




Adopted: September 2021
Review date: September 2022

SEND INFORMATION - MAINSTREAM

Vision, Mission & Values

|  St. Matthew's CE Primary School | |
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| Vision | Core Values The way we do things around here |
| Outstanding in everything we do | We aim high - We are aspirational for our children, our school and ourselves |
| Mission The St. Matthew's Way | We encourage - We build people up, we recognise the value of the whole school family |
| High educational expectations within a caring Christian Community so our children have successful futures. | We have faith - We have the courage to take risks and try new things knowing that this is a safe place and we have faith that God has great plans for our school and the individuals in it We do all this in a culture of respect |

| | Question | <i>Our School Response</i> |
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| 1 | How does the school know if children need extra help and what should I do if I think my child may have special educational needs? | <p><u>Good relationship and communication with parents</u></p> <p>When children are going to start in St Matthew's School Nursery or Reception classes we carry out a home visit. This gives teachers and parents an opportunity to share information, concerns or achievements about the child and to see the child in a setting where they are confident and comfortable. This starts off a good relationship between home and school which we always endeavour to continue while your child is with us. We believe that parents are partners in their child's learning and any concerns are discussed and addressed swiftly by the class teacher. In nursery parents bring children into the classroom at the beginning of the session and then children are handed back to them in the classroom at the end of the session.</p> <p>Each day, in all other classes, teachers collect the children from the playground and dismiss from the classroom door, this means there is daily face to face contact between home and school. This enables any minor concerns or brief questions to be addressed and answered immediately, leading to a smoother day for each child. More significant issues are best discussed in a meeting arranged by appointment. At St Matthew's CE Primary School we are always happy to arrange a meeting to discuss any concerns or questions a parent may have. Parents are always encouraged to speak to the classteacher in the first instance, Special Educational Needs Co-Ordinator (SENCO) or the headteacher about any concerns they have, to ensure all issues, however minor, can sorted out immediately in the best interest of the child.</p> <p>We will keep you fully informed of the provision and targets planned in school, to ensure your child is given timely and appropriate support from skilled and experienced staff.</p> <p><u>Links with pre-schools</u></p> <p>Many children who join St Matthew's in Reception class have attended our own school nursery class. However a significant number join from other local pre-schools. St Matthew's CE Primary School has good links with local preschools. Staff make visits to meet the children who will be starting with us and to discuss their needs, strengths and areas of interest with the preschool staff. This ensures that children have a smooth transition to school, settle in quickly and are confident in their new class. There are also regular meetings between school and other early years settings, sharing experiences, training and further developing good relationships and transition procedures.</p> <p>To ensure excellent transition for children who have not attended pre-school, teachers make home visits to meet with parents and their child.</p> <p><u>Links with feeder schools</u></p> <p>When children join us part way through their school journey we endeavour to liaise with their previous setting to ensure that as much information as possible is shared to ensure that children have a smooth transition to school, with clear progression of learning, settle in quickly and are confident in their new class.</p> <p><u>Assessing children and planning next steps</u></p> <p>We are committed to ensuring the well-being and education of every child who comes into our school. We have rigorous monitoring in place that tracks the progress our children make in key areas of the curriculum.</p> <p>Our staff are vigilant and highly skilled in identifying any concerns regarding a child's educational, emotional or social needs. We continually assess our children in a variety of ways. We use data and other forms of assessment to identify additional needs and celebrate achievement and progress. This means we always have a clear picture of each child's levels of progress and attainment,</p> |

