



St Matthias C of E Primary School

SEND Information Report

2026 – 2027

Wordsworth Road, London, N16 8DD

Tel: 0207 254 1148

St Matthias C of E Primary School

Our School



Our School Vision

St Matthias provides a safe and happy environment for all of our children and staff to learn, develop and excel in their academic and social education. We believe that our children have to be supported to achieve and prepare for their lives ahead. Working together with their families, we will instill the values and care needed to ensure they become responsible, confident and capable members of society.

Our Christian ethos is underpinned by the principle of 'Love Thy Neighbour' and children are encouraged to love themselves and others to ensure respect for all and the right to knowledge.

We believe it is imperative that all children have the necessary skills and attitudes to equip them for an unknown but prosperous future that allows them to make positive choices about their own lives. We offer a consistent approach to learning to ensure they have the skills necessary to apply to a variety of situations.

Our Four Pillars

- Our Identity – To know who they are
- Our World – To know their place in the world and understand their rights
- Our Voice – To express their wants and needs
- Our Future – To fulfil their potential and become independent adults that make a positive contribution to the world



My Identity
I know who I am



My World
I ask questions about the world around me



My Voice
I use my voice to make a difference



My Future
I aspire to greatness

St Matthias EmpowerED



Together we have Faith, Hope and Love – but the greatest of these is Love.

Meet our SENDCo



The SENDCo is Yasmine Cherid (Assistant Headteacher & SENDCo)

If you would like to contact Yasmine, please call the school on 0207 254 1148 or email through the school office and Yasmine will usually respond within 48 hours.

The Inclusion Team:

- SENDCo & DDSL: Yasmine Cherid
- Headteacher & DSL: Lucy Blewett
- Deputy Head & DDSL: Amy Frohock
- Pastoral Manager: Janiece Headley-Walker
- Governor with responsibility for SEN: Rym Cherid

Special Educational Needs



At St Matthias C of E Primary School we support children with a variety of special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN Code of Practice 2014:

	Communication and Interaction
	Cognition and Learning
	Social, Emotional and Mental Health
	Sensory and Physical

We provide for all kinds of needs at St Matthias, usually grouped within these four categories. Quality first teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Identifying and Assessing Need



We know your child may need help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- Outside agencies inform us of identified needs

The class teacher will work with the SENDCo to discuss individual needs. The SENDCo will talk to the child and parents/carers to find out their views and needs. There may be referrals to outside agencies (parental consent is always obtained first).

All concerns are triaged and next steps agreed. This may include a meeting with the class teacher and SENDCo, a Therapy consultation, observations to gain more information, or referrals to outside agencies. Parents are consulted before a child is added to the SEND register

Whatever action is taken, we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



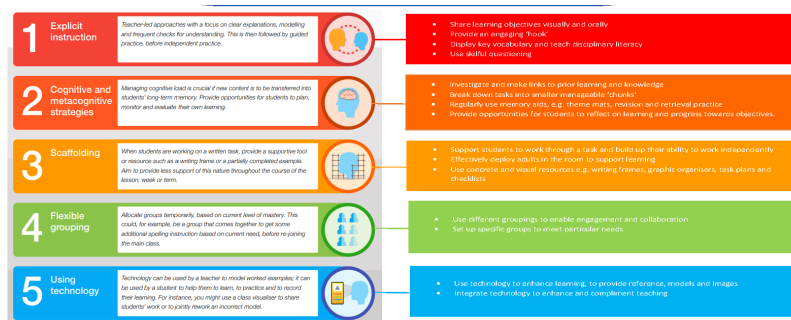
Our Approach to Teaching Children with SEND



We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual programmes where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We embed the key principles of the EEF guidance 'Five-a-day' into our teaching:



Each pupil's education programme will be planned by the class teacher and adapted to suit the pupil's individual needs. If a pupil has needs related to more specific areas of their education, they will be placed in a small focus group run by the class teacher or a member of support staff. These interventions are regularly reviewed and feedback is used to inform future planning.

Insight tracking objective checks and Provision Map review meetings are held each term. The class teacher meets with the SENDCo and a member of the Senior Leadership Team to discuss the progress of all pupils in their class.

How Do We Assess Progress?

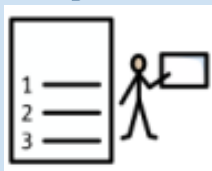


We assess progress on an ongoing basis through observation, achievement of targets, and assessments. All progress is recorded and shared with pupils. We use a variety of methods to record evidence of progress.

