



**Special Educational Needs and Disability Information Report**  
**Updated 10.10.2023**  
**Academic Year 2023-2024**

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SEN Policy 2023-2024 accessed via the school website

**Matchborough First School Academy** is an inclusive school that doesn't discriminate and ensures that each child is treated with dignity and respect, regardless of ability. We value all of our children and are committed to ensuring that they all reach their full potential. All children are actively encouraged to be involved in the wider school community including extra-curricular activities. The school is presently three-form entry and has a Nursery.

**Matchborough First School Academy** hosts an 11 place mainstream Language Unit where pupils access places in consultation with SEND Services, Speech & Language Therapists and the School. These pupils have significant Communication and Interaction Needs and enter the unit on SEND support. With intense intervention, it is expected that the children should be able to access fulltime mainstream provision in the future. Children are included in mainstream activities when appropriate throughout their Language Unit placement and parents and carers are encouraged to be involved and support their children with their education and school activities.

The Code of Practice defines SEND as:

***"A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her"***

**A child has a learning difficulty or disability if he or she:**

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability, which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

**The SEND Code of Practice 2014 identifies four key areas of SEND:**

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

Behaviour, on its own, is not a SEND. At Matchborough First School Academy, we acknowledge that behaviour is a response to their needs not being met effectively. Focus is placed on the underlying reasons for the behaviour, as children who are taught and nurtured effectively find it easier to control their behaviour appropriately.

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## **How do you identify if my child has a Special Educational Need or Disability (SEND)?**

**Matchborough First School Academy** is committed to early identification of children with Special Educational Needs and Disabilities (SEND). The list below shows a number of ways in which the school are identifying such needs:

- Day to day observations of the children within their learning environment
- Discussions with parents or staff where concerns are expressed leading to further investigation
- Reviews of school based targeted interventions, which address areas of concern
- Work based evidence of lack of progress despite interventions
- ScholarPack Data analysis, a school based assessment pack, which shows a widening gap between the child and their peer group
- Children entering school already accessing SEN & Disability support (e.g. from a pre-school setting or another school setting)
- Involvement of External Agencies for formal assessments, support and advice

## **How will my child be supported?**

Teaching and learning support within school is described as Wave 1, 2 or 3:

- Wave 1 describes quality inclusive teaching, which takes into account the learning needs of **all the pupils** in the classroom. It includes providing differentiated work and creating an inclusive learning environment.
- Wave 2 describes specific, additional and time-limited interventions provided for **some pupils** who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.
- Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. **These children would be described as children with SEND and receive SEND Support.** A few children with significantly complex needs who require support over and above that provided by the school's notional budget may also have an Education and Health Care Plan (**EHCP**) which may stay with them to 25.

## **What additional support might my child receive?**

**At Matchborough First School Academy**, we aim to teach all children together in their classes where possible with the class teacher differentiating and supporting the child. At times, it may be necessary for a child to access interventions either as part of a group or 1:1. The school also uses outside support and agencies to support the child's learning. In exceptional circumstances, there may be consideration for a delayed transfer into the next academic year, in consultation with parents/carers.

## **Adaptation of the Curriculum and learning environment:**

Class teachers plan lessons according to the specific needs of **all** children in their class and will ensure that a child with SEND has their needs met. Advice may be sought as required and staff work closely with the support and advice from outside

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agencies. Personalised learning may be part of the differentiation required for some children with SEND.

**At Matchborough First School Academy**, a range of intervention programmes for the children may be used such as:

- Wellcomm – A Speech and language programme which supports the development of Receptive language for Nursery and Reception Children
- Speech and language programmes provided by Speech Therapists – key Teaching Assistants (TAs) support small groups or individual children to achieve their targets
- Programmes of targeted interventions provided by other professionals involved with the child and delivered by Teaching Assistants.
- Phonics Interventions – Provided by TAs in consultation with class teachers to target acquisition of sounds to support reading, spelling and writing development
- Reading Support (group or 1:1) – to promote the development of reading and comprehension skills. In Year 2 upwards, an assessment and intervention package called Lexplore is used to assess reading difficulties, including fluency, tracking and understanding, and address these gaps.
- Precision Teaching – this is an intensive intervention used to help children who struggle with reading, spelling or number make accelerated progress.
- Motor Skills programmes to support physical development.
- Lunchtime and playtime supervision to support vulnerable children at lunchtime both in the dining room and on the playground
- Social Skills support based on programmes such as Talkabout, Lego Therapy and THRIVE.
- Family Support Worker to support social and emotional needs (1:1 and small group work)

Interventions are reviewed regularly to assess impact and adapted, as necessary, to meet the children's changing needs.

