

Cognition and Learning

<p style="text-align: center;">Wave 1 Universal Offer</p> <p style="text-align: center;"><i>All Pupils</i></p>	<p style="text-align: center;">Wave 2 Pupils who do not have an Education, Health & Care Plan</p> <p style="text-align: center;"><i>SEND Support</i> <i>(In Addition to Universal Offer)</i></p>	<p style="text-align: center;">Wave 3 Pupils with an Education, Health & Care Plan</p> <p style="text-align: center;"><i>(In Addition to Universal Offer)</i></p>
<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery & outcomes • In-class targeted teacher support • In-class TA support within Class Teaching (small group or individual) • Group Guided Reading daily with teacher or TA • Synthetic Phonics teaching - Phonics International Programme, RWInc. • Individual reading with an adult • Reporting to Parents - Parents Evenings (November & March) • Written reports (October and July) • Teaching and Learning Policy • SEND Policy • Access to school library • Use of writing frames / scaffolds / Word Banks • Access to ICT • Modelling • Access to extra-curricular clubs 	<ul style="list-style-type: none"> • Concern noted by Class Teacher & progress carefully monitored • Parents informed of need for SEND Support and meetings to review provision & progress towards outcomes at least Termly • Additional Needs Provision Mapping • Advice / support from SENCO or other agencies • Individual Reading Support with TA (daily) • Use of specific interventions according to need • Supplementary Phonic Work with TA (15 minutes per day) • RWI - 1:1 tuition • Numeracy Catch-up Programmes • Number Fun / My Maths • In the EYFS Support from SNUFS 	<ul style="list-style-type: none"> • Individual Provision Maps • Meetings with Parents, child and other agencies to review provision & progress towards outcomes in EHC Plan Termly • Advice / support from SENCO <p>Involvement of outside agencies:</p> <ul style="list-style-type: none"> • Ladywood Outreach Small Group work • Educational Psychologist Assessment, Advice and Recommendations



Communication and Interaction

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<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words • Structured school & class routines • In the EYFS the Nursery and Reception Narrative 	<p>Involvement of Outside Agencies:</p> <ul style="list-style-type: none"> • Speech & Language Therapy (SALT) • Ladywood Outreach Small Group or Individual work • ELKLAN Trained Staff • Speech & Language Programmes implemented by staff in school 	<p>Involvement of Outside Agencies:</p> <ul style="list-style-type: none"> • Speech & Language Therapy (SALT) - Speech and Language Therapist Work in school • Ladywood Outreach Small Group or Individual work • For some children on the Autistic Spectrum - Picture Exchange System (PECS)



Social, Emotional and Mental Health

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<ul style="list-style-type: none"> • Whole School Behaviour and Discipline Policy • RRS - the rights of the child • Anti-Bullying Policy • Child Protection Policy • E-Safety Policy • Whole School Reward & Sanctions System • Star Awards and Celebration Assembly • Circle Time • PSHE focussed work • Lunchtime / Games with a variety of equipment on the playground • Buddy system 	<p>Involvement of Outside Agencies:</p> <ul style="list-style-type: none"> • Educational Psychologist Assessment, Advice and Recommendations • Behaviour Support Service Advice and Recommendations, work with Parents/Carers - Parenting courses • CAMHS Assessment, Advice and Recommendations • Pathways Programme • Behaviour Contracts and use of recommended behaviour management de-escalation strategies • Reward Charts • Time Out • In the EYFS: support from SNUFS 	<p>Involvement of Outside Agencies:</p> <ul style="list-style-type: none"> • Educational Psychologist Work • In the EYFS: Health Visitor • Behaviour Support Service 1:1 work • CAMHS • Children's Opportunity Group (COG)



Sensory, Physical/Medical Needs

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<ul style="list-style-type: none"> • Register of Sensory, physical/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, all EYFS staff, First Aider at work, some KS1 and KS2 staff • Administration of Medicines Policy • Medical files in all classrooms • Pencil grips • Scissors 	<p>Involvement of Outside Agencies:</p> <ul style="list-style-type: none"> • In the EYFS: Health Visitor: Assessment, Advice and Recommendations • Occupational Health advice and recommendations • Health Professional advice and recommendations School Nurse, GP, Paediatrician, Physiotherapist etc. • Staff in school follow recommendations made and access appropriate equipment e.g. posture seat • Fully equipped disabled bathroom 	<p>Involvement of Outside Agencies:</p> <ul style="list-style-type: none"> • Occupational Health involvement and Visits • Hearing Impairment Service Visits • Visual Impairment Service Visits • Assessment & Monitoring, Advice and Recommendations • Health Professional Visits • Staff in school follow recommendations made • Fully equipped disabled bathroom



