



SEND INFORMATION REPORT

St Matthew's Primary School

1st September 2026

Introduction

At St Matthew's Primary School we believe that every child should achieve, grow, and succeed.

We aim to meet each child's needs through high quality teaching and learning, with early support where needed to reduce barriers to progress.

We work closely with children, parents and carers, our SENDCo, specialist teachers, and outside professionals such as speech and language therapists, occupational therapists and CAMHS (Child and Adolescent Mental Health Services). This teamwork helps us to meet a wide range of special educational needs.

We carefully track every child's progress, celebrate achievements, and put in place support where needed. Our goal is to help all children become confident, independent learners with skills for life.

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

All staff at St Matthew's Primary School play a part in supporting children with additional needs. Teachers plan lessons that are adapted to suit different abilities, and most children make progress within this. However, some children may need extra help. The SEND Code of Practice (2015) identifies a child or young person as having Special Educational Needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them.

We continuously monitor children's progress through classroom observations, baseline and on-going assessments and regular progress meetings. Information may also be obtained by:

- Parents, informally or formally
- Previous settings
- Other professionals in education, Health or social care.

If a child is finding learning difficult and not making the expected progress over time despite receiving high-quality adaptive teaching, we work quickly to understand why and decide how best to help.

Support is tailored to each child and might include:

- Differentiated work in class
- Extra small group or 1:1 sessions
- Support from teaching assistants
- Specialist advice from outside services

Each child's support is recorded on a Provision Map and reviewed regularly. Some children will also have an Individual Plan with specific targets. If progress is not as expected, we adjust the support and may involve specialist services.

Parents are involved throughout this process because we know that working together leads to the best outcomes.

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

If you have concerns, your child's class teacher is usually the best person to speak to first. They know your child best and can explain what support is already in place. If needed, they can share your concerns with other staff straight away.

You can also speak to our Inclusion Team:

- John Harper – SENDCo
- Natalie Crawford– Assistant Head for Inclusion
- Susan Jackson – Assistant SENDCo

You can contact a member of the Inclusion Team by phone (01582 723970) or by email (inclusion@smmps.uk).

Other people who can help include:

- Year group leaders
- A member of the Senior Leadership Team linked to your child's year group

We have an open-door policy. You can make an appointment with your child's teacher or through the school office to meet with other 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?

We check all children's progress regularly. Teachers assess learning every day, and formal checks are carried out each half term. Leaders then meet with teachers to review how every child is doing.

For children needing extra help, we may track progress more closely (weekly or daily) to make sure support is working. If it isn't, we make changes.

Parents are kept up to date in different ways, which may include:

- Parent consultations and meetings
- Letters or emails
- A home-school communication book
- Written reports

Children with additional needs will be included on a Provision Map or may have an Individual Plan with specific targets. These follow the "Assess, Plan, Do, Review" cycle, and teachers meet regularly with parents to share progress and strategies.

If your child has an Education, Health and Care (EHC) Plan, progress will be reviewed each year at an Annual Review meeting with you and all professionals involved will be invited.

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

We work in partnership with families and want you to feel supported. We encourage regular contact and offer many opportunities to meet, celebrate successes and discuss progress.

If your child is identified as having SEND, you will be informed early — it should never come as a surprise. We will work with you to plan the right support. If specialist services are needed, all referrals will be made in conjunction with you and we will facilitate this process to ensure we all best understand your child's needs.

You may be invited to:

- Meetings with teachers and the Inclusion Team
- Workshops, coffee mornings or support groups for parents of children with SEND
- Reviews of your child's Individual Plan or EHC Plan

We also have an experienced Family Worker, who can support with:

- Behaviour strategies at home
- Healthy eating or fussy eating support
- Parent-child activities (arts, crafts, clubs)
- Help with forms and accessing benefits or external support

The Family Team can also signpost you to outside agencies, charities, and local support services.

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

Your child's wellbeing is a top priority. All staff help to keep children safe and happy, and we also have key staff such as:

- Family Worker
- Medical Officer
- SEMH Support Worker
- Safeguarding Officer

Support may include:

- Social skills groups
- Self-esteem and confidence activities
- Emotional wellbeing work

If needed, we may involve outside services such as CAMHS or Educational Psychology.

Our behaviour policy focuses on positive expectations and respect. If a child struggles with behaviour, we provide additional support, which may include an Individual Behaviour Plan or Pastoral Support Plan. Parents are always involved in this process.

We also promote good attendance and can support with medical needs. Our school Medical Officer helps with medication during the school day, as outlined in our Medical Policy.

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

All children are entitled to provisions that help them achieve their best. Teachers plan learning to suit different abilities and adapt lessons daily if needed. Children will be supported through four tiers of support that are intertwined with the graduated approach of Assess, Plan, do, Review.

Universal Support: This 'Quality First' teaching approach is the first step in our graduated response. It ensures that all pupils benefit from effective teaching practices.

Targeted support: This level of provision is more targeted at pupils with SEND specifically. Support at this stage may include; small group intervention, 1:1 intervention, additional adult support, adapted learning resources and adapted curriculum activities. Support here is likely to be organised on an individual plan (IP).

