



LUTON BOROUGH COUNCIL

SEND INFORMATION REPORT

St Matthew's Primary School

1st September 2021

ST MATTHEW'S PRIMARY SCHOOL LOCAL OFFER

Please note provision outlined in the SEND Information Report reflects usual practice and may be subject to change as a result of the current situation with COVID-19. However, as a school, we will endeavour to continue to work as closely as possible with families and professionals during this time

Introduction

At St Matthew's Primary School we believe in achievement, ambition and progress for all children.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents / carers, the SENCo, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent mental health services (CAMHS) to ensure that the school can meet a broad range of special educational needs.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.

1. How does the school identify and organise support for children with special educational needs?

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteachers, Leadership Team and all other members of staff, both teaching and support staff, have important day-to-day responsibilities to meet the needs of all children. Under the Teachers' Standards (2012), all teachers are required to provide high quality teaching that is differentiated and personalised to meet the individual needs of all learners. The majority of children will learn and progress within these arrangements. However for some children we recognise they may need additional support to access learning.

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The academic and personal progress and attainment of all children is monitored in a variety of ways. This may be through informal in-class ongoing observations or through formal assessments and pupil progress meetings. Any concern regarding the progress and attainment of individual children is flagged up and barriers to learning are quickly identified.

Children may experience barriers to learning for a variety of reasons and as a result, may not achieve their full potential or make expected progress at times. For these children, teachers, support staff and the Leadership Team will offer support to assist the children in overcoming any difficulties and to facilitate greater access to learning.

The form of support children receive will vary and will be based on their individual needs. This may include sessions both in and out of the class and may be in the form of differentiated work, one-to-one adult support, group work or sessions with a Specialist Service. The impact of this support will be carefully monitored and adjustments will be made wherever necessary.

Support for individual children will be identified on Provision Maps and reviewed on an ongoing basis. Some children will also be working on an Individual Plan, where specific targets will be set to support their specific areas of need. If children are at risk of not meeting their targets, provision will be adjusted accordingly and the possibility of outside agency support will be considered where appropriate.

Throughout the monitoring and assessment cycle, the school aims to work closely with parents to identify and overcome any potential barriers to learning. We recognise that a positive and productive relationship between home and school is vital in securing the best possible outcomes for all children.

2. Who are the key people in the school available to discuss parental / carers concerns about their child's difficulties?

If a parent / carer has concerns about their child's difficulties there are a range of people in the school they can go to. Usually in the first instance it is best to raise concerns with the child's class teacher. They work most closely with your child and will have the most up-to-date working knowledge of them. The class teacher also has the ability to use our in school referral system to log any concerns, provide details of any strategies and support implemented to date and to describe the outcomes of such intervention. Class teachers are able to escalate concerns to other members of staff either after a period of monitoring or immediately in the case of significant concerns.

In addition to the class teacher, concerns regarding a child's difficulties can also be raised with the Inclusion Team:

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- Victoria Hall – SENCo
- Natalie Crawford- Assistant Head for Inclusion

Other key adults in school who can support include:

- Year group leaders
- Link member of SLT for child's year group

We have an open door policy and are always willing to meet parents and to discuss any concerns. Appointments can be made directly with the class teacher or through the school office for other members of staff.

3. How will parents / carers be informed about a child / young person's progress within the school and how will his / her progress be measured?

The achievement and progress of all children is carefully monitored throughout the year through the school's monitoring and assessment cycle. Formal periods for this cycle are once a half term, where assessment information is formally recorded and pupil progress meetings take place led by the Leadership Team in order to track the achievement and progress of each individual child.

For children who may be experiencing barriers to their learning their achievement and progress may be tracked on a weekly and even daily basis to ensure that the additional support being provided is having the maximum effect in addressing any challenges or difficulties they may be experiencing. If the children's achievement or progress is not sufficient, adjustments will be made to the support available in order to facilitate greater success.

