SEND Information Report

Malden Parochial Church of England Primary School

Reflecting the Kingdom of God by Enriching and Transforming Lives

SEND Information Report (Updated Autumn 2026)

Malden Parochial School is a mainstream primary school for children aged 3 – 11 years . All Kingston maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disability and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and / or Disability being met in a mainstream setting wherever possible, where families want this to happen. Information about how Kingston supports children with SEN (called their local offer) can be found on their website https://www.afcinfo.org.uk/local_offer

What is Special Educational Need?

Children with Special Educational Needs have learning difficulties that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to others.

Special Educational Needs are broadly defined by the following four areas of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical needs

Please read the questions below for more information about how we support children with Special Educational Needs at Malden Parochial. Further information can be found in our Special Educational Needs and Disabilities policy (click here).

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1. Who are the best people to talk to at Malden Parochial School about my child's difficulties?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

Class Teacher

Responsible for:

Quality first teaching (**QFT**)that meets the learning needs of all pupils

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) in agreement with the SENCO using SEND threshold guidance from the local offer https://www.afcinfo.org.uk/local_offer

Learning and progress of pupils within intervention groups and 1:1 sessions etc, outside of the classroom.

Providing input and targets for SEN Support Plans, and sharing and reviewing these with parents at least once each term and planning for the next term, as part of the assess-plan-do-review cycle.

Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress; this may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND need. The SEN Code of Practice says that every teacher is a teacher of SEN. Teachers are both responsible and accountable for the progress

and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure that they make appropriate progress.

SENCO/SENDCO

The Malden Parochial Special Educational Needs/Disabilities Coordinator (SENCO/SENDCO) is also the Deputy Head teacher, so part of the School's Leadership Team. This post is currently held by Mrs Fiona Whiteside. Mrs Whiteside is a qualified teacher and has successfully completed the National Award for SEN Co-ordination, as part of the MA in Special and Inclusive Education, and been accredited by the Institute of Education, UCL. In addition, Mrs Whiteside holds post graduate qualifications in Child Development and Specific Learning Difficulties and accreditation as a specialist teacher. She can be contacted through the School Office by either email at office@maldenparochial.school marked for her attention or by telephoning the school on 0208 337 4804.

Responsible for:

Developing the school's SEND policy to make sure all children get appropriate support and high quality teaching.

Coordinating the provision for children with special educational needs or disabilities (SEND) with teachers and teaching assistants

Ensuring that parents are:

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Involved in supporting your child's learning; kept informed about the support your child is getting; involved in reviewing your child's progress; supported through other agencies such as your GP, local charities and support organisations, the local authority's information, advice and support service.

Liaising with external agencies who may be coming into school to help support your child's learning, for example, a Speech and Language Therapist or an Educational Psychologist.

Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are records of your child's progress and needs.

Providing specialist guidance to colleagues in the school so they can help children with SEND in the school achieve the best progress possible

Liaising with potential next providers of education to ensure a smooth transition is planned.

Head Teacher

Responsible for:

The day-to-day management of all aspects of the school, this includes the support for children with SEND.

Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND.

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SEND Governor

Responsible for:

Making sure the necessary support is made for any child who attends the school who has SEN Ensuring that quality improvement of all areas of the school are delivered with a focus on SEND

We warmly welcome families to visit the school to discuss their child's needs and a visit can be arranged through the school office

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2. How does Malden Parochial know if children need extra help and what should I do if I think my child may have special educational needs?
● We track the progress and attainment of all pupils through termly assessments, tracking systems, book scrutiny, lesson observations and learning walks which help to identify any additional needs or celebration of achievement. ● The class teacher continually monitors pupil progress and social and emotional well-being, overseen by the Senior Leadership Team (SLT). If there are any concerns the Special Educational Needs Coordinator (SENCo) is consulted ● If parents/carers have any concerns about their child's progress, attainment or well-being they are encouraged to make an appointment with their class teacher. A meeting will be arranged as soon as possible ● Alternatively, they can speak to our SENCo or the Headteacher ● If a child has already been identified as having a special educational need they will have a SEND Support Plan. Their progress is reviewed with parents/carers termly at a review meeting. This may replace the parent consultation meeting. ● Children who have an Education Health and Care Plan (EHCP) will be reviewed yearly at an Annual Review with the child and those adults involved in the child's education and wellbeing.

