



Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

SEND support at St Matthew's



Managing Transitions

Sensory, Physical and Medical

Your questions answered



## Cognition and Learning

<b>Wave 1</b> <b>Universal Offer</b> (All Pupils)	<b>Wave 2</b> <b>SEND Support</b> (In addition to the Universal Offer)	<b>Wave 3</b> <b>Pupils with an Education, Health &amp; Care Plan</b> (In addition to Wave 1 and 2)
<ul style="list-style-type: none"> <li>• Inclusive Quality First Teaching which builds skills, knowledge and fluency</li> <li>• Differentiated curriculum planning, delivery, learning tasks and outcomes</li> <li>• Intervention groups to close gaps in learning and consolidate skills</li> <li>• Practical resources/manipulatives</li> <li>• In-class targeted teacher support</li> <li>• In-class targeted TA support (small group or individual)</li> <li>• Teacher/TA modelling</li> <li>• Visual timetables/Widgit symbols</li> <li>• Use of writing frames</li> <li>• Access to technology to support learning and presentation</li> <li>• Online learning software</li> <li>• Dojo reward system</li> <li>• Support with school routines/structure</li> <li>• Guided Reading with teacher or TA</li> <li>• Synthetic phonics teaching</li> <li>• Individual reading with an adult</li> <li>• Reporting to parents and carers in person at Parents' Evenings (November &amp; March) and via written reports (October and July)</li> <li>• Access to school library</li> <li>• Use of writing frames/scaffolds/word banks</li> <li>• Access to technology - iPads and laptops</li> </ul>	<ul style="list-style-type: none"> <li>• Concern noted by Class Teacher &amp; progress monitored</li> <li>• Parents informed of need for SEND Support</li> <li>• IEP targets and progress shared with parents termly</li> <li>• Individual Education Plan</li> <li>• 'All About Me' document ensures staff are aware of children's strengths, needs and ongoing strategies</li> <li>• Additional SENDCo advice/support for the child, staff and families</li> <li>• Advice and support from external agencies and medical professionals if needed</li> <li>• Additional reading support with TA (daily)</li> <li>• Use of specific SEND interventions according to the area of need, such as Toe by Toe for Dyslexia</li> <li>• Strategies to support Working Memory</li> <li>• Coloured overlays where appropriate</li> <li>• Additional phonics</li> <li>• English catch-up interventions</li> <li>• Numeracy catch-up interventions</li> <li>• Additional support from teacher/TA</li> <li>• Additional scaffolding for learning</li> <li>• Educational Psychology assessment if required</li> <li>• Specific Learning Difficulty assessment if required</li> </ul>	<ul style="list-style-type: none"> <li>• Education, Health and Care Plan – individual provision, short term targets and long term outcomes</li> <li>• Additional adult support from SEN TA to help the child make progress towards the targets and long term aspirations set out in the EHCP</li> <li>• Additional 1:1 and small group learning from teacher and TA</li> <li>• Individual Education Plan</li> <li>• Individual Provision Map</li> <li>• Regular meetings with parents, child and other agencies to review provision &amp; progress towards outcomes</li> <li>• Annual review of EHCP with all relevant external agencies</li> <li>• Increased support and modelling from SENDCo</li> <li>• Ladywood Outreach advice and recommendations</li> <li>• Ladywood Outreach interventions</li> <li>• Educational Psychologist assessment, advice and recommendations</li> <li>• Precision teaching</li> <li>• Specialist services</li> <li>• Daily provision highly tailored to needs</li> <li>• Specialised equipment/software to support learning where needed</li> </ul>

<ul style="list-style-type: none"><li>• Vocabulary mats across the curriculum</li><li>• Enrichment activities and trips</li><li>• Staff awareness of high quality teaching and learning strategies</li><li>• Transition process</li><li>• Access to extra-curricular clubs</li><li>• Multi-sensory activities</li><li>• Teaching and Learning Policy</li><li>• SEND Policy</li><li>• <a href="#">Resources and advice for families on the school website</a></li></ul>	<ul style="list-style-type: none"><li>• Resources which support concentration – foot wobbler, fidget toys, standing desk etc.</li></ul>	
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## Communication and Interaction

