

St Matthew's R.C. High School.  
Special Educational Needs  
Parent/Carer Guide.



St Matthew's R.C. High School.  
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St Matthew's RC High School is dedicated to promoting a distinctive Catholic ethos by upholding the teachings of the Catholic Church. Our motto is "Quaerite primum regnum dei" - "Seek first the Kingdom of God" - and our aim is to achieve this motto in our school life.

Our mission statement is:

We **pray** as a community with Christ and the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.

We **achieve** the best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra – curricular activities.

We **care** about everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.

We are committed to developing the full potential of every individual, regardless of culture, race, religion, disability, or special need by creating a safe, orderly environment where all members of the community work diligently in a spirit of co-operation and treat each other with courtesy and respect at all times.

We value and respect that all pupils are made in God's image and each individual's needs are different. Pupils are supported and guided to develop their spiritual, emotional, social and academic aspects of their life. Pupils with Special Educational Needs may require additional support to reach their potential and we provide systems to help overcome these barriers to develop the whole child.

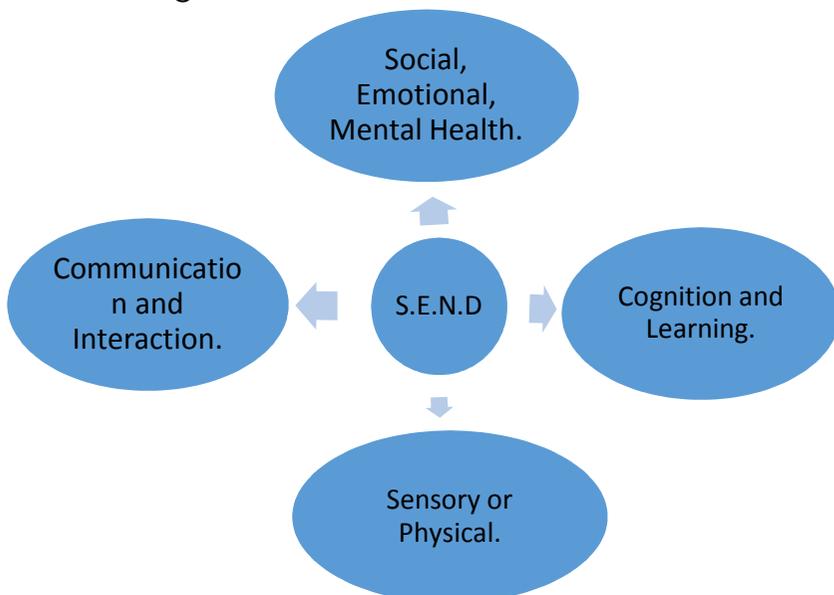
## What does special educational needs and Disability' mean?

The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.

The new Special educational needs and disability code of practice (Jan. 2015) outlines the legal obligations that all schools must adhere to in order to support those pupils with SEND.

In essence it highlights the importance of working together with families, school and other agencies, (where necessary). For pupils who require intensive support the new Education Health Care Plans (EHC), which have replaced the old statements, will be introduced.

Special Educational Needs and Disability has been divided into 4 categories.



**Social, Emotional, Mental Health:** children may have difficulties with managing their behaviour, making friends and relating to adults.

**Communication and Interaction:** children may have difficulties in expressing themselves and/or understanding others.

**Cognition and Learning:** children may have difficulty in one or more area of literacy, numeracy, reading or understanding ideas and information.

**Sensory or Physical:** children may have difficulties with senses such as hearing or sight, co-ordination or mobility.

### **How are pupils with SEND identified?**

Information is initially gathered from primary schools from visits by an SEND teacher. A discussion takes place with the Primary Schools about each pupil who has SEND. Further discussions with parents take place at the intake meeting, where opportunities to speak to staff regarding any concerns about your child's additional needs are made available. Once your child has started at St. Matthew's, regular assessments are carried out by staff throughout the year so that any concerns around your child's progress can be identified as early as possible. Depending upon the identified need, appropriate support will be put in place and regular monitoring will occur to ensure it has the intended impact. Should support from outside agencies be required to support your child, then you will be invited to contribute and work with the school to look at the best course of action to support your child.

## **How are those pupils with SEND reviewed?**

For those pupils who have a statement or EHC, a face to face review meeting is held at least once a year, to which all parties working with the pupil are invited.

All pupils on the SEND register are closely monitored by their subject teachers and the Heads of Departments. Following termly assessments, the Director of Learning for SEND, along with the SEND teacher, will assess the pupil's progress and review the effectiveness of the interventions in order to determine any future support. Parents will receive a letter from the SEND department outlining any interventions that are taking place with their child.

The SEND teacher and those staff who carry out intervention work meet regularly and map out the provision and impact on an individual pupil's provision map.

