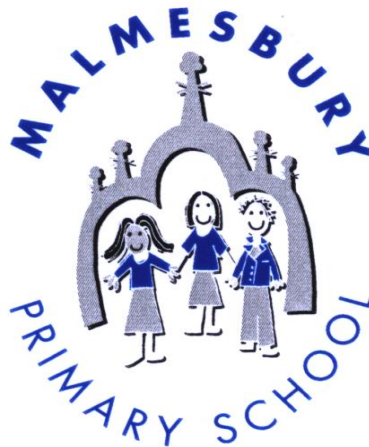


Malmesbury Primary School

School SEND Information Report



For enquiries please contact:

**Malmesbury Primary School
Malmesbury Road
Morden
Surrey SM4 6HG**

Telephone 020 8648 3561
Email school@malmesbury.merton.sch.uk

**Updated: January 2025
Review Date: January 2026**

Children and Families act 2014

Our School Offer

How does Malmesbury Primary School know if my child needs extra help?

At Malmesbury Primary School we have an inclusive ethos and believe that early identification and intervention are important when supporting children with additional needs. The regular observations, marking of work and knowledge of a child by their class teacher or key worker is crucial when identifying these needs alongside the views of parents and carers. At any point, you can discuss concerns you have regarding your child's learning and inclusion with their Class Teacher or the Special Educational Needs Coordinator (SENCo) and actions to support your child will be considered.

We hold termly meetings with the Class Teacher, Phase leader, SENCo, Assistant Headteacher for English, Assistant Headteacher for Maths, Assistant Headteacher for Early Years, Deputy Headteacher and the Headteacher. During these meetings we discuss the progress and attainment of all children. If it is felt that a child needs extra support, the needs of the child and the ways we can support their progress are discussed and the relevant support is given. Professional discussions about children's needs do not only take place at termly progress meetings. They take place regularly (at times, on a daily basis), to ensure that needs are met as swiftly and as accurately as possible.

What should I do if I think my child may have Special Educational Needs (SEN)?

If you have any concerns regarding your child, the first thing to do is to arrange a meeting with their Class Teacher. All the teachers at Malmesbury Primary School are highly skilled and committed to ensuring your child's needs are met and would be happy to meet with you. You can also ask for the SENCo to be at this meeting or this may happen as a second meeting and if you feel you require further assistance please contact the Headteacher.

How will I know how Malmesbury Primary School supports my child?

There are different levels of support provided by Malmesbury Primary School and so are the ways we inform you about the support will differ.

The first level of support will be provided by the Class Teacher as part of quality first teaching. Your child's Class Teacher will have the highest possible expectations for your child and all pupils in their class. The Class Teacher will adjust their teaching and the activities to match the needs of different children in their class. This may involve providing more practical learning or resources adapted for your child to enable them to access the learning task within class. If it has been agreed that your child would benefit from being placed on the SEN register, this will be discussed with you and a plan, an Individual Education Plan (IEP) aimed at addressing the specific barriers your child is experiencing will be drawn up with you at this meeting, and reviewed on a termly basis with you.

This could also include the use of a Teaching Assistant to provide 1:1 support for a child or a small group. At this level, you will be informed of the support through Parents' Evening and their end of year report. However, if you wish to ask your child's teacher about any support they are receiving please arrange a time to have this important discussion.

If it is felt that your child requires support outside the normal classroom differentiation, then an intervention will be put into place. This intervention usually lasts up to 12 weeks. The subject leader arranging this support will contact you and discuss how the support will be delivered in school and ways that you can support their learning at home.

If after the intervention, it is felt that your child still requires support, a meeting will be set up with the Class Teacher, the SENCo and you. At this meeting we will consider whether we need to ask for some advice from other professionals or consider other strategies the school could employ to further support your child.

How will the curriculum be matched to my child's needs?

The curriculum will be matched to your child by the Class Teacher as part of quality first teaching. This is when the Class Teacher adjusts their teaching and the activities to match the needs of different children in their class. This may also include the use of a Teaching Assistant to provide 1:1 support for a child or a small group. If your child is receiving an intervention outside the classroom, a specially trained teaching assistant or specialist teacher will plan the programme to meet the needs of your child.

Some children also receive advice from professionals outside the school. We will then ensure the advice they send to us is used accordingly. This advice may include specific activities and resources or may require us to use specialist equipment. If you have any concerns regarding the use of this advice, please arrange a time to meet with the Class Teacher.

Individual Education Plans will bring together advice from all of the professionals working with your child.

How will the school know how well my child is doing?

The regular observations, marking of work and knowledge of a child by their Class Teacher or Key Worker is used to assess and track how well your child is doing.

Termly tracking meetings are also held to ensure the progress and attainment of all children is regularly monitored. These meetings are held with the Class Teacher, Phase Leader, Assistant Headteacher for English, Assistant Headteacher for Maths, Assistant Headteacher for Early Years, SENCo, Deputy Headteacher and the Headteacher. During these meetings we discuss the progress and attainment of all children and discuss appropriate actions moving forward, if needed.

