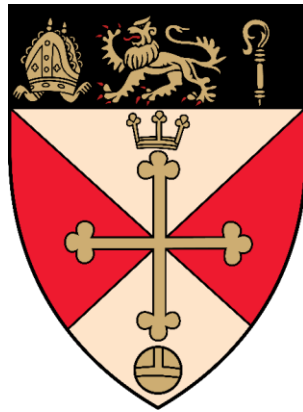


# SEND Information Report

Malmesbury School



**“To empower all students to be the best they can be”  
(MacKay)**

## 1) What kinds of SEND are provided for at Malmesbury School?

At Malmesbury School, we provide additional and/or different provision for SEND students according to the four broad areas of need (as stated in the SEND Code of Practice):

- **Communication and Interaction** e.g. speech, language and communication needs, Autism
- **Cognition and Learning** e.g. specific learning difficulties (dyslexia, dyscalculia, dyspraxia), moderate, severe, profound and multiple learning difficulties
- **Social, Emotional and Mental Health** e.g. attachment disorder, attention deficit hyperactivity disorder, anxiety, depression, self-harm, eating disorders
- **Sensory and/or Physical needs** e.g. hearing impairment, visual impairment, physical disability, medical needs

## 2) How do we identify students with SEND and assess their needs?


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

- We gather information from student voice, primary schools, teachers, parents and external agencies to build a picture of students' needs
- Class teachers make regular assessments for all students and will identify students who are not making expected progress
- Staff are asked to complete SEND forms if concerns have been raised/in preparation for SEND reviews. Staff detail what is working well and areas for improvement
- We monitor school reports and take student progress data into account
- Year 7s sit Cognitive Ability Tests (CATs)
- We assess the reading and spelling ages of students on our SEND register
- Following evidence from staff, students may require further assessment for Access Arrangements. As part of this, we assess reading speed, writing speed, working memory and processing speed

When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment as well as the views and wishes of the student and their parent/carer. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If the latter, we add students to our SEND register.

Our SEND register is fluid; students can move up and down according to need, provision in place and progress made. A student's Wave is discussed with parents/carers at SEND reviews/discussions as part of our Graduated Approach.

Support and provision for our SEND students is needs led, not diagnosis driven. Students with/without a diagnosis can be placed at any stage of our SEND register

On our official SEND register		Education, Health and Care Plan (EHCP)
		<b>SEND Support: Wave 3</b> <ul style="list-style-type: none"> <li>• Students are struggling to progress despite support and provision in place for them</li> <li>• External agencies are involved</li> <li>• Students may need an EHCP needs assessment</li> </ul>
Not on our official SEND register		<b>SEND Support: Wave 2</b> <ul style="list-style-type: none"> <li>• Students receive provision that is additional to and different from other students</li> </ul>
		<b>Wave 1 (monitoring)</b> <ul style="list-style-type: none"> <li>• Students' needs are met in the classroom through a secure understanding of needs, high quality teaching and reasonable adjustments</li> </ul>

### How do staff know about students' needs?

- Students on our SEND register have a Student Profile accessible to staff on Class Charts.
- Student Profiles detail: student needs; student voice; student strengths; key information; personalised strategies to implement; outcomes working towards
- Provisions and interventions for students are also listed on Class Charts

### 3) How do we consult with and involve students and parents?

- Parents/Carers will receive three reports per academic year (two interim and one full report)
- Parents/Carers will be invited to attend Progress Evenings and, in Years 7 and 12, Tutor Evenings

We have early conversations with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone has a good understanding of the student's strengths and difficulties
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Details of the meeting including actions and agreed outcomes will be added to the student's records.

We notify parents when it is decided that a student will receive SEND support.

#### 4) How do we assess and review students' progress towards outcomes?

We follow the Graduated Approach and the four part cycle of: assess, plan, do, review.



The subject teacher/Teaching Assistant (TA)/Tutor/Head of Year/Academic Leaders work with the SENDCo or Deputy SENDCos to carry out a clear analysis of the student's needs. This will draw on:

- The student's own views
- Teachers' assessments and experiences of the student
- TA observations
- Previous progress, attainment, behaviour, attitude and enjoyment of school
- The individual's development in comparison to their peers and national data
- The views, experience and observations of parents
- Advice from external agencies, if relevant

All teachers and support staff are made aware of students' needs, the outcomes the student is working towards, the support provided and any teaching strategies or approaches that are required. All information is accessible to staff via Student Profiles on Class Charts.

We regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

Students are encouraged to attend their Annual Review/SEND Review meetings and, if this isn't possible for whatever reason, we will gather their views prior to meeting to ensure their voice is heard and shared.

## 5) How do we support students moving between phases and prepare them for adulthood?

### Transition from primary school:

- We pride ourselves on working closely with primary schools to ensure the transition to us is as smooth as possible
- We ask primary schools to invite us to all annual reviews (for EHCP students) from Year 5 onwards
- The Head of Year for Years 6 and 7 and the SENDCo visit Year 6 students with SEND in primary schools
- According to the level of need, some students with SEND have the opportunity to have an enhanced transition experience involving: additional meetings, additional visits to Malmesbury School at various times during the school day, staying for lunch, meeting key staff etc.
- All students on the SEND register with learning difficulties are given a baseline reading and spelling test before transitioning to us. This informs us of potential interventions that may need to be put in place and also helps ensure we place students in the best tutor group for their needs and the support they require

### Transition between years/key stages:

- We are aware that for some students, changing year groups and key stages can be trigger points for stress and anxiety. Where necessary, this is planned for during the review meeting cycle
- Planning and preparation for adulthood and Post 16 placements begins in Year 9 (or earlier if necessary)
- Our careers advisor works closely with our SEND team, meeting with students and, if beneficial, with their parents/carers too
- Planning and preparation for Post 16 transition is a continual process and involves: careers interviews, visits to colleges and/or other providers and regular monitoring through meetings
- If the student has an Education, Health and Care Plan (EHCP), they will also benefit from support and advice from their SEND Lead Worker (assigned to them by their county's SEND team)
- Students transferring from Year 11 into our Sixth Form will have an enhanced transition if beneficial to them
- For all students with SEND in all years, communication between staff is key. All students' needs are clearly documented on their Student Profiles (available on Class Charts) along with provision and support in place for them

## 6) What is our approach to teaching students with SEND?

**Every teacher is a teacher of SEND**

**Every leader is a leader of SEND**

All staff are responsible for teaching and supporting our students with SEND.

As stated in the SEND Code of Practice:

- “Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (6.36)
- “High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.” (6.37)

Some students with SEND require provision that is additional to or different from other students.

**Please see our SEND Curriculum Offer for further details (available on the SEND page of our school website).**

## 7) How do we adapt the curriculum and learning environment?

We ensure our school is a positive and supportive environment by:

- Making reasonable adjustments to the learning environment
- Promoting high expectations for all aspects of school life (academic, social, emotional, behavioural)
- Creating positive relationships between, students, peers and staff
- Ensuring active engagement of all students
- Developing positive behaviour for learning through explicitly teaching about structures, rules, routines

We make the following adaptations to ensure all students’ needs are met:

- Offering a curriculum that is ambitious, broad and balanced for all students
- Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 support, adapting teaching styles, adapting content of the lesson
- Adapting our resources and staffing
- Using recommended aids such as laptops, reading pens, coloured overlaps, visual timetables, dual coding, larger font etc.
- Adapting our teaching, for example, varying questioning techniques, giving students a choice of task, adapting language, giving longer processing times, pre-teaching key vocabulary, allowing time for overlearning, reading instructions aloud etc.

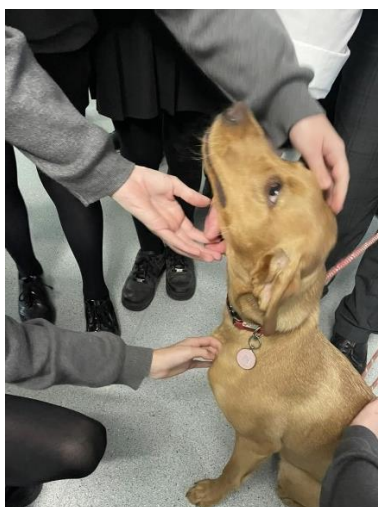
- Evidence for potential Access Arrangements is gathered from KS3 or when a student is flagged to us. Access Arrangements are granted to students following evidence of need over time and testing

**Please see our SEND Curriculum Offer and Accessibility Plan for further information (on the SEND page of our school website).**

### **8) What additional support do we have for learning?**

In addition to the information provided in our **SEND Curriculum Offer and Accessibility Plan**, we also offer the following provision for our students with SEND:

- We have 14 Teaching Assistants (TAs) who support students in class across the curriculum
- Some TAs have been trained to lead specific interventions such as: Units of Sound (spelling programme); Lexia; SRA Reading Programme; Power of 2 (maths intervention)
- 4 TAs are qualified Emotional Literacy Support Assistants (ELSAs)
- 1 teacher is a qualified ELSA focusing on provision support for our Sixth Form students
- Daisy – our adorable school dog!



