

# **SEND Policy and Information Report 2025-2026**

At St Matthews, we are committed to an inclusive education for all pupils and aim to provide a learning environment, which is flexible enough to meet the needs of our school community.

SENDCo: Mrs Christina Bates  
Behaviour and Mental Health: Ashleigh Blackman-Doyle  
SEND Link Governor: Mr Neil Perry and Mrs Linda Jones

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### 1. 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 and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

### 2. What is SEND?

The definition of special educational needs and/or disabilities (SEND) is taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others the same age

or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The four main areas of SEND: as detailed in the Code of Practice (2015 p.97) are:

Communication & Interaction	Cognition & Learning	Social Emotional and Mental Health	Sensory and/or Physical
This includes children with Speech and Language difficulties and those who are on the autistic spectrum.	This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as	This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g anxiety, depression.	This includes children with sensory, visual, hearing or multi-sensory impairments, physical difficulties which may require

	dyslexia, dyspraxia and dyscalculia.	Other children may have hyperactivity, concentration difficulties or attachment issues.	on-going support and specialist equipment.
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### 3. SEND Information Hub

- The Children and Families Bill 2014 states that Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'SEND Information Hub (Local Offer)' <https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>
- The intention of the SEND Information Hub is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area
- The SEND Information Hub includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.

There is information about:

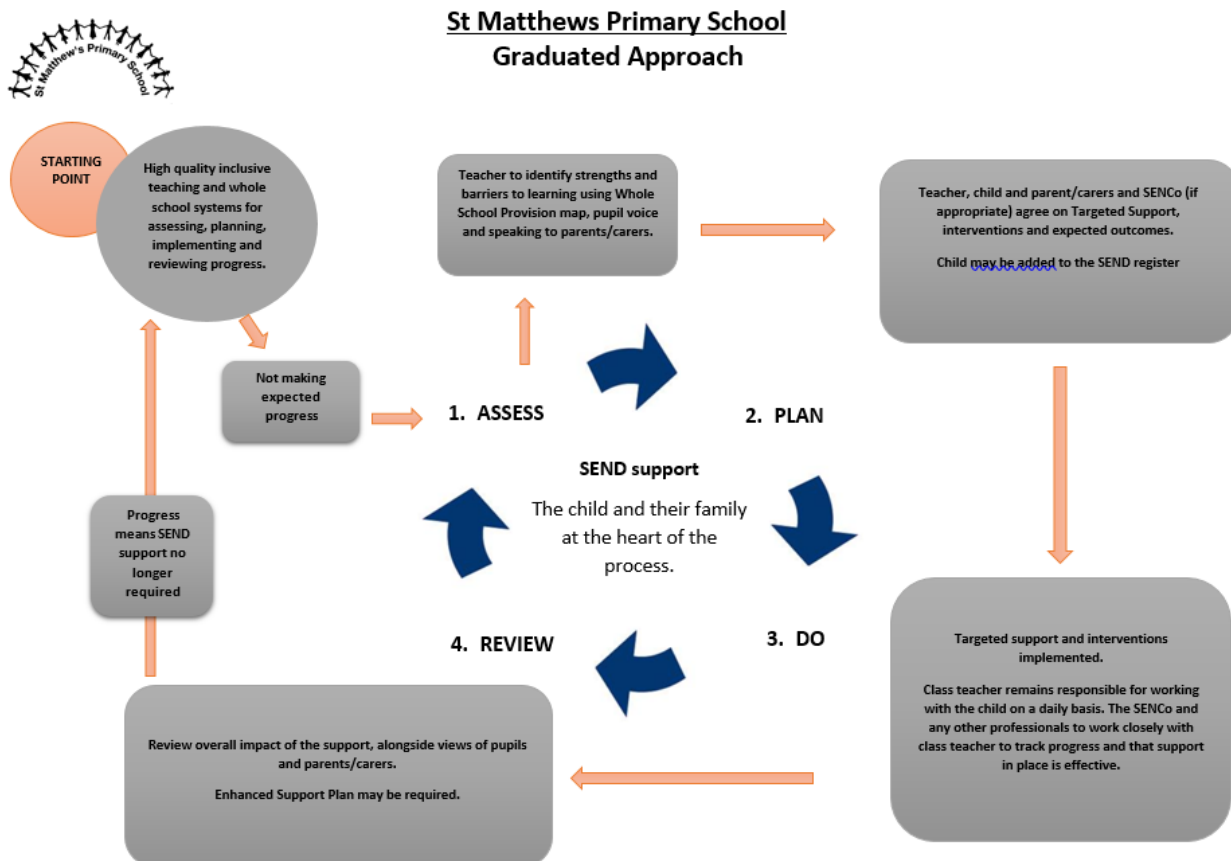
- Services and support available
- How children and young people's needs are identified and assessed
- The way schools, schools and maintained nurseries support children and young people with SEND
- How to access services and how decisions are made
- Preparation for adulthood and independence
- Arrangements for making a complaint and mediation
- How to comment on the SEND Information Hub

