

### Form submission for:

<b>Name of School</b>	Muschamp Primary School
<b>Address</b>	Muschamp Road, Carshalton
<b>Postcode</b>	SM5 2SE
<b>Name of contact person</b>	Laura Keefe SENDCO
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<b>Website</b>	<a href="https://www.muschamp.org.uk/">https://www.muschamp.org.uk/</a>
<b>Facebook</b>	
<b>Twitter</b>	<a href="https://twitter.com/MuschampPrimary">https://twitter.com/MuschampPrimary</a>
<b>Contact to discuss child needs</b> Who will I contact to discuss the concerns or needs of my child?	First point of contact: <ul style="list-style-type: none"> <li>● Language Base Pupils: Language Base Teacher - monitors progress of each pupil and liaises with key staff about interventions needed or Language Base Special Needs assistants (supporting those children with an Education, Health and Care Plan)</li> <li>● Mainstream Children: Class Teacher- monitors progress of each pupil and liaises with key staff about interventions needed.</li> </ul> Second point of contact. <ul style="list-style-type: none"> <li>● Special Educational Needs Coordinator (SENCO)</li> <li>● Family Support Worker</li> </ul> Third point of contact <ul style="list-style-type: none"> <li>● Headteacher</li> <li>● Head SEN Governor</li> </ul>

<p><b>About the school</b></p>	<p>Muschamp is a 3 form entry Primary School with a resourced provision (LOB) for pupils with specific Speech and Language difficulties. At Muschamp we are committed to inclusive education and ensure that all pupils receive their education entitlement as well as meeting their social and emotional needs. Every child who would benefit from SEN provision receives appropriate support which may involve the use of outside agencies when required. We have a 52 place provision for children who have an EHCP for specific Speech and Language difficulties. These children are included in classes throughout the school and have access to specialist teachers and assistants for small group work and onsite Speech and Language therapy.</p> <p>We encourage children to develop lively, independent enquiring minds. We develop the children’s ability to apply themselves to multidisciplinary tasks. We encourage children to question and argue rationally. We encourage children to pursue cultural, sporting, physical or academic challenges. We address the emotional, spiritual and moral dimensions of each individual. We develop each Child’s ability to care for each other and the environment. We encourage positive behaviour and self motivation.</p> <p>Muschamp Primary School provides a rich curriculum that meets the needs of each pupil, ranging from Maths and English to creative arts and knowledge of the world. We develop the children’s ability to be independent and collaborative learners by developing their skills as well as their knowledge and understanding so that they can apply their learning with confidence. We also use accelerated learning techniques including breaking up lessons with short physical activities, kinaesthetic learning, mind mapping and thinking skills. We offer a range of after school clubs and activities to both enrich the curriculum and broaden and develop the children’s talents.</p>
<p><b>Assessing children</b> How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> <li>● All pupils in the Language Opportunity Base (L.O.B.) require an Education Health Care Plan (EHCP)</li> <li>● Parents/ carers and all relevant professionals will be invited to attend an Annual review meeting to discuss progress and set new or additional targets for the following year.</li> <li>● All Language Base pupils have a Personal Learning Intention Map (PLIM) document which is jointly set with the Language Base staff, Speech and Language Therapist and Occupational Therapist as appropriate. These are reviewed twice yearly and any changes made</li> <li>● Parents/Carers will be invited into school to discuss these</li> <li>● Language Base Staff complete B Squared to assess the children, that is an online tool used to mark off the objectives that children have achieved and they are broken down into smaller steps to help us monitor the progress</li> <li>● For children in mainstream staff complete excel spreadsheets against the objectives for the year group they are working at.</li> <li>● These are monitored termly to look at support in place and if anything needs to change for a child.</li> </ul>

