

**SEND INFORMATION REPORT 2017/18**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School/Academy**  **Name and**  **Address** | **St Matthew’s CE Primary**  **New Hall Lane**  **Preston**  **PR1 5XB** | | **Telephone**  **Number** | **01772 794482** |
| **Website**  **Address** | **www.st-matthewscofe.lancs.sch.uk** |
| **Does the school**  **specialise in**  **meeting the needs**  **of children with a**  **particular type of**  **SEND?** | **No** |  | **If yes, please give details:** | |
|  | |
| **What age range of**  **pupils does the**  **school cater for?** | **3 – 11 (Nursery (part time) and Primary School)** | | | |
| **Name and contact**  **details of your**  **school’s SENCO** | **Miss Tracy Young**  [**tyoung@st-matthewscofe.lancs.sch.uk**](mailto:tyoung@st-matthewscofe.lancs.sch.uk) | | | |
| **Name of school’s SEND Governor** | **Miss Nancy Talbot** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of**  **Person/Job Title** | **Miss Tracy Young**  **SENCo / Inclusion Manager**  **01772 794482** | | |
| **Contact**  **telephone**  **number** | **01772 794482** | **E-mail** | **tyoung@st-matthewscofe.lancs.sch.uk** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Please give the**  **URL for the**  **direct link to**  **your school’s**  **Local Offer** | <http://www.st-matthewscofe.lancs.sch.uk/send/> | | |
| **Name** | **St. Matthew’s C.E. Primary** | **Date** | **Reviewed and updated 12/06/2018** |

|  |
| --- |
| **Accessibility and Inclusion** |
| **What the school provides**  St Matthew’s CEP School is in a Victorian building in the centre of Preston. The school is on two levels – the ground floor covers KS1 with the first floor for KS2. An additional building on site houses the Nursery. The Nursery building is fully accessible for wheelchair users with a toilet and changing facilities. Only the ground floor of the main school is accessible for wheelchair users and we do not have a suitable toilet. Due to the nature of the school all staff and visitors have to park on the streets surrounding the school and there are no accessible parking spaces. Classrooms are mainly carpeted and ceilings have been lowered to improve the auditory environment. Classrooms have Interactive Whiteboards, suitable lighting and blinds to improve the visual environment. We currently support children with physical, hearing and visual impairments successfully. To improve access to the setting the hand-rails going up and down the main staircase are at two height levels. This has helped all children use the stairs safely but was fitted to assist children who have particular mobility issues.  We make information as accessible as possible – displays are bright, well labelled and attractive. Advice has been sought from SEND in relation to a visually impaired child as displays need to take into consideration font size and need to be uncluttered. Policies and procedures are available in a variety of formats, languages and staff are available to translate and explain. Information about the school is readily available on the school website, on the notice board at the entrance to the school and school publishes a monthly newsletter that keeps children, parents and carers updated about what is happening in our school. This newsletter is also on the school website We have also forged strong links with our Polish community and translate information for parents. We also have a number of second language staff members who can translate and support families for whom English is an additional language.  We work closely with the SENDIAS Officers who can support any of our families but can especially support parents and families who have additional needs. We are also well supported by the School Health Team and Children’s Social Care. In addition to these, we work alongside other professional agencies such as Health Visitors, Portage, Speech and Language Therapists, CAMHS and Educational Psychologists. The provision is made accessible in a number of ways. We have a Teaching Assistant who is learning Braille to help a visually impaired child. The school uses a variety of signs, symbols and graphics to support children’s access to resources, especially in supporting ASD pupils who need PECS. Modified furniture is used where needed and advice is sought from physiotherapists and occupational therapists if necessary.  We have access to specialised equipment. Staff work very hard to ensure the needs of all children are met. We have meetings where equipment needed is discussed and contact is made to ensure it is provided. We have ordered Braille paper for the visually impaired child and we have access to aids to support a hearing impaired child. The school has modified a toilet so make access easier for children with physical difficulties.  School has a wide range of IT equipment and programmes which are used to enhance the learning experience of all our children and especially those with SEND. Each classroom has an interactive whiteboard and several class based computers. In addition to this school has a large bank of Ipads and laptops for use with or without headphones. |

