



Hello and welcome to **St Matthew's Information Report**. My name is Mrs Taylor and I am the **Special Educational Needs and disability Coordinator (SENDCo)**. 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.

Mrs Taylor is in school Monday to Wednesday, and can be contacted on the email address below:

sendco@st-matthews.bham.sch.uk

At St Matthew's School:

Open and honest communication between school and home is important.

Our teaching and learning fits the individual needs of each child.

*We need to work in **partnership** with parents and outside agencies to ensure each child's needs are fully met.*

*In our school, we comply with the **Children and Families Act 2014** and **Disability Regulations 2014**.*

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Identification of Needs and Assessment

Broad areas of need

Graduated approach

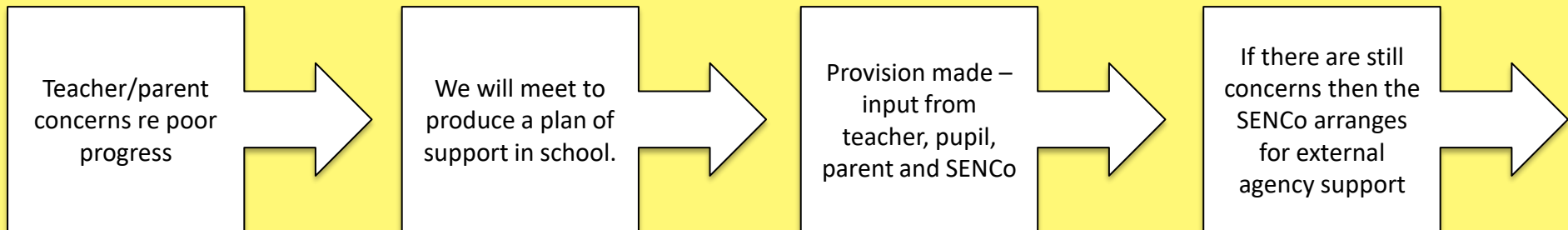
Monitoring progress

Types of target plans

Identification of Special needs

While at school, you or the class teacher may have concerns about the progress that your child is making. Using the graduated approach of plan, assess, do & review your child is closely monitored and planned for to make sure they are able to continue to progress. We take your opinions seriously and respect all the concerns that you may have.

What happens if there is a concern about progress?

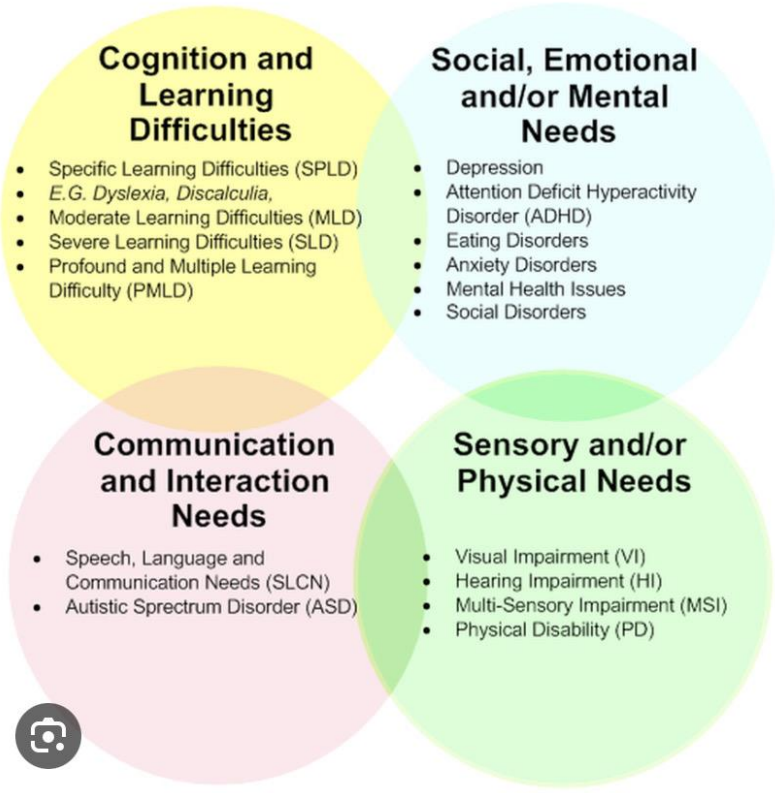


Identification of Special needs

In order to identify special needs, the class teacher will speak with the parents and SENDCo to get an understanding of what type of need your child may have. There are FOUR broad areas of need. Alongside conversations with parents, sometimes, we need to seek the advice of outside agencies in order to make a decision.

