew's School, have agreed this policy and the procedures for meeting the needs of those pupils with Special Educational Needs, with or without

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an Education, Health and Care Plan. The Governors determine the staffing and funding arrangements, and oversee the school provision for SEND. The SEND Governor meets with the SENDCO termly. The SEND Governor is **Mrs Halima Master** who can be contact through school at the number or address given above. She reports back to the Governors in meetings on a regular basis and liaises with SENDCO and aims to visit school regularly. The SENDCO meets regularly and keeps her up to date with SEND issues, both locally and nationally.

In addition, the governors will ensure that all staff are kept fully up to date about SEND issues and undertake training. For example:

- CPD for all staff
- Special Educational Needs Forum and Cluster meetings for the SENDCO

The provision for pupils with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCO, all members of staff have important responsibilities.

Responsibilities of all staff

- **All school leaders, teachers, teaching assistants and Inclusion staff** - are involved in the development of the school's SEND policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND.
- **Teachers** - are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers and for monitoring progress.
- **Teaching Assistants and Inclusion staff** - liaise with the class teachers and SENDCO regarding provision, pupil response and progress, to ensure it is appropriate for the children they are working with. Teaching Assistants are responsible for completing monitoring records of IEP work, interventions and individual programmes, work they deliver and sharing these with the class teacher and submitting these at least half termly to the DHT/SENDCO.
- **Teachers and teaching assistants** - will have time to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

SECTION 9

Transitions

The SENDCO, teacher and teaching assistant (if closely involved with the child) will support transition when a pupil with special educational needs is due to start at, or leave, St Matthew's school. These times of transition and can be a source of anxiety and concern for the child and their parents/carers. We do all we can to make this move as smooth and worry free as possible. The SENDCO and teachers will also support transition when a pupil is to start at St Matthew's to enable the pupil to make as smooth a transition as possible. This also enables the school to prepare, request additional equipment and additional training where necessary.

- **Starting school in Reception class or Nursery** – Home visits for children starting Nursery or Reception are completed in the Summer Term so that children become familiar with the adults. Meetings with parents/ carers, any External Agencies or previous Early Years Providers and medical professionals are set up well before the child starts school with us in September.
- **Moving up year groups within our school** – Towards the end of a school year, (at least Summer Term 2) a transition period occurs. This can involve: meeting their new class teacher and Teaching Assistant, visiting the class room, being introduced to the new timetable and playgrounds. A plan and social story can be used at home and school to prepare a child for changes in plenty of time for them to be accustomed.
- **In year moves in and out of school** - If a child with an identified SEND moves away from St Matthew's, during their school or Nursery career the SENDCO shares all relevant pupil information and records, and will offer advice to the receiving school. When we receive a pupil

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from another school with identified SEND, we secure as much information about the child's needs and plan for these needs being met. This happens prior to the move wherever possible to ease the transition.

- **Moving up to High School** - Where a child has an EHCP the move to High School will be discussed in the Year 5 Review. When a child with identified SEND is due to move on to High School extra visits and support are arranged to ease transition. We arrange transition and link meetings within our school, visits to the receiving school; involving pupils and parents/carers at each event. Staff often accompany SEND pupils on visits to their chosen High School to ease the transition and to help provide information about the pupil. SENDCOs from secondary schools are invited to Annual Reviews and information is shared about progress and requirements, when a child is due to move on. Some Year 6 children may be invited to take part in a specialist programme, 'The Bridge' transition project which runs in the Summer Term before transition to High School. This is targeted at pupils who may have difficulties in moving to High School and is developed and run by The Larches Specialist High School in Preston. The pupils on this programme receive support with making new friend and making good choices and have additional opportunities to meet with teachers and other new pupils at their receiving school and will be supported in a positive transition, reducing the risk of issues and possible exclusions when they move school.

SECTION 10

Training and Resources

- At St Matthew's School SEND funding is reviewed annually. The budget allocated is used to pay for specialist advice, Speech and Language provision, materials and training, provide teaching staff, special support assistants, relevant training and materials.
- All teaching and non-teaching staff are given the opportunity to develop their professional knowledge through training meetings and courses. Advice and ideas are shared and SEND issues are represented regularly during the Staff Meetings. Courses and training will be provided for groups of staff and the whole school staff. Some courses will benefit individual interests and this new learning and knowledge can be disseminated to others. Teaching Assistants have a programme of training and input, and some of this is specific to the work with SEND children e.g. training delivered by the SENDCO relating to SENDCO policy and procedures in school or from specialist teachers on a variety of issues. Some TAs have had ELKLAN & recently Hanen training as well as other Speech and Language training from our Specialist, especially if supporting a child with speech and language difficulties identified in their EHCP. Training needs are identified on an on-going basis as well as through performance management/appraisal meetings. The SENDCO ensures that school policies and procedures are kept up to date with changes by attending SENDCO Forums, Cluster meetings and through information sharing events.