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| | | <p>showing their areas of strengths and areas of need. We then identify children who may have a Special Education Need and Disability (SEND) or require some extra support. From these, children's individual next steps can be planned for.</p> <p>If you believe your child is not doing as well as you would like, parents are strongly encouraged to speak to the class teacher and/or the Special Educational Needs Co-ordinator (SENCO) about any concerns you may have. We will make sure that you are fully informed of actions to support your child, to ensure your child is given timely and appropriate support. Parents will be informed about the next steps the school will take and what is involved. We have in-house specialist expertise in a number of areas of special educational needs. In addition other professional agencies outside of school are called upon to carry out a range of assessments and provide advice. The SENCO can be contacted via the school office for an appointment.</p> |
| <p>2</p> | <p>How will staff support my child?</p> | <p>All our teachers are teachers of inclusion and Special Educational Needs and Disability. Once a child has been identified as having a special educational need we will develop a more personalised programme to support the child's learning. Where possible this programme will be taught in class but on occasions the child may work out of class in a quiet area of the school with a member of staff. Most often these intervention programmes are carried out as part of a group although some are taught one to one. At St Matthew's we use interventions that are known for their proven positive impact. Data over time has shown that children make good progress with these interventions. We continuously assess and monitor provision and adapt as is necessary</p> <p>Every class has at least one teaching assistant (TA) in addition to a qualified teacher. This means that if a child needs additional help in the classroom to access the curriculum we are able to deploy staff accordingly.</p> <p>All children are taught at an age and developmentally appropriate level, taking into account their individual interests, wherever possible. We are a well-resourced school and we make sure that resources and equipment are matched to individual children's needs. When planning lessons, staff take into account the needs and interests of individual children so that lessons match children's next steps and needs. Any additional support that a child requires is planned by the class teacher, in liaison with the SENCO. A range of adults could be working with your child and roles will be defined on a Provision Map which is explained and shared at parents' evening or a meeting set between the class teacher and parent.</p> <p>We have many areas of expertise amongst our staff here at St Matthew's and we are able to draw on this in order to get the right provision for each child eg. Reading Recovery, Numbers Count, teachers with knowledge of Autistic Spectrum Disorders (ASD) etc. When we notice particular needs arising we endeavour to train key staff accordingly. The SENCO is responsible for overseeing and monitoring any additional support together with other staff in school.</p> <p>Governors play an active role in monitoring the overall progress of the children and the impact of interventions, through Governors meetings, discussions with staff and monitoring visits in school.</p> |
| <p>3</p> | <p>How will the curriculum be matched to my child's needs?</p> | <p>We have a strong team of skilled and experienced teachers and TAs who support the expectations of high quality classroom teaching and this is monitored and supported regularly by the leadership team. Differentiation is embedded in our curriculum and all lessons are planned to meet the needs of the wide range of abilities in each class and to ensure accelerated progress for all children at their level against their targets. The targets set will be within reach for the child and be shared amongst relevant staff. We have mixed ability classes where children are taught by their teacher alongside their peers. The use of other additional adults benefits the learning, independence and confidence of the children. This will take place individually, small groups and as part of the whole class</p> <p>We have personalised curricula for individuals to ensure we are as inclusive as possible, challenge every child and see them achieve their potential. We regularly review our curriculum to ensure it is well resourced, relevant to all children and matched to their interests and</p> |

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| | | <p>learning style. We adapt it as necessary to meet the needs of all our children. We have set up a curriculum that is designed to excite and motivate all children.</p> <p>We respond to advice given by outside agencies e.g. physiotherapists, speech and language therapists and we build recommended programmes and activities into a child's regular day. In the Early Years Foundation Stage (Nursery and Reception) we have a balance of adult-led and child-initiated learning activities in the classrooms and in the outdoor learning area.</p> |
| 4 | <p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p> | <p><u>Communication with all parents</u></p> <p>We pride ourselves on good relationships with the parents of our children. We aim to create a welcoming atmosphere in our school, where we share the wonderful achievements our children make as well as their next steps of progress. At parents evenings, the first of which is held during the first two weeks in September, classteachers share with the parents the level of attainment expected for their child at the end of that academic year. At such meetings (and through other means) we talk about what can be achieved by families at home to support a child's learning at school. We host a number of curriculum events and open mornings/afternoons to help parents understand what and how we teach their children and how they can best support their child's needs. Should more contact be required, our staff will happily make suitable arrangements on an individual basis.</p> <p>We give on-going feedback to children through our excellent marking and through discussion with each child. During the year regular meetings will ensure that the child is on track to achieve expected standards informed by daily assessment with the class teacher and ½ termly pupil progress meetings with other staff to look at the data and ensure all children are making the expected level of progress and challenge. Parents and staff meet to discuss further ways of supporting progress at a mutually convenient time. The written annual report sent home towards the end of the summer term includes in depth information about your child in all aspects of their school life. All children have a reading diary which is completed at home by parents and at school by staff and reading helpers.</p> <p>In addition to this, a range of home learning activities are encouraged in each year group. These activities are planned to meet the needs of each child, involving families in each child's learning. We host a number of curriculum evenings and coffee mornings/afternoons to ensure parents are aware how their child learns and how they can help and support their children's learning. At St Matthew's we send home our weekly newsletter 'Headlines.' This and other information is also available on our school website. Class teachers also send home regular newsletters and information to ensure parents know what is happening during the term and year.</p> <p><u>Additional communication with parents of children with a special educational need and disability.</u></p> <p>Parents and carers of children with a special educational need and disability will also be offered regular meetings with SENCO and/or classteacher to discuss achievements, progress and next steps. As part of this process individual provision maps for children with SEND will be set, carried out and reviewed with parents termly by the class teacher. Many of our children with SEND also have a home school communication book which staff update daily to inform families of the child's learning that day. Parents are encouraged to comment on any significant behaviour or learning at home.</p> |
| 5 | <p>What support will there be for my child's overall well-being?</p> | <p>The safety, happiness and wellbeing of each child are of the utmost importance in our school. We create a nurturing environment through daily collective worship, a creative curriculum and daily activities and procedures. Our staff are highly skilled and trained to provide a high standard of pastoral, medical, social and emotional support. PSHCE lessons are taught weekly and we also have a number of systems embedded to support children on a daily basis. The child's voice is important in their learning and we encourage them to self-assess and talk about their learning, progress and achievement.</p> <p>Our Personal, Health Social and Citizenship Education (PSHCE) curriculum was set up with our children in mind and tailored to meet the needs of the children in our community. The school council meets regularly with school staff and governors to discuss areas that are important and feed this back to their friends in class. Forest School activities also support children's wider development and well-being.</p> |

