

Malmesbury School

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Headteacher: Brett Jouny

Malmesbury School SEND Information Report

To be read in conjunction with the SEND and Learning Difficulties Policy (May 2019)

- In light of Covid-19 restrictions, please read our SEND Information Report in conjunction with letters/information sent home to parents and the school risk assessment. These documents can be found on our school website.
- If you have questions specific to your child, please contact the SENDCo directly.
- **This report has recently been updated (November 2021) and is in the process of being revised further to make it more accessible for all. The fully updated version will be published once approved by our governing body.**

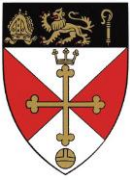
Section 1

The following information is published as required by the Special Educational Needs and Disability Code of Practice 0-25 years (January 2015) and The Special Educational Needs and Disability Regulations 2014.

- 1.1 [What types of SEND does Malmesbury School support?](#)
- 1.2 [How will Malmesbury School identify and assess students with SEND and how can the SENDCo be contacted?](#)
- 1.3 [What are the arrangements for consulting parents of students with SEND and how do we involve parents in their child's education?](#)
- 1.4 [What are the arrangements for consulting young people and involving them in their education?](#)
- 1.5 [What are the practical arrangements for assessing and reviewing progress towards outcomes?](#)
- 1.6 [What are the practical arrangements for supporting students and young people in moving between phases of education and preparing them for adulthood?](#)
- 1.7 [What is our approach to teaching students and young people with SEND?](#)
- 1.8 [How are adaptations made to the curriculum and the learning environment of students and young people with SEND?](#)
- 1.9 [What is the expertise and training of staff to support students and young people with SEND?](#)
- 1.10 [How is the effectiveness of provision for students with SEND evaluated?](#)



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- 1.11 [How are students and young people enabled to engage in activities available with students and young people in school who do not have SEND?](#)
- 1.12 [What support is available for improving emotional and social development, including pastoral support arrangements for listening to the views of students and young people with SEND and measures to prevent bullying?](#)
- 1.13 [How does Malmesbury School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students and young people's SEND and supporting their families?](#)
- 1.14 [What are the arrangements for handling complaints from parents of students with SEND about provision made at the school?](#)

Section 2

The following information is published as an additional requirement to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

- i) [General Information about Malmesbury School and Special Educational Needs and Disabilities \(SEND\)](#)
- ii) [Changes to the structure of SEND in light of the Code of Practice 2014](#)
- iii) [SEND Provision Map](#)
- iv) [Provision for students with SEND](#)
- v) [Diagram of the Graduated Approach](#)
- vi) [Link to Wiltshire's Local Offer website](#)

Section 1

1.1 What types of SEND does Malmesbury School support?

Malmesbury School staff are experienced in supporting a wide range of Special Educational Needs and Disabilities from all four broad areas of need (as stated in the SEND Code of Practice):

- Cognition and Learning (C&L)
- Communication and Interaction (C&I)
- Sensory and/or Physical Needs (S/PN)
- Social, Emotional and Mental Health Needs (SEMH)

1.2 How will Malmesbury School identify and assess students with SEND and how can the SENDCo be contacted?



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We use information from staff, parents and student voice to build a picture of a child's needs. All Year 7 students sit a Cognitive Ability Test (CAT) which indicates ability in language and comprehension, number and non-verbal reasoning. Students with learning difficulties who attend intensive literacy lessons in Years 7, 8 and 9 have their reading and spelling progress assessed every six months so that progress can be monitored and provision amended accordingly.

Assessments for Access Arrangements take place from Year 9 with the aim of supporting students as they prepare for external assessments and examinations. Evidence of need for Access Arrangements is gathered from Year 7 or when a student's needs are flagged to us. As part of this process, some students may also have additional assessments for reading speed, single word reading, text and sentence comprehension, memory processing, phonological processing, visual processing and writing speed.

Students, parents and teachers will be informed of the outcome of the testing and, in line with Joint Council Qualifications (JCQ) policy, may be awarded the Access Arrangement(s) to suit their needs.

If a student is transferring from another school, we appreciate any documentation the school and parents can share with us.

We are guided by the Equality Act 2010 and the Code of Practice 2015 when identifying a learning and/or physical disability.

Any teacher or parent can raise concerns with the SENDCo at any time:

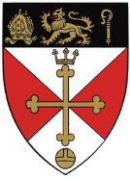
Mrs Jessica Abel-Goldbin

jabel@malmesbury.wilts.sch.uk or 01666 829700

1.3 What are the arrangements for consulting parents of students with SEND and how do we involve parents in their child's education?

