




**St. Matthew's**  
Church of England Primary School

**Adopted: September 2021**  
**Review date: September 2022**

## SEND INFORMATION - SNSC

### Vision, Mission & Values

 St. Matthew's CE Primary School	
Vision	Core Values The way we do things around here
Outstanding in everything we do	<b>We aim high</b> - We are aspirational for our children, our school and ourselves
<b>Mission</b> <b>The St. Matthew's Way</b>	<b>We encourage</b> - 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.	<b>We have faith</b> - 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

	<b>Question</b>	<b><i>Our School Response</i></b>
1	<b>What types of SEND does the SNSC support?</b>	All children attending the centre at St Matthew's School have a primary need of Autism Spectrum Disorder, it is a high COIN centre (communication and interaction needs).
2	<b>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?</b>	Children attending our Key Stage 2 Special Needs Support Centre (SNSC) must have an Education Health and Care Plan which identifies this setting as the most appropriate provision. All children attending the centre at St Matthew's School have a primary need of autism. We have rigorous monitoring in place that tracks the progress our children make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment such as observation notes to identify additional needs and celebrate success. All children in the centre have a Personalised Learning Programme which identifies their next steps in learning across the curriculum and in other areas which have been identified. Where possible, we include children from the centre into their designated mainstream year group class.
3	<b>How will staff support my child?</b>	Every child starting at our centre will have an Education, Health and Care Plan. This document outlines the particular needs of each child and recommends the resources, teaching strategies and multi-agency involvement, such as speech and language therapy, that are required to meet these needs. Ongoing assessments and observations enable us to put together a Personalised Learning Programme which sets targets for each child on a Provision Map. These are formally reviewed termly, although targets maybe adapted or extended as appropriate throughout the course of a term. Every child in the centre is also attached to a mainstream class and a personalised programme is set up to integrate where it is beneficial to the child's learning and wellbeing. We are an inclusive school that fully complies with the requirements outlined in the Special Needs Code of Practice (2014) Staff have been trained so as to be able to cater for learners who may have difficulties with <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social, Emotional and Mental Health</li> <li>• Sensory and/or Physical</li> </ul> We make reasonable adjustments to our practices so as to comply with the Equality Act (2010)
4	<b>How will the curriculum be matched to my child's needs?</b>	Differentiation is embedded in our curriculum and practice. We have a personalised curriculum and our ½ termly Pupil Progress Meetings help us to monitor this and reflect on the next best steps. Our curriculum is designed to meet the needs of all children, taking into account different learning styles and interests. Opportunities for over-learning and generalisation of skills are planned for and wherever possible children are given the chances to apply these skills in real-life situations such as visiting the shops to buy ingredients for cooking. The teacher of the SNSC is clear on the expectations of high quality classroom teaching and this is monitored regularly by the senior leadership team.

		<p>We have an Accessibility Plan which shows how adaptations are made not only to the built environment but to the curriculum and how information is accessed by learners and their parents</p> <p>We use a range of resources and strategies such as visual support, symbols TEACCH (<b>T</b>reatment and <b>E</b>ducation of <b>A</b>utistic and other related <b>C</b>ommunication <b>H</b>andicapped <b>C</b>hildren)</p> <p>We work closely with our speech and language therapist to ensure that the curriculum meets the needs of our children with speech, language and communication difficulties and targets can be worked on across the school day.</p> <p>Advice from occupational therapy and physiotherapy is also incorporated into curriculum.</p> <p>The children go swimming weekly and horse riding on a rotational timetable; this is to develop confidence and support occupational therapy and physiotherapy.</p> <p>We have a fully equipped sensory room which helps to stimulate, develop or balance the children's sensory systems thereby helping them to be more ready to learn.</p>
5	<b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b>	<p>We regularly share progress feedback with all our children and their families, through parents' evenings and a detailed annual report. At an annual review meeting for children with Education, Health, Care Plans (EHCP), the purpose is to look at: progress since the last review and changes in educational needs, enables everyone working with that child to come together to discuss progress and plan for the year ahead.</p> <p>We encourage parents/carers to share information or raise any concerns as soon as possible with the class teacher and the SENCo should they have concerns about the overall progress of their child.</p> <p>Face to face conversations, daily Home-School contact books or email communication enable us to share any information, concerns or to celebrate achievement.</p> <p>Open session and parents forums are arranged so that parents can get together informally and meet to staff and the Special Needs Co-ordinator (SENCo)</p> <p>Children's progress is measured on a half-termly basis using a range of assessment tools including programmes which show progress in smaller steps so that we can more accurately track the progress that children with special educational needs make and target their next steps in learning. These targets are then incorporated into their personalised learning programmes.</p> <p>We set realistic, but challenging targets for all the children.</p> <p>Every effort is made to ensure that parents/carers know what they can do at home to support learning at school. Parents receive curriculum information ½ termly.</p>
6	<b>What support will there be for my child's overall well-being?</b>	<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.</p> <p>At St Matthew's School we use clear systems in all classes to promote positive behaviour; 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.</p> <p>We 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 an 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>
7	<b>What specialist</b>	<p>The SENCO and teacher in charge of the Centre are fully qualified teacher with additional SEND experience and specialist qualifications.</p>

