



Malmesbury Park Primary School – SEN Information Report

Mission Statement

To enable all children to feel valued, to experience success and to develop to their full potential in a caring and safe community.

School context

Malmesbury Park Primary School is part of the Bournemouth Primary Multi-Academy Trust (BP MAT) with approximately 700 children on role in an urban suburb of Bournemouth. The school caters for 3 – 11 year olds as it includes a nursery for pre-school children. It is three form entry with approximately 30 children in a class from reception to Year 6. We are a multi-cultural school with approximately 40 different languages resulting in over 40% of our children having English as an additional language and this is a rising trend. The school population is quite transient and the local area caters for a high number of low income, dual parent families. The school has two specialist units for children with communication difficulties.

At Malmesbury Park Primary School, ALL children matter and we are interested in the whole child, not just their academic progress. We are an inclusive school that looks to ensure the wellbeing of all children is catered for through our Key Worker and ELF (nurture room) resource.

SLT, SEN and Pastoral Teams

Strategic Leadership Team

Head teacher – Mrs J Green	Deputy Head teacher and Designated Safeguarding Lead (DSL) - Mrs N Smith	SENCo (Special Education Needs Co-Ordinator) – Mrs B Johnson	KS2 Leader for Achievement – Mr M Hall	FS/KS1 Leader for Achievement - Mrs V Osborne
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SEN and Pastoral Team

SENCo – Mrs B. Johnson	LEAPs teacher - Miss C. Allen	Riggs Manager - Ms J. Reader	Smalltalk Manager – Ms K. Harran	ELF/ELSA support – Mrs T. Phelps and Mrs C. Ruth	Parent Support Worker – Mrs J Frend	SEN Governor – Mrs K. Gosling	Admissions Officer – Mrs C. Olding
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Common Questions around support for children with a special education need or disability.

1. Who are the best people in school to talk to about my child’s special educational needs or concerns I may have about progress they are making?

Appropriate staff members	Summary of responsibilities
<p>If your child is already a member of our school the first contact should be their class teacher</p>	<p>They are responsible for –</p> <ul style="list-style-type: none"> • Ensuring all children have access to high quality teaching and that the curriculum is adapted to meet your child’s individual needs. • Checking the progress your child is making and identifying, planning and managing the delivery of any additional help your child may need (this may take the form of targeted work, additional support, adapting resources etc.) and sharing this with the Special Educational Needs Coordinator (SENCo) as necessary. • Liaising with the SENCo when specialist support from outside agencies is required and working with them to plan and manage the delivery of suggested strategies. • Planning, sharing and reviewing Individual Education Plans (IEPs) and Provision Maps with parents at least once every term. • Ensuring all staff working with your child in school are aware of your child’s individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring the school’s SEN policy is followed in their classroom and for all the pupils they teach with any SEN.
<p>If you child is due to start at our school you should contact the Special Educational Needs Co-ordinator</p> <p>SENCo – Mrs B. Johnson</p>	<p>She is responsible for –</p> <ul style="list-style-type: none"> • Co-ordinating the support for children with special educational needs (SEN) and developing the school’s SEN policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • Involved in supporting your child’s learning • Kept informed about the support your child is getting • Involved in reviewing how they are progressing • Part of planning ahead for them.

	<ul style="list-style-type: none"> • Liaising with all the outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc. • Updating the school's SEN Records of Need (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. • Requesting Education, Health and Care Plans (EHCP) via the local authority and attending assessment meetings and panel meetings (when required).
Other staff with a responsibility for supporting your child would be – Head teacher – Mrs J. Green	<p>She is responsible for –</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, including the support for children with SEN and ensuring, through the SENCo and class teachers, that your child's needs are met. • Ensuring the Governing Body are kept up to date with issues in school relating to SEN. • Appointment of staff. • Attendance at annual reviews for children with an Education, Health, Care Plan.
SEN Governor – SEN Governor – Mrs K Gosling	<p>They are responsible for –</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND policy which is being followed. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in school. • Making sure that the necessary support is made for any child who attends the school who has a SEN and / or a disability. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his / her potential.
Year Team Leader	<p>They are responsible for –</p> <ul style="list-style-type: none"> • Ensuring, by liaising with the class teacher, that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs. • Supporting the class teacher in identifying, planning and delivering any additional help your child may need. • Supporting the class teacher in writing their Personal Learning Plans (PLPs) when necessary. • Ensuring all staff working within their year base are aware of your child's individual needs and / or conditions and any specific adjustments needed to enable them to be included and make progress. • Ensuring that the school's SEN Policy is followed in their year base for all the children.