Regular interaction with parents throughout the school year is extremely important in accurately monitoring and assessing the children's achievement and progress. Good communication between school and home should enable teachers and parents to develop the most accurate picture of the child's capabilities and difficulties and you should be fully supported in facilitating further progress at home.

Parents should be regularly informed of their child's progress, which may occur in a variety of ways depending on factors including the child's age and level of need. These can include:

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- Meetings and Parent Consultations
- Letters
- Home School Communication book
- Formal reports

Children who may require additional educational provision in order to access learning will be fully included on a Provision Map and may also have an Individual Plan. These clearly identify children's barriers to learning and set out agreed targets to overcome these. All provision works following the Graduated Approach cycle of Assess, Plan, Do, Review. Provision Maps are written and regularly updated by teaching staff under the guidance of the Inclusion Team. They are continually under review in order to evaluate the effectiveness of the provision available for these children. Teachers should meet with parents regularly in order to share targets and agree strategies for your child, which will also include a certain level of home support.

The progress of children with an Education, Health and Care (EHC) Plan is formally reviewed at an Annual Review with all adults involved with the child's education, including parents, in attendance. Children with an EHC Plan will also have an Individual Plan which clearly records targets and the strategies the school intends to deploy to support progress in their specific area(s) of need. Regular meetings will take place between teachers and parents to review these plans.

4. What support will parents / carers receive if their child / young person has been identified as having special educational needs?

At St Matthew's Primary School we pride ourselves on our attempts to form positive and secure relationships with all children and their families, recognising that parents have a significant role to play in the successful education of their children. To develop our relationships with parents we operate an 'open door' policy, where you are encouraged to make regular day-to-day contact with staff. Throughout the year there are also a variety of methods we deploy to give parents an opportunity to either view your child's work, discuss their academic or personal achievement and progress, agree targets and their next steps for learning or to celebrate their awards and successes in school.

For parents, learning that your child has been identified as having a special educational need should never come out of the blue or as a shock. This is because we aim to ensure you are heard and are informed at the earliest possible stage, as soon as even the slightest difficulty or delay in learning is recognised. We will then work closely with you to identify and remove your child's barriers

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to learning through carefully targeted support and provision. Determining that a child has a special educational need will only then come if targeted support has proved unsuccessful in facilitating greater or satisfactory progress and it is deemed appropriate to seek support from Specialist Services. This decision will be made in conjunction with you and you will be supported to not only understand your child's needs but also in how to best promote their learning or personal development out of school or how to make small adjustments to daily life at home to make things a little easier for you and your family.

In addition to the opportunities on offer to all parents of children at the school to build successful relationships with staff and engage in school life, parents of children with SEN are also invited into school to discuss concerns regarding your child with teachers, support staff or the SENCo/Assistant Head for Inclusion and you are encouraged to share information regarding your child's needs, any relevant information from other agencies or any advice from expert support groups. Likewise, members of the Inclusion Team are available to meet with you to discuss your child's progress and any information provided or ideas suggested from outside agency professionals, or where this is not possible, through a report from the professional directly. Targets or Individual Plans will be reviewed with your involvement on a regular basis and a Home School Communication Book may be used to support communication with you where it has been agreed to be useful for your family. If your child is undergoing statutory assessment for an EHC Plan, you will also be supported by the SENCo, Assistant Head for Inclusion and various outside agency professionals to ensure you fully understand the process.

Throughout the school year St Matthew's Primary School also host various Coffee Mornings, Workshops and Support Groups which parents of children with SEN are invited to attend. The SENCo and Assistant Head for Inclusion are both very experienced in working with families and children with SEN and regularly attend appointments with parents regarding their child's additional needs should they so wish.

St Matthew's Primary School also benefits from a well-equipped and popular on-site Family Centre. We employ an experienced and supportive Family Worker offering a range of services and levels of assistance for children and their families. The type of support the Family Worker offers is varied and includes working one-to-one with parents on behaviour management techniques at home, supporting small groups of parents with healthy meal ideas or ideas for fussy eaters, running arts and crafts or games clubs for parents to enjoy with their children and carrying out more intensive, individual workshops for families in need of support.

