

St Matthew's Bloxam C of E Primary School



Special Educational Needs and Disability Leaflet for Parents and Carers.



Our job is to help your child achieve the very best they can at school. During your time at St Matthew's Bloxam C of E Primary School you may feel that they need some additional help or support with their learning. This booklet is to inform you of the types of support available for your child, who can help and how this support can be accessed.

At St Matthew's Bloxam C of E Primary School, we strive to be an inclusive school, where all children to reach their full potential to allowing them to let their light shine.

All pupils at St Matthew's Bloxam C of E Primary School receive quality first teaching. This means that a range of teaching and learning styles are used and that learning objectives are set to match the specific needs of the children.

All our classes are supported by teaching assistants and pupils maybe offered additional one to one tuition, small group work or catch up programmes where needed.

At St Matthew's Bloxam C of E Primary the progress and attainment of all pupils is reviewed every half term by the Senior Leadership Team at which time provision may be adjusted to meet identified needs. You would normally be informed about your child's general progress and targets through the twice yearly Parent / Carer Evenings and annual report. Some children may have difficulty in different areas of their learning and usually intervention can overcome these difficulties. However for some children they will continue to have difficulties or may have a high level of difficulty when they join us, they then may be considered to have special educational needs and disability (SEND) and placed on the SEND register as SEN Support. Parents will always be informed if a child is placed on or removed from the SEND register.

Many children will have Special Educational Needs of some kind at some time during their education. Children with SEND have learning difficulties and/or physical disabilities which make it harder for them to learn than most children of the same age. They will need extra support or different help e.g. modified tasks, extra time or breaks in formal assessments. Schools and other agencies can help most children overcome their difficulties quickly and easily. However a few children will need extra help for some or all of their time in school.

This means they may have difficulty with:

- some or all of the work in school
- reading, writing or mathematics
- understanding information
- expressing themselves
- understanding what others are saying
- organising themselves
- some kind of sensory or physical needs which may affect them in school
- managing their emotions
- making friends or relating to adults
- speech and language

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Children may have more than one primary need.

Communication and Interaction (C&I) Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Speech, Language and Communication Needs (SLCN) Autism Spectrum Disorder (ASD) Asperger's Syndrome and Autism

Cognition and Learning (C&L) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing). A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD.

Social, mental and emotional health (SMEH) A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;

- problems of mood (anxiety or depression),
- problems of conduct (oppositional problems and more severe conduct problems including aggression),
- self-harming,
- substance abuse,
- eating disorders or physical symptoms that are medically unexplained.
- Attention deficit hyperactive disorder (ADHD),
- Attachment disorder,
- Autism
- An anxiety disorder

Sensory and/or physical needs These include (S/PD) Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability (PD)

Transition

At St Matthew's Bloxam C of E Primary School every effort is taken to ensure transition times are successfully managed. Transition for all pupils takes place in July where children move to their next class in preparation for September. Additional visits can also be arranged to re-assure pupils and parents. We work closely with children who are transitioning from Year 6 to secondary school.

Depending on the needs of the child extra provision is put in place for example;

- photographs taken of the school environment and adults that they are working with
- extra transition days
- collaborative meetings with SENDCO from both schools and parents.

Different levels of special educational needs your child may be put on and what they mean

Working within the Guidelines of the Special Educational Needs Code of Practice (DfE 2015)

SEN support - This is where children require some kind of additional or different support within the classroom from that which is normally provided. Personalised support plans will be used to help plan the support needed for your child. In consultation with parents, we may feel it would be in the best interests of the child to seek advice and support from outside agencies, for example, an Educational Psychologist, a Specialist Advisory Service Teacher, a Speech and Language Therapist, an Occupational Therapist or a Support Teacher for the Hearing and Vision.

EHC plan - If after a period of monitoring a child is still not progressing on the SEN support stage of special needs we would consult parents. In a small number of cases, a child's needs are severe and / or complex and school will apply to the local authority for an EHC assessment which would result in an EHC plan. They will then gather evidence about the child's needs and will meet to decide if the child requires specific support. If the EHC is agreed by the local authority support will be provided, then monitored and evaluated through the annual review process. An EHC plan follows a child until they are 25 and thinks about what support that child will need in their future to help them live fulfilling adult lives.

If you have any concerns that your child has some additional needs please speak to their class teacher. After meeting with the class teacher and you still have concerns you are very welcome to make an appointment with our SENDCO Mrs Francis. Appointments can be made through the school office (01788 542610).

Further information can be found on the school's website regarding policies and further SEND information. <https://www.st-matthewsbloxam.co.uk/send/>

We have a highly experienced team of staff who may be involved in supporting your child at St Matthew's Bloxam C of E Primary School.

These include:

- Your child's teacher, who will always make sure that tasks set are appropriate and accessible for your child.
- Teaching Assistants, who support all pupils in class. We have several TAs who help support groups and individual children with their learning.
- Learning Mentor, Mrs Jones, who works with children who may be experiencing a particular period of trauma or emotional difficulty, including help with friendships.
- The SENDCO/Deputy Headteacher (Mrs Francis) who has the National Award for Special Educational Needs Co-ordination coordinates the provision of SEND in school.
- A School Governor who works with the SENDCO in leading SEND in school is Mrs Hazel Maher.
- Speech therapist – Alexandra Amadeo, who supports children who are experiencing speech and language difficulties. While working collaboratively with staff and parents to help achieve, secure and maintain progress.
- Specialist Teacher – Mrs Alison Kemp, who observes children and offers support and strategies.
- Educational Psychologist - Dr Heather Carver, who observes children and offers support and strategies.

To ensure our staff have the skills and knowledge to support children with SEND—there is a programme of on-going training.

If you have any concerns, please talk to your child's class teacher or Mrs Helen Francis, SENDCo.



Special Educational Needs
& Disabilities