Malmesbury C of E Primary School
Special Educational Needs Information Report
Updated January 2020

What is School SEN Information Report?

- As part of the Children and Families Bill 2014, all schools are required to make available their local SEND Information Report to families. This details how they can support children and young people with a special educational need and/or disability (SEND).

- A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Definition of SEND

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
  SEN Code of Practice (July 2014)

Overview of the school

- Malmesbury C of E Primary is a large, newly built (in 2008) Academy with approximately 420 children on roll in 14 classes.
- There are approximately 30 children in each class.
- Less pupils are known to be eligible for the pupil premium than the average.
- 17 % of pupils in the school are identified with a special educational need.
- Of these pupils, 14% are identified with an Education, Health and Care Plan.
- All areas of the school are accessible to children with gross motor difficulties. The Academy has two floors. There is a lift to the first floor and a disabled toilet on each floor.

Staff Expertise

- The SENDCo is a fully qualified teacher, our expectations are that all teachers are responsible and teachers of pupils with special educational needs and they have the support of the SENDCo to ensure good progress and attainment of all children.
- All teachers are expected and committed to having a good understanding and awareness of special educational needs. This is achieved through on-going training and professional development opportunities. Through the school year, a number of staff training sessions are spent on SEND and new practices.
- Teaching Assistants are employed to support the learning needs of all of the children, with the exception of targeted support for children with high needs, to enable them to access a mainstream curriculum.
- The school also has access to a Counsellor, a Parent Support Advisor and a Play Therapist.

Curriculum

1. **How will the curriculum be matched to my child's needs?**
    - Malmesbury C of E Primary ensures all teaching is differentiated to match the needs of each child. This is achieved through high quality planning and quality first teaching. This includes children who are very able, may have an additional need or have a special educational need.
    - Some children may require more focused support, and additional adults may be used to provide support where appropriate. Children who are more able will be challenged through effective differentiation in class and a programme of gifted and talented learning experiences in school and external workshops.
    - Some children may have additional needs which may require short or longer term interventions or some additional support.
    - Some children who have a special educational need may require personalised targeted interventions to support their learning and enable them to access the curriculum.

2. **Who can I talk to, and how, if I am not happy with what or how my child is learning?**
    - The first point of contact for parents or carers is always your child's class teacher.
    - Parents and carers are welcome to speak informally to teachers after the school day, or request a formal appointment.
    - Class teachers also hold formal Parent Consultation Evenings twice a year.
    - In addition to these, the SENDCo will either meet/or hold telephone conversations with parents or carers of SEND pupils with EHC Plans twice a year.
    - Any parent or carer of a pupil with special educational needs is also welcome to speak informally to the SENDCo after the school day, or request a formal appointment.
    - Additional points of contact are:
      Class teacher, SENDCo, Headteacher

3. **How will my child be supported?**
    - The support your child receives will be tailored to their needs, through differentiated teaching, use of additional adults and personalised intervention programmes.
    - A provision map will set out how and when your child is supported and what resources are required to enable successful delivery of this support.
    - Specialist TAs that are specifically trained in supporting specific and high needs children. Qualified and trained teaching staff, including the SENDCo, who can advise on strategies to support and help your child to progress.
    - Access to other professionals for advice.

Extra-Curricular Activities

4. **How will my child be included in activities outside of the classroom including school trips?**
    - Malmesbury C of E Primary strives to include all children in all extra-curricular activities by providing appropriate resources.
    - A full risk assessment will be carried out prior to any trips which will detail any specific needs and measures to provide for these.
    - There is a range of extra-curricular clubs which aim to cater for all pupils. Pupils with special educational
    - needs are encouraged to take part in all extra-curricular activities.

Other Social Opportunities

- School trips/ Y4 and Y6 Residential trips/School productions/Pupil discos /PTA events/annual school fete/sports days/Class Parties/ Y6 barbecue party etc…

Equal Opportunities

- All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough, rigorous, risk assessment procedure.

Spiritual, Moral Social and Cultural Curriculum

- Malmesbury C of E Primary School is a values based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:
    - School Council, to which all pupils contribute
    - Pupil Voice
    - Community Events
    - Religious Festivals
    - Special School Days
    - Measures to prevent bullying
    - National initiatives, such charity events and religious celebrations

      This list is not exhaustive

5. **How will you support my child's social development within the school day?**
    - Each child takes part in weekly PSHE sessions as part of the curriculum.
    - Malmesbury C of E Primary has a number of interventions which can help to support your child's social development such as: ELSA sessions, targeted small social skills groups for pupils with particular difficulties in social communication, interaction and communication, Lego Therapy groups, Y6 transition groups, 1:1 Counselling and 1:1 Play Therapy sessions.
    - It is sometimes necessary to have a specifically tailored programme of support put in place to meet the needs of individuals.

