

# ST MATTHEW'S CATHOLIC PRIMARY SCHOOL



## SEN Information Report 2020-2021

Headteacher: Claire Sime    SENCO: Toni Gaskell  
SEN Governor: Michelle Black

Contact: 0151 226-1871  
[senco@stmatthewscps.co.uk](mailto:senco@stmatthewscps.co.uk)

Local Offer Contribution:  
<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

### CORONAVIRUS/LOCKDOWN

St Matthews's was committed to ensuring that standards of inclusion during lockdown were maintained. Children with EHCPs or High Needs funding were risk assessed and appropriate provision/support was put in place. As children needed to self-isolate work was provided and appropriately differentiated to meet the needs of all learners. Curriculum planning was adapted to cover the gaps in children's learning on return from lockdown. Additional support was available in every classroom to meet the needs of the children. Learners were assessed and closing the gap sessions were delivered alongside other interventions. Risk assessments were conducted in order for outside services to maintain a level of support and where it was not possible for them to attend the building, we ensured positive communications between home and school and zoom sessions, wherever possible.

### OUR APPROACH AS A SCHOOL

St Matthew's Catholic Primary School is a mainstream primary school which was judged to be 'Outstanding' in November 2020 by Ofsted. We are committed to inclusion and ensuring that all our pupils reach their potential and are not disadvantaged. We offer high quality first teaching and additional interventions; these are defined through our person-centred planning approach across the school. We consider the holistic needs of pupils when making decisions regarding provision and when managing personnel. Our wide range of interventions offer quality provision to all pupils who require additional support. We have high expectations of all staff and pupils; we meet regularly as a staff to discuss the needs, progress and aspirations of all our pupils and we work closely with parents/carers to ensure our pupils can really achieve the best possible outcomes.

Underpinning ALL our provision in school is the graduated approach cycle of:



At St Matthew's all staff have an understanding of the code of practise and they know all teachers are responsible for every child in their care, including those with special educational needs and disabilities.

#### Assess:

The children's progress is monitored and assessed across school; all staff meet with senior teachers for pupil progress meetings and children requiring additional support are identified and ways forward planned. This process means that some children who do not have a special educational need or disability may access intervention activities for short periods to support their learning. We have introduced new intervention guidelines, which means that there is an informal review half way through an intervention, to ensure it is proving effective, as well as a formal assessment at the end of each intervention (**Reference:** Intervention Policy)

There are four main areas of Special Educational Needs we consider when assessing and planning for pupils' needs: **Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Physical and Sensory Needs.**

In consultation with parents/carers and pupils, the class teacher supported by the SENDCo, if appropriate, will identify pupil's strengths and barriers to learning. This is achieved through tracking and monitoring all data relating to pupil progress, which is obtained from class teachers, intervention group assessment information, accessing reports from outside agencies and discussion with parents /carers.

#### Plan:

The class teacher, SENDCo and parent or carer will liaise with each other to identify appropriate outcomes for the pupil so that a Personal Provision Plan can be created. This will show how the outcomes will be met, specifying a time scale, which is normally half a term. However, this can be adapted depending upon specific pupils needs. Outcomes can be met through a range of strategies including differentiated teaching, targeted interventions, adapted resources or access to outreach services if available via Consortia or the Local Offer

#### Do:

The class teacher supported by SENDCo will then ensure the plan is delivered, with the SENDCo accessing the available external support that has been identified as part of the plan.

#### Review:

The pupils' Personal Provision Plans are reviewed at the stated time to reflect the progress made and the impact of the intervention. In some cases, if the informal review has identified that the provision is not having an impact, the review will be brought forward and new targets are set. The review information gathered is used to identify the next steps and future provision for the pupil. As part of the review process, the views of the pupil and their parents/carers are considered to inform future provision.

Having consulted with the children and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child and hold both our internal/external providers and ourselves to account.