Wave 1 Universal Offer (All Pupils)	Wave 2 SEND Support (In addition to the Universal Offer)	Wave 3 Pupils with an Education, Health & Care Plan (In addition Wave 1 and 2)
<ul style="list-style-type: none"> <li>• Inclusive Quality First Teaching</li> <li>• Differentiated curriculum planning, delivery, learning tasks and outcomes</li> <li>• Strategies which support the language acquisition of pupils learning English as an additional language</li> <li>• Differentiated curriculum delivery e.g. simplified language or minimal use of language with visual prompts/support</li> <li>• Pairing with a peer 'talk partner'</li> <li>• Visual support – check lists, literacy/vocabulary mats/books, aide memoirs, small white boards</li> <li>• NELI intervention and Wellcom assessment in EYFS</li> <li>• Language-rich environment using Total Communication approach</li> <li>• <a href="#">Signalong greetings used throughout school</a></li> <li>• Pre-teaching vocabulary</li> <li>• Simplified language/key words where appropriate</li> <li>• Vocabulary building activities</li> <li>• Awareness by all staff of children's individual needs</li> <li>• Effective use of collaborative group work</li> <li>• Whole-school autism-friendly strategies, such as visual timetables and now/now, low stimulus areas</li> <li>• Speaking and listening activities, circle</li> </ul>	<ul style="list-style-type: none"> <li>• Concern noted by Class Teacher &amp; progress carefully monitored</li> <li>• Parents informed of need for SEND Support</li> <li>• Individual Education Plan (IEP)</li> <li>• IEP targets and progress shared with parents termly</li> <li>• 'All About Me' document ensures staff are aware of children's strengths, needs and ongoing strategies</li> <li>• Additional SENDCo advice/support for the child, staff and families</li> <li>• Advice and support from external agencies and medical professionals if needed, such as Educational Psychology</li> <li>• Use of specific interventions according to need, such Time to Talk and Lego Club</li> <li>• Additional support from teacher/TA</li> <li>• Additional scaffolding for speech</li> <li>• Social Stories</li> <li>• Use of Black Sheep Press resources</li> <li>• Assessment by Speech Therapist</li> <li>• Speech &amp; Language Therapy (SALT)</li> <li>• Ladywood Outreach support</li> <li>• Additional 1:1/small group support</li> <li>• Speech &amp; Language programmes implemented by staff in school</li> <li>• Social Skills interventions</li> <li>• Colourful Semantics intervention</li> <li>• In-class support with focus on supporting</li> </ul>	<ul style="list-style-type: none"> <li>• Education, Health and Care Plan – individual provision, short term targets and long term outcomes</li> <li>• Additional adult support from SEN TA to help the child make progress towards the targets and long term aspirations set out in the EHCP</li> <li>• Additional 1:1 and small group learning from teacher and TA</li> <li>• Individual Education Plan</li> <li>• Individual Provision Map</li> <li>• Regular meetings with parents, child and other agencies</li> <li>• Annual review of EHCP with the child, the family, staff and all relevant external agencies in order to review provision &amp; progress towards EHCP outcomes</li> <li>• Increased support and modelling from SENDCo</li> <li>• Ladywood Outreach advice and recommendations</li> <li>• Ladywood Outreach interventions</li> <li>• Precision teaching</li> <li>• Specialist services</li> <li>• Daily provision highly tailored to needs</li> <li>• Specialised equipment/software to support learning where needed</li> </ul>

<p>time etc.</p> <ul style="list-style-type: none"><li>• Opportunities for role-play and performances – class assembly</li><li>• Consideration of seating to support less confident communicators</li><li>• Widgit visuals used throughout school</li><li>• Groups chosen sensitively to take account of and support communication needs</li><li>• Sing and Sign Club</li><li>• After school clubs</li><li>• <a href="#">Communication advice/resources for families on the school website</a></li></ul>	<p>speech and language</p> <ul style="list-style-type: none"><li>• Sensory activities which promote communication</li><li>• Speech and Language games and stories, such as Barrier games and The Story of Mr Tongue</li><li>• Quiet areas and lunchtime support for individual children who find lunchtimes overwhelming</li></ul>	
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## Social, Emotional and Mental Health

