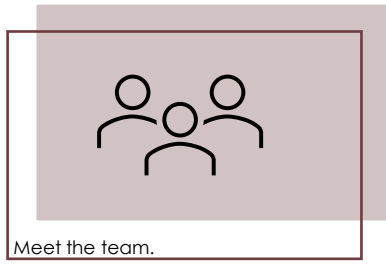
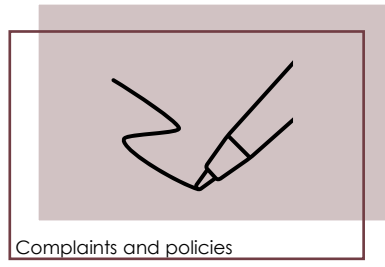
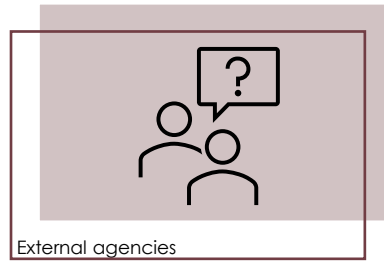
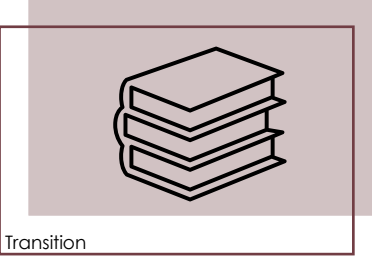
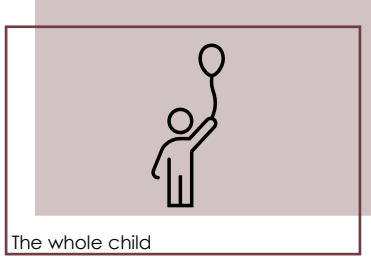
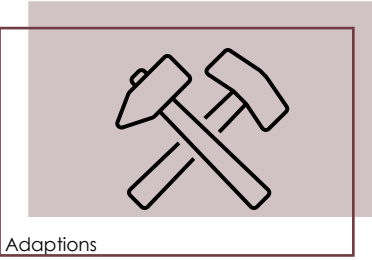
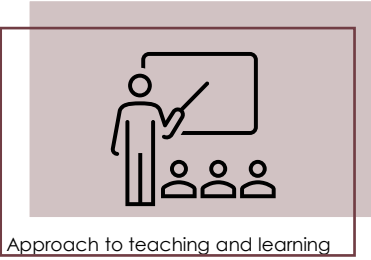
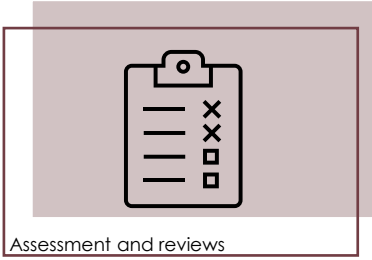
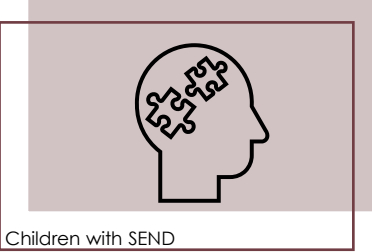
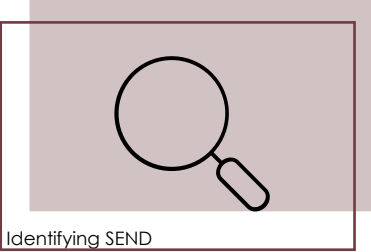
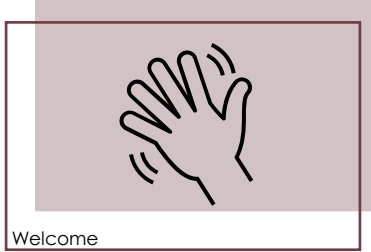


Welcome to Matching Green Church of England School's SEN Information Report.

Please click on an image to take you to the page.



Welcome

Hello and welcome to Matching Green C of E Primary School. My name is Andy Lorkins and I am really proud to be the Headteacher of our lovely school. I am the SENCo (special educational needs co-ordinator) and we are delighted that you are accessing our SEN Information Report to see what support is available. We are an inclusive school which works with families and other agencies to meet the individual needs of pupils. We work closely with Essex County Council to deliver the best provision for our children who are neurodivergent or have SEND (special educational needs or disabilities).

