St Matthew's C of E Infant School

Special Educational Needs and Disability Policy

2026-27

Date of Policy: September 2026

Date of Review: September 2027

Introduction

This policy reflects the guidance set out in the Special Educational Needs and Disability Code of Practice (July 2014). The policy has been written with reference to the following related guidance and documents:

- St Matthew's SEND Information report
- St Matthew's Accessibility Plan
- St Matthew's Equality Policy
- St Matthew's Safeguarding Policy
- Statutory Guidance on supporting pupils at school with medical conditions, 2014
- Teacher Standards 2012

Our Vision:

Our school Christian values are at the heart of everything we do and underpin our teaching and learning, nurturing and developing happy, confident and successful pupils. St Matthew's is committed to the inclusion and integration of children with Special Educational Needs and Disabilities (SEND). We are committed to providing an inclusive learning environment that gives all children every opportunity to reach their full potential.

Our Aims:

The achievement and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of special educational needs and disabilities, and staff genuinely know and care about each child. We have an open-door policy and work in partnership with parents to ensure all children meet or exceed the expectations set for them, based on their age and starting points.

We endeavour to meet the needs of all our children, including those with SEND, and develop the unique contribution all children can make to our school community. Building confidence and self-esteem are central to our practice. Staff have high expectations for all children and monitor their progress closely to support each individual to achieve their very best.

Our values are reflected in our positive, disciplined learning ethos and in our supportive and engaging classroom environments that develop self-esteem and a range of learning styles. Our school values help to develop a sense of responsibility for behaviour and learning. We believe in inclusion for all and positive collaborative working relationships.

Definition of SEN and Disabilities:

At St Matthew's we use the definition for SEND from the SEND Code of Practice 2014 (updated 2015):

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A learning difficulty is a significantly greater difficulty in learning than others of the same age
- Special educational provision is that that is additional to, or different from that made generally available for others of the same age in a mainstream school

Disability - Many children and young people who have SEN may have a disability under the Equality Act 2010- that is ... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Categories of SEND:

The Code of Practice identifies four areas of need that describe SEND in general terms:

Communication and Interaction

This group of children may have difficulty understanding elements of spoken language or have difficulty expressing what they want to say. They may have significant difficulty articulating speech sounds correctly. Some children have difficulty understanding the social rules of communication and find interaction with their peers and adults challenging, such as those with Autistic Spectrum Disorders.

Cognition and Learning

Children within this group often learn at a slower pace than their peers. This may be because of a moderate learning difficulty, or multiple learning difficulties. Children with a specific learning difficulty, such as dyslexia or dyspraxia, need support to compensate for their specific area of difficulty.

Social, Emotional and Mental Health Difficulties

Children may experience a range of social or emotional difficulties which impact on or influence their behaviour. They may become withdrawn or sad, or they may exhibit challenging and disruptive behaviour. These difficulties could indicate anxiety or depression.

Other difficulties children may have include Attention Deficit Disorder, Attention Deficit and Hyperactivity Disorder, Oppositional Defiance Disorder, or attachment issues.

Sensory and/or Physical Needs

Children within this group may include those with visual impairment, hearing impairment, multi-sensory impairment, or sensory processing disorders. Children with physical disability may require special educational provision to support their access to the school environment, facilities and the curriculum.

Key Roles and Responsibilities

Our SEND policy was developed with all staff and incorporates feedback from children and parents.

- The SEND Governor has the responsibility for monitoring policy implementation and liaising between the SENDCO and the Governing Body. The SEND Governor is Mrs Alison Boothby.
- The Designated Safeguarding Lead (DSL) has specific responsibility for safeguarding. The DSL is the head teacher, Mrs Katharine Hutt.
- The SENDCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those with Education, Health and Care Plans. The SENDCO is a member of the leadership team. The SENDCO is Mrs Beth Homewood. Our SENDCo has many years of experience working with children with additional needs.
- The class teachers are responsible for meeting the needs of all children in their class. They plan and deliver the curriculum, and monitor, assess and track the progress of all children. Class teachers work in partnership with parents, the SENDCO and sometimes, external professionals, to develop Individual Support Plans for pupils with SEND. Class teachers regularly report to parents through termly consultations.
- Teaching Assistants and Learning Support Assistants work under the direction of the class teacher to deliver small group and individual support to children with SEND.

Our Objectives:

- To ensure clear processes for identifying, assessing, planning, teaching and reviewing for our pupils with SEND.
- To monitor and develop effective whole school provision management for children with SEND.
- To support our staff working with children with SEND by providing further training, both in-house and through outside providers.