If a child has been identified as having a special educational need they will have a Learning Plan. Targets will be set according to their area of need, monitored regularly by the class teacher and by the SENDCo at least three times a year. Learning Plans will be discussed with parents/carers at Teacher Consultations (three per year) and sent home each term.

Occasionally a pupil may need more expert support from outside of school such as Educational Psychology. Where this is the case, a referral will be made with your consent and forwarded to the most appropriate support agency.

Curriculum and Learning Environment

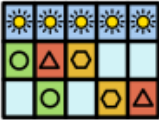
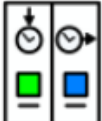
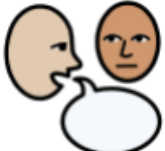
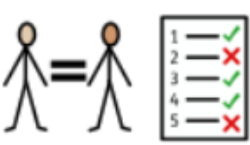


All pupils have access to a range of learning experiences that reflect and meet their needs. When a pupil has been identified with special needs their work will be adapted by the class teacher to enable them to access the curriculum and make progress.

The formal curriculum is based on the National Curriculum, and there is a high degree of differentiation and personalisation to ensure it meets the needs of each student.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

Curriculum Adaptations include:

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instructions

How Does the School Adapt to Meet the Needs of Our Pupils?



We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

Each pupil who requires additional support will have a Learning Plan demonstrating the progress made towards their short-term targets. Each pupil will have a one-page profile which includes the view of the pupil and is used at progress meetings and annual reviews.

These documents are personalised to include any adaptations to the curriculum or school environment that need to be put in place.

St Matthias ensures that any specialist needs are met by training and accessing professional expertise. We also seek advice and equipment from outside agencies as and when the need arises.

The designated teacher promotes the educational achievement of all LAC children (Clause 1 and 3(a)) It is vital that we consider the whole child. Therefore, staff, families and pupils work closely and collaboratively to ensure this is central to our planning and considers the pupils and their families. The Designated teacher also works with the school's safeguarding lead on attendance, the EHCP coordinators, from a range of county Local Authorities as well as other professionals such as Children's Services to ensure that a joined-up approach in supporting pupils and

	their families is at the heart of all that we do in promoting positive outcomes. A strong CPD programme ensures staff are trained with current information and up to date practice. Staff attend annual statutory safeguarding awareness and training which is monitored through Keeping Children Safe in Education.
Social, Emotional and Mental Health Support 	At St Matthias, we are Trauma Informed and Attachment Aware. The school offers a wide variety of pastoral support for pupils who have emotional difficulties: - All members of staff are readily available for pupils who wish to discuss issues and concerns. Where appropriate, mediation sessions are carried out. - Clubs and positions of responsibility are available/created for those who find break-times challenging. - The playground is divided into zones to create quiet areas during break-times. - Each class holds weekly PSHE activities that address specific concerns and worries relevant to the class, as well as circle times when particular concerns arise. - An online worry/kindness box called 'Speak Up' is used daily. Positive behaviour in schools is essential and we have a behaviour policy found on the school's website. As a school we use the 'Stay on Green' approach to managing positive behaviours. We always try to encourage good behaviour through setting high expectations, forming good relationships with parents/carers built on trust, and sharing children's positive behaviour in our celebration assemblies. All consequences for negative behaviour are educationally or therapeutically based. Bullying is recognised and addressed promptly by talking through the issues and understanding the effect on others. Our Trauma-Informed/Attachment Aware ethos directly supports us to prevent bullying of pupils with SEND. We have rigorous systems in place to support the sharing of pupil voice, including 'SpeakUp' online reporting and recording. The SEND team use the Boxall profiling system which enables us to create personalised emotional development targets for each pupil, underpinning our young people's ability to learn more effectively. Working on these personalised targets informs our practice to offer mental health and wellbeing and support to meet individual's needs. We have high expectations of both work and behaviour. We believe in respecting, valuing and listening to our pupils. We adopt a Restorative Practice approach when supporting our young people . We recognise that, for some of our young people, regulating our feelings and behavioural responses is a barrier to learning, therefore, our curriculums and environment need to support and reinforce positive behaviour models. We give pupils clear choices and responsibilities to enable and encourage them to develop appropriate social skills, with a shared foci on our 3 school rules:

READY

RESPECTFUL

SAFE



Parent Consultations



At St Matthias we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. We believe that good communication is vital and are happy to facilitate communication with parents at any time to discuss progress or any other issues.

