

St Matthew's Church of England Primary School

# SEND Policy and SEND Information Report

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Governor Link: Sue Punter

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St Edmundsbury and Ipswich  
Diocesan Multi Academy Trust

**Whatever you do, do it with all your heart. Colossians 3:23**

**Our vision** is to be a school where pupils have a positive approach to learning and where provision is consistently good or better. Our curriculum is relevant and creative and reflects our diversity. We aim for all pupils to leave St Matthew's well equipped for the future, demonstrating Christian values and showing self-confidence.

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## **Aims**

Our SEND policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs / disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At St Matthew's Church of England Primary School, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required. This provision will be 'additional to and different from' that provided within the differentiated curriculum.

The school has clearly defined methods of assessing and identifying children with Special Educational Needs/Disabilities. The school aims to work in partnership with parents and carers who have an important role in their child's learning. The pupils' views are also important, and they will be encouraged to participate in all the decision-making processes in their education.

It is important that children who have Special Educational Needs/Disability are identified early in their school career and their needs matched with appropriate provision. The school has a range of strategies to support children and the setting of specific targets underpins the process of planning and monitoring intervention for pupils.

## **Legislation and Guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report

## **Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## SEND Information Report and contribution to the Local Offer

### St Matthew's Church of England Primary School SEND Information Report

#### Who are the best people to talk to in our school about my Child's Educational Needs and / or Disabilities (SEND)?

<b>Class Teacher</b>	<p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> <li>• The progress and development of every pupil in their class</li> <li>• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching</li> <li>• Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision</li> <li>• Ensuring they follow this SEND policy</li> </ul>
<b>The SENDCo: Sonia Gaffney</b>	<p>The SENDCo will:</p> <ul style="list-style-type: none"> <li>• Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school</li> <li>• Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans</li> <li>• Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching</li> <li>• Advise on the graduated approach to providing SEND support</li> <li>• Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively</li> <li>• Be the point of contact for external agencies, especially the local authority and its support services</li> <li>• Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned</li> <li>• Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements</li> <li>• Ensure the school keeps the records of all pupils with SEND up to date</li> </ul>
<b>SEND Governor: Sue Punter</b>	<p>The SEND governor will:</p> <ul style="list-style-type: none"> <li>• Help to raise awareness of SEND issues at Governing Body meetings</li> <li>• Monitor the quality and effectiveness of SEND and disability provision within the school and update the Governing Body on this</li> <li>• Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school</li> </ul>

**Headteacher:**  
**Kirsten Cameron**

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision on the school
- Have overall responsibility for the provision and progress of learners with SEN and / or a disability

### How does the school identify children with SEND and know what they need?

- Early identification is paramount. Each child's needs are considered on an individual basis. The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.
- *The key test of the need for action is that current rates of progress are inadequate.*

Adequate progress can be identified as that which:

- prevents the attainment gap between the child and their peers from widening
  - closes the attainment gap between the child and their peers
  - better the child's previous rate of progress
  - ensures access to the full curriculum
  - demonstrates an improvement in self-help, social or personal skills
  - demonstrates improvements in the child's behaviour
- When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a specified period. If no progress is noted after this time the child may be added to the school SEND Register. Parents will be informed of this decision.
  - The class teacher, after discussion with the SENDCo, will then provide additional interventions that are additional to those provided as part of the school's adapted curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the Class Teacher and Teaching Assistants within the class and reviewed formally with the SENDCo, parents and young person.
  - If as a school, we feel that our interventions are still not having an impact on the individual we may make a referral for specialist expertise. Parental permission will always be sought should this be required.