**Accessibility and Inclusion**

|  |
| --- |
| **Teaching and Learning** |
| **What the school provides**  Children are assessed and identified as early as possible. Following a short period of monitoring to identify specific areas of need the child will be supported through small group intervention work to address the area of concern. If progress is still not evident a Targeted Learning Plan (TLP) with targets to work towards is put in place with support from a teaching assistant. This is shared with the pupils and parents so everyone is working towards the same goal. We work with Specialist Teachers from SEND who can assess need and give advice on ways to support the child. Referrals can be made to other agencies such as CAMHS, Speech and Language or occupational therapy. If there is evidence of a significant difficulty, a referral to the Link Educational Psychologist can be made. At every stage, parents are fully informed and asked to support their child alongside the school’s work.  St Matthew’s is well staffed with many teaching assistants, some of whom are bi-lingual and can assess a child in its first language. The teaching assistants work on TLPs, run a variety of intervention programmes and support individual children. We work hard in improving the skills of all staff, including teaching assistants and they are offered a range of training throughout the year. Recent training has focused on language development and our in-school therapist provides on-going advice. Teaching assistants have also attended training in managing ASD behaviour and in developing literacy skills. Staff have access to Specialist Teachers who come in to support children with Education, Health and Care Plans but who will also observe and assess children who are not making expected progress. Children are assessed before and after intervention to support learning. The school uses a range of intervention programmes to meet the needs of the children.  The school has identified language and communication skills as being a priority area. We follow a ‘degree of need’ identification process. Children with one degree of need work with trained teaching assistants in small groups in developing their language skills. Children with two degrees of need work with an HLTA in small groups focusing on specific areas and children with more difficulties, at a three degree of need work 1:1 with our speech and language therapist. The school have an agreement with Bridge Street Therapy – an independent speech and language service. Louise Laycock works in school for one morning every week assessing, supporting and referring children with speech, language and communication difficulties and staff within school work with small groups daily. The majority of children have Staff who are to trained using the ‘I-Can’ resources so work with children requiring language support in small groups.  Children requiring adjustments and support during tests and SATs are given the appropriate support. This can be in having a reader or additional time if they meet the criteria. Some children might be dis-applied if necessary and teacher assessment levels used. This would be only in certain circumstances and applied for in plenty of time.  St Matthew’s provision map identifies the children it supports, the Teaching assistant working with them, the intervention programme, the entry/exit level and whether an TLP is in place. Additional information such as Free School Meals/Pupil Premium, attendance, EAL etc is also recorded to get a full picture of the child and support system. Progress is currently monitored using Classroom Monitor. Extra-curricular activities are fully inclusive and include membership of sports clubs, homework club etc. |