2. How will Malmesbury Park Primary School support my child with identified SEND starting at school?

Before your child comes to Malmesbury Park Primary School we will invite you to visit the school with your child to have a look around. We will also arrange for you to meet with the SENCo / Year Team Leader to discuss your child's specific needs. If other professionals are involved we may organise a multi-agency meeting / or contact the other professionals to discuss your child's needs and appropriate strategies in order to ensure the provision is put in place before your child starts. You will be invited to this meeting or the SENCo / Year Team Leader will discuss the planned provision with you. On occasions the SENCo / Year Team Leader / teacher will visit or talk to the SENCo at their previous educational setting in order to discuss successful strategies with them.

My child has a place in the Riggs Unit, how will they support my child starting there?

Ms J. Reader, as the manager of the Riggs Unit, will contact you to organise for you to visit the school with your child. She will also organise to meet with you to discuss specific needs. She will ask to visit your child in their current educational setting to discuss successful strategies they have used and gain a greater understanding of their needs within their setting. A plan will be put in place to ensure the transition is smooth, this might include additional visits by the child to Malmesbury Park, an allocated support member of staff visiting your child in their current setting, a booklet about the school being created or any other approaches to reduce the anxieties your child will be having about the move. A personalised learning plan will be created to support your child's needs and this will be discussed with you.

My child has a place in the Smalltalk provision, how will they support my child starting there?

After being notified by the SEN team at County Hall that your child has a place in the Small Talk provision at Malmesbury Park you will be invited in to meet with Ms K. Harran, the Small Talk manager. This normally occurs the term before your child is due to start attending the provision. At this meeting Ms Harran will organise with you for her or Mrs Margaret Davis, the other Small Talk staff member, to visit you and your child at home in order to gain a greater understanding of your child's needs.

The following term your child will be introduced to Small Talk slowly over a few sessions, each session will increase in time for the child and reduce in time for you to stay with them. Although normally this takes three sessions, Small Talk are aware each child is individual and will work with you to ensure your child feels safe and happy before they are staying without you for full sessions.

My child is in LEAPS, how will they support my child in there?

LEAPs is a small class of up to 12 children who find the whole class setting difficult to focus in. This can be due to learning difficulties, emotional regulations, needing more attention than other children or many other reasons. Due to this the child can become disruptive making it more difficult for the teacher to teach the rest of the class and the children to learn.

In a smaller setting the child can receive more individualised work as well as receiving more adult support. Throughout their time in LEAPs they will be helped to understand and manage their emotions more appropriately, learn to ask for the help they need and receive attention appropriately.

LEAPs has a maximum of 12 children within it with a high adult to child ratio of 1:3. There is one teacher (Miss C Allen) and 4 teaching assistants.

The overall aim of LEAPs is to equip the children with the appropriate emotional and academic skills to move back into mainstream school or onto Secondary School when the time is right.

3. How will the school let me know if they have concerns about my child?

Senior members of staff meet with the Year Team Leader (YTL) each term to talk through the year groups progress and discuss any concerns which are passed onto the SENCo. The SENCo meets with the YTL each term to discuss children on the SEN register and any further concerns in the year group. When a concern over progress is highlighted the class teacher will discuss this with you. Initially this may be at a parent's evening or they may ask to meet with you at the end of a school day. [Lack of progress can be due to a variety of reasons and need not mean your child has a special educational need.] They will discuss with you strategies and interventions they will use in school and suggest how you can support your child at home. They will create a Personalised Learning Plan for your child.

Each term they will reassess the progress and discuss this with you. Should your child's progress still cause concern they will speak with their Year Team Leader and SENCo. A meeting will be organised with yourself to discuss the concerns in more detail and will include:

- Listening to your concerns
- Gathering information about your child's development
- Planning any additional support your child may receive
- Discussing any referrals to outside professions to support your child's learning.

