









# Cognition and Learning

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| **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) |
| * Inclusive Quality First Teaching which builds skills, knowledge and fluency
* Differentiated curriculum planning, delivery, learning tasks and outcomes
* Multi-sensory activities
* Practical resources/manipulatives
* Visual aids/widget visuals
* Teacher/TA modelling
* Resources and advice for families on the school website
* Visual timetables
* Use of writing frames
* Access to technology to support learning and presentation
* Vocabulary mats across the curriculum
* Enrichment activities and trips
* Staff training
* Staff awareness of high quality teaching and learning - working memory, executive functioning and classroom strategies that support learning and memory for all pupils
* Parents’ Evenings
* Extra-curricular clubs
* Lunch time clubs
* Transition Process
* In-class targeted teacher support
* In-class TA support (small group or individual)
* Intervention groups to close gaps in learning and consolidate skills
* Dojo reward system
* Support with school routines/structure
* Group Guided Reading daily with teacher or TA
* Synthetic phonics teaching
* Individual reading with an adult
* Reporting to parents at Parents’ Evenings (November & March)
* Written reports (July)
* Teaching and Learning Policy
* SEND Policy
* Access to school library
* Use of writing frames / scaffolds / word banks
* Access to technology - iPads and laptops
* Dyslexic friendly classrooms – using Century Gothic font, pastel backgrounds on powerpoints
 | * Concern noted by Class Teacher & progress monitored
* Parents informed of need for SEND Support
* Adaptive teaching implemented
* Additional support from teacher/TA
* IEP meetings to set targets and review termly
* IEP targets and progress shared with parents
* Individual Education Plan
* Additional advice/support for the child, staff and families from the SENDCo
* Advice and support from external agencies and medical professionals when needed
* Use of specific interventions according to need
* Strategies to support Working Memory
* Use of specific resources according to individuals need

s | * Education, Health and Care Plan – individual provision, short term targets and long term outcomes
* Additional adult support from SEN TA to help the child make progress towards the targets and long term aspirations set out in the EHCP
* Additional 1:1 and small group learning from teacher and TA
* EHCP Target Tracker
* Timetables
* Access to the Treetops learning space, if appropriate
* Regular meetings with parents, child and other agencies to review provision & progress towards outcomes
* Annual review of EHCP with all relevant external agencies
* Support from Specialist Services
* Precision teaching
* Daily provision highly tailored to needs
* Specialised equipment/software to support learning where needed
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# Communication and Interaction

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| **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) |
| * Inclusive Quality First Teaching
* Differentiated curriculum planning, delivery, learning tasks and outcomes
* NELI and Wellcom (EYFS)
* Language rich environment using visuals to support
* Pre-teaching vocabulary
* Simplified language/key words where appropriate
* Sing and Sign Club
* Vocabulary building activities
* Widgit visuals used throughout school
* Visual Support – check lists, literacy/vocabulary mats/books, aide memoirs, small white boards
* Use of symbols
* Adaptive teaching e.g. simplified language or minimal use of language with visual prompts/support
* Pairing with a peer ‘talk partner’
* After school clubs
* Awareness by all staff of children’s individual needs
* Effective use of collaborative group work
* Groups chosen sensitively to take account of and support communication needs
* Whole-school autism-friendly strategies, such as visual timetables and now/now, low stimulus areas
* Speaking and listening activities, circle time etc
* Opportunities for role-play and performances – class assembly
* Consideration of seating to support less confident communicators
* Strategies which support the language acquisition of pupils learning English as an additional language
* Communication advice and resources on the school website
 | * Concern noted by Class Teacher & progress carefully monitored
* Parents informed of need for SEND Support
* Individual Education Plan (IEP)
* IEP meetings to set targets and review termly
* Advice/support from SENDCo
* Advice and support from external agencies when needed
* Use of specific interventions according to need
* Additional support from teacher/TA
* Assessment by Speech Therapist
* Speech & Language Therapy (SALT)
* Speech & Language programmes implemented by staff in school
* Advice and support from external agencies and medical professionals when needed
* Use of specific interventions according to need
* Use of specific resources according to individuals need
* Speech and Language games and stories, such as Barrier games and The Story of Mr Tongue
* Quiet areas and lunchtime support for children who find lunchtimes overwhelming
* Referral to BSCIP, if appropriate
 | * Speech & Language Therapy (SALT)

