



St. Matthew's Bloxam C of E Primary School



SEND Information Report **Updated March 2023**

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What kinds of Special Educational Needs can be met at our school?

At St. Matthew's Bloxam C of E Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils. We believe with a proactive partnership working with parents/carers, children and professionals, all children can let their light shine to achieve to their full potential.

If any pupil in our school has a barrier to learning, we will make sure we offer the best opportunities for them to take part in every aspect of school life.

Barriers to learning include:

- Communication and Interaction (Speech and language difficulties or Autism Spectrum,)
 - General learning difficulties both moderate and severe,
 - Social, emotional and mental health difficulties such as ADHD or attachment disorder,
 - Problems with sight or hearing, or other physical disabilities,
- Alternatively, your child may have a different less common disability that causes a barrier to learning.

The term 'Special Educational Needs and Disability' (SEND) can sound quite upsetting and frightening to many parents, but it needn't do! A pupil is said to have SEND where their learning difficulty or disability requires 'provision different from or additional to that normally available for pupils of the same age' (Special Educational Needs Code of Practice, DfE 2014). This is a very broad term and includes children with a wide range of additional needs; some that are relatively simple and others that coincide with a disability and are therefore quite complex.

Contact details

Our Special Educational Needs and Disability Co-ordinator is

Mrs Helen Francis,
01788 542610
St. Matthew's Bloxam C of E Primary School,
Webb Ellis Road,
Rugby,
CV22 7AU
Francis.h@welearn365.com

SEND Governor details-

Mrs Hazel Maher
01788 542610
St. Matthew's Bloxam C of E Primary School,
Webb Ellis Road,
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CV22 7AU
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What should I do if I think my child has special educational needs?

We encourage open channels of communication between the class teacher and parents/carers and recognise the positive impact this close partnership has on the education of our children. If you think your child may have SEND, please come in as soon as possible and talk to your child's class teacher or make an appointment to see Mrs. Helen Francis, the SENDCo - Special Educational Needs and Disabilities Coordinator.

In any class, there will be a broad spectrum of different abilities and we embrace this diversity at St Matthew's Bloxam. There will be children operating at a level well above what we might expect and those whose level of ability is below age-related expectations. It is important to point out that a child with a low ability does not necessarily have SEND. However, there are children in which there is an identifiable learning difficulty and for these pupils, we need to do things a bit differently. With regards to pupils living with sensory and/or physical disabilities, there may be adjustments to the school environment that we have to make, that are additional to those that we might normally provide. If either of these instances is true of a pupil, then we consider them to have SEND.

The SENDCo will usually monitor a child for a half term to see if the alterations/interventions that have been put in place have made a positive impact. If concerns are still held by either staff or parents/carers, then the possibility of the child being identified as having SEND will be discussed. It is important to note that Parents/Carers and the children are an integral part of the entire process.

How does the school identify and assess children with special educational needs?

At St. Matthew's Bloxam we appreciate that every child is an individual and so we use a wide range of strategies to help us identify and assess children.

These may include:

- Looking at how well your child is doing and how quickly they are making progress from baseline/previous assessment information we have.
- Discussions with previous settings such as Nurseries/previous schools and working closely with other professionals such as Health Visitors, Specialist Teachers, Educational Psychologists as well as meeting with Parents/Carers.
- A variety of different screening tools and programs which may help identify any difficulties.
- Observing your child in the classroom and supporting teaching staff with ways in which they might be able to help your child.
- Discussions during pupil progress meetings.
- Speech and Language assessments.
- Specialist Teacher Service identification and observation.
- Standardised assessments administered by Specialist Teacher.
- Educational Psychologist identification and observation.

- Liaising with professionals and external agencies.
- Regular meetings with parents/carers and children

These all help us to see any difficulties your child might have and would generally lead to informal chats first with all involved before a more formal process is started where needed. The early identification of pupils at St. Matthew's Bloxam is a priority.

At St. Matthew's Bloxam we follow the Graduated Approach of identification and support for children with SEND following the four part cycle – assess, plan, do and review progress termly. Children who receive support from an outside agency are placed on the SEND register.

What is the school's approach to teaching pupils with SEND?

