

Open and honest  
communication

Appropriate and  
effective teaching and  
learning

A Partnership  
approach

## St Matthew's Special Educational Needs Offer

**Mrs Taylor is in school  
every day and you can  
contact her on 0121  
359 1602**



Hello and welcome to St Matthew's Special Educational Needs Local Offer. My name is Mrs Taylor and I am the SENCo. I work with children, teachers, parents and agencies to ensure that our pupil's needs are met.

Please take a look at what St Matthew's can offer you, if you think your child has special educational needs.

**SENCo means Special Educational  
Needs Co-ordinator**

# Open and honest communication

- How to speak to the SENCo, if you have a concern.
- How we try to make the information about your child clear and easily understood.
- Which agencies might become involved with your child.
- How we ensure the necessary people know about your child's needs.
- What happens when your child moves school.

# Open and honest communication

If you have a concern about your child, Mrs Taylor is available to speak to you. We always encourage you to speak to your child's teacher too.

Mrs Taylor works every day in school. Sometimes she may be busy or she might not be in the building so you can do the following:

- Speak to Mrs Blewitt, Mrs Shenaz or Mrs French in the office to find out when she may be available.
- Make an appointment to see her or ask if she can telephone you.
- You can also email her on [s.taylor@st-matthews.bham.sch.uk](mailto:s.taylor@st-matthews.bham.sch.uk)

We operate an open door policy and you are welcome to come into school.

We hold regular termly meetings with parents during the day so that you can find out how your child is doing in school.

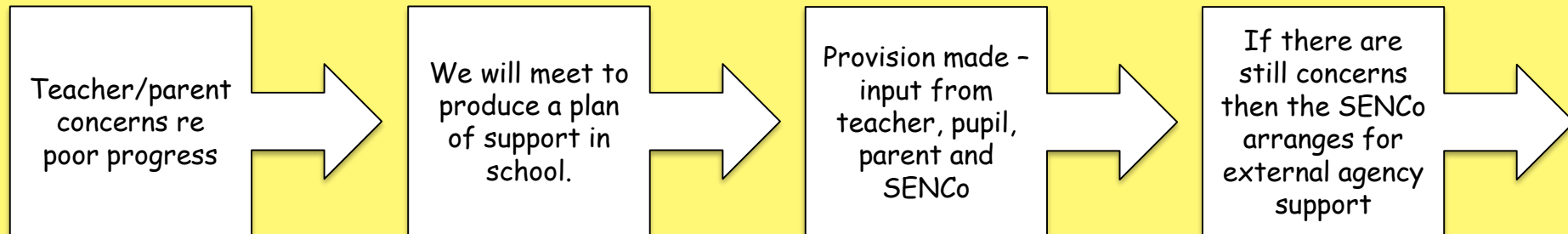
# Open and honest communication

We will make all the information we need to share with you clear and easy to understand.

You can read our ***Inclusion Policy*** .The policy explains how we identify and assess children who we think might have special educational needs.

If you prefer information on paper, please ask for a copy of our Special Educational Needs leaflet. Mrs Blewitt, Mrs Shenaz or Mrs French will be able to give you a copy.

## What happens if there is a concern about progress?



# Open and honest communication

St Matthew's works with a lot of external agencies to help identify specific needs. They include:

- Pupil and School Support
- Speech and Language Therapy
- Communication and Autism Team
- Educational Psychologist Team
- Occupational Therapy
- Play Therapy

If your child requires support from these services, school will always consult you and request written permission.

# Open and honest communication

The SENCo, Mrs Taylor, will make sure that all necessary school staff are aware of your child's needs and worries.

If your child has been identified with extra educational needs, an **Individual Target Plan** will be written with the teacher and shared with you and your child.

If your child has emotional or behavioural needs, an **Individual Behaviour Plan** will be written with the teacher and shared with you and your child. If your child reacts to situations in an emotional way, suggestions to help calm your child will be included.

If your child has medical needs, a **medical plan** will be written and shared with you.

All staff have access to a copy of these plans in the classroom. The plans identify how your child should be helped to succeed and make progress.

Occasionally, your child's teacher may not be in class and this extra information is useful for the covering teacher.

All of these plans will be reviewed on a regular basis.

# Open and honest communication

If school thinks your child needs extra support, we will always talk to you about this.

Your child's teacher will talk to you about the progress that has been made each term. We also operate an open door policy and you can make an appointment to speak to your child's teacher or the SENDs at any point during the year.

If your child has individual targets, these will be discussed and reviewed regularly with you and your child.

If your child has more complex needs, then we may review your child's progress and needs through a Person Centered Review. This approach very much values the views of the child, the parents as well as the school's. Mrs Taylor has undergone specialist training to ensure these meetings run smoothly and everyone is involved. Parents who have already been involved in such meetings, say they find them very useful.