<p style="text-align: center;"><b>Wave 1</b> <b>Universal Offer</b> (All Pupils)</p>	<p style="text-align: center;"><b>Wave 2</b> <b>SEND Support</b> (In addition to the Universal Offer)</p>	<p style="text-align: center;"><b>Wave 3</b> <b>Pupils with an Education, Health &amp; Care Plan</b> (In addition Wave 1 and 2)</p>
<ul style="list-style-type: none"> <li>• Whole School Behaviour and Discipline Policy which promotes positive behavior and values</li> <li>• Class contract of expected behaviour</li> <li>• Commando Joe sessions</li> <li>• Quality First teaching</li> <li>• Flexible Nurture support for children who need it</li> <li>• Buddy system</li> <li>• Graduated response to behaviour management</li> <li>• Use of recommended de-escalation strategies</li> <li>• Behaviour support drop-ins for families</li> <li>• Anti-Bullying Policy</li> <li>• Child Protection Policy</li> <li>• E-Safety Policy</li> <li>• Whole School Reward systems</li> <li>• Celebration Assembly</li> <li>• Worship</li> <li>• Weekly values badges</li> <li>• Praise postcards posted home</li> <li>• PSHE</li> <li>• Range of extra-curricular clubs, including mindfulness, yoga and mindful colouring</li> <li>• Calm areas in school</li> <li>• <a href="#">Advice and strategies for families on the school website</a></li> </ul>	<ul style="list-style-type: none"> <li>• Individual Education or Behaviour Plan focused on SEMH needs</li> <li>• ‘All About Me’ document ensures staff are aware of children’s strengths, needs and ongoing strategies</li> <li>• Individual Coping Plan for the child</li> <li>• Educational Psychologist assessment, advice and recommendations if needed</li> <li>• Commando Joe – additional targeted groups</li> <li>• Additional Nurture support – groups and 1:1</li> <li>• Behaviour Support Service advice and recommendations</li> <li>• CAMHS assessment, advice and recommendations if required</li> <li>• Boxall Profile assessment</li> <li>• Use of recommended de-escalation strategies</li> <li>• Individual reward systems</li> <li>• Individual adjustments to the school day, personalised to the needs of the child</li> <li>• Additional support to teach calming strategies, such as breathing techniques and emotions boards</li> <li>• Self-esteem activities</li> <li>• Referral to relevant external agencies, including mentoring and counselling, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Education, Health and Care Plan – individual provision with short term targets towards long term outcomes</li> <li>• Additional adult support from SEN TA</li> <li>• Behaviour Support training, modelling, advice and recommendations</li> <li>• Additional 1:1 and small group support from teacher</li> <li>• Individual costed Provision Map</li> <li>• Increased support and modelling from SENDCo</li> <li>• Increased support for families from the SENDCo</li> <li>• Regular meetings with parents/carers, child and other agencies</li> <li>• Annual review of EHCP with the child, the family, staff and all relevant external agencies in order to review provision &amp; progress towards EHCP outcomes</li> <li>• Increased support and modelling from SENDCo</li> <li>• Specialist services</li> <li>• Highly personalised daily provision</li> <li>• Behaviour Support Service 1:1 work</li> <li>• CAMHS support</li> <li>• Supported transitions</li> </ul>

	<ul style="list-style-type: none"><li>• Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self-awareness, relationships and conflict resolution</li><li>• Social skills group e.g. turn taking</li><li>• Team Around the School</li><li>• Designated Teacher for Looked After Children</li><li>• Alternative lunchtime provision if needed</li><li>• Range of nurture interventions: Emotional Resilience, Anger Management, Self Esteem, Emotional Literacy</li><li>• Referral to School Nurse</li></ul>	<ul style="list-style-type: none"><li>• Team Teach training for key staff</li></ul>
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## Sensory, Physical/Medical Needs