3. **How will Malden Parochial staff support my child?**
Children can be supported through additional help and intervention, this may include: ● The class teacher with focused, targeted teaching in place in class ● The class teacher setting focused learning tasks for children in class where planning is differentiated or adapted to suit the child's specific needs

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- Additional support within or outside the classroom by a member of teaching support staff
- Specific intervention programmes run before and during school - if your child has been identified as needing extra support, they may be invited to join one of the groups
- Specialist group run by an outside professional (i.e. Speech and Language Specialist if a child has an EHCP)

If a child has a Support Plan it will show what sort of provision is in place, what outcome is expected, who is providing it and for how long.

Progress of all children receiving additional support will be monitored to ensure that the provision we have put in place is having the impact we are expecting.

Quality First Teaching by your child's class teacher is the first level of support for all children including those with SEND. This means :

- The teacher has the highest possible expectation for your child and all pupils in their class
- Teachers build on what the child already knows, can do and can understand
- Learning is adapted or differentiated; this may be through resources, varied teaching styles or support.
- Learning tasks are adapted to enable all children to access their learning as independently as possible
- Different ways of teaching are used, so that your child is fully involved in learning in class
- Specific strategies and advice from the SENCo are put into place to support your child's learning

Your child's teacher will have assessed your child and is aware of any gaps in their understanding and learning requiring extra support to make the best progress possible.

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Intervention groups will be for children identified by the class teacher as needing extra support in school to help them with specific gaps in their understanding and learning or to help them build social skills or to build confidence and self-esteem.

These groups might include:

- **Literacy and Language**: Reading, Phonics, Communication and Language, SPaG (Spelling, Punctuation and Grammar), Speech and Language, Colourful Semantics, School Start
- **Maths:** Times tables, number facts and specific areas of maths
- **Social Skills/ PSEd**: Social Emotional Communication, Nurture, Social Skills Games, Attention, Lego Therapy
- **Coordination:** Fine motor, Handwriting, Touch Typing, Memory Skills

The SENCo keeps an overview of all intervention groups. These groups are not just for children with SEND.

At Malden Parochial, we believe that early intervention and support maximises the individual child's potential and maintains progress.

Specific individual support

- If your child requires further intervention or support to make expected progress, they will be placed on the Special Educational Needs and /or Disabilities Register. This means that the SENCo as well as their class teachers will closely monitor them.

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- If your child is identified as needing sustained and specialist additional support to enable them to make expected progress the parents/carers will be invited to an initial meeting at the school with the class teacher and SENCo to draw up a plan. Targets will be written by the class teacher and the SENCo and will be shared with the child and parents for the coproduction of the Support Plan.

Education, Health and Care Plan (EHCP)

These children have been identified by the class teacher/ SENCO/Outside Agencies as needing a high level of individual or group teaching. The level of support required will be specified in the EHCP and we work closely with parents and children to ensure the support is provided for your child. Progress is monitored constantly to ensure it is effective.

4. How will the curriculum be matched to my child's needs?

- Adaptation and differentiation is embedded in our school curriculum and practice. All teachers adapt or differentiate learning to meet the needs of the children in their class. This may be through resources, class groupings, individualised teaching strategies or additional support provided by a teacher or TA
- Every class teacher uses Quality First Teaching (QFT) approaches to adapt lessons to meet the learning needs of their pupils. These adaptations may be planned ahead using knowledge of prior learning but need to be flexible so that they can be made within the lesson in response to formative assessment. All pupils share in the learning intentions

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- We track the pupil's progress termly. We have regular pupil progress meetings which help us to highlight individual children and we discuss next steps
- All of our staff are clear on the expectations of progress and this is closely monitored by the Head teacher, SENCo and the overview shared with governors

5. **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- Parent consultation evenings termly ensure we share your child's progress with you.
- A written report is given at the end of the summer term with a focus on next steps for learning. Additional meetings can be arranged on request.
- The website also has additional information to help families support their child's learning and wellbeing.
- We also deliver or facilitate parent workshops on various curriculum areas through the year. We encourage parents to attend these meetings as they can help to provide support and understanding on teaching and learning methods used at school in that particular area. They will also advise on how you can support your child at home.

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- For some children with special educational needs, targets are identified and strategies discussed and put in place and reviewed termly. These are shared and agreed by parents at a meeting in school with the class teacher and SENCO. If your child has an Education Health Care Plan, objectives and targets are discussed at Annual Reviews or sooner if necessary with the SENCO. Outside agencies may make recommendations and these will be shared and agreed by you at the review. We value the contribution of parents/ carers so we work in partnership together.

- In addition to these meetings, the school has an open door policy and class teachers, SENCo and Headteacher are happy to meet with parent/carers.