# Open and honest communication

Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views. Your child's views will also be listened to.

We use a set of criteria to assess some of the children who are working below or significantly below the same level as national benchmarks. All the teachers and teaching assistants do this together in the autumn term so that they can talk to each other and gather evidence.

This helps us identify any targets your child may need to make faster progress in English and/or Maths. We use the criteria to make an **Individual Target Plan**. This plan is shared with you and your child and sets out what needs to be in place for your child to make as much progress as possible. We then **review it each term** and talk about what has gone well and what might still need to be worked on.

Sometimes children don't need an **Individual Target Plan** any more because they have caught up with national benchmarks.

Sometimes we involve outside agencies, such as **Pupil and Schools Support Service (PSSS)**, to support us in making our assessments and these agencies offer advice.



# Open and honest communication

If your child has an **Individual Target Plan** and you **move your child to another school**, the SENCo at both schools make sure that information is shared.

If your child is at **Nursery School** and is **about to start in Reception here**, we liaise with the SENCo at the nursery schools to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child. We also arrange for a **home visit** and complete a **one-page profile**; this is information from you about your child's interests, likes and dislikes.

When your child moves from **Year 6 to secondary school**, Mrs Taylor will ensure that all information regarding your pupil's special educational needs are passed on to the new SENCo. Extra visits to the secondary school may be arranged and sometimes the new SENCo will come to review meetings held at St Matthew's.

# Appropriate and effective teaching and learning

- How we train staff to support the needs of your child.
- How we ensure good teaching for your child and how we give extra support if your child needs it.
- How we ensure that parents and children with additional needs are fully included in all school activities.
- How we ensure that your child has work pitched at the right level to make good progress.
- What resources does the school offer if my child has significant social and/or communication needs?
- What sorts of learning resources are available for my child?
- What support is available if my child needs support with managing behaviour or dealing with social situations?

# Appropriate and effective teaching and learning

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.

At St Matthew's we hold a weekly staff meeting. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by specialists e.g. Epipen training or training by a member of the Communication and Autism Team.

Mrs Taylor holds a weekly surgery for staff to come and ask for advice about teaching approaches and resources for children with additional needs.

# Appropriate and effective teaching and learning

Teaching and support staff will be able to accurately assess the level children are working at and differentiate the curriculum.

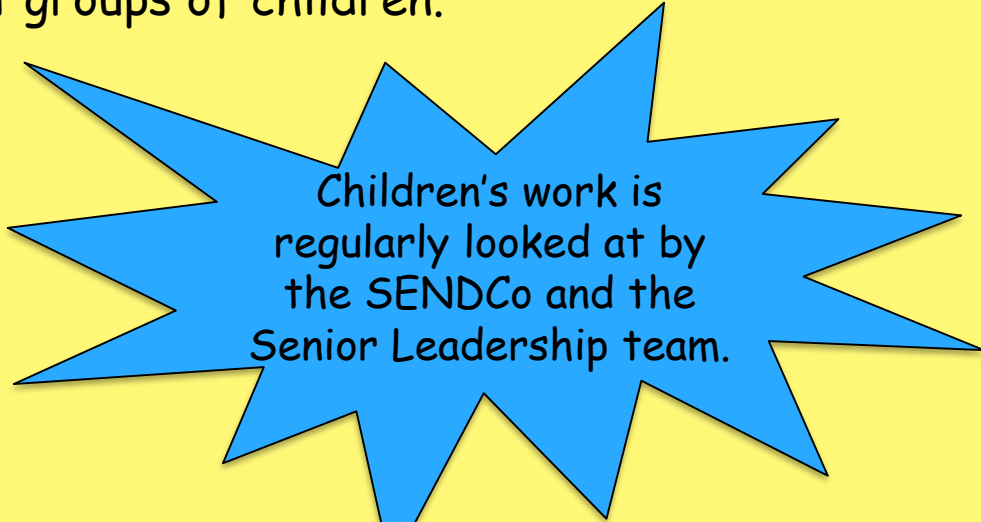
We use a range of criteria and evidence to help us identify the level children are working at. This might include:

- Checking the words children can read and spell independently
- Moderating writing together
- Making observations, particularly regarding speaking and listening and maths
- Use of tests, where appropriate

This helps teachers to plan work for all children to make progress. The work and support will be different for different groups of children.

We use the following to support children with additional needs to become independent learners:

- Intervention
- One to one or group support
- Learning mentors
- Adapted tasks and resources



Children's work is regularly looked at by the SENDCo and the Senior Leadership team.

# Appropriate and effective teaching and learning

A range of resources will be available in all learning areas to support learning for children operating at different levels. These are identified on children's Individual Target Plans. Specific resources for some children are held in the Rainbow Room, which teachers are welcome to use.