On each page, there will be an image of a small home, please click this to return to the home page or use your scroll to go through each page





Special Educational Needs

As identified in the 2014 Special Educational Needs and Disability Code of Practice (January 2015), there are four main areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

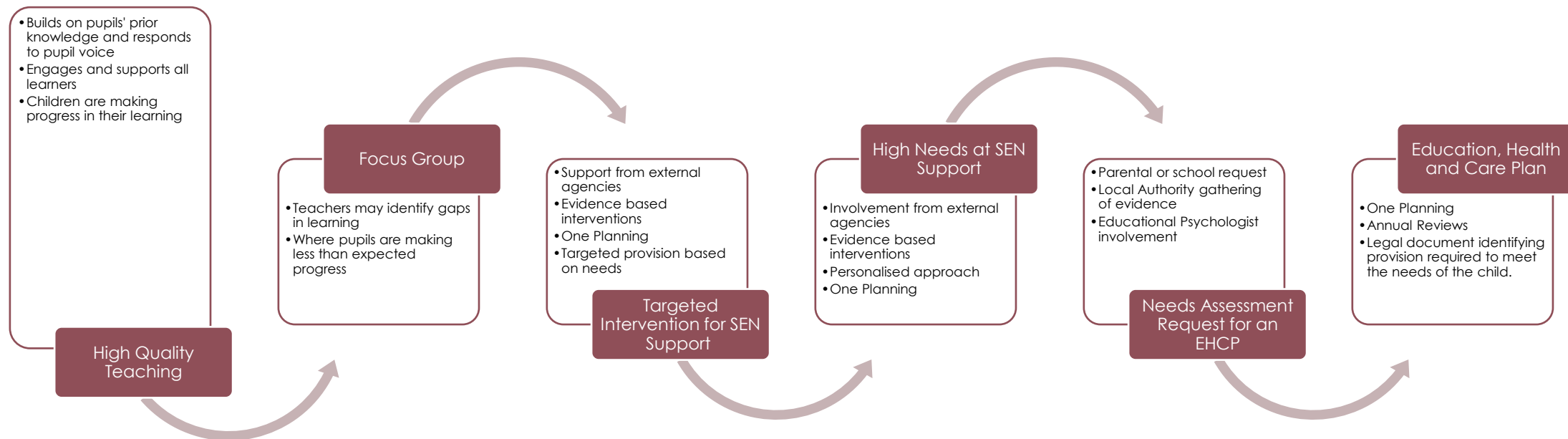
All staff at Matching Green C of E Primary School have received, and will continue to receive, training specific to a variety of Special Educational Needs and Disabilities.

Each pupil in the school has access to high quality teaching within the classroom. Some children may need some extra support that is “*additional to and different from*” their peers (SEND Code of Practice 2015, 6:15). In these cases, the children may be placed on SEN support and a personalised programme of support is set up for them which will be linked to the graduated approach of assess, plan, do, review. For some children, who need further support, an assessment for an Education, Health and Care Plan may be requested from the Local Education Authority.



Identifying SEND

Teachers may identify that a child may need additional support and therefore require additional, targeted support. This may mean that the children may have special educational needs and any concerns a teacher has will be shared with parents and carers and the SENCo. Once a concern has been shared, additional provision or intervention may be provided to meet the child's needs through a graduated approach.



Children with Special Education Needs in Essex.



○ Universal Offer and what is Ordinarily Available

Working with Essex County Council, we work alongside 'Ordinarily Available' to support pupils. Ordinarily Available is a thorough collection of recommendations that will help all pupils flourish and learn. It brings together best practice from across Essex schools, and is underpinned by psychology, research and teacher experience.



○ SEN Support

Children who receive SEN support will have provision that is 'additional or different from their peers' and is beyond what is provided as part of the schools' usual curriculum. The class teacher and Special Educational Needs Co-ordinator (SENCo) may also receive advice or support from outside specialists.

At times, following a reflection on the provision and progress made by the child and if appropriate, children may be removed from the SEN register. Parents and carers will be involved and informed of this decision.

○ Education, Health and Care Plans.

Some pupils require support beyond Ordinarily Available and the school offer and therefore, the Local Authority would implement an Education, Health and Care Plan. A pupil has an EHCP when a formal assessment has been completed by the Local Authority. A legal document is then in place that sets out the child's needs and the extra provision they should receive. More details can be found on the Essex Local Offer: [What is an EHCP?](#)

Children who receive SEN Support or who have an EHCP will have a One Plan. These meetings are led by the class teacher and they will take place each academic term. Parents and carers will be invited to be involved in this meeting. The meeting will focus on the whole child and celebrate their achievements, they will also look closely at how we can use provision to support the pupils and what strategies are needed to meet the child's outcomes, including what is and what is not working.

In Essex, meetings surrounding SEN provision are called One Plan meetings.

Working together



We recognise that parents/carers play an integral role in the progress of their child and we work hard to foster a strong working relationship.



Parents and carers are invited to attend termly meetings, Annual Reviews, school activities and events to celebrate and review their child's progress as well as informal methods of communication.



