

Malmesbury SEND Information Report

Our Vision

'Be the best you can be'

The school aims for each child to reach their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met through quality first teaching. All staff work collaboratively to support all the children in our school, including all children with special educational needs or disabilities (SEND).

School Details

Malmesbury is a mainstream Primary School in Tower Hamlets catering for the 3-11 age range. Children join our nursery in a part or full time capacity. We are a 2.5 entry school with one mixed year group in each phase except EYFS. There are currently 568 children on roll.

Current Ofsted rating

In April 2014 Malmesbury was graded by OfSTED as a **'Good'** school.

Giving Children and parents a voice

There is a very successful partnership between the school and the families and community it serves. We work hard to maintain good home/school links and parents are always welcome to speak to class teachers, the parent support workers, SENDCo or access our parent workshops. We also have a weekly newsletter with general information about the school.

Every student with an EHCP or statement of special educational needs has a person-centred annual review. Students' and parent's views form the core of this meeting and actions from the meeting inform the teaching and support that the student receives in school.

During the summer term we invite all parents/carers in that will have children joining nursery to meet their child's class teacher. We ask parents to let us know if their child has a special, educational need or disability (SEND) or if they are concerned about their transition so that we can make sure that the right support is in place for their child. The SENDCo will discuss any additional needs the child may have in order to make any necessary adaptations early in the autumn term. With regards to new entrants in KS1 and KS2 the parent support worker and admin officer will meet all new parents. Where a SEND has been identified there will be an additional meeting with the SENDCo.

In EYFS parents work closely with staff to create an 'All About Me' story about their child. During this time parents are able to voice any concerns about their child's welfare or educational progress and attainment. Our regular assessment and monitoring procedures continue throughout the year, to identify any children that are under achieving or have any SEND.

Identification of children with special educational needs

At Malmesbury we have a multi-agency inclusion team that is highly effective in identifying any additional needs that a pupil may have in school. The inclusion team is led by the SENDCo and includes:

- Inclusion lead - SENDCo
- SENDCo- EYFS
- Senior leadership team (SLT)/phase leaders
- Medical support
- School home support

To ensure success for pupils in the school we focus strongly on the swift and effective identification of any additional needs they may have. In order to do this we have systems of monitoring and referral to the inclusion team, these include:

- Referral by class teacher to the Inclusion team
- Parents are encouraged to raise any concerns they may have about their child to the class teacher who will refer to the inclusion team
- Inclusion team meets fortnightly throughout the year to discuss and act upon referrals
- Phase teams regularly monitor progress data to determine where pupils not making progress and where there may be an SEN or other additional need
- Termly progress review meetings held with the senior leadership team discuss the progress of all children and refer any concerns to the inclusion team
- The members of the inclusion team work with a range of outside professionals to help identify and act upon any SEN or other needs.

Malmesbury makes use of the “Assess, Plan, Do, Review” model from the SEN code of practice in order to determine how pupils are responding to the support provided for them. Beyond the quality first teaching approach, there is a 5 tier structure in place used to identify and monitor the incremental level of support provided to SEN and other vulnerable pupils in the school. Students on SEN support will be on tiers 1, 2, 3 or 4 and students with EHCPs are at tier 5 (Tier 4 students are those who are being assessed for an EHCP).

How we help children with special educational needs

The most effective support mechanism for students with SEN is the inclusive quality first teaching that is provided in every lesson. As well as providing outstanding teaching for all pupils, teachers ensure they are fully aware of the additional needs of pupils in their class and provide differentiated teaching and resources to meet these needs.

Every class teacher is involved in planning, monitoring and providing support for pupils in their class including children with SEND. The inclusion team support teachers in developing inclusive strategies for all children. The SENDCos hold review meetings twice a year with class teachers to ensure that all information is shared and agreed strategies are in place.

A range of targeted interventions are in place to support pupils with SEND. Qualitative or quantitative exit and entry data is used to monitor the outcomes of interventions. Next steps are discussed with the adult facilitator, teacher or SENDCo. SLT/ Phase leaders and SENDCos are responsible for overseeing this process. Case studies are used to document the impact of a range of interventions over a sustained period.

Any child with significant or complex needs will have a pupil profile which will contain personal information about them including their targets and quality first teaching strategies. This is shared with all staff and parents during parent consultation meetings.

In the EYFS setting all children learn through play and resources are tailored to match their needs and abilities. Adults are used to further enhance children’s progress through the seven areas of learning and development. From Year 2 a range of strategies including: setting, small groups and 1:1 support provides targeted support across the curriculum.

How we adapt our curriculum and resources for children with special educational needs

The LA provides Malmesbury with a budget towards meeting the needs of pupils with SEND. In addition, the school plans and provides for pupils with SEND from their main budget. An additional budget is allocated for specialist resources to be bought. In some cases the school receives additional funding for pupils with Education, Health Care Plans (EHCP). Children and parents of children who have EHC plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding. They will be guided by professionals as to how to utilise this budget effectively. Parents can also make requests to the LA for EHCPs.