4. What are the areas of Special Educational Need you might have concerns about?

The SEN code of practice identifies four different areas of need, these are –

Area of need	Explanation of this need – taken directly from the SEND Code of Practice 2014
Communication and interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.</p>
Cognition and learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This</p>

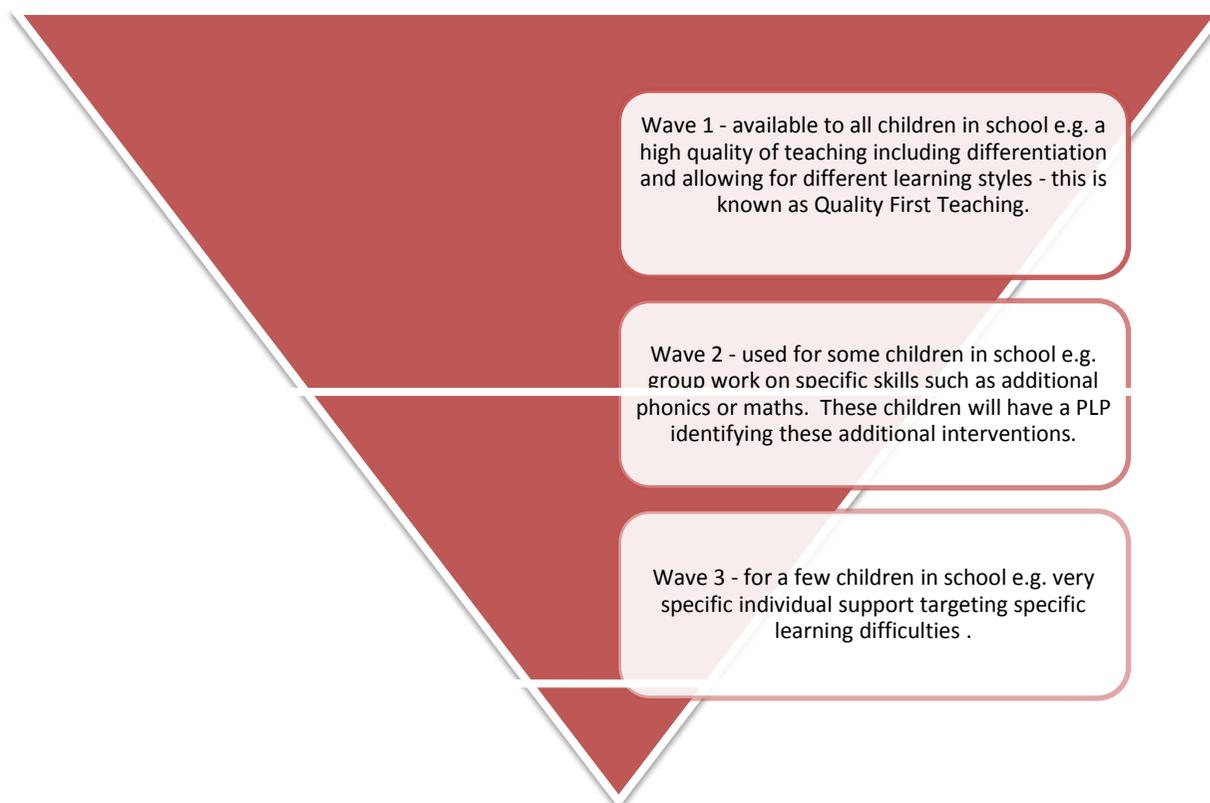
	encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorders, attention deficit hyperactive disorder or attachment disorder.
Sensory and / or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5. What are the types of support available for children with SEND in this school?

All children in school will get support that is specific to their individual needs. The SEN Code of Practice has two levels of additional support, these are –

