



St Matthew's C of E Primary School



Let Your Light Shine

SEND Information Report (School Offer for SEND)

Our SEND vision and how we hope to achieve it

At St Matthew's, our vision is to "Let your light shine" nurturing a community where every child is encouraged to be brave, respectful, inspirational, grateful, honest and to shine together. As a rights-respecting school, we are dedicated to creating a safe and inclusive environment where each child can flourish. Guided by Christian values, we support our pupils in becoming loving, confident, resilient and successful global citizens, driven to make a difference, serving our school community and beyond. Our commitment to high aspirations, underpinned by mutual respect and support, ensures that every child is valued and empowered to reach their full potential - shining brightly in all they do.

This means that we value and include all children and families within our school and we want them all to grow and flourish. We do all we can to meet the needs of each child so they achieve as much as they possibly can during their time with us. For children with SEND, personalised provision is essential to help them to stay safe and thrive.

In meeting these responsibilities, St Matthew's C of E Primary School has due regard to:

- ❖ Equality Act 2010: advice for schools DfE Feb 2013
- ❖ SEND Code of Practice 0 – 25 (2014)
- ❖ The Special Educational Needs and Disability Regulations (2014)
- ❖ Supporting Pupils at School with Medical Conditions (2014)
- ❖ Children need to feel safe, happy and valued in order to learn and make progress.
- ❖ Staff work closely with parents and professionals to ensure the best outcomes for our children

Type of school we are

Our school is situated in South Street, Ponders End, within the Parish of St Matthew's. We are home to 200 happy children, who are at the forefront of all the things we do in school. Children start in our Nursery/Reception class at the age of 3 or 4. The main school is on a small but attractive and well-maintained site. Its original school hall dates back to 1838, but the rest of the building has been considerably modernised and expanded since then. The school has close links with the Parish Church of Saint Matthew, which lies adjacent to the school. The school is well regarded in the community as a close-knit family school where children are happy and make good progress. The school has a strong Christian character and very strong links with the Church.

Our Ofsted rating

St Matthew's had an Ofsted inspection in July 2022 and was rated: Good

How we identify children with SEND

The class teacher is responsible for all children in their class and provides Quality First Teaching. At St Matthew's CE Primary School, we hold pupil progress meetings each term where each child's progress is discussed with the class teacher and Senior Leadership. If any child is identified as a concern, the class teacher and Inclusion Leader will monitor the child and his/her progress. If concerns persist, the school will set up a meeting to discuss this with parents in more detail. This meeting will be an opportunity to:

Listen to any concerns parents may have

Plan any additional support the child may receive

If a parent or carer has any concerns about their child, they can talk to the class teacher or Mrs Tridgell, the Inclusion Leader, by making an appointment at the school office. Termly parents meetings and IEP meetings provide opportunities to discuss the child's work and progress.

Discuss and share Enfield's Local Offer

Begin the graduated response-assess, plan, do, review.

Approximately 20% of children at St Matthew's currently have SEND. The four categories of need are: Cognition and Learning; Communication & Interaction; Emotional, Social and Mental Health; Physical & Sensory. 5% of children in school have an EHCP.

What we do to help children/young people with SEND

A child may be added to the SEND register on entry to the school or at any time during their school journey. The Inclusion Leader, parent and teacher will then work together to devise an IEP (Individual Education Plan) with learning targets. The inclusion Leader may carry out assessments to gather information about the nature of the need and then plan the support. External agencies such as the Educational Psychology Service and Speech and Language Services may be involved, with parental consent.

The school has a provision map which provides a clear picture of all the additional interventions that the school is currently providing. Provision is tailored for each child depending on their specific needs. The interventions are carefully monitored by the class teacher and Inclusion Leader to ensure that they are having a positive impact.

The intervention will target the area of difficulty and may be provided in class or outside of the classroom. It may be on a 1:1 basis or as part of a small group of learners with similar needs. The interventions may be run by a teacher or a trained teaching assistant. Through a combination of the adaptation of teaching and the provision of interventions, we ensure that every child with SEND has their needs met.

The majority of learners will have their needs met in this way, while a very small minority may require an Education, Health and Care needs assessment and then an Education, Health and Care Plan when the Local Authority makes an assessment of need and provision.

Interventions implemented in school include:

- ❖ Tiger Teams – to develop fine and gross motor skills
- ❖ Little Wandle phonics and reading Programme
- ❖ Time to talk- a small group intervention to develop language
- ❖ Talk Boost
- ❖ Colourful Semantics
- ❖ Language for Thinking – a small group intervention to develop understanding
- ❖ Numicon Maths Programme
- ❖ Write from the Start - a handwriting programme
- ❖ Lifeboat/PAT – spelling programmes
- ❖ Phonics groups
- ❖ Circle Time
- ❖ Precision teaching
- ❖ ELSA and MYME interventions (see below)
- ❖ Social skills groups
- ❖ Transition groups
- ❖ Tailored individual and small group interventions for areas of literacy and numeracy

How we adapt our teaching for children/young people with Special Educational Needs