The Family Worker also regularly support families with the completion of paperwork to claim housing benefits for example or access support from outside agency advisors. The Family Team can also signpost families to various support teams outside of the school, including Parent Partnership, ABC Children's Centre, specialist childminders, charities and support groups.

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Lots of information and leaflets can also be found in the Family Centre that may be of interest to parents, again based on a wide range of material, including school policies or forthcoming school events, offers on local days out and training courses or support groups such as CALMs and DADs for children with additional needs.

5. What support is offered to ensure the wellbeing of children / young people with special educational needs and disabilities?

St Matthew's Primary School is a "Happy Centred School". As part of our work in this area, children are taught vital skills for emotional intelligence and values to be part of our community.

The wellbeing of all children at St Matthew's is of paramount importance. It is the responsibility of all staff to keep our pupils safe, both emotionally and physically. In addition to the Leadership Team, Year Group Leaders, Class Teachers and TAs there are other key adults in the school who help to support the wellbeing of our children. These include:

- Family Worker
- Safeguarding Officer
- Healthcare Assistant

Staff at St Matthew's recognise that children can have a number of barriers to their learning. In addition to learning and physical needs we are also experienced in supporting children with social, emotional and behavioural needs. The access to support for these pupils follow the same procedures for those with additional learning needs. The children's needs are identified on the Provision Map and additional support such as social skills groups, emotional and self-esteem work are put in place. These have targets and are monitored regularly. If concerns remain then referrals to outside agencies such as Educational Psychology Service, CAMHS, ALPS, Greenhouse Mentoring can be considered in discussions with parents.

Our school behaviour policy clearly sets out the expectations and procedures at St Matthew's. The focus is very much on the positive approach with high expectations and the fostering of respect for ourselves and each other. Procedures regarding sanctions are clearly defined and where children are struggling with behaviour, despite the behaviour policy being consistently applied, support would be put in place to address this. Again, this will be recorded as part of the Provision Map. If it is identified

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that a child's behaviour regularly causes concern or puts them at risk of exclusion then outside agency involvement and advice would be sort. We are experienced in writing and managing Individual Behaviour Plans and Pastoral Support Plans, and in such cases, these would be put in place to document strategies and appropriate support for the child. Parents and pupils would be kept informed at all points, and their views will be taken into account. In addition to this, as part of a cluster of Luton schools, St Matthew's Primary hosts Next Steps, a facility for children who experience barriers to learning as a result of behavioural difficulties. We work closely with the provision and referrals may be made by the school.

As good attendance is vital for supporting good progress, there are many incentives in place for this at St Matthew's. Where children are in need of regular medication during school hours, our Healthcare Assistant Debbie Changara can support with this. She can be contacted via the school office if you have any questions regarding this.

6. How will teaching be adapted to support the child / young person with special educational needs?

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training.

At the heart of the work of every school is a continuous cycle of planning, teaching, assessing and reviewing which takes account of the wide range of abilities, aptitudes and interests of children. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children who will learn and progress within these arrangements. For some children whose progress does not meet their full potential or whose overall attainment or attainment within specific subjects falls outside the expected range, educational provision that it is underpinned by high quality teaching and is additional to or different from what is usually provided may be required.

As a school we recognise the importance of meeting the needs of all learners and use our best endeavours to ensure that special educational provision is made for all children who need it. Class teachers plan lessons according to the specific needs of all groups of children in their class and ensure that learning tasks are adjusted in order to enable all children to access learning as independently as possible. For those children who require it, specially trained support staff can modify or adapt the teachers planning to support the needs of your child where necessary and specific resources and strategies may be used to support your child individually or in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to learning.