Parents and carers are encouraged to contact the class teacher in the first instance if they have any concerns and the class teachers will refer to the relevant support internally or externally.



Children have the opportunity to share their views, thoughts and feelings within the classroom, in termly meetings, One Plan meetings, Annual Reviews and pupil voice.



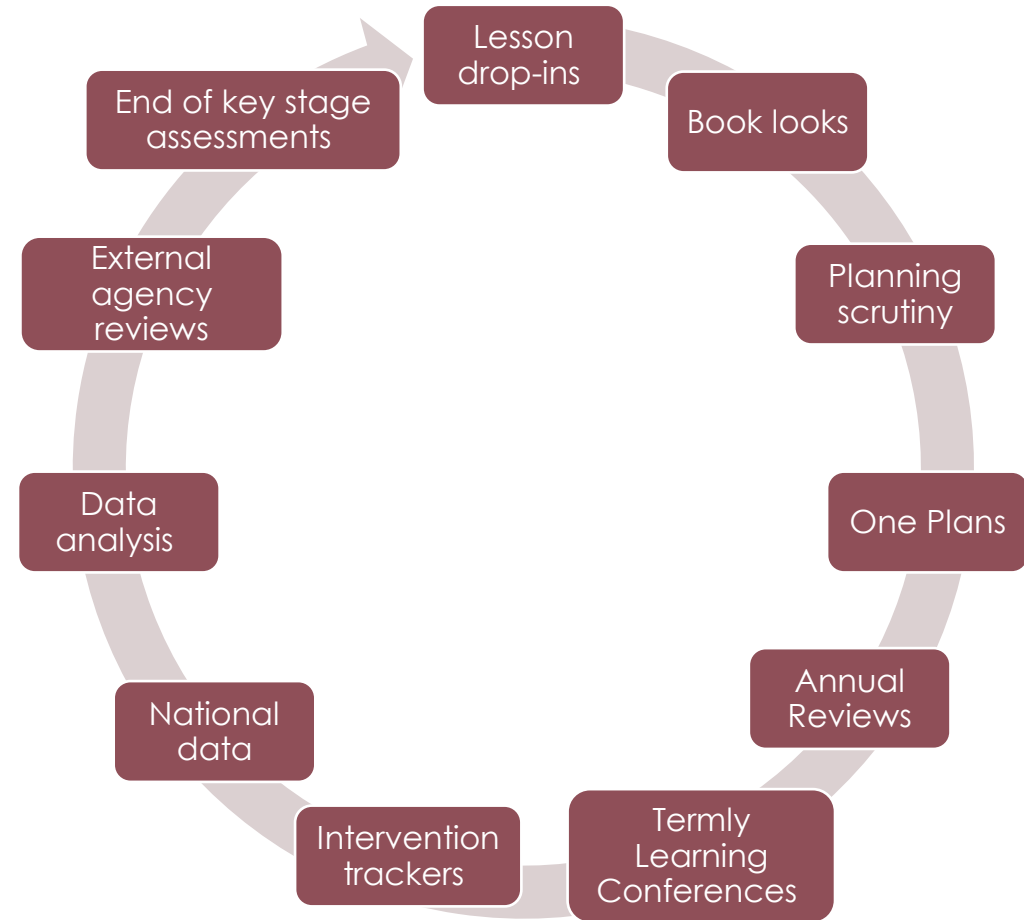
Assessment and reviews

A range of assessment tools are used to identify areas of need and measure progress. Some children may engage in more specific assessments based on their area of need.

Every child who receives SEN support or who has an Education, Health and Care Plan (EHCP) will have a termly meeting with parents/carers which will be led by their class teacher and the child.

Children who have EHCPs will also have an Annual Review which is shared with the families and Local Authority to measure progress against the outcomes identified in their EHCP. In Year 5, the Annual Review is a preparation for Secondary School.

The provision for children with SEND is regularly reviewed and monitored across the school, within local Cluster Groups and by working with the Local Authority.



Approach to learning and teaching

"Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff" [Code of Practice; June 2014: 6.36]

We ensure all children have access to high quality teaching from their class teacher. Where necessary, some children may receive additional provision to meet their individual needs. If children receive provision beyond our school's universal offer and what is ordinarily available, they will receive a One Plan and be placed on our SEN register in consultation with parents.

Some children may require a individualised approach including a bespoke curriculum, personalised timetable or care that is required to meet health needs following guidance from medical professionals.

All children will be assessed as part of the school assessment cycle, where personal targets are set. Over time, support will be planned to meet these targets. During One Plan meetings, targets will be measured and reviewed and this process is based on the graduated approach of assess, plan, do, review. At times, some children require additional support whereby the families or the SENCo may apply for an Education, Health and Care Plan needs assessment. We endeavour to ensure all children make progress from their starting points.