|  |
| --- |
| **Reviewing and Evaluating Outcomes** |
| **What the school provides**  We currently have eleven children with EHC Plans and two who are in the Statutory Assessment process. We plan to follow the arrangements that were in place for Annual Reviews and have a meeting every year. If the child with a EHC Plan has recently been allocated one, we will have two reviews six months apart. Parents and professionals working with the child are invited or will write a report to be distributed in the review meeting. The child will be supported in completing the Pupil Advice Form and will be invited to the meeting as appropriate to the age and understanding of the pupil – this might be at the end of the meeting to hear a summary of the meeting and to hear how people working with the child think he/she is doing. Parents can ask for a meeting - either formal or informal, at any time and the SENCo or other staff involved in working with the child will be available as soon as possible do discuss any concerns.  Meetings about progress and discussion of provision for any child with other SEND support can be arranged by appointment with the SENCo and class teacher. TLPs are sent home every half term so parents can see what the targets and strategies are in supporting their child. General progress and information about work carried out to support children with SEND can be discussed at Parents’ Evenings. Team Around the Child (TAC) or Team Around the Family (TAF) are held at least once each half term for children who have particular concerns – educationally, socially, emotional or issues that impact on the wider family.  We assess and evaluate the effectiveness of the provision made for children with SEND by monitoring progress using PIVATS, KLIPS, Dimensions, assessing and marking work, formal and informal assessment methods as well as the assessment tools used by outside agencies. We are also monitoring progress though ‘Classroom Monitor’, an on-line tool. Other ways of evaluating the provision could include attendance records, membership of extra-curricular activities and overall attitude and motivation.  Children are aware of what they need to do to improve outcomes for themselves and contribute actively in their learning. Provision Mapping allows for any child with any additional need to have these needs met, hopefully, without the need for any additional funding. The SENCo undertakes a thorough assessment for any child before and after any intervention to give a sound starting point and to measure progress. This may lead to an end to intervention, a continuation of the same or different intervention, or a consolidation period. |

|  |
| --- |
| **Keeping Children Safe** |
| **What the school provides**  Risk assessments can be carried out in a variety of ways and by different people involved but the overall responsibility is the Head-teacher’s. All visits outside school require a risk assessment to be carried out but this might be done by the place of visit. Staff are encouraged to visit the visit venue if possible or communicate with venue staff if there is an issue. The risk assessment and booking information are forwarded to Evolve for approval.  Children in KS1 are to be dropped off at school and collected at the end of the day by a responsible person. The same applies to the children in KS2 unless a permission letter saved by the school allows the child to go home alone. This applies to any after-school clubs too. If a child is absent, parents are asked to inform school using text or the phone option. Our Office Assistant Manager will contact the family if we have not heard earlier from the family.  There are no parking areas for pick up and drop offs – parents are asked to park with consideration to other road users and pedestrians.  During breaks and lunchtimes children are supervised by trained staff. Some children require additional supervision due to additional needs and this is arranged through the Head-teacher. We always ensure the ratio of adults to children is correct but if it is not, additional staff would be asked to go out to supervise. We employ a sports coach who run training sessions over lunch times too.  Children are encouraged to be responsible for their actions and behaviour outside the classroom. We have high expectations of their behaviour but also ensure that activities outside the classroom are well supervised, assessed and properly equipped. Class Dojo is used as a reward tool and as a communication method where teachers can text parents directly. Children who practise the values of the school are recognised and given a certificate.  St Matthew’s School takes bullying very seriously and acts quickly if incidences are reported or picked up by staff. Children are encouraged to report any incidences to staff, parents or friends. We carry out anti-bullying assemblies, activities in lessons and have whole school awareness campaigns. Parents can find details of anti-bullying on the school’s website or from the office.  School has a school council with 2 children democratically elected from each year group to represent the views of their peers in school council meetings. All staff in school who work with children have regular safeguarding training. The Head Teacher and the Chair of Governors have attended “safer recruitment” training. |