Wave 1 Universal Offer (All Pupils)	Wave 2 SEND Support (In addition to the Universal Offer)	Wave 3 Pupils with an Education, Health & Care Plan (In addition to Wave 1 and 2)
<ul style="list-style-type: none"> <li>• Register of sensory, physical and medical needs</li> <li>• Staff are made aware of physical or medical needs and any necessary medication, precautions or emergency treatment &amp; procedures</li> <li>• Appropriately trained staff e.g. Paediatric First Aiders</li> <li>• Administration of Medicines Policy</li> <li>• Medical needs care plans</li> <li>• Toileting plans and support</li> <li>• Risk assessment</li> <li>• Personal Evacuation Plans</li> <li>• Accessibility Policy</li> <li>• Diabetes training for staff</li> <li>• Resources such as pencil grips and special scissors/rulers</li> <li>• Handwriting practice</li> <li>• Differentiation and reasonable adjustments made during Commando Joe and PE sessions</li> <li>• Carefully considered seating plan to support children with sensory or physical needs</li> <li>• <a href="#">Sensory play advice for families on the school website</a></li> </ul>	<ul style="list-style-type: none"> <li>• Individual Education Plan if additional/alternative educational provision needs to be put into place due to medical, physical or sensory needs</li> <li>• 'All About Me' document</li> <li>• Support Services for Hearing Impaired and Visually Impaired pupils</li> <li>• External health professional advice and recommendations (School Nurse, GP, Paediatrician, Physiotherapist, Diabetes Team, Occupational Health etc.)</li> <li>• Equipment to support mobility and full access</li> <li>• Staff in school follow recommendations made regarding equipment e.g. posture seat, walker</li> <li>• Medical support from Diabetes team, Epilepsy nurse etc.</li> <li>• Fully equipped bathroom for children with disabilities</li> <li>• Occupational Therapy/Physiotherapy programmes</li> <li>• Sensory Assessment if required</li> <li>• Sensory trails and sensory provision</li> <li>• Access to our Sensory Room in school</li> </ul>	<ul style="list-style-type: none"> <li>• Education, Health and Care Plan – individual provision with short term targets towards long term outcomes</li> <li>• Additional adult support from SEN TA as outlined in EHCP</li> <li>• Individual Costed Provision Map</li> <li>• Regular meetings with parents/carers, the child and other agencies to review provision</li> <li>• Annual review of EHCP with all relevant external agencies in order to review provision &amp; progress towards EHCP outcomes</li> <li>• Regular Occupational Health involvement and visits</li> <li>• Regular Hearing/Visual Impairment Service visits</li> <li>• Additional Health Professional input if required</li> <li>• Additional specialised equipment or training as required</li> <li>• Daily provision carefully planned to meet individual sensory, medical or physical needs</li> </ul>



## Transition

<b>Wave 1 Universal Offer</b> (All Pupils)	<b>Wave 2 SEND Support</b> (In addition to the Universal Offer)	<b>Wave 3 Pupils with an Education, Health &amp; Care Plan</b> (In addition to Wave 1 and 2)
<ul style="list-style-type: none"><li>• Whole class visits to local secondary schools on transition days</li><li>• Head of Year/Form Teacher/SENDCo of secondary school to attend meetings with Year 6 Class Teacher</li><li>• Data exchange</li></ul>	<ul style="list-style-type: none"><li>• Supplementary visits to secondary school if required</li><li>• Additional support for parents to help with the process of choosing and liaising with secondary schools</li><li>• Handover of information to new SENDCo: IEPs, reports from external agencies etc.</li></ul>	<ul style="list-style-type: none"><li>• Ladywood Outreach staff provide an Enhanced Transition Programme throughout the summer term</li><li>• Transition booklet</li><li>• Additional individual or small group visits to the new school if needed</li><li>• SENDCo support for parents to help them make decisions regarding schools</li><li>• Additional liaison with secondary schools as needed</li><li>• Secondary school invited to Annual Reviews and EH Reviews</li></ul>