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| | | <p>We maintain good transition links with pre-schools, feeder schools and secondary schools to help support children with these moves. At St Matthew's School in specific circumstances and with specific pupils we use a behaviour and rewards chart. This includes guidance on expectations, rewards and sanctions and is fully understood by all members of the school community. As a result our children's behaviour in school is very good. We know that all children learn best when they are happy. Our staff share this belief and work very hard to establish positive relationships with each child in their care. Our highly-skilled Children, Families and Learning Support Worker and Emotional Literacy Support Assistants (ELSA) work with individuals and with families to support their well-being.</p> <p>To avoid exclusions we work closely with parents to set up extra personalised learning and relevant interventions. We also work with professionals from other agencies who can give the school and parents further advice and specialist support. Relevant staff are trained to support medical needs and this is updated as necessary. We have clear medical procedures which are shared with parents. We have a medicines policy in place.</p> <p>During Annual Reviews for children with Education Health Care Plan, each child presents their achievements and areas of development through a scrapbook or PowerPoint. Most have the confidence to present it themselves at the meeting.</p> <p>A small group of different children, each week, are asked to show their books and school work to the Senior Leadership Team and discuss their learning, progress, next steps and their interests.</p> <p>St Matthew's School holds regular parent workshops on a range of curriculum areas to support and inform parents.</p> |
| 6 | <p>What specialist services and expertise are available at or accessed by the school?</p> | <p><u>In school expertise</u></p> <p>All our teachers at St Matthew's School hold qualified teacher status. Most have post-graduate and additional professional qualifications. All our staff receive regular professional training delivered by other experienced and specialist members of staff or by outside agencies. We encourage staff to continually update their own skills and knowledge. Some of our staff have specialist qualifications which support them and others at school to deliver a different approach to learning, for example Every Child a Reader, Numbers Count, Forest Schools, Play Therapy, Drawing and Talking. We access appropriate training providers to support our skilled team of Teaching Assistants, some who are qualified as Higher Level Teaching Assistants (HLTA).</p> <p>Professional training has included ELKLAN Speech and Language training a course for staff who work with children who have social communication and language needs, restorative approaches and Wave 3 Literacy intervention programme. We regularly update staff skills and knowledge by running refresher training sessions on areas such as ADHD, autism and positive touch. We audit and review our skills, knowledge and training needs regularly to ensure our expertise and provision match the needs of our children.</p> <p>At St Matthew's School we have a 16 place Special Needs Support Centre (SNSC) for children with ASD who are in Years 3-6. (age 7-11.) Places in the SNSC are allocated through a panel process from Surrey County Council.</p> <p><u>Services accessed by our school</u></p> <p>Our staff have a high level of expertise which we draw upon on a daily basis. There are occasions, however, when we need to seek further advice from specialist colleagues eg. Educational Psychology Service, Learning and Language Support, Behaviour Support Service. We have very good links with outside agencies and we draw on their knowledge, resources and expertise regularly to ensure the needs of our children can be met. We also have excellent links with colleagues in the NHS such as Speech and Language Therapists, Paediatricians and Physiotherapists. We meet each year with key professionals to plan out aspects of provision for a child with special educational needs or disability. We always inform parents if an outside agency is visiting a child and extend an invitation to a parent if it is required. Reports will be shared by the classteacher or SENCO with parents. We take all reasonable measures to ensure external partners we work with are</p> |