|  |
| --- |
| **Health (including Emotional Health and Wellbeing)** |
| **What the school provides**  Parents are encouraged to administer medication at home or come into school to give it. Children on long term medication can be given the medication in school by a member of staff who has agreed to do this. The medication needs to have the child’s name on it and dosage information. Medication will be kept in the office in a locked cupboard and handed over to parents or staff by the Office Manager.  St Matthew’s work with parents and the school nurse or medical staff who specialise in the medical condition to draw up a care plan. The plan is kept in the office in the child’s file, in the medical file kept by the SENCo, given to the class teacher to share with support staff and given to the parents.  In the case of a medical emergency, an ambulance would be called and appropriate first aid would be administered by our trained paediatric first aiders. Information about the incident or condition would be given and parents contacted as soon as possible. The child would be accompanied by a staff member and stayed with until a parent arrived.  Staff are trained in paediatric first aid to administer first aid to young children. More specialist training is given to meet a child’s particular need through the nursing staff who specialise in that condition such as diabetes, asthma or epilepsy. A member of staff attends diabetic training annually. Training in other medical conditions such as cystic fibrosis would be sought out as appropriate. All staff have received First Aid training in the past and certain staff receive on-going training as designated First Aiders. Annual training in administering Epipens is also carried out.  St Matthew’s has an excellent relationship with the School Health Team, including Health Visitors, CAMHS and Portage staff. School nurses attend meetings about children we have concerns about. We have excellent provision for children with speech, language and communication needs as we work with staff from Bridge Street Therapy. A therapist works one morning every week and a trained HLTA works with groups daily in supporting children improving their speech, language and communication skills. We work closely with staff from the Well-Being Service in supporting children and their families. We can refer children, with parental permission, for counselling with a trained therapist or to CAMHS. In-school support for children’s emotional, social and behavioural needs is provided by our Learning Mentor – KS1 has a nurture class which runs in the afternoon and KS2 has support groups which run weekly.  Several members of staff have had training on diabetes and can monitor blood sugar levels and administer insulin if needed. Staff have also had training on the use of Epi-pens and on asthma awareness. School follows county procedure in relation to any case of a medical emergency. Regular pastoral staff meetings allow for staff to be made aware of any child’s particular needs. If appropriate then training in other areas of additional need will be given to any member of staff that requires supplementary preparation. |

|  |
| --- |
| **Communication With Parents** |
| **What the school provides**  St Matthew’s School is an inclusive school and is committed to delivering the best provision and therefore outcomes to all our children. We believe that the most effective way to achieve this is to work jointly with parents and carers. We hold regular meetings with parents who have any concern about their child. They can initially contact the Head-teacher who will direct them to the relevant member of staff or other professional agency. Miss Young, the SENCo, can also be contacted and she will do the same.  We do operate an ‘Open Door’ policy at St Matthew’s but depending on the nature of the concern, an appointment may need to be made to suit all parties.  Parents can discuss their child’s progress with the class teacher or SENCo at any time. Progress is always discussed at Parents’ Evenings and recorded on their end of year report. This also records the targets the children are working on. Children on the SEND register have their Targeted Learning Plans sent home every half term so parents can support their child on the targets too.  We offer a Parents’ Evening and the written End of Year Report. There is also a ‘Get to Know the Teacher’ meeting at the beginning of the academic year where ‘house-keeping’ is discussed such as homework, PE and expectations in attitude and behaviour.  Parents are asked to complete a ‘Parent Questionnaire’ every year so their opinion can be considered within the day-to-day running of the school. Parents can also give feedback during the ‘Get to Know the Teacher’ meeting or at any other time during the year.  Training sessions with parents on matters such as phonics, mathematics and general support for children are organised regularly, often in association with Preston College. |

|  |
| --- |
| **Working Together** |
| **What the school provides**  Every class has a representative on the School Council and children are encouraged to speak to their representative about ideas or concerns. We also have an ‘Ethos Committee’ who promotes the school’s values – the value focus is different every half term. Members of this committee change every half term so that more children can be involved. Every half term children are asked to discuss the topic they have covered and report on what they enjoyed, have learned or would like to change.  Parents can speak to staff members at any time about their child’s education – we welcome comments and ideas. They can also comment on the Parent Questionnaire or when they attend Parents’ Evenings.  Parents are welcome to get involved in the life of the school or become school governors. We have parent volunteers in school who hear children read, support in lessons or help in any of the activities in school. We regularly have training for parents, most recently in phonics and mathematics. In the past we have held training sessions and courses organised by Preston College on a variety of educational matters.  The Governing Body involves other agencies in meeting the needs of pupils with SEND and supporting their families. We have a SEND governor who visits the school regularly and works with the SENCo in meeting the needs of the children. She reports back to the Governors annually and keeps them up to date during termly full-governors meeting.  All children have a ‘Home/School Agreement’ signed by them and their parent. Individual children may require an additional agreement reporting on their behaviour – this takes the form of a diary informing parents of the positive incidents as well as incidents where their child could improve and how best to support the child. |