Transition

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<ul style="list-style-type: none"> • Visits to local secondary schools as a Class to participate in activities and also on Intake days • Head of Year/Form Teacher/SENCo attend meetings with Class Teacher • Year 5 Taster Days • Year 6 meetings with Secondary Staff • Data exchange 	<ul style="list-style-type: none"> • Supplementary Visits to secondary school accompanied by TAs • Support for parents - opportunities for discussion or support in arranging meetings with SENCo of secondary school to discuss concerns and provision 	<ul style="list-style-type: none"> • Specific transition activities & teaching to prepare for secondary school - Ladywood School • Individual or small group visits to new school arranged by SENCo • Support given to parents - SENCo to liaise with secondary schools for parental visits where needed



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?](#)
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5. [How will I be involved in discussions about, planning for, and involvement in my child's education?](#)
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12. [What specialist skills do school staff have and what future training will take place?](#)
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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

Come into school to speak in the first instance to the Class Teacher, who will explain the provision already in place in school 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 Education Needs and Disability Coordinator (SENDCo), Miss Clare Hextall.

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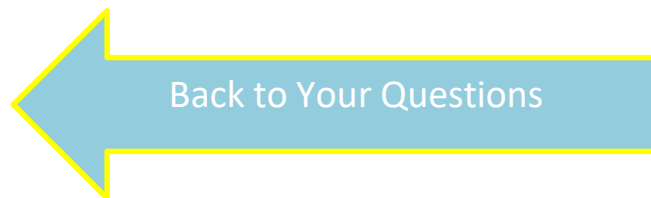


Question

What is the school ethos/approach to SEND and

Answer

St. Matthew's aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. All children with or without Special Educational Needs receive quality first teaching with entitlement to all activities, whether curricular or extra-curricular. Wherever necessary, special provision is put in place to ensure that this is met.

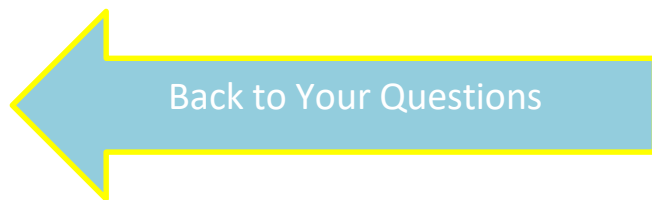


Question

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, Parents' Evenings (Termly) and further progress meetings to discuss provision being made. Results of assessments and the work of the outside agencies will also be shared with parents.



Question

What support will there be for my child's overall wellbeing?

Answer

Any member of staff will be ready to listen to any child who needs support. The planning and assessment for children experiencing special educational needs will take into account the type and extent of difficulty experienced by the child. A variety of means and activities will be used to promote their overall development.

The teaching of PSHE and Citizenship helps all children develop as individuals in a wider society. Residential experiences, visits and special days in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances.

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Question

How will I be involved in discussions about, planning for, and involvement of my child's education?

Answer

Partnership with parents plays a key role in enabling children with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Parents will be informed where the child is in need of SEND Support and meetings will be held to discuss and review provision and progress towards the set outcomes, at least Termly. Where a child has a Statement or Education, Health & Care Plan, a Local Authority Annual Review will be carried out.



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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

Wherever possible, children are involved in meetings arranged with parents to discuss and set desired outcomes and to review progress made towards these. Teachers discuss outcomes with the child individually and ensure that these are understood. At St. Matthew's, every child has specific targets set at their own ability level in Reading, Writing and Maths and these are put in front of their books. Every child is made aware of these targets and teachers refer to these constantly, when working with the child or within marking.