We consult with parents in the following ways:

- Three Teacher Consultations per year
- Learning Plans sent home each term
- Annual Review meetings
- SEN Coffee Mornings
- Open Morning sessions
- Meetings with Speech and Language Therapist
- Discussions with the SENDCo and Senior Leadership Team

All parents are encouraged to contribute to their child's education and both the child's and your views will be discussed at Teacher Consultation meetings. These are always taken into account when planning how to support your child.

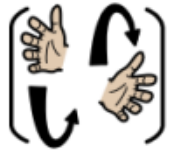
Pupil Voice



Pupils' views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

At St Matthias Primary School, we always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual review using a 'one page profile' or 'talking mat'.

	Pupils are given regular opportunities to: – Self-assess how they are doing – Attend meetings and help decide the support needed – Feedback and review progress and interventions – Contribute their views to Learning Plans
Evaluating Provision 	We evaluate our provision through: – Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term – Insight tracking objective checks and Provision Map review meetings each term – Establishing children's baseline before receiving interventions and reviewing impact at regular intervals – Asking our children if they feel the adjustment or intervention is helpful and makes a difference – Monitoring by the SENDCo – Discussions at the Senior Leadership Team level to improve outcomes – Holding annual reviews for children with Education, Health and Care Plans – Reviewing policies and ensuring up to date research and practice is in place
Staff Training 	At St Matthias, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and are given information about the children they are working with. The senior leadership team are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training can be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies. If your child needs specialist support from an outside agency such as Speech and Language Therapy, Educational Psychologist, or Occupational Therapy, we will always discuss this with you first. Staff training has included: – How to support children with speech and language difficulties – How to support children on the autistic spectrum – How to support children with behavioural, social and emotional needs – How to support children in literacy and numeracy – Sensory needs – Attachment and child development – Phonics and reading support

			
De escalation	Lego Therapy	Child Development	Bucket time
			
Sensory needs	Makaton	Phonics	Attachment
			
Specific Learning Difficulties	Complex Needs training	Reading for those who struggle	Speech and Language

Pupils with Medical Needs



If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff supporting the pupil.

- Members of staff are trained to use epipens and asthma inhalers.
- Where necessary, and in agreement with parents/carers and the school nurse, medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both the child and the staff member.

Transition Support



Many strategies are in place to enable pupils' transition to be as effective as possible:

End of Year Transition

- Discussions between the current and receiving teacher prior to the pupil moving up
- All pupils attend a transition session in which they spend time with their new class teacher
- Additional visits are arranged for pupils who may need extra time in their new class
- Class teachers meet to discuss the needs of children and share Learning Plans

Phase and Stage Transition

- **Early Years Foundation Stage Entry:** Before entry into Nursery or Reception, home visit transition meetings are held with parents, carers, and previous early years settings. For children with identified SEND or complex needs, our SENDCo liaises with local early years inclusion teams, conducts setting visits where appropriate, and ensures initial One-Page Profiles and Learning Plans are established before the child starts school.

- **Year-to- Year Classroom Transitions:** At the end of each academic year, formal handover meetings take place between outgoing and incoming class teachers and support staff to share strategies, Learning Plans, and sensory preferences. Pupils participate in classroom visit days, receive personalised visual transition storybooks, and utilize visual timetables to familiarise themselves with new environments and staff.
- **Key Stage Transitions (KS1 to KS2):** To maintain continuity in learning across the *St Matthias EmpowerED* curriculum, adaptive teaching strategies and intervention records are reviewed collaboratively by key stage leads and the SENDCo. Pastoral handovers ensure that emotional regulation tools, 'Stay on Green' individual adaptations, and Boxall profile targets carry forward seamlessly.
- **Secondary School Transition (KS2 to KS3):** During Years 5 and Year 6, transition planning for secondary school begins. For pupils with an Education, Health and Care Plan (EHCP), Year 5 and Year 6 Annual Reviews focus explicitly on secondary outcomes and placement preferences. We arrange extra familiarisation visits to local Hackney secondary settings, facilitate SENDCo-to-SENDCo handovers, deliver targeted secondary readiness intervention groups, and ensure all statutory documentation, specialist reports (e.g., SALT, OT, EP), and historical provision maps are securely transferred. Secondary school staff visit pupils prior to them joining the new school where possible

In- Year School Transfers: When a pupil with SEND joins or leaves St Matthias mid-term, the SENDCo directly contacts the SENDCo of the previous or receiving school to transfer records promptly, ensuring that statutory provisions, safety plans, and adaptive learning supports are maintained without disruption.

Outside Agencies

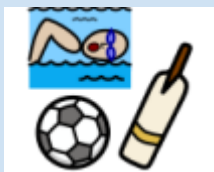


These services are accessed depending on the level and type of need, which can change on a regular basis:

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Hackney Ark (MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse and School Doctor
- Inclusion Team

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once feedback has been received, we will contact you to share the advice.