|  |
| --- |
| **What help and support is available for the family?** |
| **What the school provides**  We are happy to help complete forms and paperwork. A variety of members of staff can assist in this depending on the form. We have bi-lingual assistants who can translate and our Office Manager and Assistant Manager are extremely helpful. Nursery and Year 6 teachers can help with admission forms and procedures for High School applications. Our SENCo can help with forms and paperwork involving SEND issues or anything else. Parents can access this support by contacting the office personnel who will contact the relevant staff.  We will endeavour to provide information, advice and guidance to parents requiring it. If there is an issue we do not have the answer to we can contact other agencies who can help on behalf of the parents or sign-post them to the agency. Again, a variety of staff can help depending on the issue and initially the office staff or Head-teacher can be the point of contact and they will then contact the relevant member of staff. The school can also request support from the SENDIAS Officer on behalf of the family.  The SENCo can help parents with travel plans to get their child to and from school. We have a ‘Walking Bus’ which targets children who are frequently late for school or whose parents work. There is a daily ‘Breakfast Club’ for which there is a small charge, where children can attend from 8am, receive a breakfast and take part in a range of activities. |

|  |
| --- |
| **Transition to Secondary School** |
| **What the school provides**  St Matthew’s School works closely with secondary schools in making the transition as smooth as possible. We have visits from Year 5 to different secondary schools offering curricular days. Some High Schools carry out themed or sports activities involving groups of our children. Staff from receiving High Schools visit St Matthew’s to discuss pupil progress, attitudes and any concerns. Confidential information is passed on to appropriate staff at the receiving High School.  In respect of any children with an Educational Health Care plans, school will arrange a transition review when the high school is allocated. We will deliver a transition programme which is intensive and robust for all children with SEND. We have arranged several visits for our children with EHC Plans that are conducted at different points during the day to familiarise the child with the layout of the school and the unstructured parts of the day. We actively encourage a buddy system whereby children with additional needs are paired/grouped with either/or children who are transferring to the same High School or are already attending the school. |

**Transition to Seconda School**

|  |
| --- |
| **Extra Curricular Activities** |
| **What the school provides**  St Matthew’s offers a daily Breakfast Club. This is available from 8:00am with breakfast and activities provided for 50p a day. We also run a range of sports activities after school such as football, cricket and netball. Places are limited at both clubs and children with attendance or punctuality issues are prioritised. We also have a ‘Walking Bus’ which collects children and brings them to school.  We have sports coaches in at lunchtime to work with children in both Key Stages on a range of sporting activities. This is free to all pupils.  All clubs and activities are inclusive. We pride ourselves on our fully inclusive policy and ensure all children are catered for. We work closely with the coaching staff in school to ensure they are informed about an SEND or disability so they can ensure the child is involved and any safety issues are covered.  We support all children in making friends and have a ‘Buddy’ system for new children. Classes visit and play with their ‘Buddy Class’ friends. Staff from our Pupil Support Team support children new to school or if they are experiencing some difficulty in social interaction. |

|  |
| --- |
| **Where can I find the contact details of support services for the parents of**  **children/young people with SEND?** |
| The school SENCO is able to provide contact detail of support services for children/young people and their parents/carers with special education.  Information is also on the Lancashire County Council website:  http://www.lancashire.gov.uk/children-education-families/special-educationalneeds-  and-disabilities/help-for-parents-and-carers.aspx |

|  |
| --- |
| **Where can I find information on where the local authority's local offer is**  **published?** |
| Our Local Offer is on the school website in the SEND section <http://www.st-matthewscofe.lancs.sch.uk/send/>  Lancashire County Council’s Local Offer - http://www.lancashire.gov.uk/send |

**Reviewing and Evaluating Outcomes**