

St Matthew's C E Primary School

SEND Information Report

2025 - 2026

1. SCHOOL PROFILE

St Matthew's C E Primary School is a truly inclusive school. We encourage all children to develop their skills and interests to the fullest, whilst presenting them with opportunities to engage in activities which they might not have perhaps considered. We aim to avoid stereotyped perceptions to ensure that all pupils shine. St. Matthews provides education to all children with SEND in line with Equality Act 2010. The 2015 Code of Practice does not assume that there are hard and fast categories of special educational need, but four broad areas of need are identified; Communication and Interaction, Cognition and Learning, Social Emotional and Mental Health and Sensory and/or Physical.

Provision is available for all four areas:

Communication and Interaction - The school provides support for pupils with speech, language and communication needs (SLCN) through highly trained teaching assistants (TA's). Experienced and dedicated Speech and Language Therapists have helped to train staff and set up our provision to ensure it provides targeted support to help children with specific speech, language and communication skills.

Cognition and Learning - We offer Quality First Teaching (QFT) to all of our pupils and adapt where appropriate, but we also recognise that some children may need additional support beyond this. Experienced support staff provide 1:1 and small group teaching across the curriculum, both in class and as additional interventions as Wave 2 and Wave 3 support.

Social, Emotional and Mental Health - We are one school family where children, parents, members of staff and other members of the community are proud to belong. We provide a nurturing environment and establish positive relationships with our children and families. We believe that every child can reach their full potential whilst here at St. Matthews and have a structured support pathway for individuals who experience social and emotional difficulties. We have TA's who have been ELSA trained to support children who require emotional well-being support.

Sensory and/or Physical - The school works alongside Trafford's SENAS or the relevant health care professionals to ensure that the appropriate support, resources and reasonable adjustments are made. Sensory needs provided for include visual impairment (VI) and hearing impairment (HI). Children with medical conditions have individual healthcare plans which specify the type and level of support required to meet their medical needs. We offer holistic support to our children and families and work hard to establish and maintain nurturing relationships.

We aim to provide every possible opportunity to develop the full potential of every child. Children with learning differences must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. They must have access to the whole curriculum and at all times and consideration must be given to enhancing the self-esteem of children with learning needs.

1. SCHOOL PROFILE

St Matthew's C E Primary currently has 119 children on roll (October 2025). There are currently 24 children on the SEND register (20.1%) with a range of needs from universal to specialist. There are 4 children with an EHCP plan (3.36%) and 20 children on SEN Support (16.8%). (41.6%) of children with SEND have Social, Emotional and Mental Health, (29.1%) have Speech, Language and Communication Needs, (20.8%) have a Specific Learning Difficulty and (8.3%) have Physical and/or Sensory needs.

2. IDENTIFYING PUPILS WITH SEND

At St Matthew's C E Primary School, we work closely as a team and if staff have a concern about a child, they discuss concerns with parents and the SENDCO. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'. After a term we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. We will always liaise and ask for consent before asking for external involvement.

3. PROGRESS MADE BY PUPILS WITH SEND

Children identified as needing SEND support will be supported via 'in school provision'. They will have an Individual Education Plan (IEP). This will outline what the school, the class teacher and/or the SENDCO plan to do in order to help your child learn. You will also be consulted on how you can help your child achieve these targets at home. These are written with the children, as we are a Right's Respecting School, and we value student voice. We think it is important for children to voice how they would like to be supported. IEPs will be shared with you each term.

They include:

- Targets for your child linked to their needs
- Intended outcomes from the support put in place
- Who will provide the help for your child
- How often your child will receive the support
- How and when the progress will be evaluated and reassessed.

Formal annual reviews will be held for children who have an Education Health Care Plan (EHCP) to discuss their progress and provision. External agencies involved and a representative from the Local Authority SEND team will also be invited to this meeting. You will also receive a detailed end of year report on your child's attainment and progress in learning against National expectations and age related expectations.

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

3. PROGRESS MADE BY PUPILS WITH SEND

We have a small Nurture Provision to support children who are working significantly below age related expectations. The children receive daily support for Maths and English in a small group setting with additional adult support.

Class teachers continually assess each of their pupils and note areas where they are improving and where further support is needed. Termly pupil progress meetings are held. Teachers meet with the head teacher, assessment coordinator and SENDCo to discuss the progress that children in their class have made. For children who are not making expected progress, appropriate interventions and support are identified and put in place.

In addition to assessing children across reading, writing and maths, staff complete Strengths and Difficulties Questionnaires (SDQ's) to help identify children who need additional support with their social, emotional and mental health needs. If these difficulties present as behavioural difficulties your child may be given an Individual Behaviour Plan (IBP), which will be discussed with you. If your child's behavioural needs are significant and they are at risk of exclusion, we will put a Pastoral Support Programme in place.

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

In line with the SEND Code of Practice and the National Curriculum, we aim to provide an inclusive and engaging curriculum. Our school motto, 'Let your light shine' captures our belief that all children can shine at St. Matthews. We strive for every child to succeed and flourish with us.

Teachers have high expectations for every pupil, regardless of their prior attainment. Targets set are deliberately ambitious, and lessons are planned to address potential areas of difficulty and remove barriers to pupil achievement. We teach children to learn from their mistakes and that effort brings reward.

We respect the fact that children:

- Require different strategies for learning
- Acquire information at different rates
- Need a range of different approaches and experiences.

All children and young people are entitled to an education that enables them to make progress. We adapt our curriculum to ensure that all children can access it at all times.