### 4. SEND Information Report

Schools utilise the LA SEND Information Hub to meet the needs of pupils with SEND as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

#### 4.1 How does the school identify children with SEND?

At St Matthews, we follow a graduated approach to identifying SEND.



Children with SEND are identified in a variety of different ways, including the following:

- Liaising with pre-schools and/or previous schools
- Concerns raised by a member of the team
- Concerns raised by Parent/Carer
- Teacher/TA observations
- Rigorous tracking of pupil progress & development
- Individual assessments in school or by external professionals. Such as, with parental permission, educational psychologists, specialist teaching team, speech and language therapists, occupational therapists and paediatricians.

We recognise that parents are experts on their own children.

In collaboration with you, we will **ASSESS** your child's strengths and barriers to learning in the four areas of SEND. This allows us to **PLAN** outcomes and then look at what we need to **DO** to work towards those outcomes and what provision needs to be in place. Parents/Carers may be involved in the **Do** part of the cycle to reinforce learning at home. During the next term you will meet the class teacher again to **REVIEW** the progress made and start the cycle again by assessing what we need to do next and set new targets

Termly meetings will be offered to parents of children with SEND to review a child's progress and provision. This meeting will:

- Review targets and progress
- Set new targets for the next cycle
- Plan any provision to help the child meet those targets

This may be done in the usual parent consultation meetings in the Autumn and Spring terms, or another meeting may be required.

## 4.2 What support is in place to support those with SEND?

St Matthews uses a Whole School Provision Map, which summarises the support in place for all children. As part of the graduated approach, parents will be kept informed and be an integral part of any Targeted or Enhanced support in place for their child.