## SEND AREAS OF NEED

Children and young people's Special Educational Needs and Disability (SEND) are generally categorised in the following four broad areas of need and support as follows:

### 1. Communication and Interaction- this area includes those children with a diagnosis of ASD.

- Differentiated teaching styles and differentiated planning to meet the children's needs.
- Use of visuals to ensure clear non-verbal communication, now and next cards, task organisers, visual timetables, work stations for pupils and use of timers. We have introduced PICTURE PATH, the online visual timetable that can be shared with parents.
- Support by learning support assistants (LSAs) and teachers to implement programmes designed by Speech and Language therapists. This is normally delivered in a small group or 1-1.
- We use the Wellcomm program, which is aimed at developing the communication and language skills of pupils in Reception and Key Stage 1.
- Intervention groups to support the development of spoken language and support children with difficulties around social interaction – Time to Talk & Socially Speaking
- Support accessed from Speech and Language Therapy Services, Educational Psychologist and the ADHD foundation.
- Sensory breaks have also been introduced across school with all staff receiving training on how to support children with sensory processing difficulties some of whom may have a diagnosis of ASD. Our aim is to develop the use of sensory circuits over the coming year.

### 2. Cognition and Learning

- Differentiated teaching styles and planned learning opportunities that meet the children's needs in each class.
- Specialist resources to enable access to the curriculum e.g. coloured overlays, pencil grips, sloping boards to write on, tablets for recording
- Targeted intervention from teachers and support staff both in and out of class – this can be small group or one to one work. Some current interventions used in school are Beat Dyslexia, Toe by Toe and Precision Teaching. For further information, please see the school's Intervention Policy.
- We have SENISS provision available also, one for 1-1 teaching for 6 targeted children on a weekly basis.
- We have OSSME and SENISS observing targeted children and recommending the best way to support them.
- Access advice and support for both staff and children from other outreach providers including Educational Psychologist Service.

### 3. Social, Emotional and Mental health

- SLT is always available to provide support for children and families and to signpost to any additional services that may be of help. Our website has a SEN Hub, which has many links to support services.
- School employs a counsellor to provide support for children and families.
- School has a family support worker (FSW) that provides a range of support for those families we have referred or those who have requested additional support.
- Staff have access to counselling on request.
- The school use Jigsaw PSHE curriculum with its focus on developing emotional intelligence and well-being. Circle Time is also used to promote the continued development of the pupils' social and emotional wellbeing. Our aim is to further enhance our pastoral offer by the introduction of 'Wellness Wednesday' to further promote these skills. Parents will be invited in to take part in 'Wellness Wednesday' workshops/activities with their children on a regular basis. These sessions may include activities such as yoga and massage.

- All staff have attended training sessions for mental health and well-being which has supported staff when recognising the signs and symptoms of mental health, to be able to ask opens questions, access the right support, service or self-care and build the children’s’ resilience.  
Staff also received training on recognising pupils who may have attachment issues and guidance on the action they would need to take to support these children and access support from outside agencies.
- The SENCO and other staff have attended a range of Dr Jenny Nock training around various aspects of neurodiversity, attachment and trauma.
- School continues to access external support services including the School Nurse team, and CAMHS (Children and Adolescents Mental Health Service) who can sign post pupils and their parents/carers to a range of support services.
- Additional support is provided in school via interventions such as Yoga, Social stories, friendship groups, ‘Think Yourself Great’, and ‘Drawing and Talking’. SENCO, HLTA, LSA and teacher’s deliver these.
- A bereavement group is led by the school counsellor.
- All classes have Take Ten equipment which is a self-regulatory calming programme based on breathing techniques.
- We continue to engage with the ADHD Foundation and are able to offer the services of a trained therapist to support some of our pupils with one to one therapy sessions. We have also been able to access the services of an additional play therapist from OSSME (Outreach Support for Mainstream Education and Early Help) who are part of the Autism Initiatives group.
- This year we have engaged the services from ‘Seedlings’.
- This year we are providing ‘dog therapy’ for target children. Initially this is once a fortnight.