Our curriculum aims are:

- to offer a broad and balanced curriculum, of which children are at the centre. We provide children with additional opportunities in Music, Sport and Outdoor Learning, working alongside external agencies such as Trafford Music, Kick Start and Forest Schools.
- to ensure that the core skills of speaking and listening, reading, writing and mathematics are emphasised and applied across the curriculum.
- to ensure that children are engaged in their learning, remain motivated and build resilience.

4. UPDATE ON THE SCHOOL'S IMPLEMENTATION OF THE SEND SYSTEM

At St Matthew's our aim is to develop resilient, reflective and curious learners who have the highest aspirations for their future. Through engaging and varied experiences, St Matthew's children will explore a challenging and inclusive curriculum; inspiring them to 'let their light shine': this is known as our 'Shine Curriculum'. Our curriculum ensures children are challenged and supported to achieve. We have high aspirations for every child to leave St Matthew's having achieved academic success. Reading, writing and maths are at the core of our curriculum as we know that knowledge and skills in these areas will unlock future learning. At St Matthew's, we understand that our responsibility as a school goes beyond teaching the National Curriculum. Knowing our children, we have five drivers which are at the heart of our curriculum and inform what is taught and how it is taught. These drivers, together with the National Curriculum and our vision and values, make up our SHINE curriculum.

5. PARENTAL/PUPIL VOICE

At St. Matthew's C E Primary, we have an open door policy and we encourage parents who have concerns to make an appointment with their child's class teacher or the SENDCo to discuss them. We believe that education is a partnership between parents and teachers, so communication between parents and teachers is paramount. Staff at St. Matthew's uphold communication with parents through a variety of means, including newsletters, school website and phone calls. Parent's Evening occurs twice a year. This gives parents the opportunity to meet with their child's class teacher 1:1 in order to discuss their child's progress.

At St. Matthew's we believe that building positive relationships with both children and parents is paramount. Our open door policy gives parents the opportunity to come in and talk to members of staff face to face. We also collect parent views annually using our parent questionnaire and use the feedback to improve our practice. If your child has an Education and Health Care Plan (EHCP), your views will be sought before any review meetings.

As a Gold Level Rights Respecting School, Pupil Voice is paramount. Article 12 of the UN Convention of the Child's Rights states that children have the right to an opinion, and their opinions should matter. Our ideas box gives children the opportunity to communicate what they would like to see happening around school. Children are also invited to express their views to the School Council on all aspects of school life, whilst our School Steering Group ensures that all children across school are having their rights met. You can find out more about what it means to be a rights respecting school on our school website. Our pupil questionnaire is conducted annually. If your child has an EHCP, your child's view will be collected in relation to their provision and school experiences, and they will be invited to attend the meeting where appropriate.

6. STAFF DEVELOPMENT

At St Matthew's C E Primary, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

6. STAFF DEVELOPMENT

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training is organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

The staff at St. Matthews are always keen to develop their professional practice and actively seek training. This is important to ensure all staff are trained to deliver Quality First Teaching (QFT). Staff have received training in supporting Speech, Language and Communication Needs, Precision Teaching, Welcomm, Drawing and Talking sessions and ELSA. The SENDCo accesses training outside of school, liaises with other SENDCos in Trafford and attends termly SENDCo forums.

7. WORK WITH EXTERNAL AGENCIES

We work with the following agencies to provide support for children with SEND:

School Nursing Team, Educational Psychology Service, School Educational Advisory Service, Speech and Language Therapy, Visual and Hearing impairment team, Occupational/Physical Therapy Service, CAMHS, Behaviour Support and Outreach service.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.

8. TRANSITION

For children entering Nursery or Reception we have meetings for parents, come and play sessions. We also offer home visits to support transition.

For children joining other year groups we encourage visits, meetings with class teachers and class buddies. All children take part in 'Transition Days' in the Summer Term where they spend a day in their new classroom with their new class teacher before September.

As a child enters school, they (if appropriate) and their parents are made aware of the home/school contract. This states clearly what is expected from school and home. Other times of transition: If transition is potentially going to be difficult, staff will work with children by visiting new classes or schools on a number of occasions. Staff will liaise with parents and children to decide upon other transition activities, such as social stories, making a photograph book to revisit with parents, making a memory box etc.

Transition from St. Matthew's Primary School to High School:

Transition to high school can be a difficult time for pupils and their families. The SENDCo of your child's high school is invited to attend their Year 6 annual review. We work closely with high school staff to ensure a smooth transition by:

8. TRANSITION

- Exchanging relevant documentation (National test results, individual pupil provision maps, recent school reports, reports from outside agencies).
- Facilitating discussion with families from Year 5 at annual reviews or at a parents' evening.
- Visiting new schools (with support staff and family where relevant).
- Completing work with the children in the classroom about 'changes' as part of our curriculum.

9. CLUBS AND TRIPS

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on trips such as residentials, and Clubs and Trips overnight stays at school.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the arrangements we have made to help children with SEND access our school.

10. TRAFFORD LOCAL OFFER

The Trafford Local Authority Local Offer can be found at:

<https://www.trafforddirectory.co.uk/kb5/trafford/fsd/localoffer.page?newlocalofferchannel=0>

11. CONTACT DETAILS

Your first point of contact is your child's class teacher but you can also arrange to speak to Mrs Bradbury the SENDCo. Please ring the school office to make an appointment: 0161 865 1284. If you wish to look at the school's policies, alongside other SEND information, on our website, www.stmatthews.trafford.sch.uk