St. Matthew's Bloxam believes that the majority of children learn successfully within the classroom when the correct support is put in place for them. Access to quality first teaching is a priority for all pupils at St. Matthew's Bloxam, all children benefit from quality first teaching where teachers assess, plan and teach all children at the level which allows them to progress with their learning. We ensure the curriculum and teaching sequences are adapted to meet the individual needs of all children and support children with SEND through various means including:

- Curriculum support – adaption of learning in class through quality first teaching.
- Small group work or 1:2, 1:1 in class.
- Following specialist advice from external professionals.
- Implementation of various interventions and strategies so every child can access the curriculum at a level appropriate to their specific needs.
- Interventions and pre teaching support - it may be necessary to teach children in small groups throughout the day to help close any gaps in learning (called an intervention) or to give children the opportunity to revise topics before they move on in class (called a pre-learning session).
- Speech and language therapist support.
- SEMH nurture groups.
- Transition and review meetings between school and parents/carers.
- Learning Mentor support - sessions with Learning Mentor to support social and emotional skills, such as building self-esteem.
- Small group sessions to work towards targets set by other professionals, such as speaking and listening, physical coordination and memory.
- Specialist resources, such as pencil grips and writing slopes, visual timetables and netbooks. Wherever possible, this will be funded through the school notional SEND budget unless more specialist or costly equipment is needed which would require sourcing from elsewhere.
- Adaptations to the learning environment, such as changing the layout or displays, seating position in class, use of assistive technologies or the creation of 'chill out' spaces within the classroom.
- An additional adult to support your child at lunchtime/playtimes.

- Support via an Education, Health and Care Plan (a legal document to support children with the most complex needs that outline their provision and allows access to additional funding and/or resources from the Local Authority.)

St Matthew's Bloxam C of E Primary School – Whole School Provision Map 2023 - 2024				
	Cognition & Learning	Communication & Interaction	Social, Emotional Mental Health	Sensory & Physical
High Quality First Teaching – Universal Offer	- Differentiated curriculum – planning, learning, resources, scaffolding etc. - Safe and uncluttered organised classrooms - Calm and purposeful environments - Visual resources easily accessible - High quality and Clear modelling - Visual timetables - Forest school / Nature classes - Photographs of key staff - Multi-sensory resources used within and across lessons. - Clunked / broken down tasks - Consistent approach to handwriting - On the spot live marking and feedback - TA support - Pre-teaching of subject vocab - Teaching sequencing as a skill - Text presented clearly – bullet points, clear font, headings	- Structured class routines - High Quality first teaching - Differentiated curriculum - Time to process - Rich language culture and climate across school - Drama and role play planned into teaching sequences. - Using songs for routines - Increased visual aids - Visual timetables at eye level of children - Use of sign language/basic Makaton - Use of key words/vocabulary emphasised when speaking - Multi-sensory approaches used to support spoken language e.g. Symbols/pictures/concrete apparatus/artefacts/role-play - Instructions in manageable chunks - Checklists and task lists - Delivery slowed down with time given for processing - Prompt cards used to support understanding - Talking partners used	- High quality first teaching - Emphasise positives in front of others to develop children's self-confidence - A culture based on positivity, kindness and nurture – all pupils are given unconditional positive regard - Emotions and feelings are recognised, named and validated - A staff team who see each child as unique and find their hidden talents - Secure, trusting relationships - RSE policy and programme to support key skills - Whole school approach to behaviour – Positive Behaviour and Relationships Policy - Whole school and class rules - Reward systems - Teachers use a variety of teaching styles and approaches - Outdoor classrooms and forest school area is used to enhance the curriculum and provide learning opportunities for pupils - Sensory regulation room - Give pupils classroom responsibilities	- Visual - Coloured overlays/ different coloured paper - Consider lighting – natural and artificial - Eliminate inessential copying from the board - Where copying is required, ensure appropriate print size photocopy is available - Read aloud as you write on the board - Avoid standing in front of windows – your face becomes difficult to see - Consider seating – sat at the front closer to board/resources - Hearing - Careful seating – closest to the teacher - Keep background noise to a minimum – if severe use felt in pencil pots etc. reduce use of Velcro - Slow down speech rate - Allow more thinking time - Repeat contributions from other children – their voices may be softer and speech more unclear - Check that oral instructions have been understood - Face the pupil when speaking & keep hands away from mouth - Co-ordination - Sat at table where there is sufficient space - LH & RH pupils not next to each other with adjacent hands - Desks at elbow height - Sloping desk stand if appropriate - Seated with minimal distractions.
	- Pupils encouraged to explain what they have to - check understanding - Links to prior learning explicitly made /retrieval practice integrated into lessons - Key learning points reviewed throughout lesson - Alternative ways of demonstrating understanding e.g. Diagrams, mind maps, use of voice recorders - Provide a range of writing frames - Word mats designed for specific subjects/lessons - Opportunities to work with a scribe or use ICT when necessary - Use of ICT/apps to reinforce what has been taught - Use of ICT/apps as solution to difficulties e.g. dictation, typing - Coloured overlays, coloured paper for worksheets & coloured background on SMART board - Extra time to complete tasks - Learning ladders to break down step - Next steps display in classroom	- Classroom seating plan considered so children can see teacher and visual prompts - Access to a quiet work station - Word walls/displays to develop understanding of new vocab - Minimise use of abstract language/language tailored to individuals - Eye contact as necessary for the child	- Refer regularly to school/classroom rules - Calming music - Weighted cushions - Team around the child approach - Use of ear defenders to support focus - Breaks between tasks - Moving around/sensory breaks • Interactive strategies e.g. Whiteboards to hold up answers - Clear behaviour expectations modelled by staff - Quiet zone or sensory space - Visual timer/stop watch 'Fiddle' toys - Concrete resources easily at hand to support - Give a 'set time' for written work - Personalise teaching to reflect pupils' interests - Transition from whole class work to independent is taught and actively managed - Reward system for older pupils • Learning ladders to break down steps - Wobble cushion/resistance bands to support sitting in chairs or on carpet spot - Meet and greet at key transition points e.g. start of day, lunchtime etc.	- Encourage oral presentations or use of ICT as an alternative to written work where appropriate. - Lined paper with sufficient wide spaces between lines to accommodate pupil's handwriting. - Range of fine motor and gross motor activities - Use of visual, auditory and kinaesthetic methods - Structured environments that encourage independence - Well-resourced and easily accessible support materials and resources - Size and font appropriate