## How will the school let me know if they have any concerns about my child's learning in school?

If the school is concerned that your child is not making progress, the school will contact you to discuss this in more detail. This is to:

- Seek your views and listen to any concerns you may have
- Plan any additional support your child will receive
- Discuss with you any appropriate referrals to outside professionals to support your child's learning

## How will school measure and review the progress of each child with SEND?

- Progress is continuously monitored by their class teacher, using tools such as Insight and SEND Inspire.
- Pupil Progress Meetings are conducted termly, involving the Class Teacher, Headteacher and SENDCo.
- Children are formally assessed using Nfer Tests in the second half of each term
- At the end of Key Stage 2, pupils are formally assessed - this is something the government requires of all schools.
- The progress of pupils with EHCPs is formally reviewed at an Annual Review meeting with all adults involved with the child's education, the pupil and the parent/carers.
- Children identified on the SEND register receive support in addition to quality first teaching (QFT). The support is planned and reviewed using a Graduated Approach (assess, plan, do, review) in collaboration with the child, SENDCo, class teacher, parents and TAs.

Children on the SEND register will receive:

**Graduated Approach Plans:** termly plans set by class teachers

Teachers follow the Graduated Approach to assess needs and to plan support strategies. Needs may be addressed as part of Quality First Teaching through differentiation and adaptive teaching. If necessary, the child may access additional support or interventions which will then be detailed on their Provision Map.

**Provision Maps:** a map of the provisions being accessed

Provision Maps are reviewed and updated regularly. They include information regarding the support being accessed in school (e.g. TA support / interventions) and, if applicable, will detail support being provided by external agencies (SALT/outreach etc.)

Interventions are reviewed on a termly basis (or sooner, depending on length of the intervention) and progress is recorded on a computer system.

**Learning Logs:** a record of additional support and interventions

Learning Logs are used daily as needed. They contain a copy of Graduated Approach Plans and Provision Maps. When accessing an intervention, children may work directly into the book and notes are made in here by adults. Any evidence of progress towards targets can be noted in here.

### In what ways does this school involve children with SEND in discussions about their learning leads?

- Children and young people with Special Educational Needs/Disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be involved in compiling their own personal Pupil Passport and setting their own targets. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

Where appropriate, children are asked to:

- Evaluate their learning on a daily basis, in class.
- Become involved in setting and reviewing their targets.
- Express what is important to them now and in the future.
- Attend meetings, if they wish.

### How will parents be involved in the process?

- Before your child joins our school, the class teacher and SENDCo are available to meet with you to discuss your child's needs and any concerns that you may have.
- All information from outside professionals will be shared with you.
- The school will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child.
- School staff are able to signpost parents and to appropriate support groups or outside agencies.
- Parent Consultation evenings in the Autumn and Spring terms.
- Appointments with the SENDCo.
- Review meetings with Teacher and SENDCo.
- Copies of relevant paperwork shared e.g. Graduated Approach Plans, Provision Maps, Pupil Passports.
- Joint meetings with outside agencies.

## What are the different types of support available for pupils with SEND in our school?

Types of Support	What this could mean for your child?	Who can get this kind of support?
Quality First Teaching	<ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all students in their class.</li> <li>• Ensuring that all teaching builds on what your child already knows, can do and understands.</li> <li>• Putting in place different ways of teaching, so that your child is fully involved in the learning that takes place in the class. This may involve things like using practical resources, or paired work.</li> <li>• Putting in place specific strategies to support your child to learn. This may be suggested by the SENDCo or outside agencies.</li> </ul>	All pupils receive this provision
Specific small group work or individual intervention.	<ul style="list-style-type: none"> <li>• Staff, including the SENDCo, will have carefully checked your child's learning and decided that your child will benefit from some extra support to close any gaps.</li> <li>• Staff will plan sessions for your child to help them to achieve their individual targets.</li> </ul> <p>Examples of intervention work may include the following:</p> <ul style="list-style-type: none"> <li>• <b>English:</b> <i>Catch Up Literacy, Toe by Toe, Hornet Literacy Primer, Word Wasp, SymWriter, Beat Dyslexia, Precision Teaching</i></li> <li>• <b>Maths:</b> <i>Plus 1, Power of 2, Numicon, Catch Up Numeracy, Essex EPS Maths.</i></li> <li>• <b>Social, Emotional and Mental Health:</b> ELSA group work, Social Skills Group, Lego Club, Time to Talk, Talk About, Socially Speaking, ELSA, time with the Family Support Worker.</li> <li>• These may be run by a teaching assistant, the class teacher, SENDCo or an outside professional.</li> <li>• Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one- to-one situation outside the classroom.</li> </ul>	Any child who has specific gaps in their understanding of a subject, area of learning or social development.