Another layer of assessment is Individual Education Plans, or IEPs for short. If it is felt that your child has special educational needs, then they will be placed on the special educational needs register held securely by school and provided with an IEP. IEPs include specific, measurable and aspirational targets tailored to your child's needs to support their learning and inclusion in the classroom. The targets which form the basis of IEPs will be developed with your assistance and reviewed on a termly basis with you.

How will I know how well my child is doing?

You can discuss your child's progress at Parent's Evenings, by arranging a meeting with your child's Class Teacher before or after school, by meeting the school's SENCo and reading their annual report.

How will the school help me support my child's learning?

We know the value of children receiving support with their learning at home. However, we are also aware that supporting children with learning needs can, at times, be difficult, but we are very keen to help. Please feel free to contact your child's class teacher or the school's SENCo for advice.

We hold regular Parental Engagement activities and workshops which not only allow you to enjoy the school environment with your child but also focus on different ways you can support your child. During Parent's Evenings and in the End of Year Written Report, teachers advise on the child's next steps and how they can be supported at home. We also send home, Home Learning sheets that outline a range of activities and approaches to support and enrich your child's learning at home.

If your child is receiving an intervention programme the specialist teacher will contact the parent to arrange regular meetings on the progress your child has made and advise on ways to support this continued progress, they may also offer resources for you to use at home with your child.

Reviewing IEPs on a termly basis is also an excellent opportunity to discuss the progress of your child with the class teacher and agree strategies that will help at home, and at school. If you would like to discuss the progress of your child more regularly, then please feel free to book appointments with the Class teacher or SENCo.

If your child has been assessed by external professionals, then their report will also include strategies to work on at home to support your child, and we would be more than happy to discuss the content of any report with you and provide advice.

What support will there be for my child's overall wellbeing? How will my child's personal or medical needs be met?

As a school we pride ourselves on our caring and inclusive ethos and we ensure that the different needs of children are met. If your child has medical needs, we will seek advice not only from you but also the school nurse. If necessary, this advice will form a care plan that the school will follow. If there are other medical professionals involved with your child, we will also seek to discuss any particular care needs from them and use any reports provided by them. If additional training is needed for the adults, we will ensure this occurs.

We have a team of experienced teachers and teaching assistants who are able to support children with behavioural and emotional needs, including a Play Therapist, our Emotional Literacy Support Assistant, and Off the Record for whom we use the Educational Psychologist Service to provide high quality training and support for those adults. If, after discussions with you, it is felt that your child requires additional support from outside agencies we will make the referrals necessary and support their work within school.

How will my child be able to contribute their views on how things are going?

We hold great value in pupil voice. Your child will be involved in assessing their progress at every level and in a way that suits them and their needs. This will occur in discussions with their Class Teacher, Specialist Teacher or Teaching Assistant as this is part of our usual high-quality teaching cycle. If you feel that your child is not being heard, please do not hesitate in arranging a meeting with your child's Class Teacher or the SENCo, where we will strive to resolve your concerns. In addition, we place great importance on discussing and reviewing Individual Education Plans with you and your child. This provides your child with an excellent opportunity to voice their opinions.

What specialist services and expertise are available at or accessed by the school?

We have specialist teachers to support literacy and numeracy needs. Group and 1:1 interventions are run regularly by fully trained staff which help to develop the skills and understanding that pupils may need in order to make progress in class. We have also invested in developing a team of highly trained Teaching Assistants to continue this specialist teaching in the classroom. We have also trained a Teaching Assistant to support emotional and behavioural needs and access to Off the Record.

If necessary to meet your child's needs, the school will access advice from a range of other professionals these include the Local Authority SEN team, Speech and Language services, Educational Psychologist, Children and Adolescents Mental health Services (CAMHS), School Nurse and any other professional we feel will benefit your child.

What training have the staff supporting children with SEND had or are having?

Our staff have received training in many different forms to support children with different needs. We have specialist teachers who have undergone extensive training in supporting children's academic and mental health needs. In order to remain qualified, they attend regular meetings to keep their skills and knowledge up-to-date.

Our staff also attend INSETS that focus on ensuring all children in our school achieve positive and successful outcomes. All class teachers have received training on meeting the needs of children with SEND in line with the SEND Code of Practice and the Local Authority Inclusion Programme.

How will my child be included in activities outside the classroom including school trips?

We believe that there are considerable educational benefits from taking part in trips. Trips give children the opportunity to undergo experiences not available in the classroom; visits help to develop children's investigative skills and encourage greater independence. They also provide children with knowledge and awareness of the world around them and encourage personal and social development. As we pride ourselves on being an inclusive school we ensure that wherever possible necessary adjustments are made to enable children to take part in school trips. All activities require a risk assessment that is signed off by the Headteacher. Where possible we adjust and use available resources to support your child.

How accessible is the school environment?

The school is on two floors but without a lift. There is easy ramp access to the downstairs classrooms and a disabled toilet also downstairs. If your child requires assistance going up and down stairs we will seek advice from the Occupational Health services to ensure that your child and the supporting adults are moving in a safe way. This may mean that a care plan is put into place. If any specialist equipment is needed to support your child the school will seek advice on this.