– Speech and Language Therapist Work in school* Education, Health and Care Plan – individual provision, short term targets and long term outcomes
* Additional adult support from SEN TA to help the child make progress towards the targets and long term aspirations set out in the EHCP
* Additional 1:1 and small group learning from teacher and TA
* EHCP Target Tracker
* Timetables
* Access to the Treetops learning space, if appropriate
* Regular meetings with parents, child and other agencies to review provision & progress towards outcomes
* Annual review of EHCP with all relevant external agencies
* Support from Specialist Services
* Precision teaching
* Daily provision highly tailored to needs
* Specialised equipment/software to support learning where needed
* Augmentative and Alternative Communication for some children (such as PECS and communication boards)
* Advice from outside agencies to develop programmes, strategies and approaches in collaboration with the school
* Life skills programme to promote real-life communication
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# Social, Emotional and Mental Health

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| **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) |
| * Whole School Behaviour and Discipline Policy which promotes positive behavior and values
* Behaviour class contract
* Commando Joe sessions
* Range of extra-curricular clubs
* Quality first teaching
* Flexible Nurture support for children who need it
* Anti-Bullying Policy
* Child Protection Policy
* E-Safety Policy
* Whole School Reward systems
* Celebration Assembly
* Worship
* Weekly values badges
* PSHE
* Range of after school clubs
* Calm areas in classrooms
* Advice and strategies for families on the school website
* Whole staff trained in Positive Handling and de-escalation techniques
 | * Early Helps open with the family, if appropriate
* De-escalation plans, if appropriate
* Commando Joe – targeted groups
* Bright Leaders – 1:1 time
* Bolton Behaviour support
* Additional Nurture support – groups and 1:1
* CAMHS Assessment, Advice and Recommendations if required
* Use of recommended de-escalation strategies
* Individual reward systems
* Individual adjustments to school day, personalised to the needs of the child
* Additional support to teach calming strategies, such as breathing techniques and emotions boards
* Referral to relevant external agencies, mentoring and counselling, as appropriate
* Extra focus on personal and social education, e.g. strategies to manage feelings, skills of friendship, self- awareness, relationships, conflict resolution.
* Alternative lunchtime provision if needed
* Referral to School Nurse
 | * Education, Health and Care Plan – individual provision, short term targets and long term outcomes
* Additional adult support from SEN TA to help the child make progress towards the targets and long term aspirations set out in the EHCP
* Additional 1:1 and small group learning from teacher and TA
* Regular meetings with parents, child and other agencies to review provision & progress towards outcomes
* Annual review of EHCP with all relevant external agencies
* Support from Specialist Services
* Daily provision highly tailored to needs
* Specialised equipment/software to support learning where needed
* Investment in resources to specific child and interests
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# Sensory, Physical/Medical Needs