The Code of Practice 2015 states that there is an expectation that parents should be involved in discussing their child's provision and reviewing their progress three times a year. All students in the SEND Support (K) category (all those at Wave 3 and Wave 2) will be invited to discuss their child's





progress three times a year. This may happen at Parents' Evenings or in separate SEND review meetings hosted by a member of staff from the Learning Support Faculty.

In addition to these meetings, school reports are sent home three times a year. Two of these reports are interim and one is a full report. Parents can meet the SENDCo or a member of the Learning Support team at Parents' Evenings or at Parent Consultations. Parents are also encouraged to telephone or email the SENDCo to arrange a meeting to discuss any concerns they, or their child, may have.

For some students, for example those with an EHC Plan and those at Wave 3, additional meetings may be called and regular communication and feedback may occur in accordance with students' specific needs.

We understand the importance of empowering our students with SEND to have a voice and we ensure they understand that their thoughts and feelings will be taken into account. We run Student Voice sessions throughout the year and encourage students with SEND to comment on school life and the provision put in place for them. Students with SEND are encouraged to attend and participate in EHC Plan, SEND Support reviews, pastoral meetings, Parents' Evening and Parent Consultations.

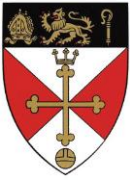
1.4 What are the arrangements for consulting young people and involving them in their education?

It is important that our students are involved in every stage of the assessment, planning and reviewing provisions. Students are asked for their opinions on what works, what doesn't work and how we can improve support for them. We focus on not only supporting students through their school life but also preparing them for their future too. Depending on students' needs, Learning Support staff may work very closely with staff from the pastoral team.

1.5 What are the practical arrangements for assessing and reviewing progress towards outcomes?

When we hold meetings to assess and review a student's progress, we endeavour to listen to the student as they tell us what is working and what is not working. We will also ask the student and their parents to tell us what is important to them in terms of improving school life and preparing the student for their future. At these meetings, the outcomes that everyone agrees will be recorded and a Learning Plan drawn up to identify the appropriate action everyone will take to work towards achieving these outcomes. At the next meeting, the progress towards these outcomes will be





reviewed and, if achieved, other outcomes may be agreed. However, if agreed by all, there may be no further action needed.

1.6 What are the practical arrangements for supporting students and young people in moving between phases of education and preparing them for adulthood?

We ask primary schools to invite us to meetings about students with SEND from Year 5 onwards. The SENDCo will visit Year 6 students with SEND in primary school. Primary school teachers provide us with detailed information about students transferring to us. Students with SEND have the opportunity to visit Malmesbury School for additional visits before intake days. These visits can be made with a member of staff from primary school, other students or parents. We work closely with the Senior Pastoral Leader for Year 7 and our MAT Specialist Teacher for Autism and related needs also supports transition when required. Transition for Year 6 students is bespoke according to the needs of the individual.

Before transfer (or soon after), all students with learning difficulties are given a baseline reading test. Parents are also encouraged to contact the SENDCo with any specific questions or concerns they may have.

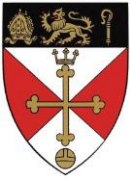
In moving between phases of education at Malmesbury (including from one year to the next and one Key Stage to the next), we recognise that there may be trigger points for stress and anxiety. These can be planned for during the meeting cycle. Students and parents are also encouraged to contact us to discuss any period of transition should the need arise.

Due to a focus on preparing each student for their future, the planning for transition begins in the earlier years (usually Year 9 onwards) with input from our school Careers' Advisor. Planning and preparation for transition after Year 11 should be a continual process and will involve careers interviews, visits to colleges or other providers and regular monitoring through meetings.

If the student has an EHC Plan then they will also have a SEND Lead Worker (assigned to them by their County Council) who will be working with them to make sure that the transition is as smooth as possible.

Students transferring from Year 11 to our Sixth Form will continue to have their needs documented on their Student Profile and/or Learning Plan on Class Charts. Staff will be made fully aware of students' specific needs. Information regarding Access Arrangements will also be shared with staff.





Students with an EHC Plan will continue to have their progress closely monitored and annual reviews will be held.

1.7 What is our approach to teaching students and young people with SEND?

It is important to stress that the subject teacher is responsible for teaching all students in a way that meets their specific needs. All students at Wave 1 (monitoring) have their needs met through the fully inclusive classroom environment. We have an expectation that Quality First Teaching is the first response to meeting the needs of all students and that all are entitled to a broad and balanced differentiated curriculum.