All pupils in our school are provided with Quality First Teaching across a broad and balanced curriculum. Their learning opportunities are planned by a qualified teacher and are appropriate to their age, stage of development and SEND needs. For our pupils with SEND, we often need to adapt our curriculum, differentiate the tasks we expect children to undertake, provide additional support and/or provide them with different or specialist resources. What we do and the ways in which we do this are based very much on the individual child and what they need. Approaches may include:

- Adaptation of the curriculum (differentiated planning) in one or more subjects so that the child is able to access the same learning as the rest of their class
- Support from a Learning Support Assistant, either one to one or as part of a small group, to help the child to access the same learning as the rest of the class, or to help them access learning opportunities which are appropriate to their needs
- Additional visuals, scaffolds, word banks, sentence starters etc to support the child in their understanding and/or remembering of the learning
- Timers or task boards to help the child know what they are expected to do during a given period of time and help them to achieve this
- Provision of coloured overlays, sloped boards, large rulers, enlarged learning materials, double scissors, individual laptops, ear defenders and a range of other equipment to help pupils with specific needs access the learning.

Please see our Universal Offer for more details

How we decide what resources we can give to a child/young person with Special Educational Needs

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the Governors and based on the needs of the school.

The Inclusion Leader supports the class teacher in planning for the children with Special Educational Needs. Senior leadership are also involved in pupil progress meetings and in tracking the progress of all pupils. Individual children are discussed at pupil progress meetings and decisions are made about provision that is appropriate. Parents are involved in these discussions when the individual education plan is written and reviewed.

Training is provided, as appropriate, for all staff to improve the teaching and learning of children, including those with SEND. This may include training on areas of SEN or to support identified groups of learners, such as Autism, Speech and Language delay.

Trained support staff may run interventions planned by the class teacher and Inclusion Leader or by professionals from outside agencies.

The school adapts the environment, wherever feasible, to the needs of the children and specialist equipment is accessed if needed (specialist chairs etc.)

How we check that a child/young person is making progress and how we keep parents informed

A child's progress is continually monitored by his/her class teacher.

Currently progress is formally reviewed every term in pupil progress meetings. Progress in other areas such as attendance, engagement in learning and behaviour is also monitored.

At the end of each Key Stage, in Year 2 and Year 6, all children are formally assessed using Standard Assessment Tests (SATs). Key stage 2 test results are published nationally.

As a school, we have a whole range of diagnostic assessments which we use with individual children as necessary. These also inform our judgements about progress and will be shared with parents during review discussions.

The progress of children with an EHCP (Education, Health & Care Plan) is formally reviewed at an annual review meeting.

If a child is not making expected progress, the school will have a discussion with parents. This provides an opportunity to discuss any concerns and plan support and interventions that may be appropriate. When home and school work effectively together it has a very positive impact on the progress of children.

Support we offer for children's/young people's health and general well-being

The whole family situation is taken into consideration when supporting and communicating about a child. Confidentiality is respected at all times.

Emotional Literacy Support

Two members of staff have completed the ELSA (Emotional Literacy Support Assistant) training and the school is part of the ELSA Network. Referrals about children are made by class teachers to the Inclusion Leader who then plans individual/group interventions according to the needs identified. Emotional Literacy Support is not a behaviour intervention. The work encourages children to recognise and name feelings and helps them to identify what causes them and then to

develop strategies to manage their feelings. Children are then supported to express their feelings appropriately and feel empathy for others' emotional experiences. Planned programmes can focus on areas such as Social Skills, Bereavement, Anger management, Self- esteem etc.

MYME

The school works with My Young Mind Enfield (MYME). Practitioners come into school regularly to lead class or group interventions. These focus on areas such as: emotional literacy, anxiety, friendship.

Medical needs:

- ❖ If a child has any medical needs, the School Welfare & Well-being Officer (Ms Grout) will invite parents into school to create a care plan.
- ❖ The plans will be updated regularly and parents are able to contact Ms Grout if they have any concerns.
- ❖ The class teacher and TA will be informed about any medical needs.
- ❖ All medicines are carefully stored and monitored. If any medication needs to be given in school, a form has to be completed by parents to give the school permission to administer these.
- ❖ Dietary needs are discussed and relevant staff are informed about any allergies.
- ❖ The school often takes advice from our school nurse.
- ❖ A list of staff who are First Aid trained is displayed at the front of the school
- ❖ Staff have specific training in use of EpiPens, Sickle Cell, Asthma, Diabetes, Use of Defib. A record of training is kept.
- ❖ The administration of medicines is in line with our policy and individual care plans.

Values

- ❖ All children are expected to demonstrate our school values:
- ❖ Brave, Respect, Inspirational, Grateful, Honest, Together
- ❖ These values are taught through the RSHE curriculum and collective worship.

Behaviour needs:

- ❖ If a child is displaying challenging behaviour, the class teacher will communicate regularly with parents. The Inclusion Leader may also be involved.
- ❖ Strategies such as reward charts, behaviour logs, home/school books may be used and discussed.
- ❖ Regular meetings may be held and it may be necessary to involve other professionals.