Activities and Trips

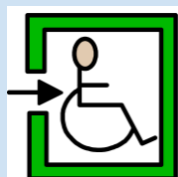


All our school activities and visits are available to all our children.

- Activities and school trips are available to all
- Risk assessments are carried out and procedures are put in place to enable all children to participate
- If necessary, a parent or carer may be asked to accompany a child during the activity depending on the intensity of the 1:1 support required
- All children are encouraged to take part in school performances, assemblies, competitions and workshops
- All children are encouraged to apply for roles of responsibility in school

No child is ever excluded from taking part in these activities because of their SEN or disability. Reasonable adjustments and individual risk assessments are made to prevent exclusion.

Accessibility



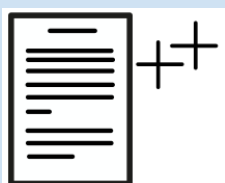
We are happy to discuss individual access requirements and the school has an Accessibility Plan. Please ask the SENDCo or school office if you would like a copy.

Facilities include:

- Ramps into school buildings to make the building accessible for wheelchair users
- Disabled toilets in both main school buildings
- Most classrooms and buildings have wide doors

Please feel free to contact us if you would like to discuss specific requirements or to arrange a visit. Transport can be organised to and from the school by Hackney Education. Phone: 0208 558 4283.

How Do We Know We Are Getting It Right?



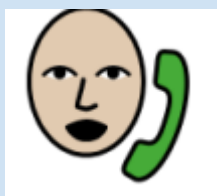
We know this because of the following:

- Reporting to Governors through our committee structure and termly full Governor meetings – we share reports with respect to attainment and progress, provision mapping, interventions, attendance, exclusions, behaviour and the impact of pupil provision
- The Headteacher and Deputy Head carry out regular learning walks and lesson observations, data analysis and book monitoring, as do curriculum leads
- EHCP and Annual Reviews where we discuss and report on progress and provision with parents and pupils
- External accreditation and affiliation
- Pre- and post-intervention data tracking occurs to evaluate the effectiveness of SEND provision
- Our Self Evaluation Form, calibrated alongside the views of outside agencies and through Governor monitoring
- The Governor with responsibility for SEN monitors safeguarding and child protection procedures

Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, you may make an appointment to speak to the Deputy Headteacher or SENDCo. If



they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

Concerns can be raised in person, in writing or by telephone. They may also be made by a third party acting on behalf of a complainant, as long as they have appropriate consent to do so.

If you are not happy with the response, you are able to make a formal complaint following the guidance in the Complaints Policy found on the school website.

Complainants should not approach individual governors to raise concerns or complaints. They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Admission Arrangements



In compliance with Section 69 of the Children and Families Act 2014 of the Special Educational Needs and Disability Regulations 2014, and the Equality Act 2010, St Matthias Primary School ensures full educational inclusion and equal opportunities for all pupils, regardless of disability or special educational needs.

Admission Arrangements for Pupils with Disabilities:

- Mainstream admissions are coordinated via the London Borough of Hackney in accordance with standard local authority primary admission arrangements.
- Reporting In line with Section 39 of the Children and Families Act 2014, children with an Education, Health and Care Plan (EHCP) that names St Matthias Primary School are admitted as a statutory priority prior to the application of general oversubscription criteria.
- No pupil is refused admission, discriminated against, or put at a disadvantage during the admissions process on the grounds of a physical disability, medical condition, or special educational need.
- Prior to entry, our SENDCo conducts thorough transition planning with parents, local authority specialists, and medical teams to ensure all reasonable adjustments, individual healthcare plans, and risk assessments are established before the pupil's start date.

School Accessibility Plan:

- In accordance with Paragraph 3 of Schedule 10 to the Equality Act 2010, the school maintains a comprehensive, triennially reviewed Accessibility Plan detailing targeted actions to improve physical access, enhance curriculum access, and optimize the delivery of written information to disabled pupils.
- The full document is available on the school website: [St Matthias C of E Primary School Accessibility Plan](#).

Local Authority SEND Local Offer



The Hackney Local Authority SEND Local Offer can be found at: www.hackneylocaloffer.co.uk

The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those

services. It lets parents/carers and young people know how schools and colleges will support them, and what they can expect across local settings.

If you wish to discuss your child's educational needs please contact the school office on 0207 254 1148 to arrange a meeting with the class teacher or the SENDCo Yasmine Cherid.