Appropriate information about individual pupils' SEND are shared with staff, along with strategies to support them in the classroom. Targets are set with pupil's keyworkers and children are encouraged to incorporate information about what helps them to make progress into their SEND profile.

A discussion takes place each term with the pupil to review their progress and set new targets. As part of this discussion the keyworker will discuss aspirations and careers with the pupil. Annual reviews for those pupils with statements or EHCs will, at appropriate times, have input from our careers advisor regarding future education and employment opportunities.

## **Who can you contact for further information?**

If you are a Parent/Carer of a Year 5 or Year 6 pupil who has SEND and you want to know further information about how the school can support your child, please contact the SEND Director of Learning, Mrs. Lindsey Yates on 0161 681 6178.

We have excellent relationships with our partner primary schools and valuable information to support the pupils is gathered by staff at St Matthew's to ease transition during termly visits to the schools in year 5 and 6. If it is considered that it would benefit a pupil, further opportunities are provided for transition work.

If you presently have a child at St Matthew's the first point of contact is your child's form tutor or House Leader.

All information regarding policies and procedures can be found on the school's website.

## **Extra –curricular activities**

Equal opportunities are shared through form time and during mainstream lessons. Key workers have good knowledge of all activities going on through the school and encourage the pupils to participate.

## **Safety**

Safety of all the pupils within our care is paramount. All pupils stay on the premises during break and lunch times. Where necessary, pupils may leave the class 5 minutes early to avoid crowds, with the support of a teaching assistant or peer.

There is a school breakfast club for those pupils who arrive early and a variety of lunch time activities are available. There are staff on corridors at lesson change over meeting and greeting pupils.

The form groups are set vertically with a mixture of pupils from Years 7 to 11 creating a family unit. In Year 7 pupils have Year 11 Guardian Angels, these are senior pupils who support them in their early days of transition.

The school has 6 disabled parking bays.

## **What does St Matthew's do to support pupils with SEND?**

First and foremost all pupils at St Matthew's receive quality first teaching. In order to support staff to deliver high quality teaching and learning staff, advice and training from other professionals is provided. In this way, teachers and teaching assistants are given the expertise to plan effectively differentiated work to remove barriers that some pupils may have. A range of interventions are utilised to assist in maximising pupils' potential, which include:

### In the classroom.

- ✓ Teaching Assistant support.
- ✓ Reduced class sizes.
- ✓ Differentiated resources.
- ✓ Individual needs met through personalised teaching.
- ✓ Provision to facilitate access to the curriculum and independent learning.
- ✓ Advice and training through Educational Psychology.

### Staff specialisms around SEND

- ✓ Teaching Assistants trained to have a wide range of understanding of pupils with additional needs with some staff having expertise in specific areas. The keyworkers

are skilled listeners and can provide additional pastoral support.

- ✓ Sensory support services from the Local Authority, working with staff and pupils with visual and auditory difficulties.
- ✓ School Nurse.
- ✓ CAMHS Practitioner (schools).
- ✓ Educational Psychologist.
- ✓ Behaviour mentors.
- ✓ Pupil Support co-ordinators

### Staff development to meet pupils' needs.

There is training for all staff which is regularly updated dependent upon individual training needs.

Appropriate information is shared with all staff for pupils with additional needs including data on reading ages, maths and English levels along with different strategies to support pupils.

### Types of intervention

- ✓ Reading intervention including the Accelerated Reading Programme.
- ✓ Rainbow Reading and Toe by Toe.
- ✓ Behaviour mentor support both in and out of class.
- ✓ Educational Psychologist for assessment and strategies.
- ✓ Behaviour management Programme.
- ✓ Inclusion Room.
- ✓ Links to sensory support services.
- ✓ Key Workers.
- ✓ Literacy and numeracy intervention.
- ✓ Communication Programme.

### Exam arrangements.

Access arrangements through assessments via external agencies to inform specific provision for exams such as readers, scribes, pupils who require extra time, use of a laptop, large print as well as separate rooms for those pupils who have health difficulties.

### Arrangements for alternative provision

To meet the needs of some pupils they are educated off-site provision. Miss H Nicholls (Assistant Headteacher) co-ordinates their provision and monitors their progress.

The main providers we use are Manchester Secondary PRU and Harpurhey Alternative Provision School.

## **Other Information regarding Special Educational Needs.**

Information about Manchester's Local Authority 'Local Offer' can be found at

<http://manchester.fsd.org.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>

Information, Advice and Support( formerly Parent Partnership Services):

E-mail [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

Tel. 0161 209 8356

## **Complaints.**

In the first instance please contact school to speak to Mrs Yates in the first instance. A copy of the school's complaints policy is available on the school website.