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Question

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

Answer

Bolton Information and Advisory Service (*formally named Bolton Parent Partnership Service*)

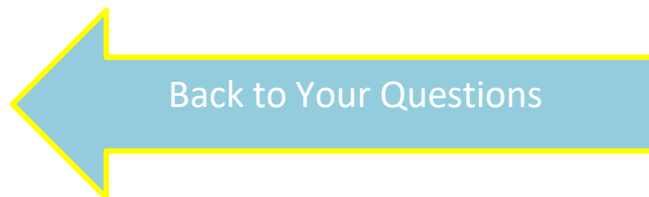
Lowndes Street Day Nursery

Bolton

BL1 4QB

Telephone: 01204 848722

(08:30 - 17:00)



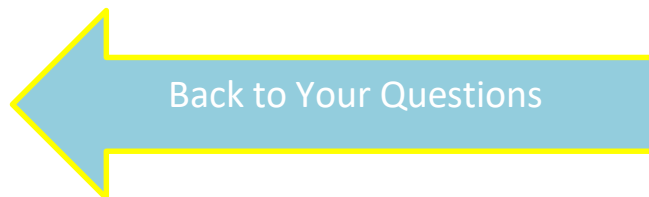
Question

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

Answer

This can be found [here](#).

Note: the web address is <http://www.localdirectory.bolton.gov.uk/send.aspx>



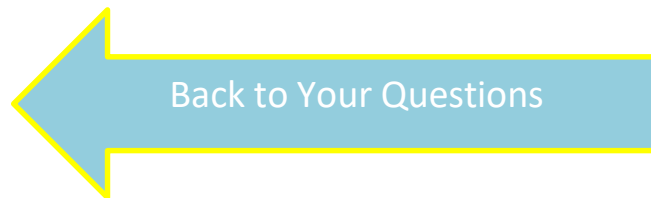
Question

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

Answer

If parents of a child with SEND have concerns about progress or provision, they should consult the class teacher first, then the SENDCo and then the Head Teacher.

If the problem is still unresolved the complaint should be addressed by the SEND Governor, who deals with the complaint following the statutory procedure.



Question

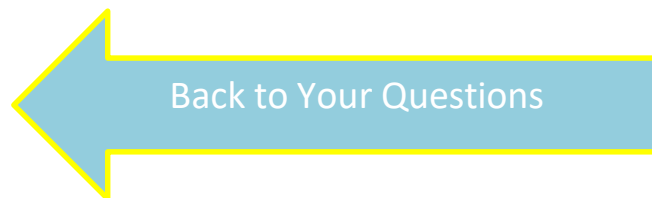
How do I get a copy of the school SEND

Answer

This can be found [here](#).

Note: the web address is

<http://www.st-matthews.bolton.sch.uk/aboutus/Documents/SEN%20Policy%202015.pdf>



Question

How do the school ensure the inclusion of pupils with SEND activities outside the

Answer

After school provision is accessible to all children, including those on the SEND Register. This includes extra-curricular activities.

Risk assessments are carried out and procedures are put in place for school trips to enable all SEND children to participate. This may require 1:1 support for the child. 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

Some teaching and non-teaching staff have particular expertise in working with:

- Children with Autistic Spectrum Disorder
- Children with speech, language and communication difficulties
- Children with physical disabilities

Individual training is arranged for an identified staff member to assist the needs of a child with Special Educational Needs and/or Disabilities (SEND).

Teaching and non-teaching staff have opportunities to attend training courses run by outside agencies e.g. Ladywood Outreach Services. Future training, for some staff members, will be:

- An awareness of Autism Spectrum Disorders
- Speech Language and Communication Needs Strategies
- Lego Therapy
- Working memory of Primary School children
- Dyslexia friendly classroom/school

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Question

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

Answer

- Educational Psychologist
- Behaviour Support Service
- Hearing Impairment Services
- Ladywood Outreach Service
- Physiotherapist
- Occupational Therapist
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapists
- Bilingual Support Services
- ASIS
- School Nurse
- Social Services
- Special Needs Under-Fives Support (SNUFS)
- Visual Impairment Services

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Question

How does St. Matthew's CE Primary School support pupils with SEND during

Answer

When moving classes within school, all information about your child will be passed onto the new class teacher. This includes all IEP's and SEND Support interventions. Some children may require visual aids or a book during transition. These will be made by the SEND Teaching Assistant supporting the child.

If your child is moving to another school we will contact the school SENCo and inform them of any support required for your child. All children's records are passed onto the new school. There will be visits to the known school by the child with support from TA and/or parents/carers.



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Question

Who do I contact for further information?

Answer

Our SENDCo is Miss C Hextall

Telephone: 01204 333005

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

