St. Matthew's
Church of England Infant School

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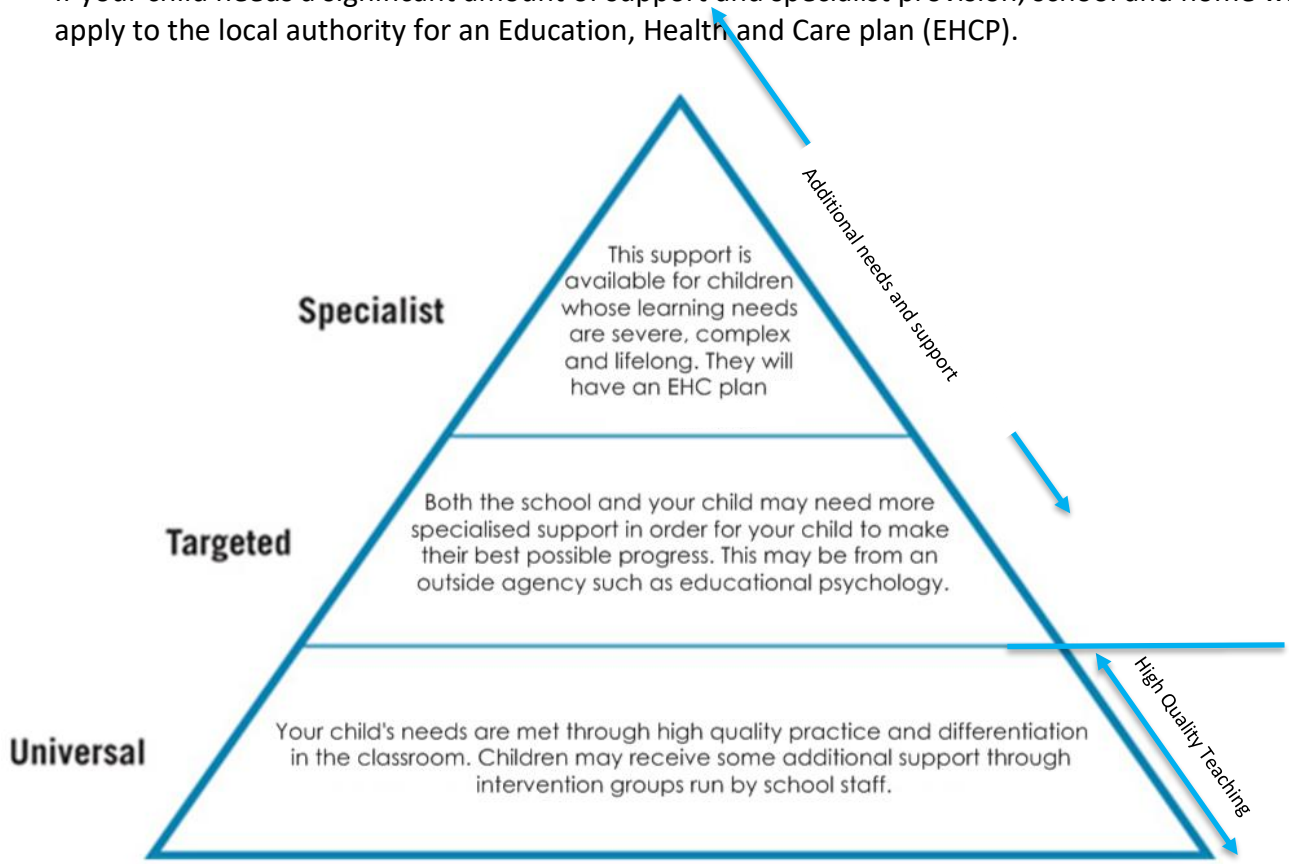
Headteacher: Mrs. Katharine Hutt