Adaptions



We create an inclusive learning environment whereby all children, including children with Special Educational Needs and Disabilities are able to take part in all activities alongside their peers. Reasonable adjustments will be made to our curriculum and learning environment to meet the individual needs of the pupil when necessary to ensure all children can achieve their potential.



Adaptions to the learning environment could include: personalised planning, including bespoke curriculums, coloured backgrounds on books and/or overlays, a visual timetable, an individual timetable, specialist equipment such as large print dictionaries, visual cues and aids, sensory breaks, staff support and evidence-based interventions.



Adaptions for the physical environment include: use of different work spaces, accessible toilets, high visibility marking on steps, wider doors in some areas of the building and ramps.

The whole child

We have high expectations for all children, including those with Special Educational Needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).

We ensure that all children are provided with relevant opportunities to develop their independence in an inclusive setting. Strategies we adopt to ensure *“All pupils should have access to a broad and balanced curriculum”* (SEND Code of Practice, January 2015: 6.12) are:

- a graduated approach linked to assess, plan, do, and review;
- high quality teaching supporting pupils on SEN Support or children with an Education, Health and Care Plan;
- provision which is ‘additional to and different from’;
- targeted evidence-based interventions;
- bespoke support based on the needs of the children;
- liaison with outside agencies.



Wellbeing



- Both physical and mental health are important and we know that pupil wellbeing is key. We recognise that children are not emotionally able to learn when their wellbeing is not looked after. Mr Lorkins is the school Senior Mental Health Lead. In addition to this, we access support from external agencies.
- Our PSHE curriculum includes aspects of feelings, emotions and relationships to ensure children have the opportunity to understand their feelings and express themselves safely. At times, some children need additional support and we have trained staff in school that can offer bespoke interventions to support pupil wellbeing.
- We understand the importance of self-regulation and work hard to provide children with opportunities to identify what tools they need to recognise different emotions as well as developing a toolbox of strategies to use to self-regulate.
- If you have concerns about your child or another child's wellbeing, the designated safeguarding lead is Mr Lorkins and the Deputy Designated Safeguarding Leads are Mrs Amy Swanton, Mr Matthew Ball and Miss Jacquie Toon.

Wellbeing team

The emotional wellbeing and safety of pupils is a priority at Matching Green C of E Primary School. We have a team who are responsible for supporting children with their learning, wellbeing, social and emotional development and safeguarding.

Mr Lorkins

Headteacher,
Designated
Safeguarding
Lead, Senior
Mental Health
Lead and SENCo

*Mrs Swanton and Mr
Ball*

Senior Teachers
and Deputy
Designated
Safeguarding
Leads

Miss Tooh

Deputy
Designated
Safeguarding
Lead and pupil
wellbeing
support



Additional Opportunities

We have high expectations of children with special educational needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).

We ensure that our school is inclusive by ensuring all children have access to:

- inclusion in all activities and curriculum;
- after school clubs;
- classroom and whole school responsibilities;
- educational visits;
- school residential visits;



Transition



All children will encounter transition throughout their time at school and this can be a tricky at times. Any change or transition will be carefully considered and managed thoroughly to ensure the needs of the child are met.



Children will move between classes and will encounter changes of teachers. The children will have the opportunity to meet the new adults they are working with. Children will visit their new classrooms where required. In some cases, some children may require additional support for transition which could include additional visits, social stories, photos or transition packs.



Sometimes, children may move school. We will work with the other school and share relevant information to ensure there is a thorough transition. If the child has an Education, Health and Care Plan, the Local Education Authority will consult directly with the school.



We will work closely with families, other schools or nurseries and where necessary, medical professionals and external agencies to provide a smooth transition between settings that meet the needs of the child.



External agencies and support

Within Essex, we work closely with our Local Authority's SEND Operations Team. In addition to this, we seek support from the Educational Psychology Service.

You can access the Essex Local Offer here: [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

We work closely with external agencies to support the individual needs of the child; these can be seen to the right.



Complaints and policies

- **Our policies and provision**
- The school delivers the requirements of the National Curriculum and adapts this according to individual needs. Our approach focuses on teaching children the skills they need for lifelong learning and independence as they progress to ensure they are prepared for adulthood.
- A range of our [school policies](#) are available on our website or we can provide copies on request.
- Please see the following documents:
 - **Special Educational Needs and Disability Policy**
 - **Equal Opportunities Policy**
 - **Accessibility Plan**
 - **Essex Local Offer**
- The Local Offer provides information on the services in Essex that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged from birth to 25.
- [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)
- **Complaints**
- Please refer to the school's complaints policy.