Targeted Plus Support: Advanced support involving external professionals and specialists (like educational psychologists or speech and language therapists), also recorded in an IP.

Specialist support: This level of provision is for pupils with more complex and long-term needs that require highly individualised support that is likely to require multi-agency support. Most children at this stage will have an Education, Health and Care Plan (EHCP).

7. What different types of support can the child / young person receive in school?

All children are taught by their class teacher and supported by a teaching assistant. Some children may also have:

- 1:1 support from a specialist teaching assistant
- Small group work
- Access to specialist provision such as The Meadow, The Bridge and The Grove which provides a nurturing environment to help children get ready for learning

Support might focus on academic areas (reading, writing, maths) or skills such as attention, motor skills or social interaction. Children may also have access to resources such as:

- Sensory environments
- Quiet spaces
- Fidget toys or sand timers
- Special seating or cushions

Support is always based on the individual needs of each child.

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 want all children to enjoy every part of school life. Support at break and lunch is planned around a child's needs. This might include:

- An additional TA at playtime

- Social skills support
- A trusted adult to go to if needed
- Individual plans and risk assessments
- Access to nurture spaces

All children are encouraged to join after school clubs and trips. If extra support is needed, we plan for this, carry out risk assessments, and talk with parents. We also help children prepare for trips in advance to reduce any worries.

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

We encourage children to have a voice in their education. This can include:

- Talking about their Individual Plan targets
- Sharing their views in reviews and meetings
- Choosing clubs or activities
- Giving feedback on interventions
- Learning how to ask for help and talk about what they can do independently

Children with EHC Plans are supported to share their views for Annual Reviews.

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

Funding for SEND comes from the Local Authority, Luton Borough Council, via the formula budget. The Headteacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school.

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.

Support is planned and recorded on Provision Maps or Individual Plans. These are reviewed regularly to check impact and adjusted if needed.

The Headteacher and Inclusion Team report on SEND provision to the Governing Body each year.

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

We work closely with outside professionals, including:

- Educational Psychologists
- Speech and Language Therapists
- CAMHS/ Mental Health School's Team
- School Nursing Service
- Social Care Services
- Specialist outreach teams (hearing, vision, physical needs)
- Outreach from Special Schools

Support might involve classroom observations, 1:1 sessions, reports with recommendations, or attending meetings. Parents are always informed and permission is sought before involving outside professionals.

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?

We invest in training so staff can support a wide range of needs. Training is delivered in-house and by external specialists.

Staff have experience or training in areas such as:

- Speech and language difficulties
- Autism
- Dyslexia and learning difficulties
- ADHD
- Behaviour and emotional needs
- Mental health
- Hearing and visual impairments
- Physical disabilities and medical needs
- Attachment difficulties

Specific staff are also trained in specific approaches such as Makaton, precision teaching, and a range of targeted interventions.

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 this, we have also trained many staff in the administration of such 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?

Transitions can be challenging for all children, particularly those with SEND, so we plan carefully to make them as smooth as possible.

When moving to another school we will:

- Share information with the new school's SENCO
- Pass on records quickly
- Arrange a transition meeting if needed
- Prepare your child for the change

When moving to a new class in school we will:

- Hold handover meetings with new staff
- Share all plans and targets
- Offer extra visits and transition books if needed

When moving to secondary school we will:

- Meet with the new school SENDCO
- Arrange extra visits if helpful
- Hold transition meetings for children with EHC Plans
- Support children in understanding the changes

For children starting with us in Reception we will:

- Visit nurseries and meet staff
- Offer visits to school and home visits
- Provide transition booklets if needed

- Meet with parents to discuss concerns
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14. How accessible is the setting / school / college environment?

Our school is fully wheelchair accessible and has suitable toileting facilities.

For children with hearing, vision or communication needs we:

- Work with outreach teams for specialist advice
- Provide training for staff
- Use resources such as Makaton, PECS and specialist equipment

We want every child to feel confident and able to access all areas of school life.

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

If you have concerns or questions, please speak first to your child's class teacher. You can also meet with:

- Year group leaders
- A member of the Senior Leadership Team linked to your child's year group
- The SENDCo or Assistant Head for Inclusion

If outside professionals are involved with your child, the Inclusion Team can help you get in touch with them.

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:

- Vicki Rayner – Headteacher
- Natalie Crawford – Assistant Head for Inclusion
- John Harper- SENDCo
- Susan Jackson – Assistant SENDCo
- Jon Parker – Deputy Head
- Megan McBarron – Assistant Head
- Rachel Bardon – Assistant Head
- Emma Matthews – Assistant Head
- Shaheen Hanif - Family Worker
- Sarah Patrick – Medical Officer
- Sandie Gonsalves – Safeguarding Officer
- Sarah Randall - SEMH Support Worker

If you would like further information on the Luton Local Offer set out by Luton Borough Council, please contact SEND Assessment Team (SENDAT) on 01582 548130. 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>

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

- Luton SENDIAS (Special Educational Needs and Disabilities, Information and Advice Service)- 01582 548156
- SENDIAS is a statutory support service for parents providing free, confidential and impartial advice
- The SEND Assessment Team (SENDAT) : (01582 548130)