St Matthews Primary School  
Whole School Provision Map

Step 1 - Universal	Step 2 - Targeted		Step 3 - Enhanced
<p><b>Inclusive quality first teaching for all</b></p> <p>High quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.</p>	<p><b>Additional interventions to enable children to make progress from their starting point. Pupils may be added onto the SEND register.</b></p> <p>Specific, additional and time-limited interventions provided for some children who are falling behind the age expected level – often targeted at a group of pupils with similar needs. Classroom intervention (catch-up).</p>		<p><b>Additional highly personalised interventions. Pupils will be added onto the school SEND register and may require an Enhanced Support Plan. An Educational Health and Care Plan (EHCP) may be required. See St Matthews Primary School Graduated Approach.</b></p> <p>Enhanced provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their need. Additional to and different from, 1:1/small group provision.</p>
<p><b>Step 1 examples:</b></p> <ul style="list-style-type: none"> <li>o Differentiated work</li> <li>o Personalised delivery e.g. simplified language, slower pace</li> <li>o Pitched questioning</li> <li>o ICT to support learning</li> <li>o Adapted visual aids, modelling</li> <li>o Use of writing frames etc.</li> <li>o Autism friendly classroom</li> <li>o Dyslexic friendly classroom</li> <li>o Numicon</li> <li>o Visual dictionaries</li> <li>o Word mats</li> <li>o Progress and attainment tracked termly</li> </ul>	<p><b>Step 2 examples:</b></p> <p><b>Teacher support</b></p> <ul style="list-style-type: none"> <li>o Paired reading</li> <li>o Small group work to plug gaps</li> <li>o Heavily differentiated resources</li> <li>o Developing written language skills</li> <li>o <b>Nessy</b> spelling programme</li> <li>o Task Boards</li> <li>o Progress and attainment tracked termly</li> </ul>	<p><b>Step 2 examples:</b></p> <p><b>TA support</b></p> <ul style="list-style-type: none"> <li>o TA English and maths support</li> <li>o Rapid Reading</li> <li>o Phonological Awareness programmes</li> <li>o Pre-teaching of vocabulary</li> <li>o Additional Phonics – Monster Phonics Interventions</li> <li>o Targeted comprehension group</li> </ul>	<p><b>Step 3 examples:</b></p> <ul style="list-style-type: none"> <li>o Speech and language interventions</li> <li>o External agency intervention</li> <li>o Individual literacy, phonics or maths programme</li> <li>o Additional planning and individual arrangements for transitions</li> <li>o Individual arrangements for assessments such as SATs</li> <li>o 1-2-1 adult support for specific parts of the day</li> <li>o Progress and attainment tracked more frequently</li> </ul>

## 4.3 What kinds of special educational needs might the children at St Matthew's have?

We adapt our provision to meet the needs of the children in our school. We are committed to providing high standards of quality first teaching giving all children the opportunity to make good progress in their learning, whatever their starting point.

In addition, we currently support children with the following special educational needs:

- Physical Impairments
- Sensory Impairments
- Specific Learning Difficulties (SpLD) e.g Dyslexia, Dyscalculia
- Autism
- Social, Emotional and Mental Health Difficulties
- ADHD
- Mild to Moderate Learning difficulties
- Speech, Language and Communication Difficulties
- Global Developmental Difficulties
- Attachment and Trauma

## 4.4 When does a child need an Education, Health and Care Plan (EHCP)?

Where it is felt that the school is not able to provide the support needed to meet the child's needs, it may be appropriate for the school to request an assessment for an EHCP. The SENDCo will work closely with parents to make this request. The Local Authority will consider a wide range of evidence and then decide whether they intend to carry out the assessment. After the assessment, the Local Authority may issue an EHCP that will describe the child's special educational needs and the special help that a child needs.

#### 4.5 Who are the best people to talk to in school about my child's difficulties with learning/special educational needs and/or disability?

<p><b>Your child's class teacher</b></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• All the learning needs of your child</li> <li>• Checking on the progress of the child against their targets</li> <li>• Setting targets with your child and identifying and delivering any additional help or support your child may need</li> <li>• Overseeing all support that teaching assistants may provide for your child – monitoring effectiveness and outcomes for the children and ensuring it links with learning in the classroom</li> <li>• Writing Assess, Plan, Do, Reviews as and when appropriate</li> <li>• Ensuring that you are involved in supporting and reviewing your child's learning and kept informed about the support your child is getting</li> <li>• Liaising with the SENDCo and other people who may be coming in to school to support your child's learning to ensure that all children get the extra provision they need.</li> <li>• Ensuring that the SEND Code of Practice is followed in their classroom and for all the children they teach with SEND</li> </ul>
<p><b>The school Special Educational Needs and/or Disabilities Coordinator (SENDCo):</b></p> <p>Mrs Christina Bates  <a href="mailto:cbates@stmatthews.cambs.sch.uk">cbates@stmatthews.cambs.sch.uk</a></p>	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Information Report, Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.</li> <li>• Ensuring the changes under the SEND Code of Practice 2015 are implemented in line with the schools SEND Development Plan.</li> </ul> <p>Ensures that parents are:</p> <ul style="list-style-type: none"> <li>• Involved in supporting their child's learning</li> <li>• Kept informed about the support their child is getting and involved in reviewing how they are doing</li> <li>• Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy etc...</li> <li>• Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent systems to support the child's progress and needs.</li> <li>• Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.</li> <li>• To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.</li> <li>• Applying for additional support and funding where necessary for our most vulnerable children</li> <li>• Coordinating teaching assistants to ensure the best support is given to the children on the SEND register and those with Education, Health and Care Plans.</li> </ul>
<p><b>Behaviour and Mental Health:</b></p> <p>Mrs Ashleigh Blackman – Doyle  <a href="mailto:ablackman-doyle@stmatthews.cambs.sch.uk">ablackman-doyle@stmatthews.cambs.sch.uk</a></p>	<p>Responsibilities specific to SEND include:</p> <ul style="list-style-type: none"> <li>• Support the SENDCo with referrals and Education and Health Care Needs Assessment applications where they have had a significant role in planning and/or coordinating provision for a child.</li> <li>• Working alongside colleagues to support the analysis of children's behaviour and its root causes using the approach from Cambridge Therapeutic Thinking (formerly STEPS)</li> </ul>