Mrs. Francis will oversee that the provision your child has is effective, and she is responsible for making sure that your child makes good progress throughout the year.

What if your child has a more complex, long term need or disability?

For a very small number of children assessment and provision may be provided through an Education, Health and Care Plan (EHCP).

The following steps will lead to this:

- The school or the parent/carers asks that the LA considers whether there is a need to formally assess your child's needs.
- Information is gathered by the LA from parents/carers, school and any other agencies involved.
- A decision is made about whether an EHCP is needed or not.

Either an EHCP is written with support and long/short term targets agreed or the support already provided by our school is sufficient to meet the needs of your child

How do we keep track of SEND?

Once a child has been identified with SEND, we keep track of their progress and plan for the best possible outcomes in our school. A register of these children is kept in school and, depending on the level of support that we need to consider, these pupils will be monitored within three different categories:

- SEND Monitoring
- SEND Support
- Education, Health and Care Plan (EHCP)

A child may be in the ***SEND Monitoring*** category of the register, if a class teacher is concerned about a child's progress in school, they also may fall into this category if they once had SEND, but their progress means that their teacher is now able to meet their needs without extra provision. It is perfectly normal for a SEND Register to develop like this.

SEND Support is the group of children with SEND who the school have to make different from or additional to provision for. This might be designed by class teachers or by other professionals from outside agencies who specialise in certain areas of SEND. SEND Support plan will be reviewed termly.

An ***EHCP*** is a document which identifies a child's need in some detail and sets targets for a child to reach. These are written in collaboration with the child, parents/carers, teachers, educational specialists and healthcare professionals. This document is reviewed annually with parents.

All children in the EHCP and SEND Support categories of our school's SEND Register will have a *SEND support plan* implemented and reviewed, at least three times throughout the year.

What policies are in place to support children with SEND?

- SEND Policy
- Positive Behaviour and Relationships Policy

- Anti-Bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Admissions Policy
- Equality information
- Accessibility plan
- Warwickshire's Local Offer - <https://www.warwickshire.gov.uk/send>

What other professionals might work with my child?

