

Malmesbury Primary

SEN Information Report

May 2025

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Local Offer Contribution: <https://www.localoffertowerhamlets.co.uk/pages/local-offer/send/send>

Whole School Approach:

High quality teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about high quality teaching for all and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess:

We assess each pupil's current skills and levels of attainment on entry, which builds on previous settings and key stages, where appropriate. Class teachers undertake regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This includes progress in areas other than attainment, for example, social needs.

Slow progress and low attainment does not automatically mean a pupil is recorded as having SEN.

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 meet 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 SEN or other contributing factors
- 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 SEND or other needs

Plan:

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing e.g. workstations for pupils with ASC
- Using recommended aids, such as visual timetables, visual aids, larger font, iPads etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

The school provides high quality adaptive teaching and learning as part of High-Quality Teaching. However, for pupils on the SEND register, they will require additional support or personalised strategies or resources. In some cases, teachers may have to teach objectives from alternative year groups as outlined in curriculum progression documents.

5-A-DAY STRATEGIES TO SUPPORT... HIGH QUALITY OUTCOMES FOR OUR SEND PUPILS

- Explicit Instruction**
Clear, simple teacher-led explanations, modelling and frequent checks for understanding. 'I do-we do-you do' model to support children moving from guided to independent practice.
- Cognitive and Metacognitive Strategies**
Helping children to plan, monitor and evaluate parts of their learning to ensure learning 'sticks'. Eg asking children if they can use any previous learning to help, partner work to develop thinking, building self-regulation and resilience skills.
- Scaffolding**
A supportive tool or resource to support children in building learning independence eg: a task planner, a simple set of steps, a modelled or partially completed example, a wordbank/sentence starters or writing frame. Aim to reduce this support over time.
- Flexible grouping**
Temporary grouping of children, based on current level of mastery. Eg a group that comes together for a specific focus prior to accessing independent learning or a focus group who need additional input the main learning task.
- Using technology**
Technology can be used to model worked examples; it can be used by children to practice and to record their learning. Eg class visualiser to share/edit/improve children's work or voice recognition tools for children to say their spoken sentence before writing, Numbots/TTRS maths fluency practice.

This strategies are based on the EEP's 'Special Needs in Mainstream Schools' guidance report. They are part of the toolkit we use daily and flexibly to meet our children's needs.

Adaptive teaching and Learning at Malmesbury

Why does it matter?

Our children learn at different rates and to require differ levels and types of support from adults to succeed. Understanding our pupils' differences, including their differ levels of prior knowledge and potential barriers to learning, is an essential part of teaching.

Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

If we get the planning right with well-considered learning objectives, assessment/feedback methods and likely barriers identified, it will reduce the need to make in-the-moment adaptations.

<p>Before teaching</p> <p>Anticipate barriers children might face:</p> <ul style="list-style-type: none"> • different levels of prior knowledge • core vocabulary gaps • oracy/writing skills to support outcomes • a particular SEND • decoding written text • limited working memory • cultural experience • EAL • a common misconception • a lack of metacognitive knowledge or strategy • Complexity of resources/info <p>Plan to address them</p> <ul style="list-style-type: none"> • pre-read a text • supply background knowledge • use visuals/video to contextualise info • Real life/concrete experiences • teach key vocabulary (meaning, image, sentence) • introduce a concept via discussion • teach necessary learning behaviour • improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard) • plan to scaffold • prepare a model to share (whiteboard, visualiser) • Build opps for collaborative learning • plan targeted support from a TA 	<p>Intelligence gathering to check learning</p> <p>Informing subsequent planning and in-the-moment adaptations</p> <ul style="list-style-type: none"> • questioning • tests/quizzes • production tasks (e.g. writing, setting up an experiment, presentation, performance) • talk • hinge questions (planned q's to test if learning has been secured. Can also be to targetted chn) • labelling diagrams • answers on sticky notes or mini-whiteboard/ <p>In-the-moment adaptations</p> <ul style="list-style-type: none"> • adjust the level of challenge • clarify a task or provide steps to success • clarify what 'good' looks like • highlight essential content • re-explain a concept/explain it in a different way • give additional (or revisit) examples and non-examples • use partner learning • Grow understanding via questioning • Provide an additional scaffold through temporary grouping • use assessment as a teaching method • use an analogy • provide a prompt • Provide I do/we do before 'you do' • improve accessibility (e.g. visibility of whiteboard, text read to child)
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For pupils presenting with a high level of SEN whose needs cannot be met within the classroom environment, pupils access a specialist classroom throughout the day, which allows for their

specific needs to be met. Contact is maintained with the pupil's class and opportunities to work alongside their peers is encouraged.

Recommendations from professionals will be considered and any specialist equipment or strategies will be deployed. For example, pupils with ASC may have a workstation and personalised visuals. Alternatively, 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. Pupils with SEN may qualify for additional time during tests such as SATS through access arrangements.

We worked with a number of external agencies this year: We have made 50 referrals to external agencies so far this academic year.