6. **What support will there be for my child's overall well-being?**

- All of our staff offer a high level of pastoral support. Pupils are encouraged to talk to staff they feel comfortable with if the need arises

- Our Behaviour Policy gives clear guidance on expectations, rewards and sanctions and is fully implemented throughout the school. We rigorously monitor attendance and work with our Education Welfare Officer to take

necessary actions to support vulnerable learners including those with SEND need, and to prevent prolonged, unauthorised absence.

- All pupils are supported with their social and emotional development through the curriculum in PSHE lessons (personal, social, health, and emotional) and at playtimes. Themes and ideas are developed, shared and discussed in class lessons, circle times, activities, Collective Act of Worships, interventions and whole school projects.

Whole school projects have included:
Sun safety week, Mental Health Awareness Week, Anti Bullying Week, Internet Safety Week

- We have a Pupil Voice Team, with representatives from all classes. They are appointed by their classmates and have opportunities to share views and put forward new ideas. Each year, the children complete questionnaires to do with their well-being in school, such as happiness or safety. Any concerns raised are followed up and we build on positive responses.

- Malden Parochial runs social skills groups and emotional literacy groups for identified children who may be considered vulnerable. Trained support staff run Lego Therapy groups weekly.

- A wide range of extra-curricular clubs are provided. (Internally run clubs and fee paying external run clubs).

- We see the importance of developing staff expertise in supporting emotional health and well-being and this has been facilitated through whole school training with the Educational Psychologist. Our Educational Psychologist also works closely with the SENCO and class teachers to support individual children within the school.

- All pupils are supported with their well-being. We work closely with our Mental Health Support Team partners at AfC.

7. What specialist services and expertise are available at or accessed by Malden Parochial school?

- All of our teachers hold Qualified Teacher Status. Some of our staff are trained in specialist areas to support special educational needs and we encourage staff to continually update their skills and knowledge.
- The school has an excellent relationship with all external agencies. These include:
  - Educational Psychology Service,
  - Speech and Language Service, Health,
  - Family Adolescent and Child Team (FACT),
  - Family Advice and Support Service (FASS),
  - ASD advice from Specialist Units in the LA,
  - Hearing and Visual Support Services

- Behaviour support via the Education Inclusion Support Service (EISS)
- We work with Social Services and Community Police.

8. What training are the staff supporting children with SEND had or are having?

- We regularly invest time and money in training our staff to improve class teaching delivery, small groups and 1:1 intervention. We hold weekly staff meetings which include dedicated time for training within the core subjects and the wider curriculum we offer. This also includes staff updates on matters relating to special educational needs and disability.
- All staff have completed training on safeguarding within the last year and we have 2 members of staff who have Level 3 safeguarding training
- The SENCO has provided updates on changes to statutory regulations.
- Support staff have regular meetings/training sessions with the SENCO. Meeting content is specifically targeted at individuals or groups of children who have specific difficulties.
- Support staff training covers a wide range of areas, for example, speech and language training, how to best support children with a poor working memory, fine and gross motor training and supporting poor spellers, the teaching of reading, supporting children with anxiety, the use of screeners or simple assessment tools or behaviour management

approaches.

- Our SENCo is a qualified teacher and has the National Special Educational Needs Coordinator Award. She is a member of the Senior Leadership Team and ensures that all staff training and support reflects SEND professional development needs within the school.

9. How will my child be included in activities outside the classroom including school trips?

We are an inclusive school and so no child is excluded or prevented from participating in and enjoying the same experiences as any other child at Malden Parochial. We expect all learners to be able to join in with all aspects of the curriculum; including activities outside the classroom. Where there are concerns of safety and access, further consideration is put in place to ensure that needs are met. We would involve parents/ carers in these discussions.

- Designated teaching assistants are trained in first aid and they support teachers on school day trips and residential trips.
- Pupils with SPs and EHCPs will have a range of adult support which includes individual 1:1 and or small group support.

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10. **How accessible is Malden Parochial's environment?**
• We have an Accessibility Plan and make every effort to make reasonable adjustments where possible. (See Accessibility Plan and Disability Equality Scheme on school website) Our school is wheelchair accessible externally, however access to the two levels in the main building have to be from outside. We have disabled toilet facilities. • All staff have been trained in using an epi-pen.

11. **How will Malden Parochial prepare and support my child to transfer to a school or the next stage of education and life?**
Good transition and induction are vital, whether moving between classes or between settings. **Transfer to Malden Parochial in the Early Years**: Our Early Years Team work closely with Pre-Schools, Day Nurseries and Nursery Schools to ensure the transition of a child is as seamless as possible and the children settle quickly and happily into their new environment. A meeting with class teachers, support staff and the Headteacher prior to your child's arrival is held in the summer term. Before your child starts in September, all parents will receive a welcoming pack and the child will also receive a booklet with pictures of staff and things they need to know. Before they start in September, Nursery children will have a home visit from the Nursery staff and Reception children will be invited into school for parent

discussions and a child activity session. If a child has been assessed with SEND, there will be additional liaison opportunities and where required outside agencies will be consulted to make sure all needs are covered. We try to ensure all information is in place before the child starts.

