



St Matthias Academy

SEND information report 2024

We will provide a learning environment that empowers, challenges and encourages individual success and social responsibility.

St Matthias Academy actively promotes the principles of equality and inclusion for all its students.

Date: September 2024
Review Date: September 2025

Introduction

St Matthias Academy is a specialist academy for students who have been unable to remain in their mainstream provider. St Matthias Academy is part of the Midsomer Norton Schools Partnership.

St Matthias Academy consists of three schools based at Fishponds, and Brentry in Bristol and Rush Hill in Bath. St Matthias Academy accepts students from Key Stages 3 to 4

As an Academy we:

- Aim for all young people have access to good or outstanding teaching
- Provide an inclusive, adaptive curriculum in order to meet the needs of the learners at St Matthias Academy
- Monitor the progress of the young people and identify, plan for and deliver any additional support the young people may need
- Provide personalised learning, which may include using additional providers, bespoke timetables and use of specialist advice
- Work closely with multi-agencies in order to be able to support the young people as best we can

There are four categories of need identified in the Special Needs Code of Practice 2015:

- Cognition and Learning;
- Social Emotional and Mental Health;
- Communication and Interaction;
- Sensory and Physical.

1. How does St Matthias Academy know if children need extra help? How do you identify children with special educational needs?

For all new students data is collected from the previous school (qualitative and quantitative) prior to them joining. Where there is an identified special need, assessment of previous support is completed and intervention planned and put in place to continue to facilitate students' needs. students are categorised according to the background information gathered on them.

All students complete an online reading test on arrival using York Assessment of Reading Comprehension (YARC), Vernon Word Spelling Test and Read Write Inc (RWI) phonics assessment to establish their baseline to assess for gaps in learning and decide which tier of intervention will be appropriate. Testing then repeats every 12 weeks to monitor progress against baseline and ensure the most effective support is in place.

Some students may be aware of their difficulties and may seek support from staff. Others are referred by staff or by parents and carers.

What should I do if I think my child may have special educational needs?

Parents and Carers who think that their son/daughter may have a learning difficulty should in the first instance raise it with the student's tutor who will seek advice from the School's SENCO. The school also uses the Graduated Response Tool which allows subject teachers to note any potential concerns. The school's SENCOs are Jennifer Fowler (Brentry & Fishponds) and Dominique Deluliis (Rush Hill) and they can be contacted via the school website.

2. How will the School support my child?

St Matthias strives to deliver an education which meets the needs of every learner through adaptive teaching strategies to ensure inclusive practices.

This includes:

- use of adaptive teaching strategies
- in-class support as appropriate
- provision of adaptive learning materials/specialist equipment
- provision of targeted 1:1 or group interventions such as Read, Write, Inc and Draw and Talk
- staff development/training to undertake more effective strategies and knowledge of conditions
- Adapted timetable, where a student may be disapplied from a particular subject, in order to give more attention to other subjects or work on Basic Skills
- access to LA support services for advice on strategies, equipment or staff training
- access to indicated professional
- implementing programmes supplied by other agencies e.g. the speech and language therapist (SALT), occupational therapist (OT) or for more complex cases, the Educational Psychologist.

Who will oversee, plan work with children and parents?

The SENDCO oversees the assessment of the learning needs of our students and plans appropriate support and interventions. In liaison with staff, the coordinator also identifies students who may be eligible for additional support throughout their education and in exams.

Teachers have the responsibility of planning for students. All subject leads, teachers, Head of Years and SENCO will facilitate students in setting specific targets to facilitate growth and development. These are monitored and reviewed every 12 weeks. Whole school approach involves Learning Walks and Lesson Observations.

Who will explain to parents what is happening for the child?

Where a difficulty has been identified, school will inform parents and will discuss assessment and intervention implemented. Communication with parents is ongoing. Parents are also contacted and informed about any assessments or interventions offered by the SENDCO or class tutor. Where necessary there are reports/meetings with parents through external agency specialist teams.

Monitoring the effectiveness of provision:

St Matthias Academy involves parents and carers at all stages of provision. Regular review meetings are held to discuss needs and identify suitable action.

Provision is identified on Student Passports, which are reviewed as required to monitor effectiveness.

Students with more complex needs or EHCPs: Students will normally have an education plan which is reviewed at least three times a year with the student and parents. Some plans are reviewed more frequently according to need and provision identified. A summary of the EHCP provision is provided to inform staff on strategies and adaptations required for each student.

The School works with a variety of outside specialists to provide the most appropriate support for each individual student's needs. Speech and Language therapists meet students and advise staff two or three times a term. The School contacts and works with other services when identified, these include: Educational Psychologists; Child and family Support officers; Social Services; The Disability Children's team and SALT. The outside specialists assist the team in monitoring the effectiveness of its support and make recommendations about any further provision or support needed. The SENDCO conducts learning walks to

monitor the effectiveness of the provision for students with SEND and the quality of their learning and share expertise to make recommendations on strategies and resources that will improve the provision even further.

3. How will the curriculum be matched to a child's needs?

Students with identified SEN are taught alongside their peers with access to adaptive teaching approaches. They will access a range of additional support strategies and resources and teaching specific to their needs.

What are the School's approaches to adaptation? How will that help my child?