- ~ School support
- ~ Educational, Health, Care plans

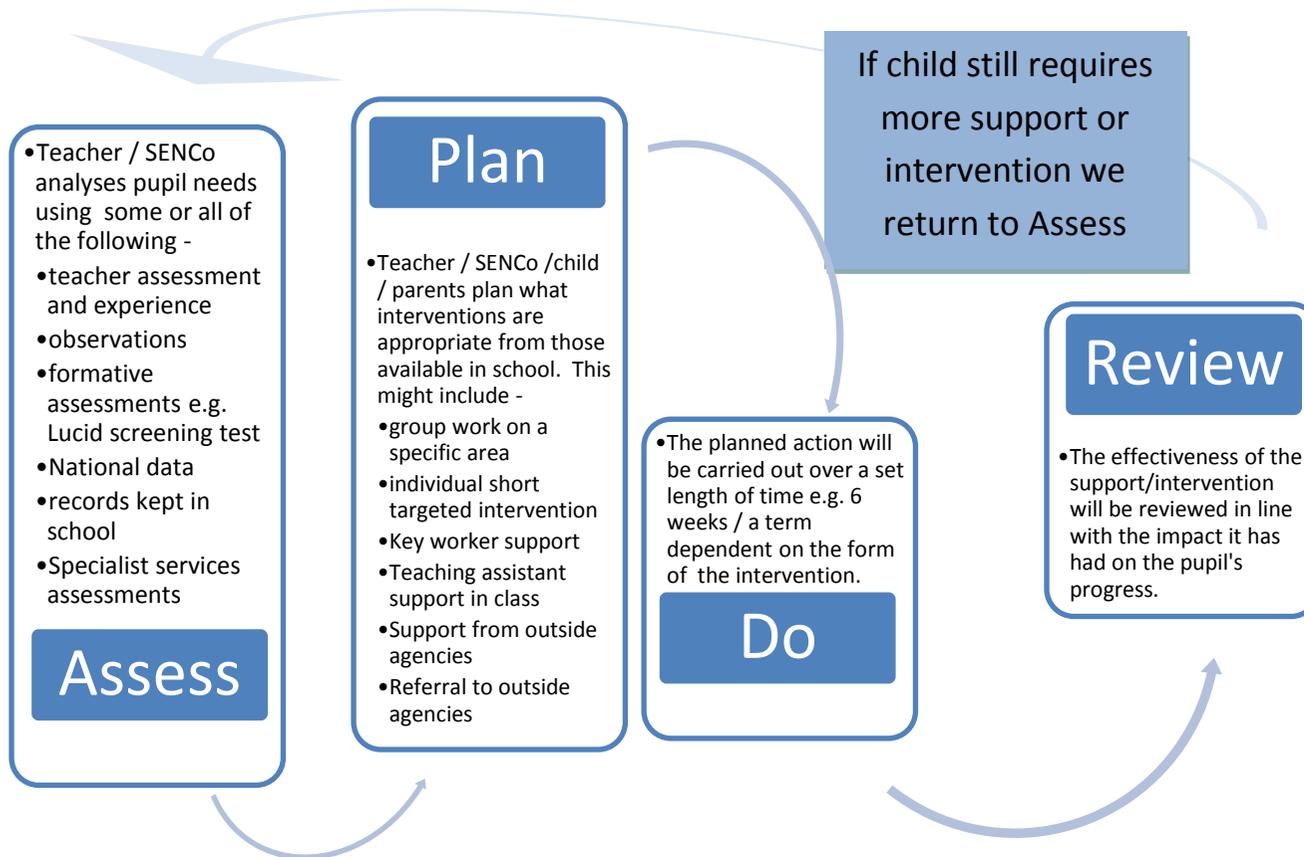
School support can be explained in the following diagram –



Wave 2 and Wave 3 may be provided by the class teacher or may involve:

- ~ Other staff in the school
- ~ Staff who will visit the school from the Local Authority central services such as the Sensory Service (for students with a hearing or visual need)
- ~ Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) service.

Both Wave 2 and Wave 3 involve a cycle of assess, plan, do, review. Parents and child or young person will be included in this process as far as is reasonable.



The different types of support available for children with SEN

over and above Wave 1 Quality First Teaching at Malmesbury Park are –

For Communication and Interaction	By	For
Improving pronunciation within speech	Teacher / TA	Children with specific difficulties in pronunciation of words.
Receptive and expressive language programmes	Teacher / TA	Children highlighted as having a particular difficulty in this area by SALT or specialist teacher.
Understanding and using social rules of communication	Teacher / TA / ELSA	Children who find it difficult to form friendships with their peers / communicate with their peers at an age appropriate level.

For Cognition and Learning	By	For
Small group work in or outside of the classroom linked to specific needs e.g. memory skills, extra phonics work, additional number work.	Teacher / TA	Children who have been identified with a specific difficulty in a specific area of learning.
Individual support within class in specific subject areas dependent on need	Teacher / TA	Children who need direct input within the class for specific tasks e.g. writing imaginative stories, organising format of work, staying focused on tasks.
Short individual regular inputs on a specific area of learning e.g. whole word reading, memory activities	Teacher / TA	Children who have been identified as needed a short, intensive input to reinforce and embed learning.