## **Your Questions Answered**

**Click the question to find out the answer**

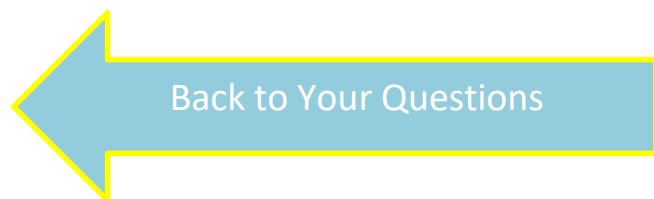
1. [What should I do if I think my child has a Special Educational Need or Disability?](#)
2. [What is the school ethos/approach to SEND and Disability?](#)
3. [How will I know how my child is doing in school?](#)
4. [What support will there be for my child's overall well-being?](#)
5. [How will I be involved in discussions about my child's SEND provision?](#)
6. [How does St. Matthew's C of E Primary School involve pupils in their education and in the decision making process?](#)
7. [Who, outside of school, can I turn to for advice and support?](#)
8. [Where can I find information about Local Authority provision for children and young people with SEND?](#)
9. [How should complaints regarding SEND provision be made and how will they be dealt with?](#)
10. [How do I get a copy of the school SEND policy?](#)
11. [How does the school ensure the inclusion of pupils with SEND during activities outside the classroom?](#)
12. [What specialist skills do school staff have and what future training will take place?](#)
13. [What external specialist services are accessed by school to meet the needs of pupils and support their families?](#)
14. [How does St. Matthew's C of E Primary School support pupils with SEND during transition?](#)
15. [Who do I contact for further information?](#)

## **Question**

What should I do if I think my child has a Special Educational Need or Disability?

## **Answer**

The first step is to speak to the Class Teacher, who will explain how your child is progressing and the provision already in place to support your child and address their needs. If you require further advice or information, or you are still concerned as to whether your child needs any further support, an appointment will be made for you to meet with the Special Educational Needs and Disability Coordinator (SENDCo), Miss Hextall.



## **Question**

What is the school ethos/approach to SEND and Disability?

## **Answer**

At St Matthew's, we value all pupils equally and recognise that every child is unique. We strive to ensure that all children develop their skills and reach their potential, thereby maximising their life chances.

Our guiding principle is one of inclusion, and we are committed to ensuring that children have full access to the curriculum and the life of the school, whilst meeting their individual emotional, social, physical and educational needs. We aim to celebrate neurodiversity amongst all our learners and seek to nurture the talents and achievements of every individual through high quality, inclusive teaching and dedicated pastoral care.

Children should not be defined by their needs. Instead, we need to be aspirational for all children, meeting their needs sensitively and encouraging them to be all that they can be.

At St Matthew's, we believe that:

- Every child is entitled to receive a high quality curriculum alongside their peers which is tailored to meet their individual needs.
- All pupils are able to be fully included in school life when their needs are met through appropriately individualised provision.
- Teachers are responsible for the progress and development of all their pupils, including those with significant additional needs.
- Parents are a valuable part of their children's education. Families need our support if children with special educational needs are to meet their potential.
- Children's individual needs, achievements and aspirations should be celebrated and encouraged.

## **Question**

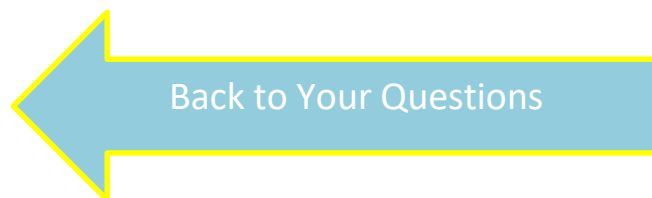
How will I know how my child is doing in school?

## **Answer**

Parents will be informed of their child's progress at least termly, in the form of Annual Reports and Parents' Evenings. If your child has an IEP (Individual Education Plan) these will be regularly reviewed and new targets set every term. The class teacher will discuss your child's progress towards their IEP targets with you.

If your child has support from external agencies such as Speech and Language Therapy, Educational Psychology, Behaviour Support and Ladywood Outreach, the SENDCo will meet with you to inform you of assessment results, the progress made towards individual targets and the next steps. These external agencies may also contact you directly.

When a child has an Education, Health and Care Plan, their progress throughout the year is tracked on detailed provision maps and discussed in an Annual Review meeting with the SENDCo, family and relevant external agencies.



## **Question**

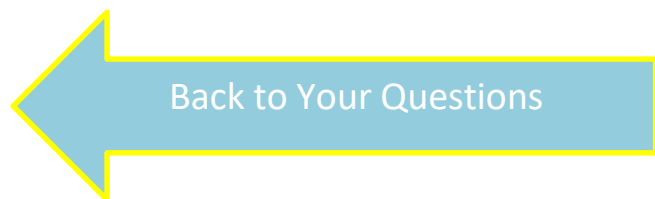
What support will there be for my child's overall well-being?