	<ul style="list-style-type: none"> <li>● Children on our SEN register have an SSP (SEN Support Plan) which has specific termly targets for them to work on - these are discussed at parents evening.</li> <li>● Language Base and Class teachers employ assessment for learning to monitor progress in a lesson and reshape the learning.</li> <li>● Marking is used to ensure children are aware of the next steps they need to make progress.</li> <li>● Challenges are regularly set for pupils when work is marked which the pupils are expected to do. This is used to provide further on-going assessment information.</li> <li>● Family Support Worker is available to support families as needed</li> <li>● Additional support may be provided via additional resources after discussions with key staff, parents/carers, pupil and where relevant, external agencies</li> <li>● Governors are provided with attainment and progress information. They act as 'critical friends' and challenge staff to use their best endeavours to raise standards further</li> </ul>
<p><b>Informing parents and carers</b> How will I be kept informed about how well my child is doing?</p>	<ul style="list-style-type: none"> <li>● School staff may informally discuss progress with parents/carers as needed</li> <li>● An annual report to parents/carers is written by the Language Base and class teacher which details the achievements, strengths and areas of development in the different curriculum areas.</li> <li>● Parents are invited into school on the last Wednesday of every month for 'Welcome Wednesday'. This is an opportunity for parents to talk to their child's teacher and look at the work they have been doing.</li> <li>● Parents evening happens twice a year</li> </ul>
<p><b>Updates on progress</b> How regularly will I be updated on my child's progress?</p>	<ul style="list-style-type: none"> <li>● All Language Base pupils have a Personal Learning Intention Map (PLIM) document which is jointly set with the Language Base staff, Speech and Language Therapist and Occupational Therapist as appropriate. These are reviewed twice yearly and any changes made</li> <li>● An annual report to parents/carers is written by the Language Base and class teacher which details the achievements, strengths and areas of development in the different curriculum areas</li> <li>● Parents/carers and all relevant professionals will be invited to attend an Annual review meeting to discuss progress and set new or additional targets for the following year for children with an EHCP.</li> <li>● Parents are invited into school on the last Wednesday of every month for 'Welcome Wednesday'. This is an opportunity for parents to talk to their child's teacher and look at the work they have been doing.</li> <li>● Parents evening happens twice a year</li> </ul>
<p><b>If a child is not making progress</b></p>	<ul style="list-style-type: none"> <li>● School staff may informally discuss progress with parents/carers as needed</li> <li>● A meeting may be set up with the school SENDCO to discuss next steps.</li> </ul>

<p>Will I know if my child is not making progress and what will happen?</p>	<ul style="list-style-type: none"> <li>• Additional support may be provided via additional resources after discussions with key staff, parents/carers, pupil and where relevant, external agencies</li> </ul>
<p><b>Curriculum</b> What is the curriculum and how is it taught?</p>	<ul style="list-style-type: none"> <li>• The National Curriculum and Early Years Foundation Stage (EYFS) statutory framework is taught in our Language Opportunity Base(L.O.B.)</li> </ul>
<p><b>Adapting for child needs</b> How will the curriculum be adapted to meet the needs of my child?</p>	<ul style="list-style-type: none"> <li>• Within the L.O.B. teaching styles vary to accommodate learning needs. The curriculum is highly visual and often practical in nature</li> <li>• The LOB has 52 spaces with approximately 8 pupils per year group.</li> <li>• Staff levels are high within the L.O.B. This is usually at a ratio of 1:8</li> <li>• Regular 1:1 sessions for target work</li> <li>• Interventions providing additional support may be used with individuals and groups</li> <li>• Where possible, cross curricular links are explored when lessons are planned</li> <li>• First hand experiences through visits are explored when topics are planned</li> <li>• work with therapists to look at how the children’s needs can be catered for.</li> </ul>
<p><b>Teacher flexibility on child needs</b> How flexible can teachers be in meeting the needs of my child?</p>	<ul style="list-style-type: none"> <li>• Teachers take into account the different learning styles of the pupils within their class and adapt the curriculum accordingly within the framework of the National Curriculum.</li> </ul>
<p><b>Additional support</b> Is there any additional support available to help my child reach his/her expected outcomes?</p>	<ul style="list-style-type: none"> <li>• Pupils in the LOB have access to Speech and Language Therapists and Occupational Therapists on site if indicated on their EHCP. The frequency of sessions is decided on an individual basis and is by recommendation of the therapists as part of the pupils EHCP provision.</li> <li>• Planning takes account of individual pupil needs</li> <li>• Grouping arrangements organised carefully to maximise learning opportunities for all</li> <li>• Advice from agencies such as the Autistic Spectrum Disorder Service, Educational Psychology, Speech and Language Service, Occupational Therapy, Physiotherapy and others may be sought.</li> </ul>
<p><b>Learning strategies</b> Are there any special features or strategies to help children learn?</p>	<ul style="list-style-type: none"> <li>• Staff within the LOB are experienced in working with children with Speech and Language delays or disorders and this is reflected in the teaching styles used within the LOB.</li> <li>• Daily phonics lessons across Early Years Foundation Stage, Key Stage 1 and 2 as appropriate.</li> <li>• Lessons are planned carefully to meet the needs of all learners</li> </ul>