All staff refer to the SEND Strategies Toolkit devised by our Learning Support Faculty. Our SEND Strategies Toolkit lists a huge range of strategies for every SEND student we have at school. Staff are able to clearly see which strategies will help students with organisation, written work, verbal interaction and homework. All staff are encouraged to contribute strategies to the SEND Strategies Toolkit in order to promote inclusion across the curriculum and also to ensure that all staff continue to be fully aware that they are responsible for the progress of all students, including those with SEND.

Staff are also able to meet with Learning Support staff and Debbie Riall (MAT Specialist Teacher for Autism and related needs) for further support and to explore alternative strategies if required.

1.8 How are adaptations made to the curriculum and the learning environment of students and young people with SEND?

Adaptations to the curriculum are firstly made through Quality First Teaching and differentiation to ensure that all students are challenged appropriately according to their specific needs and that successes are celebrated.

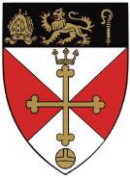
Depending on their level of need, some students require bespoke provision. This is discussed and agreed by the student, parents, staff and specialist advisors involved. Progress is monitored carefully and reviewed regularly.

1.9 What is the expertise and training of staff to support students and young people with SEND?

Members of the LS Faculty hold the following qualifications:

| | |
|---------------------------------------|---|
| Jessica Abel-Goldbin SENDCo | <ul style="list-style-type: none">• Teacher of English• National Award for SENCO (NASENCO) |
|---------------------------------------|---|





| | |
|---|--|
| | <ul style="list-style-type: none"> • Postgraduate Diploma (PG Dip) in Educational Practice (SpLD/Dyslexia and Assessment Methodology for Learners with SpLD/Dyslexia). • Associate Membership of the British Dyslexia Association (AMBDA). • Specialist Leader of Education (SLE). |
| Corinne Clawson Joint Deputy SENDCo | <ul style="list-style-type: none"> • Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPPA) |
| Scott Mitchell Joint Deputy SENDCo | <ul style="list-style-type: none"> • Teacher of PE, Humanities, Learning Support, • Joint course leader and teacher of ASDAN |
| Debbie Riall MAT Specialist Teacher for Autistic Spectrum Conditions and related needs | <ul style="list-style-type: none"> • Advance Certificate in Autism (children) • Diploma in Deaf Education • Debbie supports students with a wide range of need, not just those with a formal diagnosis of autism. • Debbie works across the MAT, working closely with students, parents and staff at The Dean Academy, Bradon Forest, Chipping Sodbury and Sir William Romney. |

Over the past two years, all staff (teaching and support staff) have had access to the following training:

CPD 2021-2022:

- Safeguarding
- Health and Safety
- Emotional Literacy Support Assistants (3 TAs are currently training, one is recently qualified)

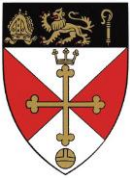
SEND Twilight September 2021:

- SEND updates
- Access Arrangements
- ADHD
- Attachment Difficulties
- Autism and Anxiety
- Dyslexia/Dyscalculia
- Pathological Demand Avoidance
- Sensory Processing Difficulties and Sensory Smart Classrooms

MAT SEND CPD:



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- Understanding barriers and identifying effective strategies for SEND students
- Supporting Autistic Students

CPD 2020-2021:

- Understanding Tourette Syndrome in Schools (Tourettes Action)
- Epilepsy training (Epilepsy Action)
- Hoist training
- Manual Handling
- Evac Chair

All staff were also invited to participate in CPD delivered by Emma Rossiter (Silverwood School):

- Understanding Autistic Spectrum Conditions and building an inclusive school with reduced anxiety.
- Understanding Dyslexia and making learning happen.
- Understanding Attachment Disorders and what you can REALLY do every day.
- What is pathological demand avoidance (PDA) and how can we support students who present with these difficulties?
- Getting to grips with Attention Deficit and Hyperactivity Disorder and how to enable learning.
- How to reach and teach pupils with Adverse Childhood Experiences (ACEs): what we all need to know and do.
- Why SEND cause behaviour problems and how to restore order.

All staff teaching in Learning Support receive training on how to deliver their interventions. Meetings are also held to discuss students' progress and to further develop teaching and learning.