### **How do you check that the support is effective for my child?**

**Matchborough First School Academy** may use the following to measure the effectiveness of provision:

- Observations of children
- Monitoring the progress of children's work
- Whole-school data
- The use of a graduated response in which we **assess, plan, do and review**, in line with the Worcestershire Local Offer (See Additional Information)
- Pupil Progress Meetings at least once a term or more frequently depending upon age and need
- Provision Maps which include SMART targets
- Pastoral Support Plans
- Child's voice/Pupil Passports
- Parental consultations
- Initial assessments and reviews by external agencies, who offer guidance and recommendations for support.

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### **How will my child's Social, Emotional and Mental Health be supported?**

**At Matchborough First School Academy**, we understand how important it is to support the children's mental health and wellbeing, and place this at the heart of all that we do. Children who are struggling with social, emotional and mental health difficulties, or who have experienced trauma or disruption in their lives are not in a good place to learn, and will require these needs to be addressed first, so that they can achieve their full potential. As a school, we have implemented the THRIVE Approach as our foundation for this.

THRIVE supports children with their emotional health, well-being and social skills, all of which are needed to enable learning to take place. Children cannot always put their needs into words, but the way children behave can tell us a lot about how they are feeling. For some children there may be an obvious reason why they need extra support. This might be due to bereavement, family break down or an identified additional need. For others, there may not be any obvious trigger as to why they are finding some aspects of school and/or home life difficult.

The THRIVE Approach draws on the latest research and models of child development, in order to help us to understand the needs being signalled by children's behaviour. Working with parents and class teachers, our THRIVE practitioner carries out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life. A THRIVE assessment helps us to identify emotional developmental needs as early as possible, in order to support and meet these on an individual basis.

A THRIVE Action Plan is a plan of activities tailored to support a child's identified social and emotional learning targets. The activities are whole class, one-to-one and small group play and arts-based activities designed to help the children feel better about themselves; become more resilient and resourceful; form trusting, rewarding relationships; be compassionate and empathetic; and/or be able to overcome difficulties and setbacks. These activities are beneficial for all children and many are embedded into classroom routines and activities.

Activities might include playing in the sand, cooking, painting, model making, exploring difficult situations through role-play or comic strips, playing strategy games or projects focusing on the child's own interests. Action Plans are shared with parents who are encouraged to do some of the activities at home with their child. Action Plans are reviewed regularly to monitor the progress children have made.

### **What training do the staff receive to help them to support my child?**

**At Matchborough First School Academy**, great care is given towards the cohort within classes and the needs of the children within them. They are reviewed continuously to ensure support is given appropriately. We offer training and support for teachers and TAs throughout the year either for the whole school, small groups or individuals, through in house support or through external agencies. The School's SENDCo is constantly reviewing practice, by attending network meetings supported by Chadsgrove Training School and through additional guidance and training provided by the Local Authority.

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School ensures that:

- All staff have an understanding of the different teaching and learning styles that may be used
- Work should be differentiated to support individual needs
- Classrooms are SEND and dyslexia friendly and visual timetables and the rules of good listening are used in all classrooms
- Staff are encouraged to support children in a positive manner and to help them use specialist equipment and programs of work where appropriate
- Staff have high expectations of **all** children within the school and an expectation that **all** children will make progress, be independent and reach their full potential.

#### **How is any additional funding used to support my child?**

**At Matchborough First School Academy:** money is allocated from its budget every year for the purpose of SEND. These funds are used to provide support, resources and training for the staff and school. Support and training from external agencies is bought in annually as appropriate for the needs of the children, from a selection of agencies. Equipment for children may be provided by agencies if and where appropriate. Termly agency meetings are held with the agencies, SENDCo and Head teacher to ensure all children's needs are identified as early as possible and being met effectively.

The Local Authority publishes its Local Offer for parents to access on its website, which helps understanding of how SEND in schools is funded in Worcestershire.