	<ul style="list-style-type: none"> <li>● Learning tasks are introduced and modelled for the pupils, teaching points are addressed in the lesson and learning is reshaped accordingly</li> <li>● Some classes/ identified pupils may have access to online support programs such as a reading programme Oxford Owl</li> <li>● Diagnostic testing and assessment</li> <li>● A visual timetable which details the daily planned activities is displayed within the LOB</li> <li>● The school's physical environment is accessible to all learners, including those with disabilities</li> <li>● Trained Emotional Literacy Support Assistants (ELSAs) may work with individuals so that they are in a position to focus on learning when in class</li> <li>● Pupils in the LOB may be involved in social skills groups, speaking and listening groups and fine and gross motor skills groups according to individual need.</li> <li>● Learning walls in classrooms support the learning</li> </ul>
<p><b>Meeting child needs</b> How do I know my child's particular need will be met?</p>	<ul style="list-style-type: none"> <li>● Language Base Teachers and Class teachers attend a pupil progress meeting each term to discuss the progress of each pupil. The rates of progress are monitored and those pupils not making the expected rate of progress are identified. Strategies will be actioned in order for the identified pupils to reach their expected outcomes.</li> <li>● Reasonable adjustments are made to help pupils to learn. For example, some pupils may use special equipment such as pencil grips and sloped writing desks.</li> </ul>
<p><b>Access to exams</b> What arrangements are available for pupils to access tests and assessments?</p>	<ul style="list-style-type: none"> <li>● Year 1 completes the Phonics screening assessment.</li> <li>● Year 4 completes the times table assessment.</li> <li>● Year 2 and 6 complete SATS</li> <li>● Year 6 pupils may be assessed to determine whether individuals qualify for additional time.</li> <li>● Some pupils for statutory tests (Year 2 and 6) access them in a smaller environment Some children, where deemed appropriate, may not take the end of Key stage tests in line with assessment guidelines</li> <li>● Advice regarding access arrangements may be sought from the Educational Psychologist</li> <li>● School adheres to current access arrangements for Key Stage 1 and 2 statutory tests.</li> <li>● Booster and revision groups are used to support the children and tutoring.</li> </ul>
<p><b>Additional support or time for exams</b> How will I know if my child qualifies for additional support or time to access tests?</p>	<ul style="list-style-type: none"> <li>● Class teachers will inform parents/carers whether their child qualifies for additional support or time to access tests.</li> </ul>

<p><b>Comfort, safety and socialising</b> How does the school help my child to feel comfortable and safe and manage social situations?</p>	<ul style="list-style-type: none"> <li>● School follows the Values ethos which encourages good citizenship through values teaching. The personal qualities of these values are reflected in assemblies and filter through into lessons. Each class has a display of our values.</li> <li>● Family Support Worker- individual strategies to achieve planned outcomes regarding social interaction are initiated with identified children; parenting courses.</li> <li>● Use social stories</li> <li>● Home/School liaison - Class Dojo</li> <li>● Some children may have access to specialist support</li> <li>● Shared outcome setting at parents' evening/review meetings</li> <li>● Visual timetables/cues</li> </ul>
<p><b>Developing social &amp; emotional skills</b> How does the school help develop my child's social and emotional skills?</p>	<ul style="list-style-type: none"> <li>● Trained Emotional Literacy Support Assistants (ELSAs) may work with individuals so that they are in a position to focus on learning when in class. We also have a Listening Lounge where children can go and different sensory spaces in school.</li> <li>● Groups to develop social skills and/enhance self-esteem</li> <li>● Lunchtime and after-school clubs e.g. football, activity groups, sports and fitness groups, choir etc</li> <li>● Zones of regulation taught and children check in throughout the day to talk about their feelings. Mental Health Champions in year 5 and 6 support the children in other classes in the morning with these check ins.</li> </ul>
<p><b>Complaints</b></p>	<ul style="list-style-type: none"> <li>● Any complaints regarding a child with SEN please direct to Mrs L Keefe - SENDCo</li> <li>● Our complaints policy can be found on our school website - <a href="https://muschamp-primary-school-and-language-base.secure-primariesite.net/policies/">https://muschamp-primary-school-and-language-base.secure-primariesite.net/policies/</a></li> <li>● You may also obtain a copy of our complaints procedure by contacting the school office.</li> </ul>
<p><b>Bullying</b> What is the school's policy on bullying?</p>	<ul style="list-style-type: none"> <li>● Anti Bullying Policy and procedures – focus on vulnerable groups</li> <li>● E-safety and cyber bullying is addressed at an appropriate age</li> <li>● Staff presence at breaks and lunch, before and after school</li> <li>● Strong ethos of pastoral care (Family Support Worker, ELSAs)</li> </ul>
<p><b>Disability support</b></p>	<ul style="list-style-type: none"> <li>● The building is accessible to wheelchair users</li> <li>● Disabled toilet and changing facilities</li> <li>● The school has a strong ethos of including children with SEN and disabilities</li> </ul>