#### 4. Sensory and/or Physical Needs

- School continues to work to ensure accessibility to school in line with current legislation (see Accessibility Plan)
- School provides specialist resources – grab rails in toilets, ramps, pencil grips, stress toys, oral stimulators, sloping boards, fidgets, air cushions, weighted blankets, magnifiers, larger font, iPads linked to classroom whiteboards (school use only) as well as adapting and enlarging resources and information for pupils and if need be parents .
- Staff have been trained on recognising and supporting children with sensory processing difficulties and additional resources have been purchased to meet these needs.
- School can access support from the School Nurse team, Sensory service for those pupils with additional needs relating to sight or hearing. In some cases, pupils have been provided with some 1-1 support from a teaching assistant from the Sensory team.
- Visits from the Physiotherapist to deliver physiotherapy on a regular basis for some pupils and to demonstrate programmes for staff to deliver. The Occupational Therapy team also visit school to train staff in the delivery of exercise/activity programmes for targeted children and we have purchased a programme aimed at supporting children the development of their fine motor skills.
- We deliver handwriting and clever fingers interventions throughout the school.

**(Reference: St. Matthew’s Catholic Primary School SEND policy September 2021)**

As of November 2021 we have 91 pupils on our SEND Register, broken down as below:

Communication and Interaction	Cognition and Learning	SEMH	Sensory and Physical
(55%)	(27%)	(9%)	(9%)

We have internal processes for monitoring quality of provision and assessment of need. These include the use of tracking data and its analysis, pupil progress meetings, lesson observations, learning walks, book monitoring, monitoring of planning by the Senior Management Team and Curriculum Co-ordinators, questionnaires for pupils and parents. We also liaise with parents regularly.

## Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents' evenings	Class teacher, parent/carers, SENDCO/HT	Termly
Follow up parent's evening with SENDCO	Parent/carers, SENDCO	On request/termly
Pupil profiles for individual children	Class teacher, LSAs, SENDCO, parent/carers, pupils	Termly
Training sessions	Parents/carers, specialist teachers	As appropriate
SEND Provision Questionnaires	Parents	Annually
SEND coffee mornings/ drop in sessions	Parents/carers, specialist teachers, SENDCO	As appropriate in the year

## Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. We have current specific SEND expertise in our school:

Initials of person	Area of expertise	Level of Qualification ( <i>i.e. Masters, NVQ, Degree, HLTA</i> )
Mrs T Gaskell	SEND/Pastoral	B.Ed (Hons) English/Education M.A in Education Studies NASENCO (will be completed 2022)
Mrs M Adlard	Counselling	Level 4 Therapeutic Counselling Diploma (ABC) Level 3 Intermediate Counselling (CPCAB) Level 2 Introduction to counselling (CPCAB) Level 1 Basic counselling skills Advanced Clinical Hypnotherapy NLP, EFT, Diploma Clinical Hypnotherapy Diploma Certificate Loss and Grief Certificate Bereavement Certificate phone line counselling Certificate of Proficiency (BACP) Level 3 Child Counselling Diploma Level 3 CBT Diploma Level 1+2 Reiki

Staff also have training in the following areas:

Intervention Name	Focus	Trained Staff
Think Yourself Great	Emotional wellbeing	LSAs
Time to Talk	Social Communication	Mrs Walsh
Speech and Language support	Speech and Language	All KS1 and EYFS staff
Rainbows	Emotional Wellbeing following loss or bereavement	Mrs Leonard
Talk Boost	Developing good communication skills for pupils in Early Years	Mrs S Jones Mrs Gaskell
Wellcomm	Early language and communication	Sarah Davey Mrs Gaskell EYFS staff
Yoga	Supporting health and well-being	Mrs L Bligh
Drawing and Talking	Emotional well-being	Mrs Gaskell Jayne Walsh
Precision teaching	Targeting children to learn specific skills	Gail Leonard
Memory training	Targeting children who struggle with poor memory skills. This will help pupils develop strategies to improve memory	Miss E Little Mr A Burns

Other training to support areas of SEN	
Training details	Trained Staff
OSSME Training – Sensory Awareness, Autism in Girls , Early Years and Comic Strip conversations and Social Stories	All staff
WORKING WITH CHILDREN AND YOUNG PEOPLE WHO HAVE COMPLEX DIFFICULTIES	Mrs Gaskell
ADHD: A World of Distractions	Mrs Gaskell Jen Evans
BLURRED LINES: ADD, AUTISM OR ATTACHMENT DIFFICULTIES?	Mrs Gaskell
The Impact of Early Experiences on Sensory Development and Processing	Mrs Gaskell
Trauma-Responsive Play	Mrs Gaskell

School staff attend weekly-directed time training sessions on numerous aspects of Teaching and Learning in order to improve outcomes for children.