Social, emotional and mental health difficulties	By	For
Key worker support – Adult who builds a relationship with the child / young person in order to help them to manage the	Key workers	Children whose behaviour demonstrates they are struggling to manage their emotions within the classroom or among

classroom more appropriately and reduce their need to use inappropriate behaviour to meet needs. This can take the form of short sensory breaks, check ins after playtimes and specific support for certain lessons children find more difficult		their peers and this is directly affecting their learning.
Small group sessions on self-esteem, understanding emotions, etc.	ELSA	Children whose behaviours demonstrate a need in this area e.g. becoming withdrawn, angry, overly anxious.
Box group – a small group of up to eight children	TA	Children who find the transition back into class after lunch difficult.
Games club – a lunch time club that allows children to be inside in a supported environment instead of outside on the playground. This can also support children in learning how to play appropriately with others.	Elf staff	Children who have been identified as finding the longer lunchtime break difficult to manage.
End of day group – a group of up to eight children who meet together in a supported environment to learn social skills and end the day in a positive way.	Elf staff	Children who need a positive social experience at the end of the school day.

Sensory and or Physical Needs	By	For
Sensory room	Teacher / TA	Children who have been identified as requiring a sensory break from the classroom to either energise or relax them.
Enlarged text	Teacher	Children with visual difficulties
Pencil grips, special scissors, etc.	Within class	Children with identified motor skills difficulties
Small group or individual session on fine and gross motor skills	Teacher / TA	Children with identified motor skills difficulties

Alternative recording sources e.g. netbooks, ipads, voice recorders	Teacher / TA	Children with identified needs related to motor skills or hearing / visual needs
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6. How does the school seek specialist advice / assessments?

As part of the 'Assess, Plan, Do, Review' process we will make referrals to specialist services when the interventions we are using in school are not making a significant enough difference to your child's progress. The specialist professionals will work with your child to understand their needs and make recommendations, which may include –

- Making changes to the way our child is supported in class e.g. some individual support of changing some aspect of teaching to support them better.
- Support to set better targets which will include their specific expertise.

We will discuss these services with you and seek your permission to make the referral.

The following services are available to our school –

Name of service	What they provide
Educational Psychologist (EP)	This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising or doing.
Learning Support Service (LSS)	This service will assess your child's literacy and numeracy ability and how they can best be supported in learning these skills.
Speech and Language Therapist SaLT	This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.
Child and Adolescent Mental Health Service (CAMHs)	This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.
Community Paediatrician	The community paediatrician provides access to a variety of services within the medical profession. They will assess a child's needs and could make a diagnosis of a specific disorder such as –

	<ul style="list-style-type: none"> • Autistic spectrum disorder • Dyspraxia • Attention Deficit Hyperactivity Disorder <p>They can also provide access to Occupational therapy and physiotherapy, who in turn will provide advice to schools of how best to support your child's needs.</p>
School nurse	The school nurse will provide hearing tests for your child. They can also work with parents in relation to sleeping patterns, toilet training and diet. The school nurse provide support to schools when creating 'Health care plans' for your child and providing necessary training in how to manage particular medical diagnoses e.g. diabetes.
Special schools outreach	The special schools in the area – Linwood, Springwood and Tregonwell – provide outreach support to schools within their specific areas of expertise. This can be in relation to specific strategies schools might be able to implement for specific needs.
Hearing and Visual Difficulties Service	This service supports children with specific hearing or visual difficulties within school and will come into school to assess their classroom and resources available to them. They will suggest ways the school can improve the offer to the child in order for your child to be able to learn.

7. What training will the staff support children with SEND have had or are having?

At Malmesbury Park, we believe in professional development and aim to ensure all our staff have the understanding they need in order to support your child. When a new member of staff joins the school we ensure they understand the systems within school and they are given information about the children they are working with. Advice and support comes from year team, other staff and SENCo within school and specialist advice is sought from the Specialist services available to the school. Should further training be necessary this will be organised as soon as is possible to ensure they have the skills necessary.

The senior leadership team within school are constantly moderating needs within the school and where an area of concern is highlighted whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that would be needed.

Parents are asked for advice, when appropriate, as you are the experts on your child and can offer personal understanding of how they react in different situations and strategies that will work best to support them.

8. How is extra support allocated to children?

The school has been allocated funding for Special Educational Needs and this provides the resources needed throughout the school, including additional support staff, specialist services, equipment and training. During the 'Assess, Plan, Do and Review' cycle the amount of additional support might increase as the understanding of your child's needs increases. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of your child without seeing the expected progress being achieved, the school or parents should consider requesting an Education, Health and Care (EHC) assessment through the Local Authority. 'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND Code of Practice 2014.