1.10 How is the effectiveness of provision for students with SEND evaluated?

We measure the progress of students with SEND by monitoring their assessments in reading, spelling, numeracy and GCSE/A-level grades. It is also very important to us that we monitor student happiness, engagement and attendance as these are key in determining if a student is thriving in school, or not. As students make progress, and in discussion with parents, they are removed from our SEND register. If students are not making progress, we will review our provision and may change or extend the support we offer. Students and parents are involved in the process





The progress our students with SEND make will be reviewed three times a year at SEND Support meetings. According to a student's needs, we may be able to refer them for an Educational Psychologist Solution Focused Surgery or appropriate specialist teacher/advisor if we feel this is beneficial. This will be discussed with parents.

1.11 How are students and young people enabled to engage in activities available with students and young people in school who do not have SEND?

Our school is easily accessible for students with SEND. Student records and Student Voice show that students with SEND are fully included and involved in daily school life. Students participate in school trips and clubs, help out during Open Days and Open Evenings and show prospective students around school. Students with SEND are involved in the school council. All students are invited to fully involve themselves in school life and to take part in any extra-curricular activity.

1.12 What support is available for improving emotional and social development, including pastoral support arrangements for listening to the views of students and young people with SEND and measures to prevent bullying?

Malesherbes has a strong Pastoral Support system in place. We have four Senior Pastoral Leaders (SPLs):

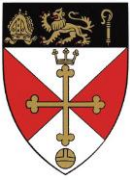
- Transition and Year 7 – Rowena Wood
- Years 8 and 9 – Paul Loveday
- Years 10 and 11 – Rachael Allaway
- Head of Sixth Form – Andy Backwell

Every student belongs to a mixed ability tutor group. Tutors stay with their tutor group until Year 11 and will therefore get to know their students very well. According to a student's needs, we may hold joint meetings with the SPLs and parents.

We have one qualified Emotional Literacy Support Assistant (ELSA) and three other TAs are training to become an ELSA. ELSAs provide emotional support to all students in school (irrespective of a SEND diagnosis or not).

Students with social communication needs, high anxiety, and/or Autism related conditions are able to access Debbie Riall (our specialist teacher) for support if required. Depending on the level of need, Debbie can meet with students in a 1:1 situation, providing feedback to parents and staff or can work





with students in a small group. Debbie is also working alongside staff to develop our parental support group for parents of students with Autism and/or related conditions.

1.13 How does Malmesbury involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' and young people's SEND requirements and supporting their families?

Any involvement of outside agencies is made in consultation with parents and through the referral processes accepted by the various agencies. We currently work very closely with the following specialists:

- Cognition and Learning Specialist Teacher
- Debbie Riall (MAT Autism + Related Needs specialist teacher)
- Dietician
- Educational Psychologists
- Hearing Impairment Specialist
- Physical and Medical Needs Specialist
- Physiotherapists
- Occupational Therapists
- Specialist nurses
- Speech and Language Therapist
- Visual Impairment Specialist

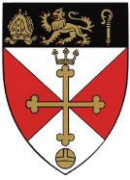
It may be decided that a Common Assessment Framework (CAF) is needed where a few agencies may be necessary to support the needs of the child and their family. We may ask parents to discuss concerns with their GP especially when it is felt that a referral to the Child and Adolescent Mental Health Services (CAMHS) is appropriate or in circumstances where further investigation into Social and Communication issues or Autism is necessary.

1.14 What are the arrangements for handling complaints from parents of students with SEND about provision made at the school?

Any parent or carer dissatisfied with any aspect of our SEND provision should, in the first instance, contact our SENDCo by letter, email, telephone or in person:

Jessica Abel-Goldbin: jabel@malmesbury.wilts.sch.uk or 01666 829700





If concerns remain, the parent/carer should contact the Headteacher, Mr Brett Jouny. If it is felt that the school is not addressing concerns then the Governor for SEND (Mrs Sue Poolman) should be contacted via a letter sent to the school. Mrs Poolman will bring the matter to the attention of the Governors if necessary. The Local Authority may also be contacted.

Section 2

i) General Information about Malmesbury School and Special Educational Needs and Disabilities (SEND)

Malmesbury School SEND statistics as of 28th September 2021 (the categories are explained in the section directly below):

| 2020/21 | Total | Percentage of school population |
|--|--------------|--|
| EHCPs (E) | 37 | 2.6% |
| SEND Support Wave 3 (K) | 45 | 3.7% |
| SEND Support Wave 2 (K) | 98 | 6.9% |
| Total on official SEND register | 180 | 12.7% |
| Wave 1 (monitoring) | 243 | 17.1% |

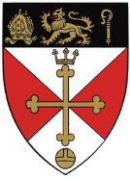
ii) Changes to the structure of SEND in light of the revised Code of Practice 2015

In light of the SEND reforms and the publication of the Code of Practice 2015, we endeavour to put students and parents at the heart of the SEND system.