We continue to have a strong focus on ensuring consistency of standards by moderating work across the whole school and developing an awareness of the curriculum beyond individual Phases/Key Stages. All staff have taken part in Safeguarding updates. All staff attended a range of courses delivered by OSSME. The sessions included Comic Strip conversations, social stories training and Sensory Awareness.

SENDCO has enrolled on the NASENCO award and continues to attend the School Improvement SEND Briefings, other training that is offered regarding SEND, Consortia meeting and NLL partnership meetings.

### Staff deployment

Considerable thought, planning and preparation goes into utilising our teachers and support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Along with teachers, support staff are based in each year group to support all children in accessing learning across the curriculum. They may also be used to focus on supporting specific groups of children within each class with a particular curriculum area, e.g. extra reading, phonics, work to develop fine motor skills or support with basic number skills. For some staff this means they may be class based for part of their time and spend the remainder delivering specific interventions. Some support staff are assigned to support individual pupils for the whole or part of each day depending upon the needs of the pupil. We receive high needs funding for some children, which contributes to the funding of 1-1 provision for these children.

At breaks and lunchtimes, identified staff help support children who find the unstructured time challenging or unsettling. They may also engage and support pupils to develop positive social interactions, organising games and encouraging children to use the strategies they learn to help them remain calm.

### Finance

For any pupil requiring SEND support in St. Matthew's Catholic Primary School, we are required to provide effective support for their individual needs. The SEND budget used in a variety of ways, for example, to fund the purchase of adults or additional resources; release teaching assistants to provide intervention groups or additional support for pupils in class; fund the purchase of services from external partners; release the SENDCO to complete their role and to provide staff training. "High Needs" funding may be applied for from the Local Authority for individuals who may need additional support. We currently have 4 children in receipt of this funding.

A full list of our external partners who we work with can be made available upon request. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefited our children/young people and their families in the following ways:

- Allowing children to access a range of interventions and support their learning.
- Enabling us to buy in services from the ADHD Foundation
- Enabling us to buy in services to support Speech and Language therapy
- Purchase of additional Educational Psychologist appointments
- The purchase of additional resources such as individual work stations, sensory soothers and fidgets,
- The funding of additional teaching assistants to provide 1-1 or small group support to pupils for all or part of their school day as appropriate.
- To buy in resources to support the delivery of interventions such as Beat Dyslexia, handwriting, clever fingers

### School External Partnerships and Transition Plans

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Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year we worked with our feeder partners to welcome 14 children with special educational needs or disabilities and we supported 18 children to the next phase in education.

Covid-19 restrictions did not allow for face-to-face transition visits to schools but we had planned telephone calls, zoom meetings and all receiving secondary had reports and paperwork hand delivered to them.

All safeguarding documentation was copied and transferred through CPOMs where possible or hand delivered to the receiving school and signed for.

We also arranged for some children to attend Summer school, at their allocated secondary school, which supported their transition.

Targeted children, in school, were given transition booklets and teachers, SENDCO and LSAs worked with the children to support their move up to the next class/key stage.

Staff have handover meetings with each other and receive a SEND file in order to understand the needs of their incoming children and enable them to prepare for the year ahead.