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| | | <p>vetted in terms of safeguarding and when “buying in” additional services we monitor the impact of any intervention against cost, to ensure a value for money service.</p> <p>Our Designated Safeguarding Leads work closely with colleagues from Children’s Services in order to meet any social care needs.</p> |
| 7 | What training are the staff supporting children with SEND had or are having? | <p>All our teachers at St Matthew’s School hold qualified teacher status. Most have post-graduate and additional professional qualifications, according to their role.</p> <p>Our SENCO is an experienced qualified teacher who has taught across the primary age range. We regularly invest time and money in training our staff in a variety of methods and styles of curriculum delivery to ensure that the quality of teaching and learning is consistently good or better. Our SENCO, the teacher in charge of the SNSC and other staff have completed relevant high level training in a range of Special Education Needs and Disability. We draw on our own expertise within the school to provide training and professional development for members of staff working with our children. At every staff meeting, our staff are updated on matters linked to children’s learning and welfare. Continuing professional development (CPD) is part of the culture of the school and often staff will attend courses by outside providers. We invest heavily in the continuing professional development of our teaching assistants so that the children receive high quality additional support.</p> <p>Training has included</p> <ul style="list-style-type: none"> • ELKLAN Speech and Language training, a course for staff who work with children who have social communication and language needs, restorative approaches, • Numbers Count numeracy intervention • Every Child a Reader / Reading Recovery • Read, Write Inc phonics programme <p>We regularly update staff skills and knowledge by running refresher training sessions on areas such as ADHD, autism and positive touch. We review our skills, knowledge and training needs regularly to ensure our expertise and provision match the needs of our children. The SENCO and CPD leader ensure our staff are updated on all matters pertaining to special educational needs and disability when required.</p> <p>We have a highly skilled staff team and all who work with SEND children are dedicated to making a difference to each child’s education. We regularly invest time and money in training our staff to continuously further improve high “quality first” teaching. We train staff appropriately to ensure interventions are delivered effectively.</p> |
| 8 | How will my child be included in activities outside the classroom including school trips? | <p>Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum, including activities outside the classroom and residential trips. Thorough risk assessments are carried out for all off-site activities. Where there are additional concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents and other professionals are consulted and involved in planning these events. Individual risk assessments may be carried out and actions are carried out to minimise risk to all children. This may include 1:1 adult support. All children with an Education Health Care Plan receive 1:1 support when participating in an offsite activity.</p> <p>Additional support may also be given to the child before taking part in the trip. For instance a child may have key vocabulary pre taught to them, create a visual aid which they can take with them or look at photographs or a film clip of where they are visiting, so that they are as ready to learn as much from the trip as possible. Where children with a disability cannot fully access an activity we ensure that we provide an experience that is as similar as it can be to the rest of the class.</p> |

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| 9 | How accessible is the school environment? | <p>We have a full Accessibility Plan in place and as such we consider our environment to be fully accessible. We are vigilant about making reasonable adjustments where possible. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. Families who have learning needs or disabilities are supported by the class teacher, administrative staff and SENCO to understand reports, letters and other communication.</p> <p>We have accessible toilets for adults and children, and the building is fully wheelchair accessible. These help to make our school as accessible as possible. Equipment and facilities that need to be used for children with special educational needs are discussed by all parties and positive decisions are made where this would support the progress and learning of that child. Some equipment is loaned or funded by outside agencies. We are aware of the changes that may need to be put into place for children with hearing and visual impairment and these would be put in place as necessary working with other professionals.</p> <p>We are a very diverse school, many of our children are bilingual. We monitor the languages spoken by families in our school and when necessary, specialist colleagues and translators are called in to support communication. We also use language interpreters on the computer. Specialist teachers provide additional support for children for whom English is an additional language. At St Matthew's we provide a weekly Family Learning class for parents whose first language is not English. This has proved very successful in helping parents to support their child's learning as well as developing their own skills and confidence.</p> |
| 10 | How will the school prepare and support my child to join the school , transfer to a new school or the next stage of education and life? | <p>We have robust induction and transition programmes in place for welcoming new children and families to St Matthew's School. When joining reception, parents and/or children are encouraged to visit for "stay and play" and story sessions. Home visits are made before our nursery and reception children start school. Reception class teachers visit the pre-schools attended by children. Parents are invited to a welcome meeting so teachers and the headteacher can share information prior to children starting at St Matthew's.</p> <p>Children and families who join at times during the school year are invited to tour the school and meet the headteacher and classteacher before the child starts at St Matthew's. Other pupils help ensure that the child is made to feel welcome, makes friends and settles in</p> <p>For the children who transfer to our special needs support centre in KS2, there are bespoke induction visits in line with the child's needs. The SNSC teacher visits the child in their KS1 school.</p> <p>When our children are leaving St Matthew's at the end of Year 6, we plan transition visits to their new schools for both children and staff. Our Year 6 teachers have very thorough handover meetings with teachers from local secondary schools. We also invite their new teachers to visit, so that they can see children confident and settled in our school and they can start to build positive relationships with them. We visit as many children as possible in their new setting during the autumn term after they have left us, to ensure a smooth transition. We always make children with special educational needs a priority for these visits. Our SENCO regularly meets with the SENCOs from our main transfer schools. Where a child has an Education Health Care Plan we invite the SENCO from the next school to attend the Annual Review meeting.</p> <p>If there is specific important information to share, our SENCO, Children, Families and Learning Support Worker or ELSA teaching assistant support transition work with the children who are starting or leaving the school. They will identify vulnerable pupils in Year 6 who may need extra transition support and works closely with SENCO and Heads of Year at the new school. Our Provision Management system records the most effective strategies to help our children to learn and this information, together with the pupil progress data is passed on in transition meetings. We have very good relationships with all our feeder pre-schools, as well as the schools our children move onto.</p> |
| 11 | How are the school's | <p>We start with the needs of each child and plan how to use our resources to best support that child. We take a flexible approach to deployment of staffing, ensuring that the individual needs of our children are met. We utilise all resources to support the strategic aims of</p> |

