

Moulsham Infant School

SEN Information Report

School ethos for SEND	<p>We value the contributions made by all children, professionals and parents to enhance and maintain our inclusive school community.</p> <p>We aim to:-</p> <ul style="list-style-type: none">• Create a happy, caring community where all feel valued and secure.• Appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their true potential.• Provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.
Information on the kinds of SEN provision made in our school.	<p><u>For pupils with mild learning difficulties</u></p> <p>The delivery of the provision for children with mild learning difficulties takes place in the classroom and is the responsibility of the class teacher. Class teachers plan differentiated work for children with SEN.</p> <p><u>For pupils with more complex needs.</u></p> <p>The class teacher continues to oversee and plan the provision in conjunction with the SENCo. In addition the SENCo may request the involvement of external agencies e.g. Specialist Teachers, Community Paediatricians, School Nurses, Speech Therapists and other specific professionals who may provide general advice, specialist assessments or recommend practical learning strategies and resources.</p> <p><u>For children who have medical issues</u></p> <p>The SENCo arranges to meet with parents, the School Nurse or other medical professionals to discuss how best to support the child's needs and to create a Health Care Plan.</p>
Information about the school's policies for the identification and assessment of and provision for pupils with special educational needs, whether or not the pupils have an Education Health and Care Plan, including how the school evaluates the effectiveness of its provision.	<p>The method of identification and provision follows a graduated response. Concerns are first raised and addressed through everyday class practice by the class teacher.</p> <p>The first level of response is recognised as Teacher Support where the class teacher closely monitors a pupil's progress. If the child makes progress that is significantly lower than their peers starting from the same baseline, or fails to match their previous rate of progress then the next level of response - SEN support will be discussed by the class teacher, parent and SENCo and appropriate provision implemented. A range of assessments and interventions are employed to measure impact and progress. Provision beyond normal, differentiated classroom approaches and learning arrangements takes the form of a high quality personalised teaching and learning programme. A Personal Action Plan is developed in collaboration with staff, parents, child and other professionals. Progress is reviewed every term and adaptations to the support provided are made as required.</p>

<p>Information about the school's policies for making provision for SEN including evaluation of effectiveness, assessment and reviewing progress, adaptation of the curriculum, additional and wider support.</p>	<p>The SENCo attends termly progress meetings with year group teachers, using Target Tracker progress data and feedback from class intervention programmes. See Assessment Policy.</p>
<p>Information on where the Local Authority's Local offer is published.</p>	<p>Information can be accessed on the Local Authority website at: www.essexlocaloffer.org.uk</p>
<p>The name and contact details of the SENCo</p>	<p>Laura Kendle works five days a week and is contactable in person by telephone or email. Telephone: 01245 352742 Email: lkendle@moulsham-inf.essex.co.uk</p>
<p>Information about the expertise and training of staff in relation to pupils with special educational needs and how specialist expertise will be served.</p>	<p>Class teachers and Learning Support Assistants are trained to support pupils with special educational needs in all year groups. LSAs also provide support during play and lunch times if needed. Most staff have attended training courses on Autism, speech and language and social, emotional and behavioural difficulties. Regular opportunity is given to the SENCo and LSA team to attend courses on relevant SEN topics and feedback is given at LSA half-termly meetings. Termly workshops are co-ordinated by the SENCo, and provide opportunities to share good practice and train staff.</p>
<p>The arrangements for consulting parents of pupils with special educational needs.</p>	<p>School staff work hard to include parents in their child's education. We believe that home and school should work together in partnership and we operate an 'open-door' policy where we are happy to answer any questions or concerns. Parents are invited each term to meet with the class teacher at parent Consultation afternoons or evenings. If a child is placed on the SEN support level of need, an additional meeting is scheduled for both the class teacher and SENCo to meet with parents. The SENCo is available to meet with parents each week. Transition meetings for new intake pupils are offered. The SENCo attends Team Around the Child meetings for pre-school pupils. The SENCo is available at the parent Consultation Meetings. Parents of children with a Education, Health and Care Plan are invited to discuss their child's progress at the Annual Review.</p>

<p>The arrangements for consulting pupils with SEN about involving them in their education.</p>	<p>Children with SEN are made aware of their targets and are given appropriate verbal and written feedback.</p> <p>Most Year 2 pupils are invited to attend at the end of termly SEN progress reviews with parents and staff. Pupils are asked their views in relation to their learning and these views are recorded. All pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.</p> <p>Annual Review meetings are held for children with Education, Health and Care Plans where a pupils' views are gathered and recorded.</p>
<p>Any arrangements made by the school relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.</p>	<p>We operate an 'open door' policy to the SENCo and Headteacher. We aim to resolve any issues swiftly and in person, often coming to a mutual understanding and agreement. If concerns cannot be resolved by informal discussion or through the Governing Body there is a complaints procedure for Academies through the Secretary of State in the Department of Education under Section 496 of the Education Act. Details are available in the school office.</p>
<p>How the school involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEN.</p>	<p>The Headteacher and SENCo signpost, recommend and initiate links to relevant services in order to meet identified needs. Additional information and contact details of some support services are available within the SEN policy. The SEN Policy is to be found on the school's website. Other specialist service contact details are given to parents as and when needed. The school regularly liaises with the following specialists:-</p> <ul style="list-style-type: none"> • Paediatricians • G.P.s • Specialist Teachers. • Educational Psychologists • Occupational Therapist. • Speech and Language Therapists. • Counsellors. • School Nurse. • Social Workers.
<p>The school arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p>	<p><u>Transition from pre-school settings</u></p> <p>In the Summer term the SENCo and EYFS Team Leader visit our main feeder pre-schools. The SENCo liaises with both staff and parents if possible to share information relating to identified pupils with SEN.</p> <p>The SENCo attends 'Team Around the Child' meetings for new intake pupils.</p> <p>The new intake children attend school based learning sessions over a three week period. The SENCo attends these sessions to observe, assess, advise in order to ensure a continuity of provision for pupils with SEN.</p> <p><u>Transition to junior settings</u></p>

	<p>The SENCo ensures that where a pupil has special educational needs, those needs are shared with the SENCo in the new setting. The SENCo invites SENCos from junior schools to attend the summer term SEN reviews.</p> <p>Relevant SEN paperwork is passed on to junior school staff.</p> <p><u>Transition from class to class</u></p> <p>The SENCo will inform class teachers and LSAs about the SEN children in their class and ensure that paperwork and resources are updated and transferred.</p>
<p>Information about how equipment and facilities to support children with special educational needs will be secured.</p>	<p>The school has a selection of specialist teaching and learning resources that are used to aid pupil progress. These include:-</p> <ul style="list-style-type: none"> • Individual visual timetables. • Behaviour charts. • Pencil grips. • Wobble cushions. • Additional visual cue card systems. <p>Further specialist resources or equipment is made or purchased according to the needs of the children, as and when they arise. Some resources are acquired via the Specialist Teacher Team Service for pupils with complex and severe needs.</p>

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