SEND Information Report

2026-27

	St Matthew's is a small, inclusive Church of England school that fully complies with the requirements outlined in the SEND Code of Practice 2014. Our SEND policy adheres to the Equality Act 2010. The SENDCO is Mrs Beth Homewood who can be contacted via the school office or by email on senco@stmatthewsschool.co.uk	
1	How will the staff at St Matthew's support my child?	• St Matthew's is a caring and inclusive school which is proud of how well we nurture and understand every individual. • Provision for pupils is carefully matched to their specific needs and we work in close contact with parents. • Through differentiated, quality first teaching, staff are able to make reasonable adjustments to ensure the success of all pupils. • Where monitoring suggests that there is a need for intervention that is additional to, and different from the main curriculum, this is planned and monitored by the class teacher and Special Educational Needs and Disabilities Coordinator (SENDCO), using approaches that are researched and evidence based, to ensure best possible outcomes. • Progress through interventions is closely measured and monitored to ensure the support is having the expected impact.
2	How does the school know if children need extra help? What should I do if I think my child has a special educational need?	• St Matthew's Infants maintains strong links with local nursery schools and early years settings to ensure appropriate transfer of information for children entering Reception. • Our Reception Class staff and when appropriate, the SENDCO, carry out nursery visits prior to children starting school. Parents are encouraged to discuss any concerns they may have about their children. • Our SENDCO is Mrs Beth Homewood. Class teachers are able to raise their concerns with her and decisions can be made about the appropriate next steps. • We have robust monitoring systems in place which regularly track the progress pupils make. We are quickly able to identify pupils who are not making the progress we would expect and who may need additional support.

		• All staff receive regular in-house and external training to help them recognise a range of special educational needs and to help them deliver the appropriate support to ensure all pupils make their best possible progress. • Parents are encouraged to discuss their concerns initially with the class teacher and to contact the SENDCo if they feel is it appropriate.
3	How will the curriculum be matched to my child's needs?	• At St Matthew's, good quality, whole class teaching is the cornerstone of our practice (High Quality Teaching-HQT). Differentiation and personalised support is embedded within this. • Regular pupil progress review meetings help to monitor this and to ensure early intervention. • Pupils who are identified as being in need of SEN Support that is additional to, and different from, that which is provided through HQT will have a Pupil Passport or an Individual Support Plan (ISP) in place. This will identify the desired outcomes for the pupil and the support that will be put in place to enable the pupil to achieve the outcomes. • If your child needs a significant amount of support and specialist provision, school and home will work together to apply to the local authority for an Education, Health and Care plan (EHCP). 

4	How will I know how my child is doing? How will you help me to support my child's learning?	• The staff of St Matthew's work in partnership with parents to support children's learning. In addition to our open door policy, we offer a parent-teacher consultation each term and a full written report at the end of the academic year. • We actively encourage parental engagement to ensure the best possible outcomes for all pupils. • All pupils take part in home learning activities to encourage families to have fun whilst reinforcing classroom learning. • Throughout the year, we host information evenings for parents to share information about the curriculum, reading, phonics, maths and assessment procedures. The aim of these evenings is to help families understand what learning is expected and how they can best support their child's learning at home.
5	What support will there be for my child's overall well-being?	• At St Matthew's we pride ourselves on our clear focus on pastoral support. • We actively build positive relationships between children and staff. Pupils are clear about who they can talk to if they need help. • We have a robust PSHE curriculum as well as a clear set of school values that are reinforced daily during our collective worship and at times throughout the school day. These values support the social and emotional development of all pupils. We embed the Zones of Regulation across the school to develop children's awareness of their emotions and teach them strategies for emotional regulation. • We have structured support at playtimes to ensure all pupils have a positive play experience and that they know who to talk to if they have a problem. • We employ a Home School Link Worker who liaises between home and school and is able to offer advice to parents who need support. We also have a member of staff who is trained in ELSA (an emotional wellbeing programme) and who supports pupils across the school. • We regularly monitor attendance and take the necessary actions to prevent prolonged or unauthorised absence.
6	What specialist services and expertise are available at, or accessed by the school?	• The SENDCo is a qualified teacher with additional qualifications in teaching children with Special Educational Needs and has a wealth of experience in working with children with SEND and their families. • We have strong and established relationships with outside professionals including Language and Learning Specialist Teachers, Behaviour Support Teachers, Educational Psychologists, Physical and Sensory Support Service, Speech and Language Service, Occupational Therapy, Autism Spectrum Disorder Outreach Support, Child and Adolescent Mental Health Services and local Paediatricians. • When appropriate, and with parental support, we make direct referrals to these services, who offer us advice and support to enable us to meet pupil's additional needs.
7	What training have the staff supporting children with SEND having/had?	• Staff have had training in managing the needs of children with speech, language and communication needs and hearing and visual impairments. • Staff have attended training in Positive Behaviour Management and Positive Touch.