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For children with greater barriers to learning, for instance, those who are supported by Specialist Services or those who have an EHC Plan, the SENCO and Assistant Head for Inclusion meet regularly with your child's class teachers, support staff and one-to-one specialist teaching assistants where applicable. During these meetings we look closely at the curriculum and agree how it can be best adapted to match your child's stage of development in order to promote access to learning and their independence. We also consider any reports or recommendations we have received from outside agency professionals or Specialist Services to ensure your child is given plenty of opportunity to work towards identified targets using the suggested strategies. This level of support is provided for children in the school of all ages, from Reception right through to Year 6.

7. What different types of support can the child / young person receive in school? (e.g. small group or individual)

As all teachers are teachers of children with special educational needs, all children within the class will have equal opportunities to be taught by their class teacher, irrespective of their level of need. All children at St Mathew's Primary School also benefit from access to a teaching assistant to support and enhance their learning experiences. For some children with more significant needs, and in all cases of children with an EHC Plan, they will also have the support of a specialist teaching assistant to enable them the greatest access to learning and to assist them in reaching their fullest potential.

Support can be offered in a wide variety of ways and is dependent on a range of factors. For instance, at times your child may be supported on a one-to-one basis, in a group, through split class teaching sessions or in a whole class teaching situation. They will be supported by teaching and support staff within their classrooms but may also work with a teaching assistant or teacher from another class, a year group leader, a member of the Leadership team or a Specialist Service professional at times. Your child may receive support in academic subjects such as Reading, Writing or Maths or they could be supported to develop other skills such as their concentration, their fine motor skills or their social skills.

In addition to the different ways support is delivered for your child, your child may also have access to a number of different facilities to ensure appropriate provision is made to meet their needs. For instance, if your child needs to further develop their gross motor skills, they may have greater access to the playground, the PE equipment or a support cushion when sitting on the carpet or on a chair. Alternatively, if your child needs to further develop their attention and concentration skills they may have greater access to quieter working spaces, the Sensory Room or resources such as sand timers and fiddle toys to boost their concentration. What is most important to consider is that, at St Matthew's Primary School, the type of support provided is primarily based on the child's individual needs and every effort is made to ensure that the support offered will remove barriers to learning and lead to improved outcomes for the children involved.

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8. How will the school support the child / young person in unstructured times such as lunchtimes and playtimes and enable her / him to have access to after school clubs, school trips and journeys?

We are an inclusive school and make every effort to support our children in accessing all areas of school life. Support for lunch and playtime is put in place depending upon a child's needs. We carefully try and balance the needs of a child to having free time with the need for them to be adequately supported to develop the skills they need. For those children identified as requiring support at playtime or lunchtime to develop social skills or for safety reasons, an SEN TA would be put in place to support with this. In such cases this Teaching Assistant is in addition to the adults on duty and they will provide the support identified by the SENCo/ Assistant Head for Inclusion. This may include, for example monitoring at a distance; using as an opportunity to model and practise social skills; being a known adult the child can go to as necessary.

St Matthew's offers a large number of extra-curricular activities which are open to all children. These run both before school and after school. Once club lists are formulated additional supporting TAs are allocated to clubs where there is a high level of need or where it is felt individuals would need support to access the content. .

St Matthew's strives to include all children in all activities and trips that they would like to attend. We are experienced in writing risk assessments to ensure that the needs of all individuals are planned for. Class teachers and team leaders, in conjunction with the Assistant Head for Inclusion and SENCo, are happy to meet parents and discuss any additional provision or support that will need to be put in place to enable their child to access the trip safely and happily. We are also experienced in preparing children with SEND for attending a trip, to ensure that they are fully aware of what will be happening and to lessen any anxieties.

9. How does the school involve children / young people in decisions that affect them?

As St Matthew's Primary School is very child and family centred you can expect that we will endeavour to include you and your children in decisions that affect them, wherever possible. All children at St Matthew's Primary School are encouraged and supported to be involved and have a say. This is developed through learning and practising these skills in the curriculum and by being supported in expressing their own feelings and opinions.

