



St Matthias SEN Report – January 2017

SEN Needs at St Matthias

St Matthias provides primarily for pupils with SEMH, ASC, ADHD, SpLD and MLD. It has also in the past provided for pupils with hearing impairments. Due to the short-stay nature of the PRU the numbers of pupils from each group varies, but mostly the school caters for SEMH, followed by ASC and ADHD.

Usually the school does not receive pupils with completed EHCPs. Instead it carries out information and evidence gathering and EHCP applications for those pupils identified as having additional needs. This has historically been close to half of its pupils. During this process close contact is maintained with parents for: permissions, their contributions, meetings with EPs, regular updates on the process, draft meetings and decisions regarding future placements. Parents also receive 6 weekly meetings with tutors to discuss behaviour progress and concerns as well as regular phone contact and weekly reports. During these consultations pupils are regularly involved and participate when appropriate.

Parental Involvement

During the 6 weekly visits with parents, targets are set that are tailored to the individual pupil and their needs. These are monitored every week in a timetabled session with the pupil's tutor. Staff also look every 6 weeks at each pupil in a pupil focus meeting which examines how the pupil is meeting outcomes that are based on EP recommendations, previous school input and teacher's/SENCO recommendations. Staff during these meetings also contribute to the EHCP assessment process and in very rare cases to an annual review.

Moving On

St Matthias is very active in aiding pupil transitions to future placements. The transitory nature of a PRU means that this is a regular occurrence and necessary for pupils without SEN also. However for many SEN pupils this needs to be more extensive. St Matthias maintains an ethos of reminding all pupils that the stay at the school is not permanent and always arranges an appreciative farewell for each pupil. It also is well aware of the impact an impending move can have on a pupil's conduct at school. St Matthias arranges and attends induction visits and facilitates communication between new placements and parents as well as continuing the visits after a pupil has moved on.

Individual Needs

Pupils at St Matthias all have individual planning for every subject. Teachers tailor the methods of teaching to each individual's needs and this is especially true for SEN identified learners. Each planning is influenced by SENCO updates and information about a pupil's needs from previous schools. This may include kinaesthetic learning for ADHD pupils or more short tasks. SEN learners are placed in the smallest teaching groups possible with LSA support where possible to maintain high adult to pupil ratio. Regular training is provided from internal and external sources about teaching approaches for various kinds of SEN to all staff. This training is always ongoing and staff appointments are always made with understanding of an individual's ability to help pupils with SEN.

Classrooms are set up to be as pupil-friendly as possible for many kinds of SEN needs. For example, very visual displays are used with illustrations for ASC pupils and those with speech and language difficulties. Seating plans are used for pupils with particular requirements (for example ADHD pupils to avoid distractions).

School Staffing

The high ratio of adults to SEN pupils is maintained throughout a pupils' day and not just in their lessons. This includes dedicated pastoral support with a stable tutor who liaises very closely and regularly with parents. It also includes a lot of staff support during social time - such as games at break-time and on school trips. This can be crucial to help pupils socialise successfully with peers.

SEN Pupil Progress

The school evaluates all pupil progress every term. This looks at progress over a variety of lengths of time. The evaluation is broken down into a number of groups to allow individual analysis and SEN is one of these groups - this allows the school to accurately assess how SEN pupils progress. This then allows teachers to make adaptations to planning to ensure progress is achieved for all pupils.

Concerns and Advice

If parents of SEN pupils have concerns or complaints about the school they follow the school complaint policy which can be found on the website.

Also on the website is considerable information about supporting agencies and organisations specifically for pupils with SEN. This includes links to websites offering advice and support.

If parents have a SEN specific concern it can also be directed at Rob Sales SENCO or other issues can be raised with the head teacher or individual tutor. All these staff members are contacted through the same main school phone number (0117 9031320). Rob Sales is the SENCO and is responsible for maintaining and updating the school SEN policy which can be located on the school website, the school staff rooms and the school computer system.