	<ul style="list-style-type: none"> <li>• Making referrals to outside agencies as appropriate, liaising with these to support and review this work</li> <li>• Liaising with providers of mental health services to the school such as the Mental Health Support Team</li> <li>• Making referrals to providers as appropriate, carrying out relevant assessments</li> </ul>
<b>The Assistant Head for your child's year group:</b>  Kate Spencer-Allen for EYFS and KS1  Elizabeth Steel for KS2	Responsible for: <ul style="list-style-type: none"> <li>• Monitoring and ensuring the progress of all children including those with SEND</li> <li>• Ensuring all children get the extra provision they need by liaising with the SENDCo</li> </ul>
<b>The Head Teacher</b>  Mr Tony Davies	Responsible for: <ul style="list-style-type: none"> <li>• All the learning and welfare of children with SEND</li> </ul>
<b>The SEND Link Governor</b>  Neil Perry  Linda Jones	Responsible for <ul style="list-style-type: none"> <li>• Monitoring the implementation of the SEND Information Report and School SEND policy. The link governor meets on a regular basis with the SENDCo.</li> </ul>

#### 4.6 What do I do if I have concerns about SEND provision within the school?

If a parent has a concern about the SEND provision being made for their child, they should talk first with the class teacher and then with the SENDCo. If the concern persists, they may make an appointment to meet with the relevant Assistant Head Teacher (Kate Spencer-Allen for children in EYFS and KS1; Elizabeth Steel for children in KS2). Following this, you can make an appointment to meet with the Head Teacher, Tony Davies. The school would hope that this process would resolve any issues. However, should you still not be satisfied following this, the school's complaints policy should be followed. This can be found on our website under "policies".

#### 4.7 Pupil voice

The views and participation of children with SEND in making decisions about their learning is absolutely vital for the best possible educational outcomes.

Children will be consulted:

- About their next steps in their learning through regular conversations with their class teachers
- About their Enhanced Support Plan (if they have one)
- About interventions they are having and will be asked for feedback about the effectiveness of those interventions

#### 4.8 How is St Matthew's Primary School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act requirements
- The school is on 3 levels but with access to a lift where required
- There are 3 disabled toilets, a shower area and changing facilities'
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- After school provision is accessible to all children
- Extra- curricular activities are accessible for all children
- Where relevant, radio transmitters are worn by adults working with children who have hearing impairments to ensure they are fully included in the curriculum

- Adaptions can be made to enable children with sensory impairments to access relevant areas of the school safely and securely
- Quiet areas can be provided for children who need a space to support their emotional needs
- The school liaises with all relevant professionals and implements agreed protocols to ensure that it fulfils its duties to meet the medical needs of its children and ensures as full access as possible to the curriculum and the wider life of the school
- The school follows regulations set out by the Department for Education to enable children to access support for participation in statutory assessment tests where appropriate (for example, additional time to complete tests, scribes to write for the child for some tests).