Types of Support	What this could mean for your child?	Who can get this kind of support?
Specialist Equipment	<p>Occasionally specialist assessment may recommend the use of specialist equipment. This may include Occupational Therapy, Physiotherapy, Communication and Sensory or Inclusive Technology assessments.</p> <p>In this instance, the school may provide or support the use of specialist equipment such as: pencil grips, writing slopes, wobble cushions, fiddle toys, access to technology such as laptops and iPads etc.</p>	Any child who has sensory and/or physical needs requiring additional equipment.
Specialist monitoring and assessment by outside agencies.	<p>Your child will have been identified by the class teacher / SENDCo (or you may have raised concerns) as requiring more specialist input.</p> <p>You will be asked to give permission for the school to make a referral to an outside professional such as an educational psychologist. This will help both you and the school to understand your child's particular needs better and to support them most effectively in school.</p> <p>The outside professional may work with your child to understand their needs and make recommendations which may include: Making changes to the way your child is supported in class Support to set targets which will include their specific expertise Group or individual work led by the outside professional (or by school staff under their guidance)</p> <p>The school will tell you how support will be used and what strategies may be put into place.</p>	Pupils with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups.

### How do I know that the adults who work with my child are trained to meet their needs?

- The SENDCo has the National Award for Special Educational Needs Coordination and the British Dyslexia Association's accredited Level 5 qualification – Certificate in Dyslexia; Literacy Support and Intervention.
- Class teachers and teaching assistants are supported by the SENDCo
- Regular staff training takes place in response to pupils' needs
- Teaching Assistants are trained to deliver specific interventions (e.g. ELSA, Catch-Up Literacy and Numeracy and Precision Teaching)

### What happens for children whose learning needs are severe and complex?

- This is usually detailed via an Education, Health and Care Plan (EHCP). This means that your child has been identified by the SENDCo as needing a particularly high level of support or provision which cannot be provided by the resources normally available in the school.
- Your child may need specialist support in school from a professional outside the school.
- The school (or you as a parent/carer) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find out more about it by following this link: <https://www.suffolklocaloffer.org.uk/education/education-health-and-care-needs-assessments-and-plans>
- SENDIASS are also able to support and guide parents through this process: <https://www.suffolksendiass.co.uk/information-and-advice/parents-and-carers/education-health-care-needs-assessments-and-plans/requesting-an-ehc-needs-assessment>
- The Local Authority will get information from school and from you. They then decide whether they think your child's needs seem complex enough to require statutory assessment. If this is the case, they will ask you and all professionals working with your child, to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support available.
- After all the reports have been sent in, the local authority will decide whether your child requires an EHCP. If this is the case, they will write the plan outlining the support that your child should receive and what strategies should be put into place.

### How does the school support pupils who are working below the standard of the National Curriculum?

- SEND Inspire is a resource which is used to enable inclusion of pupils working below the standard of the National Curriculum within mainstream classes. It supports assessment and planning to enable pupils to make progress towards their individual targets, by working through a series of small step goals across a broad curriculum.
- Progress is tracked using SEND Inspire by monitoring how many objectives have been achieved within each stage. This enables
- us to capture and celebrate small steps of progress.
- Pupils working below the overall standard of the National Curriculum, who are engaged with subject specific study, will be assessed using Pre-Key Stage Standards at the end of Key Stage 1 and 2.
- Pupils who are not yet meeting Pre-Key Stage Standard 1, who are not engaged with subject specific study, will be assessed using the Engagement Model at the end of Key Stage 1 and 2.

