Matthew Arnold Primary School

SEN INFORMATION REPORT

Date: October 2026

Review date: September 2027

Summary of effectiveness of SEN provision

Due to the good teaching and well-matched support, disabled pupils and those with special educational needs make good rates of progress which are similar to those of all pupils nationally. Data is used effectively to track the progress made by, and inform future support required to improve academic success for, these pupils.

Types of SEN in Matthew Arnold

Within our school a variety of special educational needs are provided for. This includes children with communication and interaction needs, cognition and learning needs, social, mental and emotional health needs and sensory or physical needs.

Children with specific learning needs are fully included and the school staff work closely with a variety of outside agencies to ensure children and their families are supported.

Policy and procedure for identifying children with SEN and assessing their needs

The school Inclusion Team are:

- Jennifer West (SENCO)
- Rebecca Broad (EYFS Lead)
- Louise Evans (Head teacher)
- Rachel Pender (Deputy Head teacher)
- Katie Bauress (Mental Health Lead)

All pupils complete a baseline assessment on entry into school and are tracked in all subjects throughout the school year. In the Early Years children are assessed through regular observation using the EYFS framework supported by Birth to 5 Matters. From Y1 – 6 English, maths, spelling and reading tests are carried out termly.

If there are concerns regarding a pupil's progress additional support or intervention may be provided depending on the need of the individual child; additional support or intervention is personalised to the child's needs. Additional support / intervention is monitored and evaluated by class teachers and the SLT at termly progress meetings.

Any new children joining our school are assessed on entry and information from a child's previous school is sought

If you think your child has special needs, and this has not already been identified by the school, an appointment can be made to discuss your concerns with the class teacher or SENCO

Arrangements for consulting parents of children with SEN and assessing and reviewing their needs

We endeavour to work closely with parents and keep them informed of any intervention their child may need. Parent meetings / learning plan / play plan / SEN review meetings are held throughout the year. These meetings provide opportunities for parents/carers to meet with class teachers to discuss progress, review learning / play plans and set new targets. We encourage parents/carers to contact school and arrange an appointment with either the class teacher or school SENDCo if they are worried or concerned about any aspect of their child's learning or development

Annual reviews are held for pupils with Education Health Care Plans. The Local Authority will be invited to attend these meetings alongside parents and school.

With parental consent, we can make referrals to many specialist services including the Educational Psychologist, SENISS, CAMHS (Child and Adolescent Mental Health Service) and SLT (Speech and Language Therapy Service) and the Children Centre. If necessary, we can invite these specialist agencies into school to discuss how we can support parents and their child.

Arrangements in place for consulting young people with SEN and involving them in their education

At Matthew Arnold we celebrate what the children enjoy within school and what they feel they are good at, as well as looking at things they find difficult and what they could improve upon. Wherever possible we try to gain children's views on how they feel about their learning and how we can best support them.

All children within Matthew Arnold are supported in terms of their overall wellbeing. Children know they can talk freely to any adult within the school about any issues which are concerning them; circle time and PSHE sessions are integral to the school curriculum and a learning mentor provides targeted support to individuals as needed.

Children in the Foundation stage are allocated a Key Person who works closely with them throughout their time in the early year setting.

Visiting groups/speakers work with the school to promote health, safety and well-being issues amongst the children.

Play leaders and lunchtime activities offer support for all children and encourage team work and friendship building.

We have an active school council who are consulted on a regular basis on a range of school issues. Children are reminded that they are able to speak with the class school council representatives about issues they would like discussed at meetings

Arrangements for supporting children in moving between phases of education.

When considering an application for a place in Matthew Arnold you are very welcome to contact the school and make an appointment to meet with a member of staff to discuss any concerns. You will be invited to look around the school and meet with a senior member of staff. We will contact any early years settings, or other schools your child has attended to gather information about their needs. We will contact any specialist services that support your child and if appropriate invite them to a Team Around the Child meeting to ensure that we are working in partnership to achieve the best outcomes for your child

Transition within the school and between classes and key stages is planned for with the child. We support pupils moving to new settings and key stages by making opportunities available to them to attend the new setting wherever possible. If necessary we develop a transition plan in partnership with parents, their child, the new setting and specialist staff, this will support the child to ensure a smooth transition to a new setting. This may include transition books, photographs etc.

Approach for teaching children with SEN.