#### **How will I be involved in decisions made about the support my child receives?**

It is imperative that Parents/Carers have a voice and are involved at all times in their child's education and development. Where it is deemed advantageous to involve External Agencies, Parents/Carers are always consulted and permission sought and encouraged to meet with professionals. Parents/Carers are encouraged to discuss with school any concerns by talking to their child's class teacher, the SENDCo or Head teacher. Information sharing is encouraged where it is in the interest of the child to do so.

Parents/Carers are always given dates in advance for reviews of Provision Maps, Education Health Care Plans and Pastoral Support and Health Care Plans. Provision map meetings, where Pupil Passports are updated, will be with the class teacher, and the SENDCo is available if needed.

It is very important for Parents/Carers to attend these meetings as help with setting and supporting your child's targets greatly benefits their attainment and promotes positive relationships between school and home.

#### **Does my child have a voice in decision making?**

The children are constantly involved in discussions whilst their SEND intervention programmes are happening. The child's voice is sought during the writing and review of their targets. Interviewing children to gain their views is part of the school's normal monitoring cycle. They will help write their Pupil Passports with their teacher and their parents.

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### **How will my child and I be supported with transitions?**

At Matchborough First School **Academy**, smooth transition into new classes or change of schools is of great importance. Children with SEND are given opportunities to have extra transition support and transition booklets may be used to support them as well as meetings with parents, new staff, professionals and visits to new schools.

### **How do you make sure the school is accessible to all children?**

The school has good access for all children. The school is on one ground floor level as are the grounds. In Reception the mezzanine area is risk assessed with parents and The Physical Disabilities Team to support access for children with significant physical disabilities. The school has a bathroom management area in Reception and in the year 4 area and also has two other disabled toilets.

### **What do I do if I'm concerned about my child?**

The first point of call if you have concerns is always the child's class teacher, as they are best placed to answer questions about your child's progress. If you feel your child may have an additional need, you can contact the SENDCo to discuss this with them. This can be done through calling the school office. Our Family Support Worker can also be contacted. We pride ourselves in our communication and regularly meet to discuss the children's needs and make sure all children are known to the appropriate professionals within school, so that support is provided effectively.

If, after discussion with those involved in your child's care, you are unhappy with the support your child is receiving, the school's complaints policy is available on the website or via the school office: [office@matchborough.worcs.sch.uk](mailto:office@matchborough.worcs.sch.uk)

If you are considering our school as a possible place for your child, we are always happy to meet with you to discuss your child's needs and the support we can offer.

### **Will any other professionals be involved in supporting my child?**

External agencies and outside professionals may be called upon to attend meetings, provide reports and give training and guidance to help support your child. They include the following:

- Educational Psychologist (EP)
- The Beacon School's Behaviour Support Team.
- Chadsgrove Physical Disabilities Team
- Chadsgrove Teaching School Learning Support Team
- Specialist Teachers from the Visually Impaired Team (VI)/Hearing Impaired Team (HI)
- Worcestershire Children First SEND Services
- Community Paediatricians
- School Nurse Service
- Speech and Language Therapist (SaLT)
- Paediatric Occupational Therapist (OT)
- Paediatric Physiotherapist

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- Child & Adolescent Mental Health Service (CAMHS)
- Umbrella Pathways
- Early Help
- Family Support
- Children's Services

**Where can I find out more information about support for children with SEND in Worcestershire?**

**The Local Offer**

Local Authorities must publish an offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs. The Local Offer for Worcestershire and all details about SEND within Worcestershire can be accessed through:

<http://www.worcestershire.gov.uk/sendlocaloffer>

**SENDIASS**

The **Special Educational Needs and Disabilities Information, Advice and Support Service** (SENDIASS) is able to give independent and neutral advice to parents of children with SEND. This includes factsheets for Parents/Carers and their children, information about support available and general guidance. Further information about SENDIASS and their contact details can be found through the link above.

**SEND Support Services**

This number can be used by both the general public and professionals who are looking for information on the following: Getting a child or young person assessed for an Education, Health and Care Plan (EHCP); Getting an EHCP updated or changed; Queries about SEND related funding.

**Telephone:** [01905 845579](tel:01905845579)

**Email:** [sen@worcschildrenfirst.org.uk](mailto:sen@worcschildrenfirst.org.uk)