We have three categories under which students receive support if they have an identified Special Educational Need and Disability:

- **Education, Health and Care Plan (EHC Plan)**
- **SEND Support (Wave 3 and 2)**





- **Wave 1 (monitoring)**

At Malmesbury School, we use Waves to distinguish levels of “SEND support”.

Wave 3 students are, according to Wiltshire County Council:

- Failing to make adequate progress despite support
- Having involvement from outside agencies
- Students for whom we are gathering evidence for a request for an EHC Plan assessment

SEND Support: Wave 3 students require personalised and bespoke learning provision and will have their progress reviewed three times a year (known as a ‘My Support Plan’ review).

SEND Support: Wave 2 students require provision that is additional to or different from other students. The progress of these students will be reviewed three times a year.

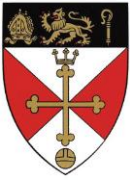
The needs of **Wave 1** students are met within the fully inclusive environment of the classroom and by Quality First Teaching. These students have been identified as having SEND needs however they do not require interventions that are different from or additional to other students. Wave 1 students are not included in the overall SEND percentage for the school as their needs are met within the inclusive environment of the classroom and through quality first teaching. We continue to closely monitor our Wave 1 students and, if necessary, we are able to put interventions in place and move them to the SEND Support category. The student and parents will be involved with this process.

iii) **SEND Provision Map**

Our detailed Student Profiles and Learning Plans on Class Charts ensure all staff at Malmesbury School are fully aware of the needs and ways to support our SEND students. Student Profiles detail student strengths, specific SEND needs and give staff teaching and learning strategies to ensure all students are fully supported and appropriately challenged in the classroom. Learning Plans focus on student outcomes and provision in place to support these.

We are currently in the process of transferring all SEND information from our previous system to our new Class Charts system. As part of this process, we are updating all SEND information for all students with EHCPs and at SEND Support (Waves 3 and 2). All of these students will have a detailed Student Profile and Learning Plan which will be shared with parents at their child’s next SEND review. Each Learning Plan will detail outcomes students are working towards. Outcomes will be SMART





(specific, measurable, achievable, realistic and timely) and reviewed at intervals depending on the student's needs.

iv) Provision for students with SEND

According to their individual needs, students may have bespoke timetables incorporating a range of interventions. All amendments are discussed with the student, parents and staff to ensure that any adapted provision implemented is targeting the student's needs and providing them with the best curriculum offer possible. See SEND Interventions document for specific information.

We currently have a team of 19 teaching assistants (TAs) who work in classrooms with subject teachers to support the learning and emotional needs of our students with SEND. The SENDCo works closely with teaching staff and TAs to ensure teaching and learning strategies encourage understanding, challenge and progress. Some teaching groups are arranged by ability.

To support students during unstructured time, Learning Support classrooms are open every lunch time to act as a safe haven for students with SEND. TAs are on duty to help with any issues arising and to support with homework. ELSAs also run drop in sessions during lunch times.

Students entitled to Access Arrangements (such as a reader, a scribe, a prompt, extra time, use of a pc and rest breaks) are able to use their entitlement in school. Formal application for Access Arrangements takes place from Year 9 for GCSEs and A-level examinations. Evidence of need is gathered from Year 7 onwards. See Access Arrangements Policy for further information.

The Learning Support Faculty promotes inclusion by fully integrating itself with the rest of the school. We work closely with the Senior Leadership Team, Senior Pastoral Leaders, Senior Curriculum Leaders, Student Services, Academic Leaders, our SEND governor, teaching staff, tutors, the school's career service, the school counsellors and our Sixth Form Advocates. We also communicate frequently with parents to ensure they are fully aware of the provision in place for their child.

The support and provision we offer in school is guided by a range of health and social care agencies, appropriate to individual students' needs. We work closely with a range of specialist advisors (see 1.13) as well as Lakeside Care Farm (Wiltshire Wildlife Trust) and Silverwood Plus Programme.

v) Diagram of the Graduated Approach



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vi) **[Link to Wiltshire's Local Offer website](#)**

[Local offer - Wiltshire Council](#)

Jessica Abel-Goldbin (SENDCo)
14th November 2021



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