The Four Broad Areas of Need

Children who find learning, thinking and understanding difficult



Children who have difficulty with the skills needed for interaction or attention.

Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life.

Children who have a disability that may make it difficult for them to manage daily life without support.

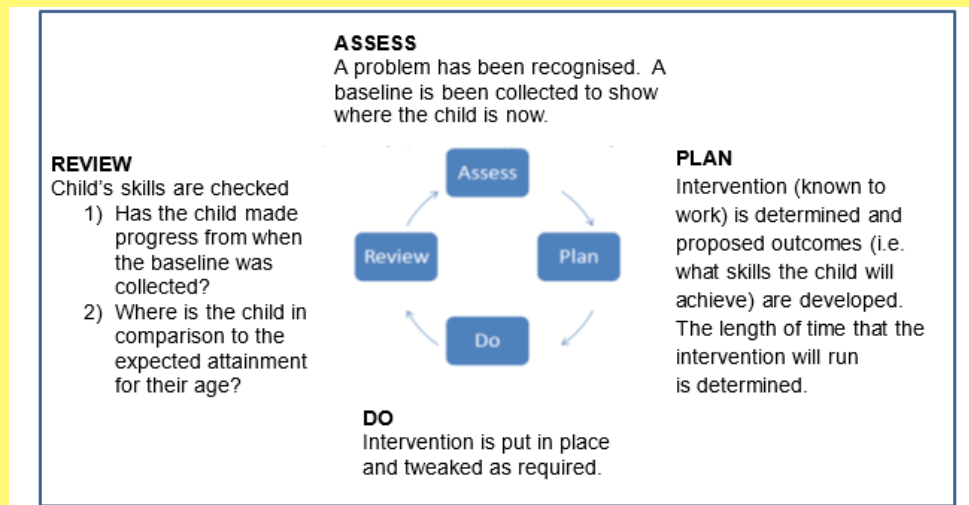
Identification and Assessment

Once the area of need has been identified, the correct support can be put into place. High quality teaching, with a culture of equity is the teacher's first response to supporting your child with special educational needs. With the support of the SENDCo and outside agencies, the class teacher will make adjustments to the teaching to meet their needs. We assess your child's strengths as well as the areas that they find difficult in order to fully support them and ensure that they are able to flourish and grow.

Depending on their level of need, extra support in the classroom will be put into place or additional interventions will be planned into their curriculum.

Teachers consistently use the assess, plan, do, review approach to make sure that your child's progress is closely monitored through the year.

The Graduated Approach



Identification and Assessment

Where it is determined that a child does require SEND support, parents are notified of the identification and are invited to regular meetings to discuss their child's progress, with the class teacher and SENDCo. If any outside agencies are involved, they will uphold communication with parents too.

Ways that we monitor and assess progress:

Results from
class
assessments

Information
from parents

Information from
the child

Observations

Discussions with
adults who work
with the child

Information from
previous schools
or settings

Specialist
assessment
carried out by
outside agencies

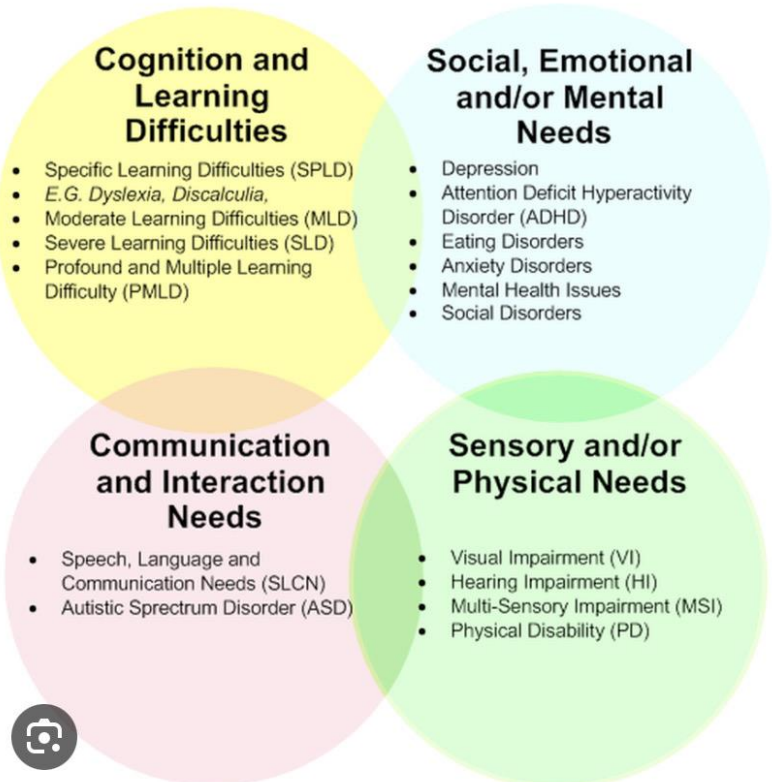
Identification and Assessment

If your children has an identified SEND need, we will have THREE formal meetings per year. This allows us to update any individual targets that your child is working on.

If your child has complex needs, Mrs Taylor will do a 'Person Centred Review' which involves all adults working with the child.

Types of target plans dependent on broad area of need:

Individual
target plan
(ITP)



Individual target
plan
(ITP)

Individual
Behavioural Plan
(IBP)

Risk assessment

Medical plan

Risk assessment

Additional Target
Plans include:
EHCPs
SSPPs

Support available for your child

The curriculum

Additional interventions

Complex needs

Social & emotional needs

School trips and visits

Support available for your child

We implement high quality teaching for all, and have high expectations for every child.

To do this, teachers will monitor the progress being made and identify any barriers to learning.

This allows teachers to adjust their teaching or change the classroom environment.

We might change the curriculum by:

Giving more time
to think

Using actions
with words

Lots of talk
before starting
a task

Using flexible
grouping

Having access to
learning breaks

Giving smaller
instructions, with
less words

Using pictures
with words

Seating position

Pre tutoring
words

Smaller group
teaching

Using visual
timetables and
now and next
boards

Using word lists

Support available for your child

Some children will require addition support, outside of the classroom to meet their needs. At St Matthew's, we use interventions that have been proven to be effective to use. Both teachers, the teaching assistants and the tutor conduct interventions.

These interventions are monitored closely to make sure that they are having your child to progress.

Types of intervention:

Sounds Write
(Phonics)

Precision
teaching
(Reading and
maths)

Wellcom
(Speech and
language)

Reading Fluency

Pre tutoring

Attention Bucket
(Joint attention skills)

NELI
(Speech and
language)

Mentoring
(Social and
emotional needs)

Support available for your child

Additional support is considered and put into place for children who have significant communication and interaction needs, such as children who have a diagnosis of Autism, or are on the pathway to a diagnosis.

We work closely with the Communication and Autism Team, the Speech and Language Team and the Educational Psychologist to meet the needs of each individual as best as we can.

As a school, staff members have received 'An introduction to Autism' Training. Mrs Taylor has received additional training on various aspects of supporting children with Autism too.

If your child has a specific diagnosed need, we will ensure that we receive the appropriate training to allow us to support your child the best that we can, as a mainstream school.



Support available for your child

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

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 is our Mental Health Officer. She is available to support pupils, their families and staff with their mental health and wellbeing.

We also have a Senior Mental Health Lead – Miss Fayaz

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

Learning Behaviours Team

Mr Browne and Miss William's are both part of the **Learning Behaviour's Team**. This is **led by Miss Johnston**, who is our Assistant Headteacher/DSL. The team also has in it:

Miss Thompson – Headteacher/Senior DSL

Mrs Newbold - Medical Needs Lead

Miss Pringle – DSL

And me, Mrs Taylor the SENDCo

We meet ever two weeks to discuss the needs of *all* children, including *those that have SEND*. This team ensures we wrap the support around the child.



Support available for your child

The school curriculum includes trips out to enrich the experiences.

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. For children with complex needs, a additional consultation with parent is carried out beforehand.

All children are expected 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.