Our school is two form entry and we have had the ceilings lowered in one classroom in each Key Stage 1 and Key Stage 2 year group to support children with auditory needs. If your child has any auditory or visual needs, we will work closely with the relevant professional and implement the advice we are given.

When supporting families where English is not the first language we employ the services of the translating department prior to a meeting to ensure the parents fully understand the discussions and more importantly, are able to give their advice and support to the meeting. We also have some adults within the school who can be used for more informal meetings if everyone is in agreement, but for more formal pre-arranged meetings the translating department is contacted for a qualified translator to be in support.

How will the school prepare and support my child when joining Malmesbury Primary School, transferring to a new school or planning for the next stage of their education?

We understand that transferring to or from our school needs to be handled in an appropriate way, during this process, any adjustments or meetings can be arranged depending on your concerns and the needs of your child. When a child is leaving our school to move onto the next stage of their education, we would arrange school visits, meetings with the necessary adults within the school and if it is necessary regular link visits could be arranged.

When a child who may need additional support joins our school, we will work with them, you, former teachers and other key professionals to enable us to ensure that their learning is supported. As part of this, the SENCo and class teacher will also take into account all other relevant information including: pupil profiles, relevant past reports and supporting documents, such as progress reports, education, health and care plans (EHCPs) and attendance and behaviour data. The SENCo will aim to ensure that all relevant staff have a good understanding of the needs of the child. The SENCo will meet with the staff who will be actively involved in the child's day and ensure that a staff briefing and any necessary training takes place in good time.

How are the school's resources allocated and matched to my child's special educational needs?

School resources are allocated according to need. At the beginning of each year the SENCO will deploy support from our team of Teaching Assistants depending on the level of need of your child. The use of Teaching Assistants is regularly assessed and adjustments made if necessary.

If your child has had involvement from other professionals, we would use this advice to allocate the resources. Other types of resources that your child might require (e.g. intervention programmes) will be allocated after our regular progress meetings in which the SENCo, subject leaders and class teachers can address any concerns about your child that they may have and allocate or adjust the support your child is receiving. If you have any concerns on how the school allocates resources for your child, please do not hesitate to contact the SENCo or the Class Teacher.

How is the decision made about what type and how much support my child will receive? How will I be involved?

At Malmesbury Primary school we have an inclusive ethos and believe that early identification and intervention are important when supporting children with additional needs. The regular observations, marking of work and knowledge of a child by their class teacher or key worker is crucial when identifying these needs alongside the views of parents. We hold termly meetings with the Class Teacher, Phase Leader, Assistant Headteacher for English, Assistant Headteacher for Maths, Assistant Headteacher for Early Years, SENCo, Deputy Headteacher and the Headteacher. During these meetings we discuss the progress and attainment of all children. If it is felt that a child needs extra support the needs of the child and

the ways we can support their progress are discussed and the relevant support is given. Professional discussions about children's needs do not only take place at termly progress meetings. They take place regularly (at times, on a daily basis), to ensure that needs are met as swiftly and as accurately as possible.

Class teachers and the SENCo are happy to discuss your child's progress and well-being with you at any time. IEP termly reviews, provide another opportunity for you to discuss your child's progress with the Class Teacher and agree next steps.

How will I be involved in discussions about and planning for my child's education?

If your child is receiving support from an outside agency they will contact you and meetings can be arranged between them, you and the school to discuss the advice provided. If your child is receiving a specialist intervention the specialist teacher will arrange regular meetings with you.

The school will officially let you know how well your child is doing three times a year, through twice yearly Parents' Evenings and an End of Year Written Report.

Our teachers are always available to discuss your child on a more regular basis and this can easily be arranged with your child's class teacher. We are very willing to listen to the concerns of parents and carers, and support them in any way we can. IEP termly reviews, for those children on the SEN register, are also an excellent opportunity for you to discuss your child's progress with the Class Teacher.

How can I be involved in the school more generally?

We hold termly Parental Engagement activities which not only allow you to enjoy the school environment with your child but also focus on different ways you can support your child with their learning. We also send home, Home Learning sheets regularly, these include a variety of accessible challenges aimed at supporting and enriching your child's learning. These sheets provide you with a range of activities and approaches to support and enrich your child's learning at home.

We have an active parent's association (MSCA) and many volunteers within our school, if you have any skills or time that you wish to use supporting our school please contact the school and we will arrange a meeting to see how you can become more involved with the school.

Who can I contact for further information?

Your child's Class Teacher or Miss Rivaldi, the SENCo, will be happy to help with any questions you may have.

What should I do if I am considering whether this is the right school for my child?

The first thing you need to do is visit us, we welcome and encourage this. This will give you a strong feeling as to if we are the right school for your child. The office staff will be able to assist you in how to apply for a place.

Useful links

Malmesbury Primary School website:
<https://www.malmesbury.merton.sch.uk/>

Malmesbury Primary School Instagram account:
[@malmesbury_primary](https://www.instagram.com/malmesbury_primary)

Merton Local Authority's Local Offer:
<https://fsd.merton.gov.uk/kb5/merton/directory/localoffer.page?localofferchannel=0>

Department for Education: Special Education Needs and Disabilities: A guide for parents and carers.
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>