## **Answer**

We are committed to meeting the individual needs of all children, including supporting them to develop their behavioural, emotional and social skills. We understand that mental health and wellbeing are paramount to children being able to thrive and learn. When a child needs extra support for their emotional or mental health, the SENDCo, Pastoral Team and Nurture Staff work together to ensure that provision is put in place which meets their individual needs. We are also committed to working in partnership with parents as we recognise the wealth of information they can share about their children and the positive impact it can have on a child's behaviour if both school and home work closely together. Where necessary, we refer to external professionals such as CAMHS and the school nurse, to support children or families who need a greater level of support.

At St Matthew's, we are able to offer social, emotional and mental health support to individuals and groups through daily nurture support, Behaviour Support and weekly sessions of Commando Joe.

Our whole school provision also has an important part to play in promoting emotional health and wellbeing. The teaching of PSHE and Citizenship helps all children develop as individuals in a wider society. Residential experiences, clubs, worship, school trips and special days in school provide opportunities for children to build positive relationships, have fun, discover their talents and values, develop resilience, and become well-rounded, confident individuals.



## **Question**

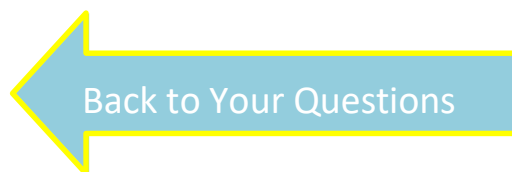
How will I be involved in discussions about my child's SEND provision?

## **Answer**

At St Matthew's, we are fully committed to meaningful partnerships with parents and carers of children with special educational needs. Positive partnership with parents/carers plays a key role in enabling children with SEND to achieve their potential. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We aim to achieve this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child
- Providing information in an accessible way
- Involving parents in all decision making, and supporting them as necessary to enable their participation in these decisions
- Publishing how the school implements the SEND Policy in our SEND information report on our school website
- Ensuring class teachers meet with parents to discuss concerns regarding pupils' progress at the earliest opportunity when concerns arise
- Regularly meeting with parents (at least once per term) to talk through and review the outcomes of support and discuss the strategies and support detailed on the Individual Education Plan
- Supporting parents so that they can confidently help their child with their learning and wider development at home
- Signposting parents to information and services which will help them make informed decisions regarding their child's education



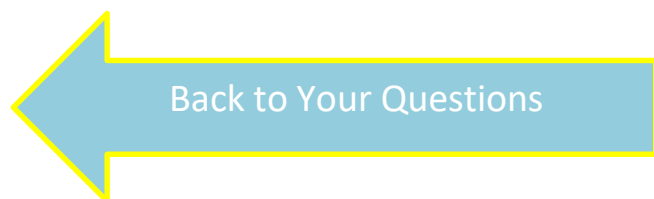
## **Question**

How does St. Matthew's C of E Primary School involve children and young people in their education and in the decision making process?

## **Answer**

We recognise that pupils have the right to voice their views and needs in line with the Code of Practice. We endeavour to fully involve pupils wherever possible by:

- Regularly asking them about their aspirations for the future and how they can reach their goals
- Helping them understand their strengths as well as the areas that they need extra support with
- Asking them to reflect on the provision made for them and gather their views on what is or isn't working well
- Encouraging them to contribute to Annual Reviews and have full ownership of how they choose to share their views and celebrate their achievements
- Ensuring that pupil perceptions of their support are included in monitoring and evaluation procedures
- Capturing pupils' views about their learning, personal strengths and motivators on an 'All About Me' document
- Ensuring that IEP targets are discussed with pupils and they know what they need to do to achieve them





## **Question**

Who, outside of school, can I turn to for advice and support?

## **Answer**

### **Bolton Information and Advisory Service for SEND**

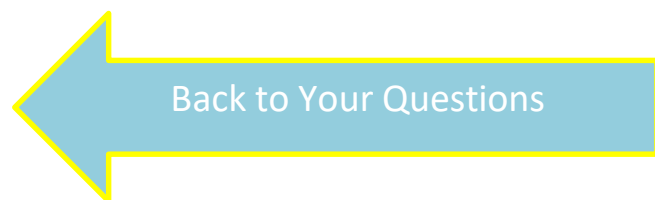
This is a statutory service which provides legally-informed information, advice and support to parents and carers who have children between birth and 25 years with any type of SEND.