Any new staff to school, NQTs & ECTs have training and input from the SENDCO regarding the procedures, processes which are particular to St Matthew's School as part of their Induction programme. They have ongoing support from the SENDCO and can seek advice at any time.

SECTION 11

Accessibility

Access to the building:

St Matthew's school is housed in an old building. Over the years, improvements have been made which have improved access for pupils or adults with disabilities. The current Accessibility Plan is shared on our website and is reviewed every 3 years. If further adaptations are necessary for individual pupils, the Governing Body will consider the reasonable steps which can be taken. Any issues regarding the health and safety of SEND children or staff will be addressed through the accessibility plan.

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The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Our Accessibility Plan forms part of our Single Equality Action Plan and Policy, which can be found on the school website. <https://www.st-matthewscofe.lancs.sch.uk/key-information/policies>

Further information is also included in the Local Offer (<https://www.st-matthewscofe.lancs.sch.uk/key-information/send>).

A building project, starting Summer 2021, aims to provide some additional access and resource facilities to support children and adults with SEND issues.

Access to the curriculum

All children in school have an entitlement to access the full school curriculum. Our curriculum design is personalised to our school and is designed to match the context and the needs and interests of our pupils. <https://www.st-matthewscofe.lancs.sch.uk/key-information/curriculum/our-curriculum>

Strategies which are used to enable full access for all children, including those with SEND, to the Early Years Framework or National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability for some subjects / tasks to ensure that work is suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of staffing to provide additional support within some English and Maths lessons
- small withdrawal group and 1:1 work with teachers and TAs.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support.
- clear behaviour expectations throughout all aspects of school including the use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy (these are personalised wherever necessary)
- access to extra-curricular clubs, and to the social life of the school.
- Support is also provided through the interventions provided by the Learning Mentors and Family Support Worker, including the use of Social and Emotional Learning programmes throughout the school.

Where necessary the SENDCO and Year 6 teachers will apply for extra time for the End of Key Stage 2 assessments, for children who may require it following liaison with parents and relevant outside specialists and agencies.

Monitoring access:

All teachers, the SENDCO and SEND support staff carry out an ongoing process of assess, plan, do and review cycle which recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place, which can help school Leaders, the SENDCO and teachers to identify children who are not making the expected level of progress and further action and support can then be provided to enable access for all pupils. All curriculum subjects are assessed and standards reviewed by the relevant co-ordinator enabling the progress and attainment of all children to be monitored.

SECTION 12

Complaints procedures

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The parents/carer of any child identified as having SEND are fully involved in the school-based response for their child. We work with them so that they understand the purpose of any intervention or programme of action, and informed and supported when SEND are identified. If a child is likely to need further support e.g. EHCP referrals, Specialist Provision needs, they are informed about the parent/carers partnership service (SENDIAS) <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/information-advice-and-support/>

In preventing and resolving disagreements the Headteacher, SENDCO, teachers and support staff will do all they can to address any issues or complaints in school and will work with outside agencies including the 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 Headteacher. If the Head is unable to resolve the difficulty the parents' concerns should be put in writing to the SEND Governor, **Halima Master**. The Chair of Governors, **James Atkinson** will be involved after other avenues to resolve the situation have been exhausted.

If the concern cannot be resolved following these procedures, the LA must make arrangements which 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 school's complaints procedure, which must comply with section 29 of Education Act 2002, are on our school website. <https://www.st-matthewscofe.lancs.sch.uk/key-information/policies>

Admissions:

Please refer to the admission policy and see the Local Offer on the School's website. <https://www.st-matthewscofe.lancs.sch.uk/key-information/admissions>

St Matthew's CE Primary School and Nursery has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- in the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- in the terms on which the responsible body offers pupils admission to the school
- by refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled. (Disability Rights Commission: Code of Practice for Schools 2002).