At Matthew Arnold we recognise that all children learn in different ways; all teachers plan lessons which take this into consideration. Lessons/ activities are planned to suit the learning needs of all children

In order to support all children, the curriculum is delivered in a variety of ways. All lessons/ activities within school are adapted in order to meet the needs of all children. Small group and individual support is offered to children whom we feel would benefit from this. We understand that children learn at their own pace and closely monitor provision and adapt as needed. Advice will be given to parents/carers relating to how they too can best support their children

Adaptations made to the curriculum and learning environment for children with SEN

We ensure that all children in Matthew Arnold are fully included in all aspects of school life.

- We recognise that all children are different and all children regardless of their SEN learn in different ways
- Teachers provide a curriculum and learning environment which can be accessed by all children
- Teachers know the children's needs well and adapt the curriculum for children with SEN
- Use of specialised equipment when it has been recommended by an outside agency or a medical professional
- Focused group work is used to meet individual needs
- All classes adopt a dyslexia friendly approach to teaching
- Range of English / maths intervention / precision teaching delivered

Staff training to support children with SEN

The SENDCo attends Local Authority Briefings to keep up to date with any legislative changes in SEN, SENDCo and school staff can access training through their Primary Consortia

Staff training is targeted to meet the needs of pupils within the school, this has included

- Dyslexia friendly teaching
- Use of PIVATS
- Supporting Pupils with ASD
- Speech and language blank level questioning
- Attachment disorder training

The 2-year nursery provision works closely with the Children's Centre Service to support parents and children with SEN.

Enabling children with SEN to engage in activities available to children in the school who do not have SEN

Matthew Arnold is a fully in inclusive school and we endeavour to ensure that all pupils are fully included in all aspects of school life including extra-individual 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 being completed to identify any additional support needs your child may have to ensure full participation.

Support available for improving emotional and social development.

All school staff support pupils with their social and emotional needs, pupils are reminded that if they are worried or concerned about any issue, they can speak with a member of school staff. Across the school circle time and PSHE are integral to the school curriculum, children are regularly taught about staying safe, including e-safety and bullying. PSED is a prime area in the EYFS, there are planned opportunities to support and embed this throughout all activities and within the structure of the school day.

School staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in their Primary Consortia. Visiting groups/speakers are invited into school to promote mental health, safety and well-being issues amongst the children.

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult further support can include:

- Seedlings support (referral with the permission of parents)
- Support from the Educational Psychology Service, Children's Centre and SENISS (Special Educational Needs Integrated Support Service).
- Referrals to specialist services including CAMHS (Child and Adolescent Mental Health Service) and the Speech and Language Therapy Service (with parental consent)
- Referral to a Family Support Worker / Learning mentor
- Early Help Assessment Tool (EHAT) meeting involve parents and any professionals who may be able to support the child.

Evaluating effective provision

If a learner is identified as having SEN need, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the individual school's whole school Provision Map, which documents the support that is to be put into place.

Monitoring progress is an integral part of teaching and learning in Matthew Arnold School, we follow the Assess, Plan, Do, Review Model of supporting pupils with SEN and ensure parents are involved in each step.

- **Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.
- **Plan** – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support plan and will form the basis for review meetings.
- **Do** - providing the support – extra assistance for learning – as set out in the plan.
- **Review** – measuring the impact of support provided, and considered whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENCO and outside agencies contribute to this review. This stage then informs the next cycle.

All class teachers/ practitioners evaluate their own teaching and make changes wherever they feel it is necessary. Provision for children with SEN is regularly reviewed by class teachers, the SENDCo, the senior leadership team and, if necessary, outside agencies. Provision and interventions are reviewed within school on a regular basis to ensure their effectiveness, the SENDCo analyses data to assess the impact of interventions and their effectiveness, if provision/interventions are not thought to be working effectively they are adapted as necessary. Parents are kept fully informed of any developments and are invited into school throughout the year to discuss children's progress, review current targets and set new targets.

School data is also monitored by the Local Authority and OFSTED.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school.

We encourage dialogue between parents and school in order to resolve problems at an early stage. In the first instance, parents are invited into school to discuss their concerns with the class teacher SENDCo who will endeavour to resolve the problem, the head teacher will also be informed. If there is an issue with the provision being provided outside agencies may be consulted

Please see the complaints policy on the school website for further information