- All classrooms have a **maths box** with different types of practical and visual apparatus to support learning and progress.
- Our **reading books**, in class and to take home, are **organised** so that they are at the right level for your child to make progress.
- We have a range of **computing equipment** including laptops, Ipads, cameras and recording equipment to support children recording their work in different ways across the school environment.
- Our teachers and teaching assistants use **horse shoe-shaped tables** to guide the children they are working with.
- **Positions of tables and chairs** are always considered for children with physical, hearing or sight impairment.
- Reading materials are enlarged for children with sight impairment.
- Our **working walls** have examples of teacher models to support independent learning.
- Children are encouraged to **talk with partners** or in small groups to develop their ideas, reason and articulate before recording them.

# Appropriate and effective teaching and learning

Where necessary, resources will be available to support the learning of children who have significant social and/or communication needs.

Our **Individual Teaching Plans/ Individual Behaviour Plans** identify the types of need a child may have. For example, autism, behaviour, cognition and learning.

Our staff are *TeamTeach* trained, so that we understand how to safely diffuse a situation.

We use visual timetables in all classrooms, so that children understand the bigger picture. This supports children who have difficulty with changes in routine.

We work with the Communication and Autism Team. Members of the team visit to observe, assess and offer advice on ways to support children with autism.

We can provide individual workstations for a pupil whose needs require them.

# Appropriate and effective teaching and learning

The school will provide support for children if they need support with managing their all aspects of their learning and/or to build up skills and confidence in dealing with social situations.

We have a Learning Behaviours Team, which meets every two weeks to discuss children's needs. This group consists of the HT, DHT, SENCo, DSL, Mental Health Leads, Medical Needs Lead and the Learning Mentor.

Mr Browne is our Learning Mentor. He works with pupils and families to support their emotional, health and well-being with social skills and mentoring sessions.

Miss Williams and Ms Adams are our Mental Health Officers. They are available to support pupils, their families and staff with their mental health and wellbeing.

Mr Lewis is our Play Therapist. He works with pupils and families to support their emotional, health and well-being through play.

We have a set of sanctions and rewards, as set out in our Behaviour Policy to encourage children to make the right choices. This is consistent across the school.



# Appropriate and effective teaching and learning

The school will try to make sure that children with additional needs and their families are able to take part fully in school trips and social events.

Our school mission statement is that "***With God, nothing is impossible***". This statement underpins our ethos of inclusion at St Matthew's school.

Children with additional needs can participate in after school clubs.

The school curriculum includes trips out to enrich the experiences children have. We also have trips for children whose attendance is one hundred percent and whose punctuality is outstanding. Children with additional needs are often in this group. Our risk assessments are inclusive of SEND children and 1:1 adult support is provided, should this be required.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in their class assemblies and other performances, such as musical performances.

When we have outside theatre companies in to perform, the additional needs of pupils are considered. **Whenever possible, all children join in unless participation, especially around noise level, may cause the child distress and anxiety.** We will provide these children with alternative provision.



# Appropriate and effective teaching and learning

The school will provide high quality teaching for your child and extra support when needed.

St Matthew's uses a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils. We do this through:

- Tracking your child's progress and holding teachers to account through termly pupil progress meetings.
- Half-termly book scrutiny for all classes and constructive feedback to teachers.
- Classroom observations and learning walks, including monitoring the learning environment.

# A partnership approach

- How we will work with you to identify your child's needs.
- How we will ask for your permission to involve other professionals to work with your child.
- How we will involve you in all decisions and listen to your views.
- How we will involve your child in decisions about their learning.
- How we can support you in contacting organisations who can give advice and support.

# A partnership approach

We will work in partnership with you to identify the needs of your child and put in place the correct support including family support if you need this.

The governing body has a duty to ensure that the school adheres to the **Code of Practice** under the **Children and Families Act 2014**. This means that the school governors hold the Head teacher, Miss Thompson and SENCo, Mrs Taylor to account.