Training and Resources

6. **How are the school's resources allocated and matched to my child's needs?**
    - Malmesbury C of E Primary considers the needs of each child on an individual basis. In the first instance, all children receive high quality differentiated teaching which matches children's needs as part of the quality first teaching provided in class.
    - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENDCo), and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and are used to aim to narrow the gap between your child's attainment and the attainment of their peers.

7. **What specialist services and expertise are available to my child?**
    - As appropriate, Malmesbury C of E Primary is currently able to access external professional support, including:
        - Speech and Language Therapy
        - Occupational Therapy/Physiotherapy

- Child and Adolescent Mental Health Service (CAHMS)
- Educational Psychologists
- Paediatricians
- Specialist Special Educational Needs Service (SSENS) which includes:
    - Behaviour Support
    - Learning Support
    - Social Communication Needs
    - Qualified Teacher for Visual Impairment
    - Qualified Teacher for Hearing Impairment
- Ethnic Minority Advisory Service (ETMAS)
- Advisory teachers for Physical Disabilities
- Links with a School Nurse
- Counsellor
- Play Therapist
- Early Help Assessment (CAF) compiled when necessary
- Access to parenting classes which are sometimes arranged in school with the parent support advisor
- Wiltshire Parent Carer Council
- Looked After Children Education Services
- Special Educational Needs and/or Disabilities Team (SEND Team)
- Education Welfare Officer
- Spurgeons Young Carers
- Access to individual support from Parent Support Advisor (on a needs basis)
- Link to several local Pre-Schools
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- Malmesbury C of E Primary has a very wide range of expertise in special educational needs with some staff specialising in:
    - Dyslexia
    - Dyspraxia
    - Attention Deficit Disorder
    - Autistic Spectrum Disorder
    - Attachment Disorder
    - Moderate learning difficulties
    - Talk Boost and Narrative Therapy (Delivery of specialist Speech and Language support groups)
    - Fine and gross motor skills (Delivery of specialist fine and gross motor skills groups)
    - Emotional Literacy Support (ELSA)
    - Social skills (Delivery of specialist social skills groups)
    - Lego Therapy
    - Play Therapy
    - Counselling
    - Team Teach
    - Chill Out Lunchtime clubs
    - Mentoring Service

8. **What extra intervention programmes are made available for pupils?**

- A very wide range of evidence-based Intervention programmes, for example:
    - WESforD (Wiltshire early screening for dyslexia)
    - Jolly Phonics
    - Letters and Sounds
    - Talk Boost
    - Narrative Therapy
    - Sound Discovery
    - Units of Sound
    - Rapid Readers
    - Phonic Code-Cracker
    - Acceleread/Accelewrite
    - Mathletics
    - Numicon
    - Stern apparatus
    - Counselling
    - Lego Therapy
    - Play therapy

    This list is not exhaustive
- The school also prides itself on the extensive use of computers and iPads across the whole school for all pupils, with the additional use of a wide range of specialist software and APPs to reinforce specialist interventions.
- We strive to make all our classes as inclusive as possible, by developing systems and equipment that are designed to remove barriers to learning.

Assessment and Review

9. **How is the decision made about what type and how much support my child will receive?**
    - Malmesbury C of E Primary strives to identify any special educational need as early as possible in order to provide the appropriate support.
    - Class teachers, supported by the SENDCo and head teacher, assess the attainment and progress of all children on a regular basis with annual more formal testing of all children. This enables the school to identify children who may have an additional need or a special educational need which can be characterised by progress which:
        - Is significantly slower than that of their peers
        - Fails to make the expected rate of progress
    - Where additional resources (such as a specific intervention programme) are required, the class teacher will liaise with the Special Educational Needs Coordinator (SENDCo), and where appropriate the Headteacher (if support involves allocation of staffing), to develop a personalised programme of support for your child. All intervention programmes are evidence based, and aim to narrow the gap between your child's attainment and the attainment of their peers, and remove any barriers to learning.
    - Appropriate assessment procedures are in place which will inform ambitious and achievable targets for your child. These are designed in collaboration with your child, class teacher, and SENDCo where appropriate.