Attendance:

- ❖ It is very important that your child has good attendance so they are able to make the best progress possible.
- ❖ Attendance is monitored very closely and our Education Welfare Officer visits school regularly. We can refer individual children to them if necessary.
- ❖ The Inclusion Leader works closely with EWO and parents to improve attendance.
- ❖ It is important that parents communicate with the school if your child is absent for any reason.

Child's views:

- ❖ Children know the targets they are working on and these are reviewed regularly.
- ❖ He/she is encouraged to discuss their progress and the support they are having.
- ❖ Children are encouraged to discuss any issues that can be fed into the School Council meetings.
- ❖ Children should share any concerns they may have with their class teacher, TA or the Inclusion Leader.

Specialist external services we use when we think extra help is needed

The school has access to:

- ❖ Educational Psychology Service
- ❖ Speech and Language Services
- ❖ Social Services
- ❖ Education Welfare Service
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ Waverley Special School
- ❖ EASA
- ❖ Down Syndrome Network
- ❖ Occupational Therapy
- ❖ Joint Services for Children with Disabilities
- ❖ Family Based Solutions
- ❖ Behaviour Support Service
- ❖ DAZU
- ❖ Parent Support Service
- ❖ School Nurse
- ❖ MYME
- ❖ Child Development Team
- ❖ Voluntary agencies:-
- ❖ National Autistic Society:- www.autism.org.uk



The training our staff have had or are getting

Whole staff training to provide information about SEND and to ensure consistency of the school's approach for children with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, for example from the EASA, Local Authority, School Nurse etc.

Information sessions with the EP, MYME and school nurse are held. These provide parents with the opportunity to discuss any concerns or questions you may have about your child's development.

All Teaching Assistants and Learning Support Assistants have access to training. During their

How we include children/young people in activities and school trips

Safety is prioritised at all times. Risk assessments are completed prior to all trips.

Professional Development Interviews, staff indicate their areas of interest and training needs. The Senior Leadership Team select suitable courses for their needs

All children are included in all activities with their peers and the school provides for additional needs, if required. Before any trip or activity an assessment is completed to ensure accessibility for all. Sometimes adaptations may need to be made to ensure a child can participate in a trip.

Every year, additional adults are provided for school residential trips and parents are advised.

Our school environment

The school is fully accessible to wheelchairs and there are disabled toilet facilities.

Strategies are provided and shared with parents to prepare pupils for visits and activities, when appropriate.

The classrooms and corridors are clearly lit and kept clear to ensure the safety of all children. When each child with special needs enters the school their needs are carefully looked at and specialist equipment may be provided. When agencies advise additional equipment, where possible it is provided, eg specialist chairs. A number of staff are Makaton trained.

All children are welcome to attend extra-curricular activities which are organised for their year group. Registers of attendance are kept to ensure that children can be encouraged to attend

The school site is secure and has restricted access

Staff will wear PPE for any personal care provided to children and in situations where they feel it is necessary. (*See Intimate Care Policy*)

How we prepare for children/young people joining our school and leaving our school

We recognise that transitions can be a difficult time for some children and we ensure that children are well supported.

Nursery/Reception Class

Your child's entry into school is carefully managed. We liaise with pre-schools and any external agencies that may be involved before your child starts school. Social stories and photos may be used to support the child. There is a meeting and two play sessions in school in the summer term and individual home visits take place in the autumn term. The Inclusion Leader will be involved if appropriate.

Transferring from another school

The Inclusion Leader will liaise with the previous school. Parents and the child will be invited to attend a meeting in school. If necessary, visits can be arranged to support the move.

Moving to another school

The Inclusion Leader will liaise with the new school and all records and strategies etc will be passed on. Advice will be given about any support that is in place.

Moving classes

Class teachers meet to discuss the children individually and all information is passed on in advance. The Inclusion Leader is involved as appropriate. Social stories and photos may be used if appropriate.

Secondary transfer

The Inclusion Leader/class teacher will meet with staff from the secondary school to discuss children. If your child has an EHCP, the Senco of the secondary school will be invited to the annual review in the summer term. Transition work will be completed in school and children have an opportunity to visit the secondary school. Other arrangements may be put in place, depending on the needs of the child.

How parents are involved in school life

We acknowledge and draw on parents' knowledge and expertise in relation to their child and encourage ongoing communication between teachers and parents.

Parents are encouraged to discuss any concerns they have with the Inclusion Leader, Mrs Tridgell.

Parents are encouraged to attend Parents Evenings and Individual Education Plan meetings.

Home/school books are occasionally used to help with communication

Who to contact for more information or to discuss a concern

Parents talk to their child's class teacher regularly so we are aware of children are doing at home and we can share what is going on at school. In this way we can share strategies and successes. The class teacher should be the first point of contact if parents have a concern.

Mrs Tridgell, the Inclusion Leader is also available to discuss any queries or concerns. She can be contacted through the school office on 0208 804 1666.

For information regarding Enfield's provision for Special educational Needs & Disabilities please go to; Enfield's Local Offer for SEND.

For independent parent support, please contact; SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) www.enfieldparents.org.uk/enfield-sendiass

Our school complaints policy is available on our school website

**Our offer to children with Special Educational Needs and disabilities
was reviewed in November 2025.**

It will be reviewed again in November 2026.