Adaptation is across the board for all of our students. Staff differentiate by objectives, content, tasks, outcomes, support and interactions. There are very high expectations of all students and the needs of all students are facilitated through the employment of a range of strategies. Literacy is a focus at all levels and in every subject. The use of different learning and assessment tools is practised and a strong emphasis on accountability is a thread that runs through the school. All members of staff view the performance and achievement of students as their responsibility.

4. How will both the school and parent know how a child is doing?

A student's progress is tracked on an ongoing basis and parents and carers are contacted to discuss action when students are not making the expected progress. Other measures are used to gauge all round progress of individual students. This will include attendance data, analysis of reports and data checks, as well as the application of specific tools as recommended by other professionals. Tutors will feedback progress at least every 6 weeks. Each year group has a yearly parents' evening to discuss each student's progress and our SENDCOs are available to meet parents at each of these meetings. Parents and carers are encouraged to make direct contact with Tutors by email or by phoning the School Office.

5. What support will there be for a child's overall well-being?

Each tutor team provides pastoral care during morning registration every day and following lunch time. At St Matthias all staff are SEMH specialists and trained in nurture and trauma-based approaches. We have a team of teachers, learning mentors and support staff who provide social and emotional support and work on development of specific areas with the young people.

The timetable includes regular opportunities to develop students' skills and knowledge including; self-care, self-regulation techniques, emotional literacy, communication skills and building relationships.

The Academy has access to a wide range of professionals and can make referrals to other agencies in liaison with home.

External agencies also inform and advise as to how to facilitate and there is an ongoing relationship involving information sharing and intervention as recommended in accordance with student needs.

6. What specialist services and expertise are available at or accessed by the School?

St Matthias Academy has access to a range of specialist services in education, health and social care [see the LA local offers below].

Support, advice and guidance is regularly sought from:

- Speech & Language Therapy service
- Educational Psychology Service
- Visual Impairment Team
- Hearing Impairment Team
- School Nurse and other Health professionals

7. What training will the staff supporting children and young people with SEND/EAL have had or receive?

Staff are trained regularly in aspects of SEND/Inclusion either via SNDCO or other partners e.g.: Educational Psychology Service. Planning for the progress and support of SEND students is also a focus of staff induction. All students identified with a learning need have a personalised Student Passport which is given to all staff and outlines strategies and techniques that the teacher can use in the classroom to help the students achieve their full potential.

8. How will my child be included in activities outside the classroom including School trips?

We will actively encourage and support ALL students so they are included in all activities including trips. All activities outside the classroom are individually risk assessed and where necessary resourced and supported to maximise the engagement in and the impact of the activity on all the young people who are participating.

9. How accessible is the School environment?

All sites are wheelchair accessible. We have ramps and accessible entrances to all buildings. Visitors in wheelchairs are accompanied by staff at all times.

10. How will the School prepare and support my child to join the School or transfer to a new School?

At St Matthias Academy, we endeavour to ensure transitions between schools are given due consideration and care to ensure that our students feel emotionally prepared for the changes ahead of them. Supported transitions may be offered in line with the child's need.

- An induction meeting occurs the week prior to starting at the school to introduce the school's processes and procedures. This offers a space for questions to be asked and concerns to be raised. Parent and carers are given an admissions pack and encouraged to look on the school website to support them in enabling their child to settle into school routines.
- For children with identified or unconfirmed SEND, the SENDCo may also meet with parents/carers to allow concerns to be raised and solutions to any perceived challenges to be established.
- The previous school will be contacted and records will be requested.
- If the child is moving on, visits to the new provision will be arranged and a transition programme devised in line with the child's needs

11. How are the School's resources allocated and matched to children's special educational needs?

Students are allocated resources based on their individual needs.

Students are identified during the Induction process, through Data Analysis and staff observations and professional dialogue. Students working below expected levels receive identified Interventions and we offer 1 to 1 support and group work with students who may have identified SEMH or Social Communication needs.

12. How is the decision made about what type and how much support my child will receive?

Students will have access to this support according to their needs. A decision about how much support is allocated is dependent on the level of need and impact of interventions. If a young person is the subject of an Education and Health Care Plan, we always ensure that statutory requirements are met (as a minimum).

13. How are parents involved in the School? How can I be involved?

We welcome any opportunity to work collaboratively with parents/carers and are always happy to share strategies and resources that support your child. Tutors make regular contact home and invite you to be involved in the target setting for your child as well as discussions around next steps for your child. We are happy to meet with parents throughout the year. If your child is diagnosed with SEN needs, the SENDCo will speak to you about how you can help supporting the needs at home.

14. How do Governors monitor attainment and progress of SEN students ensuring their needs are met by the school?

There is a link governor for SEND who meets with the SENDCOs to keep up to date with SEND developments and progress and then reports back to the Governing Body. The SENDCO and Link governor meet on a regular basis during the year.

15. Who can I contact for further information?

Parents and carers are encouraged to contact their child's form tutor in the first instance.

The school's SENCOs are Jennifer Fowler (Brentry & Fishponds) and Dominique Deluliis (Rush Hill) and they can be contacted via the school website.

SEND Local Offer

Every Local Authority is required to publish information about the services and provisions available across education, health and social care to young people with special educational needs and/or Disabilities (SEND). This is required under the SEND Code of Practice 2015.

Bristol LA Local Offer: <https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers>

BANES LA Local Offer: [Introduction to B&NES SEND Local Offer | Live Well in Bath & North East Somerset \(bathnes.gov.uk\)](#)