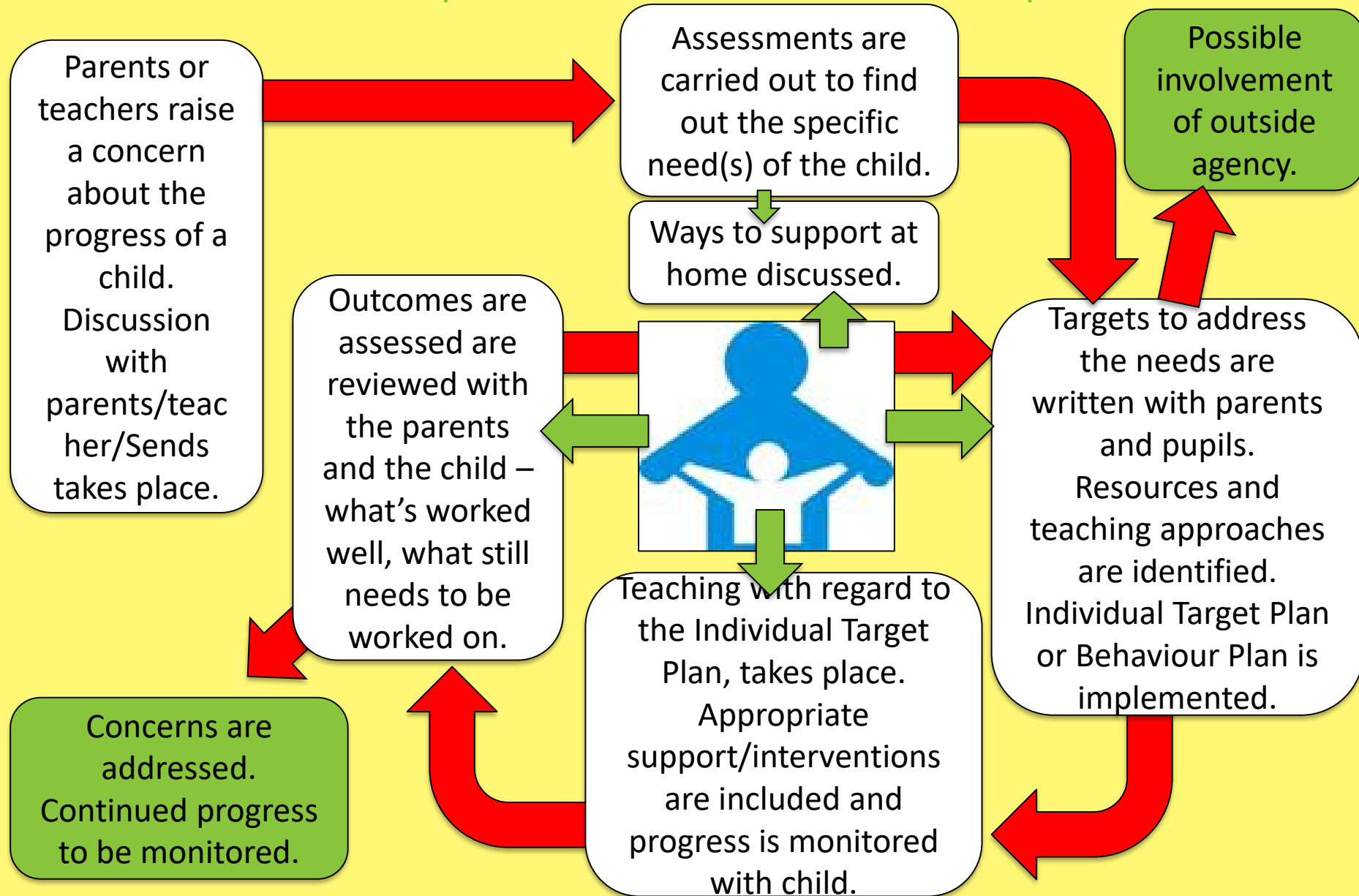
The governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SENCo carry out their duties.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with disability and special educational needs is published on the school website. The information on the school website must be reviewed annually by the governing body.

The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who are SEND.

# A partnership approach

The school will involve you in all decisions and listen to your views.



# A partnership approach

The school will try to involve your child in decisions about their learning.

Here are the things we do at St Matthew's to make sure your child is listened to and involved in decision making:

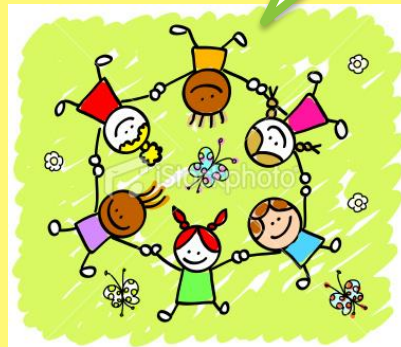
Home visits in Reception

Our voice!

One page profiles

Person Centered Reviews

Being involved in reviewing our progress in interventions.



Open door policy – children can speak to the Head, Deputy or SENCo, Learning Mentor as well as their class teacher.

Pupil conferencing

Being involved in target setting and saying how well we've done.

# A partnership approach

We will be happy to give you contact details for organisations who can give advice and support for you and your child. Please speak to Mrs. Taylor if you need any other contact details.

## Local Authority Support Services:

Communication  
and Autism Team

SENAR

Pupil and  
Support Services

Team for children  
with physical  
difficulties PDSS

## Health Services:

Child Development  
Centre

Occupational Therapy

Speech and Language  
Therapy

## Social Services and voluntary organisations:

Social Services

Child and Mental Health Services

The Arch Project – Dr Barnardos

Parent Partnership