9. My child has an Autistic Spectrum Disorder and I understand there is a specialist unit at Malmesbury Park, how will this support my child?

Malmesbury Park Primary School has a specialist unit for children diagnosed with a complex speech and communication disorders including Autistic Spectrum Disorder. It has a capacity for eight children and is funded by the Local Authority. Places in the Riggs Unit are allocated to children with a statement of special educational needs and are allocated by the SEN team at the Town Hall. The resources available to this unit are specifically for these children. The school benefits from the expertise available in the Riggs and other children with a diagnosis of Autistic Spectrum Disorder can benefit from this through their class teacher seeking advice around strategies, however, direct support and the use of these facilities are only for the children identified by the SEN team.

10. As the parent of a child with SEN how will I be involved and kept up to date about my child's progress?

We value the support and knowledge of our parents as they are the experts on their children and we know if home and school work together your child has a better chance of reaching their potential. With this in mind you will be included from the beginning of the process. From the moment concerns are discussed with you about your child's progress your child's teacher and / or SENCo will meet with you on a termly basis to discuss their progress and their IEP. During this meeting we will discuss their progress, any ongoing concerns and the next steps to supporting your child. This is a partnership and for your child to make the best progress you will be asked to contribute with supporting tasks at home. Between meetings any changes in circumstances or new information should be shared with /by the class teacher or SENCo. You will be invited to meet with any specialist services invited to work with your child.

11. What support do I receive as the parent of a child with an SEN?

As a school we are aware being the parent of a child with an SEN can be very demanding and emotionally draining. At Malmesbury Park Primary we have a Parent Support Worker, Ms Jenny Frend, who is able to listen and support you in finding information. Regular parent coffee mornings are also held in school, these are advertised through the newsletter and on the website. We will also provide information about organisations who support specific SEN.

The SENCo / class teacher / Year Team Leader are also available to discuss any specific concerns you may have and will offer advice, strategies or ideas in relation to your concerns.

If your child is being assessed for an EHC plan, Parent Support Partnership are also available to support you. They will be able to explain the process and help you write the information you wish to get across to the SEN department in relation to your child's needs. The Children's Services SEN Team should also support you and ensure that you fully understand the process.

12. How will you support my child when they are leaving the school or moving on to another class?

At Malmesbury Park we understand the importance of preparing children for all types of transition including from school year to school year and especially when changing Key Stage or school. In order to do this we:

- Provide opportunities for your child to visit their new class/school before most children have this opportunity.
- Create a book for them to take home about their new class / school for you to share with them, especially if the change happens after a holiday.
- Provide opportunities for them to talk through their feelings, both fears and expectations.
- Ensure, where possible, they meet with some other children they will be transitioning with.
- Provide an opportunity for you to meet with their new teacher / school if you would like to, we can visit the new school with you or provide information about who to contact if you would prefer.
- The class teacher /SENCo will provide information about the successful strategies, interventions, equipment needed for your child to have the best opportunity at success in their new class / school. This will be done in writing as well as through meeting the new teacher / SENCo in person.

13. How have we made this school accessible to children with a disability?

At Malmesbury Park we want to ensure all children feel part of the school community and can access all opportunities given. At present we have –

- Wheelchair accessible entrances and doors around school.
- Internal lift to ensure all children and parents can access both floors and therefore all classes.
- Accessible toilets.
- Marking on the stairs for visually disabled children
- Support from the disabilities teams in the Local Authority.
- Differentiated worksheets, books, activities as recommended by specialist services.
- Medical advice and support when appropriate.

We always liaise with parents to ensure their child is able to access all aspects of the curriculum in a way that is safe and enjoyable.

Glossary of terms

PLP	Personalise learning plan
SEN	Special Educational Needs
SEN code of practice	The legal document that sets out the requirements of SEN
EHC	Education, health and care
SEND	Special Educational needs and/or disabilities
SALT	Speech and language therapist
EP	Educational psychologist
SENCo	Special Educational Needs Coordinator
Elf	Emotional literacy feeling – this is a nurture room within school
ELSA	Emotional Literacy Support Staff
TA	Teaching Assistant
MLD	Moderate learning difficulties
SLD	Severe learning difficulties
PMLD	Profound and multiple learning difficulties
SpLD	Specific learning difficulties
VI	Visual impairment
HI	Hearing impairment
MSI	Multi-sensory impairment
PD	Physical disability
CAMHs	Child and Adolescent Mental Health Services
LSS	Learning Support Services