Recommendations from professionals will be considered and any specialist equipment or strategies will be deployed. This may be through the provision of adult support, therapy or assistive technology. Appropriate interventions will be agreed and will be monitored to maximise impact. Children with SEND may qualify for additional time through access arrangements.

Malmesbury adopts a 'Person Centred Review' approach to annual reviews whereby the child is at the heart of the meeting. Children and parents are invited and given support in preparation of this. Regular review meetings are held with parents, teachers and outside agencies to discuss the progress and next steps for the child.

How we check and inform parents of a child's progress

Progress of all students, including students with SEN, is continuously monitored by all teachers through regular marking and assessment.

We have a parents'/carers' evening three times a year when we review pupil profiles and set new targets. We send all parents/carers a report about their child's progress once a year.

Early in the autumn term there is a 'Meet the Teacher' meeting where expectations for the year are discussed. The next two meetings are based around progress, attainment and feedback given on the impact of interventions. New targets are discussed at this point. The final meeting allows parents to review the child's progress over the academic year.

For children with Education and Health Care plans (EHC) there will be an annual review meeting. SEND children without an EHC plan will be discussed as and when appropriate. We welcome parents at these reviews and try as far as possible to arrange it at a time that will allow them to attend.

Support we offer for children's health and general wellbeing

Malmesbury School has clear policies including those regarding: behaviour, anti-bullying, diversity policies and SEND. All children are protected by the schools Safeguarding Policy. The inclusion team has a holistic approach towards pastoral, medical and social care. Collaboratively appropriate support will be agreed including those from: key workers, parent support workers and learning mentors who can provide targeted support for vulnerable children. In addition a school counsellor and social worker provide advice to families on social and emotional concerns and improve access to the wider community. During unstructured times of the day, keyworkers (teaching assistants) support children and lead structured play.

Furthermore the school has a comprehensive personal, social, health and emotional curriculum that promotes good values and behaviours for learning. The school works rigorously to implement effective strategies to avoid incidences of exclusion from school as outlined in the school's Behaviour Policy. Children with SEND represent their peers through their role in school council and play an

active part in school life. They have the opportunity to become a playground buddy and help others to develop social skills and resolve issues.

If a pupil has particular behavioural difficulties, we have a Behaviour Support Programme 'Cool School' which is designed to identify the cause of the problem and support the child to avoid the pupil disrupting their learning or the learning of others. This is to prevent exclusion. Behaviour charts or home school books are used to communicate with parents and motivate children through a reward system. The child may be given an allocated key worker to support them through the process. They may also have access to a learning mentor, counsellor or be part of a friendship club. Parents may be supported by a parent support worker or our school social worker. If persistent behaviour issues are evident, Personal Support Plans are used in collaboration with parents, teachers, child and SENDCo and is led by a deputy.

Staff are first aid trained and senior first aiders administer medicines as per Health Care Plans (HCP) which are agreed in consultation with parents. External professional advice is shared with staff and training given on use of specialist equipment and implementation of recommendations.

Specialist external services we have access to

Sometimes a child will benefit from additional help from specialists outside the school. Depending on a child's needs we may draw on support from:

- Educational Psychology Service
- Speech and language therapy
- School home support/Learning Mentor
- Counsellor
- Child psychology
- Social services
- Child Development Team
- Educational welfare
- Hearing-impaired service
- Visually Impaired Service
- Child and Adolescent Mental Health Team
- Phoenix Outreach Team
- Occupational therapy
- School Nursing Team
- Support for Learning Service
- Behaviour and Attendance Service
- Parent Advice Centre

We always communicate with parents if we think additional support is required and seek consent before we contact other specialists.

The training for our staff

The SENDCo holds the National Award for SEND coordination and leads on staff training for SEND. The SENDCo and SLT makes an audit of training needs for all staff taking into account the school priorities, as well as personal professional development. Quality Continued Professional Development (CPD) is available to all staff through internal training and external courses. Key training has previously included: SEND reforms and the Revised Code of Practice (January 2014) Good practice is shared through staff and phase meetings, ensuring provision for SEND children is of a high standard and is embedded into practice.

The school have purchased additional specialist services including: speech and language, counselling and social care. The SENDCo liaises regularly with professionals to tailor in house training for staff in the form of 1:1 support, group training or staff INSET. Other specialist services such as the visually impaired service and hearing impaired service, provide training to staff on an on-going basis. The schools admissions process ensures that pupils with complex needs or disabilities are supported throughout their transition to primary and secondary schools.

The SENDCo meets with all teachers periodically throughout the year to discuss all children on the inclusion register and offer support. These children are reviewed and an appropriate course of action is decided. We draw upon expertise from outside agencies such as the Phoenix Outreach Team who offer support and training for staff supporting children with Autistic Spectrum Disorder (ASD). The speech and language therapist also provides practical support and advice to all teachers. In addition they support interventions through monitoring and training. Ongoing IT training on specific IT programmes is given to all staff. All staff are required to attend training.