### How is extra support allocated to pupils?

- The funding for SEND is contained within the school's budget. Additional funding can be applied for, by the school, for individuals whose needs are severe and complex.
- The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care plans. The Headteacher, SENDCo and Senior Leadership Team are responsible for identifying pupils with more complex SEND needs for whom High Needs Funding is to be applied for and the SENDCo is responsible for the process of applying for this funding.
- The Headteacher informs the Governing body of how the funding, including High Needs Funding (HNF), allocated to support Special Educational Needs/Disabilities has been employed. The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to Education Health and Care plans.

### How does our school ensure that children with SEND are included in all areas of school life?

- Children work and play with their peers
- Activities and trips are available to all
- Access to support focuses on developing independent learning skills
- Any individual or small group work is designed to enhance learning opportunities
- We pay due regard to our general duties to promote disability equality. Classrooms are accessible to students with physical disabilities. The school has a lift in order to access classrooms on the second floor and there is one accessible toilet within the school building.
- Please see the Accessibility Plan and Policy, available from our Policies page for more information:  
<https://www.stmatthewsprimary.co.uk/policies/>

### If there are any concerns about my child's emotional and social welfare related to their SEND, how will our school help your child overcome these?

- Inclusive school environment
- Christian ethos
- PSHE lessons
- 1:1 or group ELSA support (Emotional Literacy)
- Circle of Friends
- Behaviour and Anti-Bullying Policy
- Family Support Worker
- 1:1 Play Therapy
- Wellbeing Hub

### How will our school support my child when they are moving to another class or leaving this school?

- We recognise that transition may be difficult for a child with SEND and take steps to ensure that it is as smooth as possible. This may include:
- The sharing of and passing on of information by e-mail, telephone, post and face to face contact when moving to a new setting
- Sharing Pupil Passports and Graduated Approach Plans with new class teachers
- A meeting between the new class teacher and the SENDCo
- An induction session with their new class teacher
- Providing transition booklets if required over the summer holidays
- When transitioning to secondary school, all pupils have the opportunity to attend induction sessions. Additional visits and induction sessions can be arranged when a pupil is joining a new school, if required.

### What else is available from outside the school setting to support my child?

- All information about the agencies that may become involved with a child with SEND is available from the Local Authority – see link below. This is called the 'Local Offer'.
- The Local Offer for SEND can be accessed using this link: <https://www.suffolklocaloffer.org.uk/education>

### Raising a Concern or Complaint

If a parent/carer has a concern or complaint about Special Educational Needs and Disabilities (SEND) support in our school, they can take several steps to address the issue. Initially, it is best to speak directly with the child's teacher or the school's Special Educational Needs Coordinator (SENCO). In our school this is Mrs Gaffney who can be contacted by email: [send@stmatthewscevap.uk](mailto:send@stmatthewscevap.uk) or by contacting the school office on 01473 251614 to try and resolve the matter.

If the issue persists, parents can escalate the complaint to the school headteacher Mrs Cameron.

If the parent/carer does not feel their complaint has been resolved by the Headteacher the complaint can be escalated to the Chair of the Governors. In our school this is Mr D Ramsay, all correspondence should be sent to [office@stmatthewscevap.uk](mailto:office@stmatthewscevap.uk).

If the complaint is about the Local Authority, parents/carers can contact the Local Authority via the following link; <https://www.suffolklocaloffer.org.uk/advice-and-support/resolving-disagreements>. In cases where parents feel that legal rights are being overlooked, they can seek advice from advocacy organisations e.g. Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). Suffolk SENDIASS can be contacted via the following link; <https://suffolksendiass.co.uk/>

## **Monitoring Arrangements**

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body

This policy links to our policies on:

- Accessibility plan and policy
- Behaviour policy
- Equalities policy
- Supporting pupils with medical conditions policy