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Depending on the age and level of need of our pupils with SEND, some of the ways we may include them in decision making processes and expressing their preferences include:

- Sharing targets on Individual Plans and Provision Maps
- Children contributing to the reviews of Individual Plans and Provision Maps
- Children with an EHC Plan are facilitated in contributing opinions in preparation for Annual Review meetings
- Using children's areas of interest as a focus for learning activities, allowing children to be involved in the planning and preparation for this
- Supporting the children in selecting extra-curricular activities they would like to participate in
- Accessing support and development for children's areas of interest and expertise, e.g. accessing music therapy, support from Lady Zia Outreach Team
- As part of the school monitoring cycle, children with SEND may be asked to contribute to evaluations of Interventions
- Empowering the children to ask for help as it is needed and to develop skills in saying what they are able to do for themselves

10. How are the school's resources allocated to support children / young people with SEND?

SEN funding is allocated to the school by the Local Authority, Luton Borough Council, via the formula budget. The Headteacher decides on the budget for SEN in consultation with the school governors, on the basis of the needs of the children currently in the school. The monies in the school's overall budget is allocated towards the school's SEN budget by considering factors such as the number of children already getting extra support and the number of children who may be in need of extra support. The required resources and training in order to meet the children's needs effectively is also considered.

Additional funding is also allocated for children who have an EHC Plan. All SEN funding is used to provide children with SEN with the extra support and resources required to meet their learning needs. This may include employing teaching assistants, delivering specific intervention programmes or purchasing specialist teaching materials or resources.

When children require special educational provision the support is recorded on a Provision Map or Individual Plan which clearly identifies the children's barriers to learning and sets out their agreed targets to overcome these. Provision Maps and Individual Plans are written by teaching staff under the guidance of the Assistant Head and SENCo. They are reviewed on an on-going basis with a final review taking place once an intervention comes to an end or termly, whichever comes first. New Individual Plans and

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Provision Maps are written each term to ensure that the most up-to-date information on the support required in order to meet the needs of all children is accurately recorded.

The achievement and progress of children with SEN will be monitored over an agreed period; this is usually over a half-term and takes place through the school's monitoring and assessment cycle. Teachers and the Leadership Team will carefully consider the attainment and progress of every child and, in turn, will evaluate the impact and effectiveness of each intervention. During this time and wherever necessary, adjustments will be made to the support available in order to facilitate greater success. If the current level of support is ineffective in securing satisfactory progress, it may be an indication that a greater level of support is required. If this is deemed to be the case, the funding will be re-allocated accordingly to ensure every child receives the required level of support.

Along with the child's parents being consulted and informed regularly of their child's progress, the Headteacher and Assistant Head for Inclusion will inform the Governing Body of the SEN status throughout the school and a full report on the progress of children in receipt of SEN support and funding will be presented to the Governing Body annually.

11. What services external to the school can provide support to children with SEN?

Within a school setting, liaison with outside agency professionals is vital and we aim to work closely with colleagues in the fields of education, health and social care to best meet the wide and varied needs of those children with SEN at St Matthew's Primary School. We work effectively with professionals from both the Local Authority, such as the Special Educational Needs Service, the Educational Psychology Service and the Social Care Service, as well as from the NHS, such as the School Nursing Service, the Child and Adolescent Mental Health Service and the Edwin Lobo Centre.

The way in which we work with external services is varied. Some professionals may come into school to meet with class teachers to discuss particular needs of children before verbally suggesting ways to facilitate greater access to learning whereas others may observe specific children in their classroom environment and write a formal report to be shared with staff and parents that includes recommendations for further support. Some professionals will carry out one-to-one work with groups or individual children where as others will attend multi-agency meetings to make suggestions to school leaders about the next steps for specific children. The way of working with any one external professional is dependent on the service they offer and the needs of the individual child.