We work with the following agencies to provide support for students with SEND:

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- SEND Lead Workers (for students with EHCPs or undergoing EHCP needs assessments)
- Sensory Impairment Physical and Medical Service – Teacher of the Deaf
- Sensory Impairment Physical and Medical Service – Teacher of Visual Impairments
- Speech and Language Therapists
- Wiltshire's Specialist SEN Service (SSENS) – a team of Specialist Advisory Teachers covering a wide range of needs including: Communication and Interaction, Physical and Medical and Cognition and Learning

## 9) What is the expertise and training of staff?

**All staff in school have access to high quality and ongoing SEND CPD. In the past few years, staff at Malmesbury School have had access to the following training:**

- Exam Access Arrangements
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Aware and Trauma Informed Practice
- EBSA (Emotionally Based School Avoidance)
- Pathological Demand Avoidance (PDA)
- Specific Learning Difficulties – Dyslexia and Dyscalculia
- Sensory Smart Classrooms
- Working effectively with Teaching Assistants

**In addition to this, staff across the Athelstan Trust continue to have access to a wide range of SEND CPD opportunities led by staff across and Trust and external specialists. Some of the most recent CPD training from external specialists includes:**

- Ian Abbott: Dyslexia and Visual Stress
- A range of workshops by Dr Helen Curran (SEND Consultant) including: 'The role of the Teaching Assistant in a changing SEN policy context', 'What's Reasonable? Making reasonable adjustments for learners with SEND in the classroom'; 'Girls with ADHD/AuDHD: What you need to know and how to help'; 'Planning, Focus and Self-Control: Understanding Executive Functioning in Neurodivergent Learners
- Steven Donohue, Wiltshire Ethnic Minority and Traveller Achievement Service: 'English as an Additional Language'
- Abigail Gray, Senworks: 'A TAs role in meeting needs, providing effective classroom support and working collaboratively with students and teachers'
- Alix Jepps (SENDCo at SWR): 'Trauma Informed/Attachment Aware Practice and Emotional Regulation'
- Noah: 'Lived experience of neurodivergence'
- 'Access for All'; 'Neurodivergence & Masking: in students, parents and colleagues' - Debbie Riall, (now retired) Athelstan Trust Specialist Teacher for Neurodiversity
- A range of workshops by Emma Rossiter from Silverwood School including: ADHD; Relational Inclusion and 'Why SEND causes behaviour problems and how to restore order'; 'Behaviour that Challenges'
- Kaz Stuart: 'Understanding children and young people's behaviour: a neuroscience and trauma informed approach'

Staff at Malmesbury School are also invited to attend meetings focusing on individual students and/or tutor groups. These meetings enable all staff involved to discuss students' needs, provision and share strategies to best support them. All staff are encouraged to share best practice.

We also invite external specialists to hold meetings with staff in order to upskill staff on how best to support students with specific needs.

**Learning Support staff hold the following qualifications:**

<p><b>Jessica Abel-Goldbin</b> SENDCo</p>	<ul style="list-style-type: none"> <li>• Teacher of English</li> <li>• National Award for SENCo (NASENCo)</li> <li>• Postgraduate Certificate in Vulnerable Learners and Inclusion</li> <li>• Postgraduate Diploma in Educational Practice</li> <li>• Specialist Leader of Education (SLE)</li> <li>• Level 3 (Advanced) Safeguarding</li> <li>• School Improvement Lead for SEND across The Athelstan Trust</li> </ul>
<p><b>Caroline Fry</b> Deputy SENDCo</p>	<ul style="list-style-type: none"> <li>• Teacher of Computer Science and SEND</li> <li>• Currently studying for the Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA)</li> <li>• Currently studying for the NPQ SEND</li> </ul>
<p><b>Lily Hayward</b> Deputy SENDCo</p>	<ul style="list-style-type: none"> <li>• Teacher of English and Learning Support interventions</li> </ul>
<p><b>Lucy Mackenzie</b> Exam Access Arrangements Assessor</p>	<ul style="list-style-type: none"> <li>• Teacher of Science</li> <li>• Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA)</li> </ul>

**10) How do we secure equipment and facilities for students with SEND?**

Depending on individual needs and context, we may be able to lend equipment to students such as laptops, reading pens, coloured overlays.