How we include children on activities and school trips

At Malmesbury any visits always include children with SEND. Risk assessment will be adapted ensuring that all children's needs are met and that the school visit poses a low risk. For children with physical or extreme behavioural/emotional difficulties, a separate risk assessment will be developed in collaboration with the SENDCo. We always consult with parents/carers before arrangements are finalised.

Throughout the year additional enrichments opportunities are available for children with SEND, such as 'paralympics' and those run by outside agencies. Some children may require specialist equipment such as trikes during break times or benefit from additional swimming. After school clubs such as 'Healthy Lifestyles' or 'Art club' are also available.

Our school environment

Our building is partially wheelchair accessible and the lift can be used to access the ground, middle and top floor. The stairs throughout the main building have recently been adapted to accommodate visual impairments.

Classes can be moved if needed in order to accommodate a child who joins the school. The annexe building has a disabled changing and toilet facility and has ramp access. There is also a disabled toilet on the ground floor. Many adaptations have been made to the school building to cater for the needs of particular children and will continue to be assessed on a needs basis. Current adaptations include: an audio induction loop, lowering of the main reception area for wheelchair access and specialist toilets. Any new building considers all new legislation to ensure that the building is as accessible as possible for all children.

In school we have a range of equipment designed to support the development of children's co-ordination and motor skills in class. Children may have access to specialist equipment such as tomcat chairs or laptops as recommended by professionals to support in accessing the classroom environment. Wheelchairs are stored at school when not in use. Evacuation training will be available to staff and in the interim Personal Emergency Evacuation Plans (PEEPS) are in place for children who cannot access stairs in the case of an emergency.

How we prepare our children joining and leaving our school

Children joining our school from the nursery visit their new classrooms during the summer transition phase to give them experience of their new surroundings. We have close working relationships with other pre-school providers and services in the local area and we encourage them to visit to help

prepare children who will be joining. In addition we carry out home visits for children in EYFS who are not currently in an educational setting. These visits help to build positive relationships and identify the needs of the children.

In preparation for meeting a new class, the previous teacher will meet with the new teacher to hand over information including those that will require additional transition. A variety of strategies such as social stories and role play may be used to prepare children for the transition. During 'Transition Day' children meet their new class teacher.

Malmesbury helps Year 5/6 children prepare for the future through 'IntoUniversity' sessions which inspire them to achieve and develop high aspirations. In Year 6 children have the opportunity to visit their new secondary school and take part in confident building activities. Some children have access to additional transition sessions which may be run by the secondary schools themselves. SEND children are supported through additional visits or transition projects in collaboration with the educational psychologist, learning mentor or counsellor. For children with EHCP 'Independent Travel Training' can be organised which assesses a child's travel needs and can provide additional support if necessary.

All parents/carers of children joining the school are invited to meet their child's class teacher during the summer term in preparation for the following year. We also ask parents to let us know if their child has SEND so that we can make sure the right support is in place for their child.

How parents are involved in school life

At Malmesbury we believe in working with parents/carers as partners and we hope that our parents will share that belief. We are always ready to speak to parents about any concerns they have about their child. A meeting can be arranged with the teacher, SLT or Headteacher, although they are also available at other times.

We communicate clearly with parents and this can take the form of: newsletters, letters, notice boards or text messages. We are also exploring the option of email. We have a group of bi- and multi-lingual parent support workers who offer translation and interpretation in Bengali and Sylheti.. Parent workshops are tailored to the needs of parents and are run by internal or external members of staff. There is an active Parent/Teacher Association and parents/carers are represented on the school's Governing Body. Details of our parent governors and lead governor for SEND can be found below.

Parents are encouraged to be a part of their child's learning by volunteering in school or on school visits and attending school assemblies or events. During the tiered process of support parents are informed and invited to attend meetings.

For more information contact:

- Your child's class teacher
- Parent Support Workers; Shaheda Chowdhury, Roushanara Begum
- Phase Leader, Assistant Head Teachers; Kathy Bailey, Stephanie Lane, Dulcie Sharp, Clare Beadle (Deputy Head Teacher)
- Special Educational Needs & Disabilities Coordinators (SENDCo)/Inclusion Lead; Sarah Lenton and Glynis Kirwan - SENDCo EYFS
- Deputy Headteachers; Roz Maslin, Clare Beadle
- Headteacher; Joanne Clensy.
- Parent/Carer governors; Jon Griffiths and Casey Stewart-Smith
- SEND lead governor; Steve Gilvin

If in doubt, ask the school reception. The school telephone number is: 020 8980 4299.

Tower Hamlets' local offer contains information about services that are available to children, young people and families in Tower Hamlets. It includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years and can be found at:

<http://www.localoffertowerhamlets.co.uk/>

Our offer to children with special educational needs and disabilities was prepared on 31st July 2014 and was reviewed in September 2016.