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Should we require the input of Specialist Services or multi-agency professionals in meeting the needs of any one child with SEN at St Matthew's Primary School, we always endeavour to share the advice or recommendations with parents at all stages of their input or work with the child. On occasions where parental permission is required prior to the support of Specialist Services or outside agency professionals, this will always be sought.

12. How are staff in the setting / school / college supported to work with children / young people with special educational needs and what training do they have?

At St Matthew's Primary School we value the importance of CPD and invest a great deal of time and money in ensuring our staff continue with their own learning journeys. As a result we provide balanced and varied training opportunities to enrich the practice of each and every staff member. Much of our training takes place in-house as we recognise the wealth of skills, experience, knowledge and expertise amongst our own Senior and Middle Leadership Teams. However, we also work closely with external providers, such as those from Traded Services at Luton Borough Council as well as private providers to deliver effective and relevant training to our staff members.

A great deal of training is offered to staff members around school systems and policies. As a school we are continually reviewing our systems and policies in line with most recent advice and recommendations of the Government and the Local Authority. Therefore it is important to ensure that we offer a consistent approach across all practice within the school. With regard to training staff on the systems and policies around meeting the needs of children with SEN, we hold regular workshops, meetings and training sessions with individual staff members throughout the year to ensure all staff members have an up-to-date understanding of what is required in order to offer the most effective provision for all children.

In addition to the training delivered on school systems and policies, we also have wealth of experience and / or have received training in working with children with a great range of specific needs. These include: Speech and Language difficulties; Autistic Spectrum Disorders including Aspergers; Chromosome Disorders; Global Developmental Delay; Learning Difficulties including language processing difficulties, working memory difficulties and dyslexia; ADHD; Behavioural, Social & Emotional difficulties; Mental Health difficulties; Hearing Impairment; Visual Impairment; Physical Impairment including Cerebral Palsy; Fine and Gross Motor Difficulties and Dyspraxia. In order to meet the needs of some of these children we effectively adopt a range of well-known strategies including Makaton, Sign for Maths and TEACCH. We have also had in-depth training on meeting the needs of children with Attachment Difficulties and Speech and Language difficulties.

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At St Matthew's Primary School we have also supported children with a range of medical needs including: diabetes; epilepsy; asthma; hearing aids, mobility difficulties; continence difficulties including children with colostomy bags; allergies including those requiring epipens and children requiring feeding tubes. As a result of many of these medical needs we have also trained many staff in the administration of a range of medications.

13. How will the school support the child / young person in moving on to another school or college or to the next key stage in their education or life?

At St Matthew's Primary School, we recognise that 'moving on' can be difficult for all children, but especially for a child with SEND. Therefore we take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENCO and ensure they are aware of any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- A Transition Meeting may be arranged, if appropriate.
- We will support your child in preparation for the transition

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a 'handover' meeting will take place with the new teacher and teaching assistant (if appropriate). All Provision Maps, Individual Plans, EHC Plans will be shared with the new teacher.
- Children will be prepared for transition by additional visits to the classroom, their new teacher visiting them in their current class and through a "My New Class" transition book, if appropriate.

In Year 6

- A member of the Inclusion Team will contact all secondary schools where our pupils with SEND have been allocated places. At this point they will provide information of your child's needs and, if appropriate, request additional transition visits or a transition Meeting

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- The Assistant Head for Inclusion or SENCo will attend any Year 6 Transfer Meetings to discuss the specific needs of the children with the SENCO of their secondary school,
- Transition Meetings will be arranged for any pupils with a EHC Plan
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- We will make sure that all records about your child are passed on as soon as possible.