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| **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) |
| * Register of sensory, physical and medical needs
* Staff are made aware of implications of physical or medical impairment & any necessary medication, precautions to be taken or emergency treatment & procedures
* Appropriately trained staff e.g. Paediatric First Aiders
* Administration of Medicines Policy
* Medical needs care plans
* Toileting plans and support
* Risk assessment
* Personal Evacuation plan
* Accessibility policy
* Diabetes training for staff
* Resources such as pencil grips, special scissors
* Handwriting practice
* Adapted PE and sporting
* Carefully considered seating plan to support children with sensory or physical needs
* Sensory play/motor skills information and ideas for families on the school website
* Hygiene Suite available
 | * Treetops learning space with sensory toys
* Support Services for Hearing Impaired and Visually Impaired pupils
* Occupational Health advice and recommendations
* Health Professional advice and recommendations from School Nurse, GP, Paediatrician, Physiotherapist, Diabetes Team etc.
* Equipment to support mobility and full access
* External agency support such as Diabetes team, Epilepsy nurse
* Staff in school follow recommendations made and access appropriate equipment e.g. posture seat, walker
* Medical support from Diabetes team, Epilepsy nurse etc
* Fully equipped bathroom for children with disabilities
* Occupational Therapy/Physiotherapy programmes
* Sensory trails and sensory provision
* Specific interventions based on need
 | * Education, Health and Care Plan – individual provision, short term targets and long term outcomes
* Additional adult support from SEN TA to help the child make progress towards the targets and long term aspirations set out in the EHCP
* Additional 1:1 and small group learning from teacher and TA
* EHCP Target Tracker
* Individual Timetables
* Access to the Treetops learning space, if appropriate
* Regular meetings with parents, child and other agencies to review provision & progress towards outcomes
* Annual review of EHCP with all relevant external agencies
* Support from Specialist Services relevant to the child
* Daily provision highly tailored to needs
* Specialised equipment/software to support learning where needed

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# Transition

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| **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) |
| * Whole class visits to local secondary schools on transition days
* Head of Year/Form Teacher/SENDCo of secondary school to attend meetings with Year 6 Class Teacher
* Data exchange
 | * Supplementary visits to secondary school if required
* Additional support for parents to help with the process of choosing and liaising with secondary schools
* Handover of information to new SENDCo: IEPs, One Page Profile, documents and reports from external agencies etc
 | * Woodbridge Outreach staff provide an Enhanced Transition Programme throughout the summer term
* Transition booklet
* Additional individual or small group visits to new school if needed
* Additional support given to parents to help them make decisions regarding schools
* Additional liaison with secondary schools as needed
* Secondary school invited to Annual Reviews and EH Reviews
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# 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?](#_bookmark9)
2. [What is the school ethos/approach to SEND and Disability?](#_bookmark10)
3. [How will I know how my child is doing in school?](#_bookmark11)
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5. [How will I be involved in discussions about my child’s SEND provision?](#_bookmark13)
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15. [Who do I contact for further information?](#_bookmark23)

# 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 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), Mrs Stryker.

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# 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 all 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, broad and balanced curriculum alongside their peers.
* All pupils are able to learn and 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 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, strengths and aspirations should be supported and celebrated.

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# 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 Woodbridge Outreach, the SENDCo will meet with you to inform you of the progress made towards individual target 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.

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# 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, social and mental health 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, Bolton Behaviour Support, weekly sessions of Commando Joe and Bright Leaders support every two weeks.

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.

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# 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 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

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# Question

How does St. Matthew’s CE 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 their views about their learning, 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

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# 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

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

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# Question

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

# Answer

The purpose of the Local Offer is to provide a single point for information to help families access details about services available to them, and 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 and professionals and information on giving feedback, raising concerns and making complaints.

<https://www.bolton.gov.uk/sendlocaloffer/>

**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>

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# 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, Mrs Stryker.

A copy of the school’s full [Complaints Procedure](https://files.schudio.com/st-matthews-cofe-primary-school/files/documents/School_Complaints_Policy__New_-_March_2022.pdf) is available on the school website.

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# 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>

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# Question

How do the school ensure the inclusion of pupils with SEND 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 always fully informed and involved in all discussions about their child.

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# 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 needs of our pupils on the SEND register. The SENDCo, Woodbridge 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, speech, language and communication difficulties, 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.

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# 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
* Occupational Health
* Paediatric Physiotherapist
* Sensory Support Services
* Paediatric Learning Disabilities Team
* School Nurse
* Information and Advisory Service
* Educational Psychology
* CAMHS
* Bolton Behaviour Support
* Woodbridge SEND Trust Service
* Greenfold Outreach Service

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# Question

How does St. Matthews CE 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

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# Question

Who do I contact for further information?

# Answer

Our SENDCo is Mrs Emma Stryker

Telephone: 01204 333005

Email: office@st-matthews.bolton.sch.uk



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