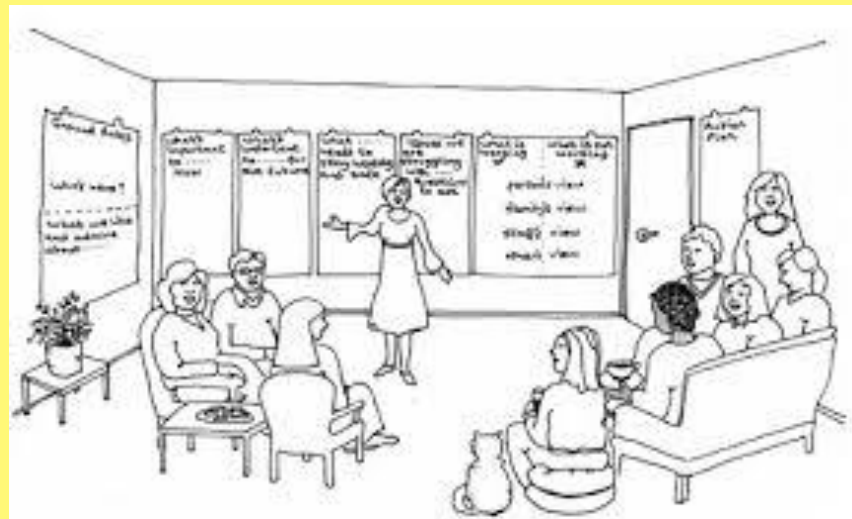
We will provide these children with alternative provision.

EHCPs AND SSPPs

*If your child has an **Educational Health Care Plan (EHCP)** or a **SSPP (SEND Support Provision Plan)**, in addition to the termly reviews, we will hold an annual review too.*

This will take place in school, with all the adults who are involved in working with the child. These reviews are statutory, and must be held once a year to ensure that the plan is still meeting the needs of the child.

*If you feel as though your child needs an EHCP, please arrange a meeting with **Mrs Taylor**.*



Outside Agency support

We work with many outside agencies to get specialist advice on how to support specific needs

<i>Agency</i>	<i>Name</i>
<i>Educational psychologist</i>	<i>Dr Rheanna Geohegan</i>
<i>Communication and autism team</i>	<i>Deborah Parkes</i>
<i>Pupil support service</i>	<i>Anne Farmer</i>
<i>Physical and disability support services</i>	<i>/</i>
<i>Play therapist</i>	<i>Richard Sutton</i>
<i>Speech and language</i>	<i>Tameena Ahktar</i>
<i>Early Help</i>	<i>Harjinder Jheet</i>
<i>Occupational therapy</i>	<i>Gordon Heath</i>

Useful links

<i>Name</i>	<i>Link</i>
The Birmingham Local Offer: What Birmingham has to offer for SEND children.	https://www.localofferbirmingham.co.uk
The Birmingham Local Offer: Information for parents	https://www.localofferbirmingham.co.uk/ home/parents-and-carers/
The Birmingham Local Offer: extra-curricular activities	https://www.localofferbirmingham.co.uk/ leisure/

Useful links

<i>Name</i>	<i>Link</i>
<u>West Midlands Autism:</u> Support for parents of children with Autism	https://autismwestmidlands.org.uk
<u>Beyond the Horizon:</u> Support for children affected by loss, bereavement, divorce or domestic abuse.	https://beyondthehorizon.org.uk/
<u>Pause:</u> Support for children and young people experiencing difficulties affecting their wellbeing.	https://forwardthinkingbirmingham.nhs.uk/pause/
<u>Children's Speech and Language Therapy:</u> Advice and strategies to support children with speech and language needs.	https://www.bhamcommunity.nhs.uk/childrens-slt

Useful links

'The Special Education Needs and Disability Information, Advice and Support Service' (SENDIASS) exists to provide advice and information to parents and pupils in Birmingham.

This information is designed to explain Special Educational Needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may affect you.

Email: sendiass@birmingham.gov.uk

Telephone: 0121 303 5004

School Governor

In our school, we have a governor who is responsible for special educational needs and disabilities (SEND). **Her name is Danielle Edwards.**

Her job is to meet with the SENDCO regularly. In these meetings, the SEND Governor makes sure that children and their families are being supported by school and the right services.

The SEND Governor will also visit school, observe what happens in classrooms and meet with pupils and class teachers. The head teacher and SENDCO have to report to the SEND Governor twice a year.

The SEND Governor shares this information so that the whole governing body is aware of how children with special needs are being supported in school and how well the support is working.

The governors will challenge, support and advise the Headteacher if there are ways in which we could improve.

Complaints

Parents can raise concerns about their child's provision at any time.

You can speak to their child's class teacher or the Headteacher.

You might also chose to speak to a school Governor.