

ST MATTHEW'S CATHOLIC PRIMARY SCHOOL



LOCAL OFFER 2025-2026

Contact: 0151 226-1871
senco@stmatthewscps.co.uk

1. How does the school know if children/ young people need extra help and what should I do if I think my child may have special educational needs?

*Children are monitored throughout the year; if there are concerns about progress or if any child needs extra support then this is identified early and acted upon. This may mean small group intervention, individual support or outside agency support. These interventions may be daily, weekly, they will be delivered on a needs-led basis. Interventions will be monitored and impact will be measured. *If your child is new to our school then progress will be discussed with the previous school or nursery. *If you think your child has additional needs and this has not already been identified by the school, then an appointment can be made to see the SENDCO and/or Headteacher.

2. How will school staff support my child?

*The SENDCO will liaise with school staff and outside agencies to ensure that your child's needs are met and targets in their Pupil Profile are reviewed. We know that each child is different and needs are varied so the frequency and level of the support your child receives will depend on their level of need. Each child is reviewed on an individual basis.

*The SENDCO will involve you in all support plans for your child.

*School staff will measure the impact of the support given to your child and the progress your child is making.

3. How will the curriculum be matched to my child's needs?

*The school recognises that children are at different levels in their learning and our neuro diverse pupils learn in different ways. To support this, the school delivers the curriculum in different ways. We offer small group support and individual support when needed, such as phonics tuition.

*If your child has been identified as having additional needs we closely monitor progress using Pupil Profiles. All parents/carers are invited to contribute to their child's Pupil Profile and we will keep you informed of any progress that is made in meeting the targets in the plan.

4. What support will there be for my child's overall well-being?

*The school will keep in close contact with you about your child's overall well-being. Our pupils are encouraged to have a voice and there are opportunities for them to be listened to in class situations, small groups and 'drop in' sessions with the SENDCO and school counsellor. We also have a School Council for children to share their views and ideas. School council meet regularly with the Head teacher.

*We have 'think yourself great' sessions where pupils self-esteem is developed and they are encouraged to talk about things that they enjoy, are good at, have confidence in.

*We engage the services of the school nurse and parents can ask for an appointment.

*We have experienced and expert staff who can support parents/carers and signpost them to any other services that can help.

*We have named staff who are trained to administer any medicines your child may need.

5. What specialist services and expertise are available at or accessed by the school?

*The school can access specialist support for children with social, emotional and behavioural difficulties, children with learning difficulties and children with a diagnosis of ASD, ADHD or other related issues.

*The school receives support from the Educational Psychology Service, SENISS (Special Educational Needs Inclusion Support Service) and OSSME (Outreach support service in mainstream education)

*The school employs a counsellor one day per week to support children. The school will liaise with you if we feel that this intervention would be beneficial to your child or you can refer your child by contacting school.

*We can make referrals, with your consent, to many specialist services, including CAMHS (Child and Adolescent Mental Health Service) and SALT (Speech and Language Therapy Service) *School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia.

6. What training do the staff supporting children and young people with SEND receive?

*The SENDCO attends Local Authority Briefings to keep up to date with any legislative changes in SEN.

*The SENDCO and support staff can access training through their primary Consortia.

*All staff in the school receive training to meet the needs of all the children attending the school; this may include Dyslexia Training, ASD awareness training, precision teaching, various strategies on how to support children's varying needs, Zones of regulation training, social thinking, SALT training. Regular staff meeting will include an element of training and we have introduced coaching and mentoring sessions where teachers coach each other on their area of expertise.

7. How will my child be included in activities outside the classroom including school trips?

*Where possible, provision will be made for all pupils to access all areas of the curriculum including extracurricular activities. We will always contact you before a planned activity if we think your child may require additional support to meet required health and safety standards. This may involve a specific risk assessment to identify any additional support needs your child may have to ensure full participation. Advice may be sought from the local authority also.

*School runs a breakfast club, that runs from 7.45am – all pupils welcome but spaces are limited; parents need to make application at the front office and they will explain details and costings.

*School also runs an afterschool club until 6pm every night in school – all pupils welcome but spaces limited.

8. How accessible is the school?

St Matthew's Primary School is a 2-storey building. EYFS and Key Stage 1 occupy the ground floor and adaptions have been made to ensure that there are no steps to negotiate. Doors are wide enough for wheelchair access. Key Stage 2 occupy the first floor, there are 2 staircases. We also have a lift to support children with physical needs access the first floor easily.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

*if you have any questions you are invited to contact school by telephone or email. All can be found on school website.

*We offer times when you can look around the school and meet SLT (senior leadership team)

*Once a place has been allocated your child will also be invited to visit and stay for a short session before starting school. We will also do a home visit with prior arrangement with parents/carers.

*We contact any nurseries, or other school your child has attended to gather information about their needs.

*We will contact any specialist services that support your child and ask you to invite them to a Team Around the Child meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.

*We support pupils moving to new settings and Key Stages by liaising with the receiving school.

*We develop a transition plan in partnership with you, your child, the new setting and specialist staff supporting your child to ensure the children's transition is as smooth as possible.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

*The school's SEN budget is allocated to meet the needs of the children on the SEN Register.

*The progress and attainment of all children is tracked and resources are allocated according to need.

*The SEN budget is used to ensure that school staff are qualified and trained to support your child and to purchase specialist help if needed.

*We also use the budget to ensure that children's individual needs are met from specific interventions and programmes, where appropriate.

11. How is the decision made about what type and how much support my child receives?

*In school we adopt a graduated approach to meeting need. This means that all children will receive the same education in class but if needs are identified teachers will make adaptions to support this and report to the SENDCO any concerns they have. Considerations will be made as to most appropriate interventions to support the pupil's needs and a timescale for a classroom-based intervention and expected outcome will be determined.

*We will consult with you on progress and if expected outcomes are not met agree a timescale for withdrawal from class to a small group intervention.

*We will review with you the impact of interventions and if appropriate access further support from outside agencies.

*We aim to plan your child's support with you, review progress and try to meet needs within our own resources.

*If your child requires additional specialist support we will discuss with you the pathways to more specialist support/provision.

12. How are parents involved in the school? How can I be involved?

*We invite specialist agencies into school to talk to you about how they can support you and your child.

*We hold regular parents' evenings for you to talk to your child's teachers about their progress.

*We offer individual appointments to discuss specific issues with you about your child's progress.

*We have an active PTFA – all parents welcome

*We host coffee mornings for parents

*We have an open-door policy, parents are welcome to make an appointment to speak to a member of staff if they have an issue of concern. The SENCO and Assistant SENCO are available for appointments that can be booked via the website.

13. Who can I contact for further information?

Refer to school website: <https://matthews.school>

If you would like to talk to a member of staff please contact the school office 0151 226 1871 and they will direct you to the appropriate person.

KEY CONTACTS

Claire Sime (HEADTEACHER)

Toni Gaskell (DEPUTY HEAD TEACHER and SENDCO/INCLUSION/ATTENDANCE) senco@stmatthewscps.co.uk

Kate Roberts (CLASS TEACHER and ASSISTANT SENCO) senco@stmatthewscps.co.uk

Michelle Black (PASTORAL LEAD)

Cathie Sargeant (SEND GOVERNOR) via school on 0151 226 187