Transfer to other classes within Malden Parochial: All staff at Malden Parochial liaise closely to ensure that transitions are smooth and successful. Meetings are arranged with the SENCO and previous class teacher to ensure information is passed on. A 'transition book' will be made for children who we feel would benefit and visits to the new classroom will be timetabled to help familiarise and reduce anxiety. We realise each child has different needs and recognise that for some a more personalised approach may be needed. We would therefore encourage parents to discuss their views with the Inclusion Leader/SENCo so we can work together to ensure the right support is in place.

Transfer to other schools from Malden Parochial: When a child transfers from Malden Parochial to another school we provide information for the next setting. For children on the SEND register or with an EHCP there is additional liaison and sharing of information

Transition for children from KS2 to Secondary School: Transition is equally thorough at KS2. Local schools visit the children on site at Malden Parochial and also meet with our teachers. If deemed necessary children will have the opportunity to visit their new school on an individual basis, in addition to the customary Secondary Transfer day that the LA provides for all children on transition to Secondary School. SEND information is shared toward the end of the Summer Term to enable a smooth transition to Secondary schools in the LA. This involves meetings with the year 6 teacher and SENCO and the next school to meet and hand over information and discuss the needs of pupils.

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12. **How are Malden Parochial's resources allocated and matched to children's special educational needs?**
● The Head teacher, Governors and School Business Manager oversee all matters of finance. Interventions and support are based on need and are costed and evaluated. The SENCO and Head teacher regularly meets with the School Business Manager to consider budget issues. ● Where a child needs additional support over and above the core funding, the school will apply for additional funding to further meet their needs through an Education, Health and Care Plan (EHCP)

13. **How is the decision made about what type and how much support my child will receive?**
● All class teachers deliver quality first inclusive teaching. The code of practice makes teachers accountable for the progress of ALL children in their class including those supported by specialist staff. ● Any need which arises will primarily be identified by them. The identification of a need can be at any time throughout the year and is not limited to half-termly assessments and data analysis. The class teacher will inform you of any areas of your child's school life they feel needs additional support or continued discussion. The class teacher will

then decide on what type of support is needed and put this in place. They will then monitor and gather evidence of the impact of support.

- For those children who need extra specialist support, the class teacher will arrange to meet with the SENCO and further discussions will take place to decide on the way forward. If appropriate the SENCo will make the necessary referrals after parent consultations to the necessary agencies such as the Educational Psychologist or Speech and Language Therapist.
- All interventions are monitored for impact and outcomes are defined at the start. The SENCO also monitors pupil progress and the impact of intervention.

14. **How are parents involved at Malden Parochial School? How can I be involved?**

We strongly believe that a partnership approach with parents/carers is the best way to support a child's learning and needs. We have an open-door policy and teachers regularly meet with parents to discuss learning. There are many ways in which we encourage parents to become involved in their child's education:

- Our Governing Body includes Parent Governors
- Up to date communication (information via e-mails, newsletter, website

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- We have a strong Parent Staff Friends Association (PTA) and a large group of Parent Volunteers who assist in the classrooms and with trips. Special welcome days take place throughout the school calendar year, which target family members of our community such as 'Grandparents Morning' and 'Parents in Class'.
- Parent Workshops
- Parent Consultation Meetings
- Class Assemblies
- Parental help for visits
- Each class has a WhatsApp group and a class representative co-ordinates information to parents within their child's class.

We are very happy for parents to volunteer to help in school. All parent helpers must have a DBS check and complete forms obtainable from the office.

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Explanation of acronyms:					
EP	Educational Psychologist	**ASD /ASC**	Autistic Spectrum Disorder /Conditions	**EAL**	English as an Additional Language
SALT	Speech and Language Therapist	**PTA**	Parent, Teacher Association	**SP**	SEN Support Plan
OT	Occupational Therapist	**LA**	Local Authority	**SEND**	Special Educational Needs and Disability
SEN	Special Educational Needs	**CPD**	Continuing Professional Development	**SENCO**	Special Educational Needs Co-ordinator
EHCP	Education, Health and Care Plan		**NB All children have to meet certain eligibility criteria in order to access services stated above**		

This document complies with Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014

Updated Autumn 2025 - This report will be reviewed annually.