With regards to transition into school in Reception, a member of the Inclusion Team will contact all of nurseries for the children allocated a place at St Matthew's to establish whether any of the children are identified as having a special educational need/disability. For any pupils we are made aware of:

- A member of the Inclusion Team and class teacher/TA will visit your child at nursery
- Any Transition Meetings will be attended by members of school staff
- There will be opportunities for parents and children to visit the school
- Parents are welcome to contact the school directly if they have any concerns or questions regarding their child beginning school
- Advice or recommendations regarding transition and support for your pupil will be implemented, as appropriate
- Children will be provided with a booklet about their new school with photos of key staff, as necessary
- A home visit will be carried out before your child begins school

For those children identified as having a special educational need, particularly those with an EHC plan, joining St Matthew's in other year groups, the following procedures will be put in place as appropriate:

- We will contact the previous school's SENCO and ensure we are aware of any special arrangements or support that need to be made for your child.
- If possible a member of the Inclusion Team will visit your child at school
- Any Transition Meetings will be attended by members of school staff
- A home visit will be carried out before your child begins school
- A start date will be given, allowing time for any necessary transition or support to be put in place

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14. How accessible is the setting / school / college environment?

St Matthew's Primary School is fully wheelchair accessible. There should be no difficulties for children or their families who may require wheelchair access to the school site, the school itself or its facilities. In line with regulations, the school is also fully equipped with accessible toileting facilities. For children at St Matthew's Primary School who may require the use of a wheelchair, be it for a short term recovery from an operation or for longer term use due to a physical disability, we share good links with the Lady Zia Wernher School Outreach Team who offer support all over schools in Luton and have the opportunity to loan resources or equipment wherever needed.

For those children with hearing, visual or communication difficulties, every endeavour is made to ensure they have full access to the school building as well as to all learning opportunities in line with their peers. We work closely with outreach teams, such as the Hearing Impaired Outreach Team at Icknield Primary and the Visually Impaired Outreach Team at Chantry Primary to ensure staff are sufficiently trained in meeting the needs of children with hearing or visual difficulties. We are also able to access the most appropriate resources to enhance the children's learning experiences and to promote their confidence and independence in the school environment. We also make excellent use of alternative communication systems such as Makaton signing and PECs where required.

15. Who can parents / carers contact for further information at the early years setting / school / college?

For further information regarding your child's progress or to discuss any concerns you may have regarding your child's development, please see your child's class teacher in the first instance. You may also be able to arrange a meeting with your child's year group leader or the Link member of the Senior Leadership Team for your child's year group.

If you require further information about how St Matthew's Primary School works to meet the needs of children with special educational needs, would like advice on whether your child would be eligible for an EHC Plan, or would like to know more about the SEN Information Report set out by St Matthew's Primary School, please contact:

- Natalie Crawford- Assistant Head for Inclusion
- Victoria Hall - SENCo

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If your child has been seen by a Specialist Service and you would like to speak with the professional involved directly, please contact the Assistant Head for Inclusion or SENCo, who will happily contact them to arrange a meeting or a return telephone call to you on your behalf.

In addition to class teachers and teaching assistants, the following staff at St Matthew's Primary School may also be involved in providing support for your child:

- Jane Thomas / Diane Thompson– Headteachers
- Natalie Crawford – Assistant Head for Inclusion
- Victoria Hall - SENCo
- Vicki Rayner – Deputy Head
- Adam Bell – Assistant Head
- Jon Parker – Assistant Head
- Nicola Powell – Assistant Head
- Rachel Bardon – Assistant Head

- Shaheen Hanif - Family Worker
- Debbie Changara – Healthcare Assistant
- Sandie Gonsalves – Safeguarding Officer

If you would like further information on the Luton Local Offer set out by Luton Borough Council, please contact Special Educational Needs Assessment Team (SENAT) on 01582 548158. Alternatively, please access the Luton Local Offer directly by following the link to Luton Borough Council's website on the schools website or by clicking on the link below:

<https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0>

Other contact details that may be useful to you are as follows:

- The Special Educational Needs Service (SENS) : Tracey Spence (01582 548113)
- The Special Educational Needs Assessment Team (SENAT) : (01582 548132)

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- Luton SENDIAS (Special Educational Needs and Disability Information and Advice and Support Service)- 01582 548156