<p>What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<ul style="list-style-type: none"> <li>● Transition preparation lessons</li> <li>● Sensory support</li> </ul>
<p><b>Accessing lessons</b> How do I know my child will be able to access all lessons?</p>	<ul style="list-style-type: none"> <li>● Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons</li> <li>● School can refer to specialist services to seek advice regarding areas such as seating assessments</li> </ul>
<p><b>Who we work with</b> Who does the school work with?</p>	<p>Muschamp Primary works with a number services including:</p> <ul style="list-style-type: none"> <li>● Educational Psychology Service</li> <li>● Sensory Impairment Service</li> <li>● Speech Language and Communication Needs Service</li> <li>● Autism Spectrum Disorder Service</li> <li>● Special Educational Needs (SEN) Team at the LB of Sutton</li> <li>● Occupational Therapy</li> <li>● Physiotherapy</li> <li>● Paving the Way</li> <li>● CAMHS</li> <li>● EWP</li> <li>● School Nurse</li> <li>● Child and Adolescent Mental Health Service</li> <li>● Children's Services</li> <li>● English as an Additional Language Service</li> <li>● Play Therapy</li> <li>● ASD/Intensive Interaction Specialist - Fernando</li> <li>● SEN Yoga specialist - Emma</li> </ul> <p>● The SENCO liaises with class teachers and school leaders to prioritise referrals. Other services (typically those listed above) can be accessed on a referral basis. Referrals to services may also come about following pupil review meetings.</p>
<p><b>Working with other agencies</b> How does the school work with other agencies?</p>	<ul style="list-style-type: none"> <li>● Staff (usually the SENCO or class teacher) discusses the referral to a service with parents/carers</li> <li>● Voluntary sector.</li> </ul>

	<ul style="list-style-type: none"> <li>● Full-time Family Support Worker and Pastoral leader - available to all families. This is a drop in service that families can access when needed</li> <li>● SENDCO meets with families and agencies to discuss support and progress the child is making.</li> </ul>
<p><b>Informing parents and carers</b> How will I be informed?</p>	<ul style="list-style-type: none"> <li>● Recommendations are shared with parents and expected outcomes and strategies to meet those outcomes are planned. These happen at parents evenings as well as yearly annual reviews for those children who have an EHCP.</li> </ul>
<p><b>Helping your child settle with confidence</b> How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p>	<ul style="list-style-type: none"> <li>● We have a 4 week transition programme within school to allow pupils to become more familiar with their new teacher. Meet the teacher meetings take place at the end of the Summer term which gives a chance for parents to find out about arrangements for such things as PE, homework, the curriculum topics and reading expectations. Parents and children meet their new class teacher and see their new classroom too.</li> <li>● Key staff and often some Year 7 students from the secondary school visit Muschamp Primary to speak to the Year 6 pupils transferring to their school.</li> <li>● Move between year groups/key stage: Identified pupils have a number of additional visits to the new class and area of the school and receive booklets with photos and information to share at home.</li> <li>● Move between schools: Additional visits to a new school may be arranged as well as the staff visiting the child at our school first and photos shared.</li> <li>● Transition arrangements are planned at Year 6 Education, Health and Care Plan reviews</li> <li>● Family Support Worker attends Year 6 to Year 7 pastoral handover</li> <li>● SENCO attends Year 6 to Year 7 SEN transfer meeting</li> <li>● SENCO and Early Years Lead attend transition meetings for pupils with SEN for children making the transition from pre-school to Nursery or Reception.</li> <li>● All pupils in Year 6 are invited to a familiarisation day at their secondary school. Reasonable adjustments are made for those with SEN and /or disabilities eg names of key staff members, maps of the school, tutor group information etc are shared with the primary school</li> </ul>
<p><b>Extended School Day</b> What additional facilities do you offer?e.g. Breakfast club; After school clubs; walking train to after school care</p>	<ul style="list-style-type: none"> <li>● Muschamp Primary has a breakfast Club and After School club run by Energy Kidz. Information about timings can be found on our website. <a href="https://www.muschamp.org.uk/energy-kidz-1/">https://www.muschamp.org.uk/energy-kidz-1/</a></li> </ul>

<b>Policies</b> Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan	Our school web address is: <a href="https://www.muschamp.org.uk/policies/">https://www.muschamp.org.uk/policies/</a> The following policies (and others) can be accessed through the website:• Inclusion policy • SEN policy • Safe-guarding and child protection policy • Looked after children policy • Gifted and Talented policy • Curriculum policy •Monitoring and evaluation policy • Assessment policy • Teaching and Learning policy • Equal opportunities policy • Induction policy • Behaviour and anti-bullying policy • E-safety policy
<b>Keywords</b>	