At St Matthew's Bloxam we work alongside many different professionals who specialise in a particular aspect of SEND. These professionals are an invaluable resource. Their input varies from individualised, regular programmes of intervention to in-class observations of children, followed by a formal report. Some of the other professionals we often work with are:

- Compass – School Health Provider.
- Health Professionals (GP, Speech Therapist, Occupational Therapists, Physiotherapists, School Nurse, Paediatric Consultants)
- RISE – Neurodevelopment Service
- Social Care Professionals
- Educational Psychologists
- Specialist Teacher Services
- IDS – Integrated Disability Service – Physical Disabilities team, Hearing and complex needs team.
- Virtual School (supporting children who are in the care system).

This is the team that support St. Matthew's Bloxam:

Nursery

The Pre-School Service support children in mainstream Early Years' Settings across Warwickshire.

Integrated Disability Service (IDS) From 0 – 5 years old, all specialist services are provided to schools as they need them and this cost is covered by the government. The specialist teacher will observe and advise school on strategies for SEND support.

Reception, KS1 and KS2

Specialist Teacher Service – Alison Kemp

Alison is a specialist teacher, who is able to assist and advise the school on strategies to help children with all categories of SEND, across all age ranges. She will often carry out observations inside and/or outside of the classroom, followed by a series of assessments, designed to gain a deeper understanding of a child's ability. The observation and assessments will be written up in a formal report, which will provide evaluations and advice on how to support children in class.

Speech and Language Therapy – Alexandra Amadeo (NHS)

Alexandra provides support to children with difficulties with speech, language, communication and interaction.

Educational Psychologist – Dr Heather Carver

Heather provides specialist support to advise the school with strategies to help children with SEND.

How do we know if we are doing the best we can for your child?

- We review and track your child's progress termly.
- We talk to you and your child and listen to your views and your child's views.
- We review SEND support plans termly.
- We follow advice from any professionals involved

How will we support a child with special educational needs with emotional and social development?

We want each child to make progress socially, emotionally and with their learning. We will always talk to parents/carers and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

- Compass, School Nurse
- Learning Mentor
- Nurture groups

How are staff supported and trained where needed to meet the needs of your child?

The SENDCo organises training events in schools or using external providers, recent training include restorative practice, attachment training, emotional coaching, transition support and autism training.

The SENDCo supports all staff and will organise individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals.

We always welcome parental help in identifying the most appropriate external support.

How does school make sure my child with SEND can access the building and equipment? Will my child be able to take part in everything? Will my child miss out on things if they need to be given medicine?

St. Matthew's Bloxam is an inclusive school; every after school club, residential trip and activity is open to every pupil and we work hard to ensure that pupils with SEN and disability are not treated less favourably. Further, more detailed information can be found in our Accessibility Plan, which is available on our website. <https://www.st-matthewsbloxam.co.uk/behaviour-send-and-inclusion/>

In summary, all our buildings are accessible to people with a full range of disabilities, including those in wheelchairs via ramps, appropriate door and corridor widths, disabled toilet and washing facilities and a range of furniture heights. We will work closely with the local authority and Integrated Disability Team. Staff take an



individual approach to enable pupils with SEN and disabilities have access to information readily accessible to their peers.

The school can administer prescribed medicine, please go to the school office for more information.

Occasionally, your child's needs may mean that school have to complete an additional risk assessment for some activities and if this is the case then you will be consulted directly.

How will the school involve me in my child's progress, provision in school and how I might help at home?

Tracking how well your child is doing is an important part of providing the right support for your child and your family. This information will be recorded on a SEND support plan and will be formally reviewed three times a year to ensure that your child will meet their targets. This will be discussed with you at Parents/Carers' appointments however you are always welcome to come in and chat with your child's class teacher or the SENDCo at any time. It may also be appropriate to have review meetings with a number of professionals if your child's needs are very complex as it allows you to access expertise and information from everybody at the same time, leading to a more streamlined approach to the support your child receives.

We want parents to feel fully involved in every stage. Sharing information is vital and will be done through:

- Regular more formal contact to discuss progress including parents/carers appointments, additional review meetings and written school reports.
- Informal chats or phone contact and an invitation to come into school if needed if something arises between more formal meetings.
- Sharing ideas about how you can help your child at home.

Who will listen to my child and make sure their views are considered?

All children are given opportunities to talk about how they feel they are doing and what would help them most. For your child with SEND there will be times to chat with a member of staff informally during or at the end of supported work with a teacher or TA, or at other times when the child feels they need to talk. Pupil's views on their progress/strengths and difficulties will be collected prior to any review meetings.