#### **4.9 How will my child be supported with transitions?**

We recognise that transitions may be difficult for children with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining Reception or Nursery:

- If your child attends a local nursery setting, the class teacher will visit the child in their nursery before joining St Matthew's
- The SENDCo may also visit local nurseries to support transition where appropriate
- A home visit will be offered to parents
- For children with Education Health and Care Plans (EHCPs) for nursery aged children, the SENDCo will attend the Annual Reviews that takes place before they join the school
- All children entering Nursery/Reception have visits to the school and classroom before they start school.
- There is a staggered induction in September for children starting school
- Additional visits and a tailored induction for children with SEND is arranged, if appropriate
- All parents are able to attend an information meeting and additional meetings can be arranged when parents request this
- If you are offered a place at St Matthew's and your child has SEND or additional needs, please contact the school office to arrange a meeting with the SENDCo

If your child is moving to another school before Year 6:

- We will contact the school's SENDCo and ensure they know about any special arrangements or support that your child needs
- We will make sure your child's records are passed on to the new school as soon as possible

When moving class in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place between your child's previous class teacher and new class teacher
- If your child would be helped by frequent visits to the new class to support their understanding about what to expect in the new class, this can be arranged

Joining the school other than in Reception:

- The Local Authority manage all admissions to St Matthew's for children in Reception and Year's One to Six
- St Matthew's manages its own admissions into Nursery
- If you are offered a place at St Matthew's and your child has SEND, please contact the school office to arrange a meeting with the SENDCo
- Please also contact us if you are concerned that your child may have some additional needs that the school should be aware of before they start
- The school will request records from any previous school or nursery, including any SEND records when your child joins St Matthew's



- The SENDCo will liaise with relevant staff in your child's previous setting to ensure that provision for your child is in place

When moving to secondary school:

- Your child will take part in whole-class transition work to support the move to secondary school
- Where appropriate, they may also access additional small group or individual work to support transition
- Your child's class teacher will liaise with staff at your child's secondary school; where appropriate, the SENDCo will also be involved in this liaison
- Most secondary schools will offer your child additional visits to their new school
- Your child's class teacher will be very willing to give children and parents advice about the transition to secondary schools
- At St Matthew's, secondary transfer is led by Elizabeth Steel, Assistant Head Teacher, who you can also discuss any questions, issues or concerns you may have
- If your child has an EHCP, then planning transition to secondary school will begin at the Annual Review in the Summer Term of Year 5. Parents and children will be fully involved in this process

#### 4.10 Allocation of resources

All schools in Cambridgeshire receive funding for SEND

- The Head Teacher decides on the deployment of resources for Special Educational Needs and/or Disabilities, in consultation with the school governors on the basis of need in the school and children
- Specific funds may be allocated to those with an Education Health and Care Plan (EHCP)

St Matthews Primary School, as part of normal budget planning, has a strategic approach to using resources to support the progress of children with SEND. Where the cost of special educational provision required to meet the needs of an individual exceeds the notional threshold, the school may apply for higher needs funding or for an EHCP.

## 5. Useful websites for parents and carers of children with SEND

Type of information	Website
SEN and Disability and the SEND Code of Practice 2015	<a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a>
Speech language and Communication Difficulties	<a href="http://www.thecommunicationtrust.org.uk">www.thecommunicationtrust.org.uk</a>
Autism Spectrum	<a href="http://www.autismeducationtrust.org.uk">www.autismeducationtrust.org.uk</a>
Specific Learning Difficulties including Dyslexia	<a href="http://www.thedyslexia-spldtrust.org.uk">www.thedyslexia-spldtrust.org.uk</a>
Sensory Impairment	<a href="http://www.natsip.org.uk">www.natsip.org.uk</a>
Early Support	<a href="http://www.ncb.org.uk/early-support">www.ncb.org.uk/early-support</a>
Parenting Programmes	<a href="https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/parenting-courses">https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/parenting-courses</a>
SEND Information Hub	<a href="https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page">https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page</a>