Admission to school for pupils with Disabilities or SEN

- For admission into our school Nursery Classes, parents / carers must contact the school office or Nursery directly, a form will be completed and a child can be admitted after their 3rd birthday into Nursery if there are spaces. Our admissions criteria and policy are available on our school website. For a standard September start in our Reception classes, applications are submitted using the Lancashire County Council admissions site <https://www.lancashire.gov.uk/children-education-families/schools/apply-for-a-school-place/apply-online-for-a-school-place/>

St Matthew's CE Primary School and Nursery welcomes all pupils. Our school population is diverse and varied with a wide range of cultures, religions, beliefs and needs

Pupils with special educational needs and disabilities will be admitted to St Matthew's CE Primary School and Nursery in line with the school's admissions' policy which is published each year on the

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school website. <https://www.st-matthewscofe.lancs.sch.uk/key-information/admissions> The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.

For standard entry to our Nursery or Reception classes, school staff will use induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. If staff are alerted to the fact that a child may have an SEND they will endeavour to collect all relevant information and plan a relevant differentiated curriculum, attending link meetings where possible to enable a good transition for the child and everyone involved. For admissions at non-standard entry points, the parents/carers will be asked to liaise with the school about any SEND relating to their child / children. Further meetings and support will be offered as necessary. Please see the section of this policy relating to transitions.

Facilities for vulnerable pupils, those with SEN or who are disabled

(Refer to the Special Educational Needs and Disability Act 2014 for further information, the Accessibility Plan and Single Equalities Policy.)

St Matthews CE School and Nursery is a welcoming community. We support all pupils with their needs as best we can and can provide additional support depending on need.

Vulnerable children and their families are supported by the whole staff team, and in particular by our Inclusion Team. This team is currently led by the Deputy Head Teacher and consists of SENDCO, a Family Support Worker, and two Pupil Mentors. In addition, a wider range of staff contribute to the work of the Inclusion Team: the Behaviour Lead, Nurture & Mental Health Lead, Attendance Lead and Pupil Premium Lead. Parents/carers and children may also access support and counselling from our Caritas Support Worker or be referred to outside agencies such as CAMHS, Barnardos and Child Action North West. Referrals can also be made to CSC and CFWS or the local Foodbank as necessary.

We offer a range of support systems in school which help with education and the wider issues for Vulnerable children and those with SEND. This can include access to a highly subsidised Breakfast Club, use of the 'Walking Bus' to help get children to school each morning, time for support is offered if a child needs to 'settle' in a morning before entering class, counselling or support sessions 1:1 or in small groups from members of the Inclusion Team and from our Caritas Counsellor.

Allocation of resources for vulnerable pupils, those with SEN or who are disabled

Funding which is provided to support the work with SEND children is allocated by the SENDCO in liaison with the Headteacher/. This can include EHCP funding, High Needs Block funding and can assist school in providing Specialist Advice, specialist support, outreach support, resources and staffing as deemed appropriate.

In addition, SEND has an annual budget to stock and improve resources for meeting SEND requirements. These resources can be used by all staff to support children and are in use across school to support children.

Inclusion of vulnerable pupils, those with SEN or who are disabled

All children are given access to participate in the full life of the school. St Matthew's operates a policy of inclusion for all pupils and provides several extra-curricular activities for its pupils. These include sporting activities, breakfast and after-school clubs, residential and day visits. for further guidance or the Local Offer on the School's website.)

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Evaluating the success of provision

Teachers and teaching assistants will assist in the evaluation of the provision for individual pupils and groups of pupils. This will part of their role in evaluating IEP targets and by evaluating the progress of children and the suitability of support given in intervention groups. Teacher and teaching assistants will meet with Specialist teachers and may be asked to attend or provide a report for a child's Annual Reviews as part of their role. This enables accurate evaluation of a child's progress towards their targets and in the broader areas of schooling.

The SENDCO will monitor the progress of children with SEND using a range of assessment tools and data and will support in monitoring the impact of different intervention progress. The schools internal tracking systems, the progress towards targets on Pupil Passports/IEPs, the progress within the Early Years Framework and the steps in Lancashire PIVATS or on subject specific KLIPS for assessing attainment and progress in Reading, Writing and Maths. In addition to monitoring the progress in academic areas, Lancashire PIVATS will also be used to assess and monitor progress in the areas of PSED for a child who shows a particular need in Social and Emotional areas of learning.

The Deputy Head and SENDCO will monitor the effectiveness of intervention programmes, along with the English & Maths Leads. The English and Maths Leads will support with provision of programmes, resources and materials to support the learning needs of all children. They will help support the training of TAs and teaching staff in matters relating to SEND provision. The work in these areas will be evaluated by the Deputy Head and SENDCO.

The SENDCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCO will develop their skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

The Headteacher & SLT will evaluate the work of the school annually in the record of Self Evaluation. The provision for those children with SEND will form a part of that Self Evaluation.

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SEND link Governor, the Head and/or SENDCO.