How do we evaluate the effectiveness of our SEND provision?

When we map provision for our learners with SEND, the review process is our first look at how well this extra support has worked. Feedback from the child, parents/carers and the classroom teacher is all recorded on our SEND Support Plans. These evaluations take place each term. In most cases we are able to judge how effective a particular intervention has been, for example, by the data that we gather before and after it has taken place.

The SENDCo's role is to monitor the support plans running in school and to assess what the before and after data shows.

We also have an internal data tracking system which records and analyses teacher assessments, on a term-by-term basis. This is able to isolate particular groups of interest to the school, such as those pupils with SEND. In this way we are also able to track the attainment and progress of children with SEND.

SEND provision is also a significant part of termly Pupil Progress Meetings, which are conducted by the Head Teacher.

What happens if my child's progress does not improve?

Every child's progress is continually assessed and recorded three times a year so that the effectiveness of any intervention or help your child is receiving can be monitored (and altered quickly if necessary). This might be small steps of progress; this is particularly important as every child is unique. The range of expertise amongst staff at St. Matthew's Bloxam is vast and if the SENDCo feels that school needs further expertise in order to support your child, they will seek your permission to consult with an external agency, such as Specialist Teaching Services, Educational Psychologist, Speech Therapist, or Paediatrician for example. Occasionally, it may be appropriate for school to apply for more support, both in terms of finance and provision, from the Local Authority in order to meet your child's needs, this is called an Education, Health and Care Plan.

What should I do if I have concerns about how my child is supported?

Come and talk to us! There are very few problems or worries that we cannot sort out at school if we work together. Please just drop in and have a chat to your child's class teacher or to Mrs. Francis, the SENDCo. If you are not happy with the response you receive then please make an appointment to see Mrs. Timson, the Headteacher. If you are still not satisfied with the response, please contact the office and obtain a copy of official complaints procedure, which can also be found here <https://www.st-matthewsbloxam.co.uk/other-policies-and-key-documents/>

What support is available for you as a parent of child with SEN?

We want to work as closely as possible with you and to support you where we can. Sometimes you may want signposting to other organisations or support networks outside school. The SENDCO will give you information we have available in school, in addition, the LA Local Offer Website provides links to all of these organisations across the authority <https://www.warwickshire.gov.uk/send>

Warwickshire SENDIAS can support, information can be found at

<https://www.kids.org.uk/warwickshire-sendiass-front-page>

Email - Warwickshire@kids.org.uk

Phone - 024 7636 6054

How will parents/carers and children with SEND be supported during transition times?

We understand that special preparations may be needed when children with SEND start at a new setting, move between classes or schools. We aim to make this as smooth and reassuring as possible through:

- Careful planning with the next setting,
- Sharing of information with parents/carers including the opportunity to meet new staff before the move,
- Additional visits to the new setting,
- Home visits prior to starting school,
- Transition booklets.

When a child with SEN changes year group, all the monitoring data and assessments, as well as the previous provision maps, will be passed on to the new class teacher. There will also be a discussion between professionals around the needs of the child and advice on how best their needs can be met. The same formal process applies to transition between phases, except where a child moves between KS2 and KS3. In the instance of transition to secondary school, the SENDCo at St Matthew's Bloxam will meet with the SENDCo of your child's new school and pass on any reports, advice, assessments and support plans.

Please note, the process is slightly different for a child with an EHCP. In these cases, we hold a formal transition meeting with parents and professionals connected to both the current and new schools.

What support is there to support my child's overall wellbeing? Who can I speak to if I need support at home?

The ethos of the school is that an adult will always make time to speak to children and there are a variety of ways children can make contact. At St. Matthew's Bloxam, we are very lucky to have a learning mentor, Mrs Jones, who supports children in school with all aspects of social and emotional health. She is also involved with families and often attend meetings with lots of different professionals to ensure that families have the support they need at home. She is always available to speak to children and families.

Where can I find further information?

Come in and chat to Mrs. Francis, our SENDCo.

Tel: 01788 542610

Email: Francis.H@welearn365.com

- Look at our SEND policy and SEND page on the school website.
<https://www.st-matthewsbloxam.co.uk/>
- Look at the pages on the Local Authority Website, including details about their Local Offer for children with SEN. <https://www.warwickshire.gov.uk/send>

Paper copies are always available at request from the school office.