In discussion with external professionals, we secure specialist equipment for individual students to use. Where necessary, key staff are trained to use the equipment safely.

**11) How do we evaluate the effectiveness of SEND provision?**

We evaluate the effectiveness of SEND provision by:

- Reviewing students’ individual progress towards their outcomes
- Reviewing the impact of interventions
- Using student voice
- Monitoring by the SENDCo, Deputy SENDCos, Heads of Year, Senior Curriculum Leaders, Senior Leadership Team

- Holding annual reviews for students with EHCPs
- Holding SEND review meetings for students at SEND Support
- Learning Walks

### **12) How do we enable students with SEND to engage in activities available to those in the school who do not have SEND?**

All students at Malmesbury School are fully included in all activities in school. Staff ensure there are no barriers in place so that all students with SEND can enjoy the same activities as other students in school.

- All of our extra-curricular activities and school visits are available to all our students.
- All students are encouraged to participate in all aspects of school life such as interform, sports activities, school productions, theatre trips, choir, orchestra, foreign exchanges, cultural visits, Open Evening, School Council etc.
- No student is ever excluded from taking part in these activities because of their SEN or disability.
- Where necessary, we request additional support and advice from external specialists in order to ensure students' needs are fully met and students are safe.

See our Accessibility Plan (on the SEND page of our school website) for further information about how we ensure disabled students are able to access our school.

Parents of children with SEND are encouraged to contact our SENDCo prior to their child starting so that discussions about support, provision and transition can be had and individual arrangements made.

### **13) What support is available for improving emotional, mental and social development?**

We provide support for students to improve their emotional, mental health and social development in the following ways:

- Students with SEND are encouraged to participate in the school council
- Students with SEND are involved in student voice
- Students with SEND are also encouraged to participate in all clubs and extra-curricular activities to promote teamwork, develop social interaction and build friendships

We have a zero tolerance approach to bullying.

Students report anything concerning them to a member of the pastoral support team.

### **14) How do we work with other agencies?**

Involvement with external agencies is made in consultation with staff, parents and students through the referral processes accepted by various agencies. We may request parents seek advice and support from their GP.

In addition to the external specialists listed in section 8, we work closely with health and social care bodies, local authorities (LAs) and other specialist professionals in order to meet students SEND needs and support their families.

Where necessary, an Early Support Assessment referral may be made.

### **15) Who do you need to contact to make a complaint about our SEND provision?**

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

- Jessica Abel-Goldbin
- Email: [jabel@malmesbury.wilts.sch.uk](mailto:jabel@malmesbury.wilts.sch.uk)
- Telephone number: 01666 829700

If concerns remain, the parent/carer should contact our Headteacher, Mr Brett Jouney or our SEND Governor, Mrs Sue Poolman. Mrs Poolman will bring the matter to the attention of the Governing Body if necessary. The Local Authority may also be contacted.

### **16) Contact details of support services for parents of students with SEND:**

Wiltshire SENDIASS: [Welcome to Wiltshire SENDIASS | KIDS](#)

Wiltshire Parent Carer Council: [WPCC \(wiltshireparentcarercouncil.co.uk\)](http://www.wiltshireparentcarercouncil.co.uk)

### **17) The Local Authority Offer:**

Our Local Authority's Local Offer is published here:

[SEND Local Offer - Wiltshire Council](#) or [www.wiltshire.gov.uk/local-offer](http://www.wiltshire.gov.uk/local-offer)

### **18) Monitoring arrangements:**

Our SEND Information Report will be reviewed by our SENDCo, Jessica Abel-Goldbin, every year. It will also be updated if changes to the information are made during the year.

### **19) Links with other policies and documents:**

Our SEND Information Report links to our:

- Access Arrangements Policy
- Accessibility Plan
- Equality Objectives
- SEND Curriculum Offer
- SEND Policy

Jessica Abel-Goldbin, SENDCo – January 2026