Lowndes Street Day Nursery Bolton  
BL1 4QB

Telephone: 01204 848722

**Bolton Parent Carers:** [www.boltonparents.org.uk](http://www.boltonparents.org.uk)  
[info@boltonparents.org.uk](mailto:info@boltonparents.org.uk)

This voluntary organization provides a number of opportunities for local parents and carers of children with SEND, including workshops, coffee mornings and focus groups.



## **Question**

Where can I find information about Local Authority provision for children and young people with SEND?

## **Answer**

The Local Offer can be found at <https://www.bolton.gov.uk/sendlocaloffer/>

The purpose of the Local Offer is to provide a single point of information to help families access details about services available to them. It offers guidance on:

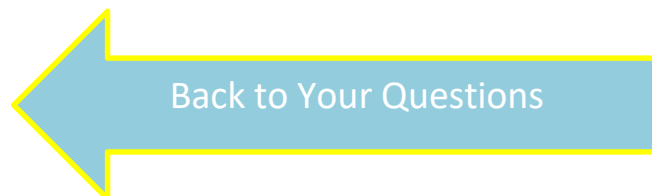
- Early years places
- Schools and colleges
- Health and care
- Leisure activities

The Local Offer also includes guidance for parents when they need to speak with practitioners/professionals, as well as information on giving feedback, raising concerns and making complaints.

### **Bolton SEND Strategy**

This document details Bolton's strategy to deliver the SEND reforms effectively and improve outcomes for children and young people with Special Educational Needs and Disabilities.

<https://www.bolton.gov.uk/sendlocaloffer/downloads/file/25/bolton-send-strategy-2019-23>



## **Question**

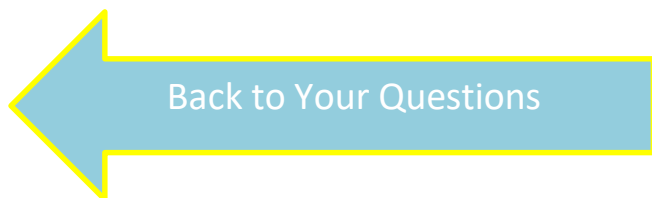
How should complaints regarding SEND provision be made and how will they be dealt with?

## **Answer**

If you have a complaint about your child's provision, please speak to the class teacher in the first instance and seek to resolve any concerns.

If this does not resolve the issue, the next step is to make an appointment to speak to the SENDCo, Miss Hextall.

A copy of the school's full [Complaints Procedure](#) is available on the school website.



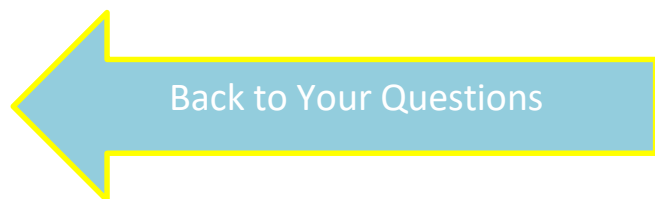
## **Question**

How do I get a copy of the school SEND policy?

## **Answer**

The school SEND policy is on our website and can be found by following this link:

<https://www.st-matthews.bolton.sch.uk/school-information/policies>



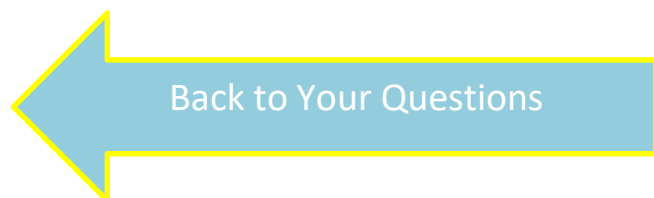
## **Question**

How does the school ensure the inclusion of pupils with SEND during activities outside the classroom?

## **Answer**

We are an inclusive school and want all our children to have access to the same opportunities. When planning a trip, a risk assessment will be completed that takes into account children's individual additional needs. This may mean adjusting staffing ratios and adapting certain aspects of the day so that children with SEND are able to participate.