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| | resources allocated and matched to children's special educational needs? | <p>our school as well as individual learner needs. Many resources are not class-based, so can be moved to the children as appropriate. This is reviewed continually and provision is changed to match our children's needs. We seek to ensure value for money, so all interventions are costed and evaluated. Our budget and its use are monitored regularly by Governors.</p> <p>Resources are allocated according to the needs of the child. All interventions are monitored by the SENCO in order to ensure that they are conducted to a high standard. The SENCO and Senior Leadership Team look at the assessment data for children on intervention programmes. If the programme is effective and achieves the desired outcome we continue to use it as this represents value for money. When a child needs additional resources eg. a writing wedge or adapted scissors or software we use our SEN budget to buy the right equipment</p> |
| 12 | How is the decision made about what type and how much support my child will receive? | <p>We look at the needs of all children when taking decisions, taking into consideration their strengths and areas of need. In response to data tracking and working with the child, their families and other staff, the SENCO considers a variety of options for suitable provision before deciding on a course of action. This is then planned and implemented in the most suitable and effective way, after consultation with the relevant staff, the learner and their families. All interventions and support are monitored for impact by the Senior Leadership Team and reviewed regularly. Provision is then adapted to ensure the child makes the best possible progress in the identified area of need. Impact of interventions is regularly reported to the governing body.</p> <p>Should additional support be required, this is undertaken after consultation with the relevant staff, the child and their family often in consultation with outside agencies such as the Educational Psychology Service. Our decisions taken are in line with the SEN Code of Practice. Decisions are made on an individual basis according to the needs of the child. The SENCO oversees all additional support in liaison with colleagues. If your child has an Education Health and Care Plan (EHCP) we will provide the level of support listed in the document. The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.</p> |
| 13 | How are parents involved in the school? How can I be involved? | <p>We whole-heartedly believe in having an effective partnership with parents in a two-way dialogue to support a child's learning, needs and aspirations. We regularly involve parents and families in discussions about their child's learning, needs and aspirations. We seek and welcome feedback at every opportunity. Parents and teachers speak regularly, informally on a daily basis or via an appointment. Parents are invited to curriculum evenings, coffee mornings/afternoons and weekly book share sessions. Parents also accompany the children on visits and help in school.</p> <p>All parents are welcome to volunteer to help in school, subject to safeguarding checks. Our Governing Body includes Parent Governor representatives.</p> |

Who can I contact for further information?

Parents of children currently at St Matthew's School are encouraged to talk to their child's class teacher, in the first instance, or to the SENCO or headteacher.

Prospective parents are encouraged to contact the school (01737 762080 or info@stmatthews-redhill.surrey.sch.uk) to arrange a visit or to speak with the SENCO or headteacher. In some cases it may be appropriate to contact Surrey admissions.

Further information and details of St Matthew's CofE Primary School and the provision and opportunities enjoyed by the children are available on our school website. www.stmatthewsredhill.org.uk

We look forward to welcoming you to our school!

Additional Information

Children will not necessarily access all of the provision mentioned in this document but they will receive what is appropriate to their individual needs.