



Malmesbury C of E Primary School
Intent, Implementation, and Impact Statement for SEND

Intent	Implementation	Impact
<p style="text-align: center;">Growing together in wisdom and love; discovering life in all its fullness.</p> <p>Our vision is to create a learning culture that ignites young minds and gives them limitless opportunities in the twenty-first century. Today's children live in a digital age; our curriculum responds and adapts to the continuous changes in our technology-enhanced environment and society, whilst adhering to our core values of <i>LOVE, COURAGE, RESPECT KINDNESS, INDEPENDENCE AND CREATIVITY</i>.</p> <p>Every member of staff is engaged in dreaming, defining and delivering one key aspect of that vision: building 'Citizens of the Future.'</p> <p>At Malmesbury Primary School, our intention for our pupils with Special, Educational Needs and/or Disabilities (SEND), is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We are an inclusive school that recognises and celebrates pupil's interests, talents and differences. We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners, both in and out of the classroom. We are committed to ensuring all pupils, including those with specific and complex needs, receive the highest</p>	<p>At Malmesbury Primary School, every teacher is a teacher of SEND. As such, inclusion runs through every area of school life, enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child. We will oversee the management and implementation of the SEND Policy, ensuring its effectiveness and adjusting it accordingly.</p> <p>At Malmesbury Primary School, pupils with SEND will:</p> <ul style="list-style-type: none"> • be included in all aspects of the school day. • be provided with quality first teaching, differentiated to their needs. • be respected and their contributions valued and acknowledged. <p>At Malmesbury Primary School, pupils with SEND may:</p> <ul style="list-style-type: none"> • have specific 1:1 or small group intervention to support their phonics, maths, or literacy learning. • take part in social and emotional support interventions such as play therapy, counselling, or ELSA support sessions. • receive additional support with their speech and language development from a specialist teaching assistant. • work alongside external agencies such as Educational Psychologists, Wiltshire Speech and Language Therapy Service, Integrated Therapies, Parent Support Advisor and the Local Authority Outreach Services, to develop specific targets/programmes tailored to the child's individual needs. <p>For children and families impacted by specific needs or disabilities, Malmesbury Primary School uses a</p>	<p>As a result:</p> <ul style="list-style-type: none"> • We aim for all pupils at Malmesbury Primary School feel happy, safe and respected. • We are proud that the majority of children are identified as having SEND early, therefore maximising their learning potential. • Children are able to demonstrate high levels of engagement in activities, developing their speaking listening and social skills. • Children with SEND make good progress at Malmesbury Primary School from their starting points, due to the use of resources and small group intervention which meets the needs of the pupils. • We try our best to ensure that when pupils with SEND leave Malmesbury Primary School, they will have developed independent learning and life skills to enable them to access the next part of their education journey. • Teachers are able to speak about children with SEND in their classes as they know their children well. They can identify their strengths as well as their barriers to learning. • Staff are developing good working relationships with a variety of professionals (e.g EP and SALT) whom we trust to give us the best, up-to-date advice and strategies.



Malmesbury C of E Primary School

Intent, Implementation, and Impact Statement for SEND

<p>standard of care and access to an inspiring and wide ranging curriculum.</p> <p>Through our high quality planning, teaching and provision we:</p> <ul style="list-style-type: none">• pride ourselves on early identification and intervention for SEND, to ensure that progress and opportunities are maximised.• ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning,• provide an accessible learning environment which is tailored to the individual needs of all pupils.• develop children's independence and life skills.• regularly monitor the progress of children with SEND, using a child centred approach.• provide good quality and relevant training for all staff members supporting children with SEND.• work in partnership with parents and carers.• work closely with external agencies and other professionals to continue to develop our provision for children with SEND.	<p>graduated response model, as identified in the SEND Code of Practice, to identify learning needs and to monitor progress through 'assess, plan, do, review' to help pupils to overcome their barriers to learning.</p> <p>We will ensure the school SEND register is up to date and then appropriately followed through in terms of the Code of Practice procedures, so that every pupil will be catered for.</p> <p>We will coordinate support for pupils with SEND both at home and in school to ensure a holistic approach.</p> <p>We will support teaching assistant (when appropriate) with training and expertise to ensure best outcomes for children with SEND.</p> <p>We will ensure the records of pupils with special educational needs are maintained so that any transitions between classes or schools will be smooth and timely.</p> <p>We will be accountable for our SEND practice by reporting to governors on the progress of SEND and the strategic direction we are taking.</p> <p>We will monitor class work and teaching to ensure that the best possible quality of learning takes place.</p> <p>We will strive to ensure that our pupils are prepared for the next steps in their education.</p> <p>The SENDCo will attend courses to keep up to date with current issues, attend regular CPD, research key SEND areas and disseminate relevant information to staff e.g., through staff meetings.</p>	<ul style="list-style-type: none">• We have excellent relationships with parents and carers in order to collaborate for the benefit of each child with SEND.• We react to staff's training needs and requests by sourcing high quality CPD which means our pupils get the best help and support.• We have excellent transition arrangements for children who move classes or schools to ensure a smooth and anxiety-free change in setting, class, or school.• We receive the latest updates in SEND via the SENDCo including relevant research and tried and tested methods and strategies.• Our team of supportive governors hold us accountable to ensure we are providing the best provision we can.• We ensure that all strategic decisions are meaningful and have a purpose for the good of SEND pupils.• We monitor and evaluate the effectiveness of teaching and learning strategies and will provide support and advice to staff to ensure the highest standards for all of our children, including those with SEND.• We try our best to ensure that all pupils leave our school prepared for the wider world and eventually their chosen career paths.
---	--	---



Malmesbury C of E Primary School
Intent, Implementation, and Impact Statement for SEND