Identifying SEND at St Matthew's:

Some pupils may enter St Matthew's with a special need or disability which may have been identified in a previous setting or by a health professional. Others may enter the school with a need that is not yet identified. We recognise the benefits of early recognition of SEND and our procedures for identifying a child with SEND encompass several processes:

Our children's progress is regularly monitored and tracked, in conjunction with class teachers and the SENDCO.

All Reception children are assessed upon entry, and our children's progress is analysed alongside regional and national data. Standardised tests and statutory assessments are used in Key Stage 1 to benchmark progress. Class teachers carry out regular summative assessments to inform their teaching. A teacher's observations, assessments and knowledge of the child continually inform the provision they receive.

Children not making the expected progress may receive more targeted intervention through regular, structured small group or one to one teaching to give opportunities for over-learning and consolidation.

If a child makes less progress than could be expected from the input they have received, the class teacher liaises with the SENDCO to determine an appropriate level of support for the child, and support arrangements, in line with the Code of Practice 2014, will be considered. Parents are consulted throughout the process. Staff use all the available information and endeavour to identify the specific barriers to a child's learning, so they may be addressed through individualised learning objectives. When appropriate, the SENDCO refers to outside agencies for specialist support.

Our Graduated Approach to SEND

Universal support

All our children receive high quality teaching which is skilfully differentiated, to support individual needs.

Targeted support

There are times when high quality teaching, children do not make adequate progress. The class teacher will review the possible barriers to progress and put in place some short-term intervention support. A child receiving support at this level does not necessarily have Special Educational Needs.

If a child makes limited progress despite receiving evidence-based interventions, they may at this point be categorised as having Special Educational Needs and requiring SEND Support. This may entail seeking and implementing advice from professionals, which may include specialist teachers from the local authority, educational psychologists, speech and language therapists, paediatricians, occupational therapists or others as appropriate.

Specialist support

Children receiving support at this level are placed on the SEND Register at SEND Support. The visiting specialist advises staff on how best to meet the child's needs, and a tailored plan of provision is written and shared with parents. A cycle of Assess - Plan - Do - Review begins, and the class teacher, in close liaison with the SENDCO, ensures the plan is implemented in the classroom. The child, and their strengths and weaknesses, remain central to this plan and inform the cycle at every stage.

The provision offered at SEND Support may include:

- An Individual Support Plan detailing individualised learning
- Intervention groups 1:1 or small group support from a teacher, LSA, or TA
- Daily practice of targeted skills
- Support at playtimes, during assembly, or at lunchtime
- Making or sourcing appropriate resources to use individually, or with the whole class where appropriate
- Modifying resources or equipment used in the classroom
- Providing quiet areas to work
- Appointments with visiting professionals

Some children will require a greater level of support than can be provided through our SEND Support provision. This occurs when a child's needs are more complex and in these cases, school may request the Local Educational Authority to carry out an assessment of the child's needs. The local authority may provide an Educational, Health and Care Plan (ECHP) for the child that details their health and social care needs, alongside their educational needs. The child and their family remain at the centre of this process.

Monitoring our SEND provision

The head teacher and leadership team monitor and evaluate the quality of our provision to ensure we are meeting the needs of our children. The school aims to use interventions that have proven outcomes, and interventions are reviewed, to ensure they are still appropriate.

Our provision is monitored through:

- Analysis of pupil data

- Analysis of standardised test scores and statutory assessments
- Intervention group data
- Analysis of progress made towards individual support plan outcomes
- Discussion at pupil progress meetings

Supporting children at school with medical conditions

St Matthew's follows the DFE Statutory guidance on Supporting Pupils at School with Medical Conditions (April 2014) and recognises that pupils with medical conditions should be properly supported enabling them to have full access to education including school trips and physical education.

Staff Development

Staff are trained in how to support children with Special Educational Needs to reach their potential. Training may take many different forms, from sharing good practice between colleagues within the school or from other schools, training delivered by the SENDCO or other professional (e.g. educational psychologist, healthcare professional) or attendance at conferences/courses run by the local authority or other providers. Training may be specific to one individual child or a cohort of children. The SENDCO attends termly SEND network meetings organised by the local authority and the Elmbridge group in order to keep abreast of any changes in legislation or practice of SEND.

Storing and managing information

Information about pupils is confidential and is kept securely within school. A list of children who are categorised as having Special Educational Needs is kept on the school data system and will be forwarded to the child's next place of education upon them leaving the school. Any information regarding a child with special educational needs will only be passed on to a third party following parental permission.

Procedures for concerns

If at any time parents are concerned about the support their child is making, they are invited to discuss their concerns with the class teacher. If the concern is not resolved, it may be passed to the SENDCO and then the Head teacher. If parents are still dissatisfied, they are made aware of our complaints procedure and are given information regarding this process.

The SEND Policy is reviewed annually.