- Educational Psychology service
- Phoenix Outreach
- NHS Speech and language therapy
- Blossom Tree - Speech and Language Therapy Service
- Occupational Therapy
- Stephen Hawking Outreach
- Support for Learning Service
- Behaviour and Attendance Service
- New Neurodevelopmental Clinic
- ASDAS - Autism Spectrum Disorder Assessment Service
- Child and Adolescent Mental Health Team (CAMHS)
- Audiology

Do:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Based on initial assessment, we also provided this year the following interventions:

- A variety of Speech and language interventions including Language, Inference and Reasoning, Colourful Semantics, Lego Therapy
- Sensory Circuits
- Sensory Stories
- Attention and Listening 'Attention Autism'
- Zones of Regulation
- Social Skills
- Art Therapy
- Friendship groups
- Smart moves
- Music interaction
- Talkboost

Interventions are in the main carried out by HLTAs or TAs, on a daily and weekly basis, as required. The majority of these are overseen by Blossom Tree (Speech and Language Therapy Service)

Review:

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Where progress cannot be tracked via the school's standard assessment procedures, Bsqared software is used to assess and plan smaller steps of progress. Teacher assessments are reviewed and moderated regularly through learning walks, lesson observations and book looks.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

In some cases, further assessment is required. We submitted 7 EHCP requests so far this year. We hold termly meetings for any child who has an EHCP or if the school is gathering evidence for one.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction - Children and Young people who are likely to fit under this category are those with Speech, Language and Communication Needs (SLCN). These children may have difficulties expressing themselves, difficulties understanding what others say to them, difficulties in understanding or using social rules of communication. Children and Young People with ASC including Asperger Syndrome and Autism may have particular difficulties with language, communication and imagination.

Provision this year:

- **We have one speech and language therapist two days a week in school. They are commissioned via Blossom Tree Speech and Language Therapy Service.**

Some children used Proloquo-to-go on iPad

- **Coreboards were used to support communication**

Other Interventions undertaken: Lego therapy, language for thinking, word aware, Attention Bucket, Sensory Stories, Intensive Interaction, Music interaction, Word aware and Talkboost.

- Cognition and learning - Children and young people who have learning difficulties; these children may learn at a slower pace than their peers even when the

curriculum is differentiated. It includes Specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dyspraxia or dysgraphia. It can also include those with moderate learning difficulties (MLD), severe learning difficulties (SLD) and those with profound and multiple learning difficulties (PMLD).

Provision this year

- **Workstations were used throughout the school with individual timetables**
- **TEACCH Programme**
- **Precision teaching**
- **See and Learn**
- **Reading and Language intervention (TH)**

2. Social, emotional and mental health – some children and young people may experience a wide range of social and emotional difficulties. Indicators may include being withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. This may be due to underlying mental health difficulties such as depressive disorders, anxiety disorders, self-harm, substance misuse, eating disorders, psychotic or mood disorders. Other children and young people may have attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

Provision this year:

- **Art Therapist**
- **Barnardos 1:1 referrals (over 10's)**
- **THEWS**
- **BASS**
- **CAMHS**

3. Sensory and/or physical needs - Some children and young people may require special educational provision due to a disability which hinders or prevents them from using educational facilities. This can include those with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI). Those with MSI will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Provision this year:

- *Sensory room*
- *Sensory circuit*
- *Braille Lessons - provided by Tower Hamlets Teacher of visually impaired*
- *TA learning Braille*
- *Smart moves*

(Reference: SEND Policy July 2024)

As at (13.05.2025), we have 132 children/young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. These include Termly Reviews, monitoring data termly, pupil progress meetings for children who may need an EHCP.

% of children on the SEND Register	% of K Pupils	% of Pupils who have an EHCP	% identified as having SEN linked to			
			Communi cation and	Cognition and Learning	Social, Emotional and	Physical and Sensory

			Interactio n		Mental Health	
29 % 132 Pupils	20 % 91 Pupils	9% 41 Pupils (National 2.5%)	74%	7%	14%	5%

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Annual Reviews	Class Teacher Senco TA SaLT Phoenix Outreach Parents	Annually
Twice yearly reviews	Class Teacher Senco Parents	
Pre - Transition Meetings	Class Teacher Senco Parents	Yearly
EP Meetings	Class Teacher Senco EP Parents	
Parent Teacher Consultations	Class Teacher Parents *Senco - where applicable	Autumn and Spring

Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Training undertaken this year:

- Zones of Regulation
- Team Teach (2 members of staff/)
- Language interventions - Speech and Language therapist
- Emotional Behaviour Training
- Senior Mental Health lead
- NPQ behaviour and culture

Staff deployment

Considerable thought, planning and preparation goes into utilising our staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

We have additional staffing to support children with an EHCP - we use staff across teaching and learning teams to support children with their key needs. It is also important that children are given opportunities to be successful in their independent learning too and avoid becoming over-reliant on one adult.

Challenges this year

Where key adults are absent or have training, this can impact the offer our children receive. Whilst we work to minimise the disruption to our children's education, this can mean they are working with adults they are less familiar with or our interventions are delayed/rescheduled.

Continuing to shift parental expectations away from a 1:1 for children with SEND as this is not financially viable, even with the highest band funding. Instead, looking at how we meet the needs of children's EHCP plan with its whole class, group and individual elements.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Developing the SEN provision into two classes and increasing our capacity
- Developing the SEN Provision across the school with the support of Natasha (specialist classroom teacher)
- continuing to maximise the use of teaching assistants across the school to ensure we are supporting children with SEN and evolving practice to reflect the latest research and pedagogy.

Relevant school policies underpinning this SEN Information Report include:

- Behaviour Policy
- Safeguarding Policy
- New Entrant Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 21/05/25