10. **How will my child's progress be tracked and measured?**
    - There are robust systems in place for the SENDCo to monitor the effectiveness of the school provision. These include:
        - Book scrutiny
        - Progress meetings with class teachers
        - Monitoring the quality of provision for SEND children
        - Monitoring of planning
        - Mapping the provision for SEND pupils across the school
    - The SEND Governor will meet with the SENDCo and quality assure that both procedures and practices are exemplary for children with SEND.
    - Subject leaders/teams also monitor the delivery of their subject and the progress made.
    - The senior leadership team and SEND Link Governor monitor and quality assure the impact of the SEND action plan and School Improvement Plan.
    - Ofsted and the Local Authority moderate as part of a cycle through Key Stage 1 phonics monitoring, Key Stage 1 SATs monitoring, Key Stage 2 SATs monitoring visits and end of Early Years Foundation Stage data to validate or challenge.

Communication

11. **How are parents and young people involved in the assessment and review of needs?**
    - At Malmesbury C of E Primary, children play an active part in target setting and reviewing their progress, along with parents and carers.
    - Through Parent Consultation Evenings and SEND review meetings, parents are involved in the assessment and review of needs.
    - Children who have a Statutory Education, Health and Care Plans will have a review of their needs and progress at least twice a year.
12. **How will the school keep me informed about my child's progress?**
    - At Malmesbury C of E Primary, we place high value on working collaboratively with parents to ensure successful outcomes for all children. We aim to have an 'open door' policy where parents are encouraged to take full and appropriate involvement in their child's education. Parents are encouraged to come into school on a regular basis to celebrate children's successes such as assemblies and school productions.
    - The school encourages parents/carers/grandparents and other voluntary helpers to come into the school and help both in classes and/or on an individual basis in a wide range of areas across the curriculum to support all children
    - Parents are also able to find out about their child's progress through Parent Consultation Evenings, SEN review meetings, annual and termly Reports, and both formal and informal discussions with their child's teacher and SENDCo. Some children may also have a home-school communication book.
13. **How will the school keep me informed about issues and problems with my child at school?**
    - Other than in exceptional circumstances, your child's class teacher will keep you informed through discussion in person, over the phone, or by letter.
14. **How will I know what the schools expectations are for my child's progress?**
    - In Parent Consultation Evenings and SEND review meetings, your child's teacher will inform you about your child's progress. Your child will also receive their termly and Annual Reports detailing all aspects of their efforts and achievements.

15. **Who should I talk to if I have a concern about my child in school?**
    - The first point of contact for parents or carers is always their child's class teacher.
    - Additional points of contact are:
        - SENDCo
        - Head Teacher.
16. **How will my child's voice be heard?**
    - Malmesbury C of E Primary prides itself on being a school that actively listens to all children and puts their needs as paramount in all that we do.
    - Your child will be involved in the setting and reviewing of targets. Your child will have a one page profile which states what works for them to support their learning, enabling all staff to understand how to support individual children.
    - Malmesbury C of E Primary also regularly holds pupil conferences to gain pupil voice on a range of issues.

Transition

17. **What are the transition arrangements from pre-school to Malmesbury C of E Primary, and from Malmesbury C of E Primary to Secondary School?**
    - Malmesbury C of E Primary has very close links with a number of local pre-schools and nurseries. Staff from school visit pre-schools to ensure a smooth transition.
    - Malmesbury C of E Primary has close links with Malmesbury Secondary School and works collaboratively with them to ensure a smooth transition from the end of primary school to the beginning of secondary school.
    - We arrange special additional visits to secondary school for the more vulnerable children and for those with additional needs, prior to them starting secondary school.
    - There is a bespoke pathway for children coming into school dependent on their need, recognizing the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils are able to visit the school with their parents at least once before their start date. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If a child has an Education and Health Care Plan (EHCP) then a transitional review meeting will take place in Year 5 and possible secondary school options will be discussed at this meeting.
18. **How could I arrange a visit before my child starts at the school?**
    - Visits to the school are warmly welcomed. You will be given a personal tour of the school and an opportunity to discuss any special additional needs your child may have and how the school can effectively support them.
19. **Who can I contact for further information?**
    - SENDCo, Mrs Laura Phillips: admin@malmesbury-pri.wilts.sch.uk