	<p><b>services and expertise are available at or accessed by the school?</b></p>	<p>We access appropriate training providers to support our skilled team of Teaching Assistants, some who are qualified as Higher Level Teaching Assistants (HLTA). They are trained in the TEACCH programme. We also have staff trained in ELKLAN (speech and language support)</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 e.g. Educational Psychology Service, Learning and Language Support, Behaviour Support Service, Linden Bridge School. 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 class teacher or SENCO with parents.</p> <p>Our Designated Safeguarding Leads (DSL) work closely with colleagues from other agencies including Children’s Services in order to meet any social care needs.</p>
<p><b>8</b></p>	<p><b>What training are the staff supporting children with SEND had or are having?</b></p>	<p>Our SENCO and teacher in charge of the centre are experienced qualified teachers with additional SEND experience and specialist qualifications. Continuing professional development (CPD) is part of the culture of the school and often staff will attend courses by outside providers, as well as ‘in house’ training. We invest in the continuing professional development of our all our staff so that we ensure the quality of teaching and learning is consistently good or better and the children receive high quality additional support. 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, colleagues are updated on matters linked to children’s learning and welfare.</p> <p>Recent training has included</p> <ul style="list-style-type: none"> <li>• ELKLAN Speech and Language training, a course for staff who work with children who have social communication and language needs, restorative approaches,</li> <li>• Numbers Count mathematics intervention</li> <li>• Every Child a Reader / Reading Recovery</li> <li>• Read, Write Inc phonics programme</li> <li>• ELSA – Emotional Literacy Support Assistant</li> <li>• Positive Touch</li> </ul> <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>Staff who provide personal care receive moving and handling, eating and drinking, and medical training as appropriate. Some of the staff in the centre receive training in the Management of Actual or Potential Aggression (MAPA).</p>
<p><b>9</b></p>	<p><b>How will my child be included in activities outside the</b></p>	<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.</p>

	<b>classroom including school trips?</b>	Additional support may also be given to the child before taking part in school day trips and residential trips. 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.
10	<b>How accessible is the school environment?</b>	<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 toilets accessible to adults and children with disabilities, 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 electronic language interpreters on the computer/lap top that are accessed via the Internet. Specialist teachers provide additional support for children for whom English is an additional language.</p>
11	<b>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?</b>	<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. Transition information includes photographs of the school and the SNSC along with photographs of the teachers and teaching assistants.</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. The children are given a transition booklet to complete all about their new school. The relevant staff from the secondary school are invited to the child's Annual Review.</p>
12	<b>How are the school's resources allocated and matched to children's special educational needs?</b>	<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 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 and impact are monitored regularly by Governors.</p> <p>SNSC staff from the centre accompany children on residential trips</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.</p>

		<p>When a child needs additional resources e.g. a writing wedge or adapted scissors or specific software we use our SEND budget to buy the right equipment</p> <p>The SNSC is equipped with a main classroom, a calming space, two small group teaching rooms, a kitchen, a personal care area and an outside learning area.</p>
13	<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<p>The children's EHCP identifies the child's current needs and provision. This is agreed through discussion between parents, school and the Local Authority and is reviewed at least annually through the annual review process.</p> <p>Our in depth knowledge of each child means that appropriate interventions are put in place accordingly.</p> <p>All interventions are monitored for impact and outcomes are defined at the start of any intervention.</p> <p>Send Support Arrangements are shared and discussed with parents/carers.</p> <p>The SENCo oversees all additional support and Governors are provided with information on the impact of intervention programmes through annual reports.</p>
14	<p><b>How are parents involved in the school?</b></p> <p><b>How can I be involved?</b></p>	<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 and parent workshops.</p> <p>All children in the centre have a home-school contact book.</p> <p>We hold open sessions and parents forums so that parents can meet and chat with each other and with staff</p> <p>Parents are invited to contribute through a number of means, including helping in school, contributing to our Parent Teacher Association .</p> <p>"Friends of St Matthew's"</p> <p>Our Governing Body includes Parent Governors</p>

**Who can I contact for further information?**

Parents/carers are encouraged to talk to the Headteacher, SNSC Teacher or the SENCo. Further information and support can be obtained from the SENCO or SNSC Teacher who will arrange contact or referral to any other agencies if this is necessary.

**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.