A variety of clubs are available during and after school. All children are encouraged to access these and adjustments will be made if necessary to ensure full participation of children with special educational needs, disabilities and medical needs. Parents and carers are fully informed and involved in discussions about their child.



## **Question**

What specialist skills do school staff have and what future training will take place?

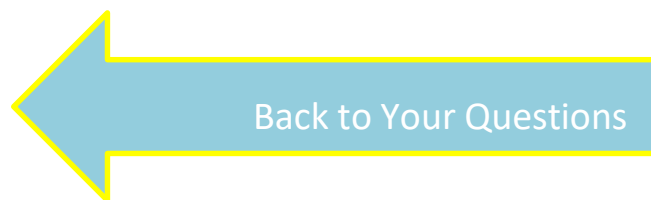
## **Answer**

Training needs are regularly reviewed and identified in response to the changing needs of our pupils on the SEND register. The SENDCo, Ladywood Outreach and other external agencies provide training, advice and modelling to staff to help meet the needs of specific children. Where required, staff attend training courses provided by external providers.

In addition, the SENDCo communicates updates regarding national and local SEND developments in weekly staff meetings and delivers training on various aspects of SEND throughout the year. The SENDCo provides daily support and informal training to staff by observing children and providing/modelling strategies and approaches.

For children with medical conditions, such as diabetes or epilepsy, we seek training from medical professionals to ensure we have the skills and knowledge to meet children's medical needs confidently and effectively.

Across our team of SEND Support staff, we have expertise in meeting the needs of children with Autistic Spectrum Disorder, SLCN (Speech, Language and Communication Needs), SEMH (Social, Emotional and Mental Health needs) and physical disabilities. Individual training is arranged for staff members who work 1:1 with children with EHCPs.



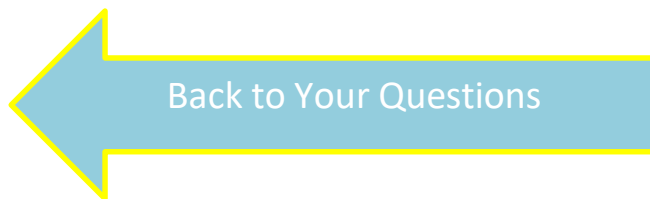
## **Question**

What external specialist services are accessed by school to meet the needs of pupils and support their families?

## **Answer**

We highly value the importance of developing effective relationships with external agencies, secondary schools and special schools. We work closely with various external agencies to ensure children's needs are understood and met. Bolton LEA is equipped with a team of advisory staff who may be called upon to provide advice and support. These include:

- Speech and Language Therapy
- Information and Advisory Service
- Educational Psychology
- CAMHS
- Behaviour Support
- Ladywood Outreach Service
- Primary PRU Youth Challenge and Forwards Centre
- Occupational Health
- Paediatric Physiotherapist
- Sensory Support Services
- Learning Disabilities Team
- School Nurse



## Question

How does St. Matthews C of E Primary School support pupils with SEND during transition?

## Answer

Transitions between year groups or to secondary school are carefully planned to ensure they are as successful as possible. We know that transitions can be difficult for some children with SEND, so we aim to prepare children and families in advance in order to reduce potential anxiety. Our SEND support includes planning and preparation for the transitions between phases of education, key stages and year groups.

Procedures in place for moving to a new year group include:

- Supported transition time spent visiting the new classroom and new teacher
- Transition book produced by the child and staff for use over the summer
- Information shared between the existing teacher, new teacher and SENDCo at a transition meeting in the summer term

When a child is moving to secondary school or a different primary school:

- The SENDCo meets with staff from the new school to discuss the child's needs and the support that they will require
- Extra transition visits may be planned, depending on the needs of the child
- For children with more complex needs, multi-agency meetings may be arranged to create a more detailed transition plan
- Enhanced weekly transition support is provided in the summer term by Ladywood Outreach for children who need it
- SEND records are transferred following agreed procedures
- Annual reviews of EHCPs are reviewed and amended early in Year Six to allow sufficient time for the new EHCP to be ready for secondary school





## **Question**

Who do I contact for further information?

## **Answer**

Our SENDCo is Miss Clare Hextall.

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