Calls to nursery settings were made and transition forms/information received and where possible, all in-coming reception children were visited at their homes by SLT or EYFS staff. (socially distanced door step visits)

### Support Services for Parents

We work closely with the following organisations and signpost parents to these support services:

Advanced Solutions [www.advancesolutions.co.uk](http://www.advancesolutions.co.uk) 0151 486 1788

ADHD Foundation [www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk) 0151 237 2661

CAMHS [www.freshcamhs.org](http://www.freshcamhs.org) 0151 293 3662

Dyslexia Action [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk) 0300 303 8845

Isabella Trust [www.theisabellatrust.org](http://www.theisabellatrust.org) 0151 378 0998

YPAS [www.ypas.org.uk](http://www.ypas.org.uk) 0151 707 1252

Here is a link to our SEN Hub, which can be found on our website also. <https://matthews.school/wp-content/uploads/2021/08/SEN-HUB.pdf>

### Complaints

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This year we have had 0 complaints. Complaints will be dealt with using the procedures outlined in the Complaints Policy which can be found on the school's website.

### What has worked this year

New SENDCO has been inducted and developed strong working relationships with families, children and professionals

Sensory space created

SEN room/calm space for children to retreat

Interventions streamlined and working spaces created

In November 2021 the % of children on the SEND Register in Reading, Writing and Maths making expected progress was as follows:

EYFS Attainment	Working Below the expected level	Working Towards the expected level	On Track/Expected	Working Above/Greater depth
<b>Reception</b>				
Reading	60	20	20	0
Writing	80	0	20	0
Maths	60	20	20	0
<b>KS1 Attainment</b>				
<b>Year One</b>				
Reading	10	20	50	20
Writing	20	50	30	0
Maths	10	20	70	0
<b>Year 2</b>				
Reading	14	43	36	7
Writing	14	43	36	7
Maths	21	21	36	21
<b>KS2 Attainment</b>				
<b>Year 3</b>				
Reading	13	38	44	6
Writing	25	50	25	0
Maths	0	44	56	0
<b>Year 4</b>				
Reading	15	46	23	15
Writing	31	38	23	8
Maths	8	46	31	15
<b>Year 5</b>				
Reading	11	78	11	0
Writing	11	78	11	0
Maths	11	56	33	0
<b>Year 6</b>				
Reading	5	32	47	16
Writing	5	42	47	5
Maths	11	21	68	0

We continue to measure the progress of our pupils against Curriculum guidance, or for some of our pupils whose progress needs measuring using smaller steps we use PIVATs. We use standardised scoring tests annually across KS1 and KS2 to further inform our expectations of children and to support our tracking

**As we move forward we intend to:**

- \*Develop our bank of resources for pupils with additional needs and provide a library of resources for staff
- \*Develop our sensory provision
- \*Develop the SENDCO's knowledge and understanding of all aspects of SEND
- \*Further develop the analysis of data by SENDCO to inform future planning of provision



- \*Identify and prioritise further training needs for staff
  - \*Offer SENDCO “drop ins” for staff
  - \*Offer parents workshops and coffee mornings
  - \* Ensure parents understand how to access documents relating to SEND in our school and the Local Offer
  - \*Introduce the Zones of regulation in order to support children self-regulate their behaviour
  - \*Extend our pastoral offer and introduce and extend mindfulness and anxiety reducing strategies
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St. Matthew’s Catholic Primary School prides itself on being inclusive and in supporting children to the best of our ability and we will continue to prioritise resources and time to further develop our practice.

### **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Rigorous monitoring of pupil profiles, pupils work and teachers planning
  - Learning walks
  - Promoting the use of sensory breaks in class for targeted children and developing our use of sensory circuits and sensory room.
  - Evaluation of data, pupil and parent feedback
  - Support for parents
  - Review of our Traded and bought in services and their effectiveness and the establishment of links with new provide
  - Application for the Liverpool Inclusion Charter Mark
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In preparing this report, we have included governors, staff, parents, children, and young people through discussion and sharing information

### **Relevant school policies underpinning this SEND Information Report include:**

- SEND Policy
- Transition Policy
- Assessment Policy
- Curriculum Policy
- Intervention Policy
- Parental Complaints Policy

### **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014 including the guidance from the SEND Code of Practice: 0-25 years
- Equality Act 2010
- Mental Capacity Act 2005
- Special Educational Needs and Disabilities Code of Practice January 2015

**Date presented to/approved by Governing Body: November 2021**