		• Staff have had training on supporting pupils who may have Neurodiversity (ADHD/ASD) and pupils who may have a profile of PDA. • Where appropriate, staff supporting particular pupils or groups of pupils may have bespoke training delivered by the SENDCO or by outside professionals. • Staff will have informal guidance and training through working closely with the SENDCo and external agencies (listed above) when supporting pupils with additional needs.
8	How will my child be included in activities outside the classroom, including trips?	• St Matthew's is situated in the beautiful hamlet of Downside, and we take every opportunity to enjoy our environment. All children enjoy outdoor learning opportunities, and where there are concerns for safety or access, additional support and risk assessments are carried out to ensure needs are met. • All children have an educational visit to enhance their learning termly, and in consultation with parents, adjustments are made where necessary to ensure safe access for all. • Our extra-curricular clubs and activities are available to all. Risk assessments will take place if appropriate. • We are a genuinely inclusive school and ensure all our children can access the site safely. The school is single storey, and risk assessments are carried out regularly when needed. • When necessary, we work with the Race Equality and Minority Achievement (REMA) team to ensure language is not a barrier to being part of our school community.
9	How accessible is the school environment?	• We have an accessibility policy in place, and we consider our school environment to be fully accessible. • Our buildings are on one level with ramps providing access for wheelchair users. • We have wide doors and corridors. • We have a disabled toilet. • The environment is calm and quiet.
10	How will the school prepare and support my child for the next stage of education?	• Children entering St Matthew's are all invited to induction visits and we visit the children in their nursery settings where possible. • Our children go on to a variety of local schools. We have established links with the Headteachers and SENDCOs of our neighbouring schools and endeavour each child to confidently transition to their next school, sharing all information about progress, attainment, and learning strategies and hand over any relevant paperwork, reports and consultation notes. • If appropriate, additional visits may be arranged in order for children and new staff to get to know each other and for the new school environment to become familiar in order to reduce anxiety. • We do transition book for all pupils.
11	How are the school's resources allocated and matched to children's special educational needs?	• St Matthew's finances are regularly monitored and resources are utilised to support the strategic aims of the school as well as individual learner needs. • We always seek to ensure value for money and our interventions are monitored and evaluated to ensure finances are being spent effectively.

		• Pupils with a high level of need may be entitled to additional funding from the local authority in order to meet individual needs and outcomes. This may be done through an Education Health and Care plan.
12	How is the decision made about what type and how much support my child will receive?	• Through our monitoring and assessment procedures and regular progress meetings with the SENDCO and parents, our teachers are able to identify pupils in need of additional support in a timely way. • Some pupils will benefit from in class teaching strategies and adjustments and others may require specific equipment or resources. • Where there is a need for additional teaching intervention outside the classroom, the class teacher and SENDCO will ensure that the programme is appropriate, evidence based and delivered to ensure the expected progress is made.
13	How are parents involved at St Matthew's? How can I get involved?	• At St Matthew's we consider parents to be equal partners in their children's education and a vital part of our school community. • Parents are invited to contribute and become involved through a number of means, including termly parents' evenings, celebration assemblies, open acts of worship, focus groups, special events and fundraisers. • We have a flourishing Parent Teacher Association that you are encouraged to join. • We welcome parents to support us as regular voluntary helpers in school and as vital extra help for school trips.
14	Who can I contact for further information?	• In the first instance, parents are encouraged to talk to their child's class teacher. • Further information and support can be obtained from Mrs Hutt the Headteacher head@stmatthewsschool.co.uk or Mrs Homewood the SENDCO senco@stmatthewsschool.co.uk Alternatively, call the school office on 01932863212