Moulsham Infant School SEND Information Report

Updated September 2026

- School ethos
- SEND needs
- Identifying SEND
- Working together
- One Planning
- Assessment and review
- Transition
- Approach to teaching and learning
- Adaptations
- Additional support
- Staff training and specialist expertise
- External agencies
- Complaints and policies
- Accessibility
- Local Offer and Support

School Ethos of Inclusion

At Moulsham Infant School, we deeply value the unique contributions of every child, parent, and professional. Together, we nurture an inclusive community where everyone feels respected, supported, and empowered to thrive.

Our Aims:

- To foster a happy and caring environment where every individual feels valued, safe, and secure.
- To celebrate and encourage the best efforts of every child, helping them to recognise and reach their full potential in all areas of school life.
- To provide a broad, balanced, and stimulating curriculum that is accessible to all children.
- To cultivate a positive and inclusive school culture where children, staff, families, and the wider community live out our core values of Independence, Curiosity, Ambition, Resilience, and Empathy (I CARE).

Together, we are committed to building a school where diversity is celebrated, differences are embraced, and every voice is heard.

Please click here to return to the home page.



SEND Needs

As outlined in the *Special Educational Needs and Disabilities (SEND) Code of Practice: 0–25 years (2015)*, there are four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

At Moulsham Infant School, all children benefit from high-quality teaching tailored to meet diverse learning needs within the classroom. However, some pupils may require support that is additional to or different from that provided to their peers. These children may be identified for SEND support.

For pupils with more complex or significant needs, a higher level of support may be necessary. This could involve collaboration with external agencies and may lead to a request for a statutory assessment for an Education, Health and Care Plan (EHCP) through the local authority.

Our approach ensures that every child receives the support they need to thrive, with a clear focus on inclusion, early identification, and collaborative planning.

Please click here to return to the home page.



Identifying SEND

“A pupil is identified as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”
— SEND Code of Practice (2015)

At Moulsham Infant School, we follow a graduated response to identifying and supporting pupils with Special Educational Needs (SEN). This begins with concerns being raised and addressed through high-quality classroom teaching and differentiated strategies by the class teacher.

The first level of support is known as Teacher Support, where the teacher monitors the pupil’s progress more closely and may implement targeted strategies within the classroom. If concerns persist and progress remains below expectations—taking into account a range of factors—SEN Support may be considered. This decision is made collaboratively between the class teacher, SENCo, and parents, and appropriate provision is then put in place.

In some cases, children may join our school with existing SEN support from a nursery or previous setting. Where this occurs, we aim to continue and adapt the previous support and interventions to ensure a smooth transition and continuity of care.

For pupils with more complex needs, it may be necessary to involve external agencies. In such cases, the school and/or parents may apply for a statutory assessment which could lead to an Education, Health and Care Plan (EHCP), coordinated by the local authority.

Please click here to return to the home page.



Working Together

At Moulsham Infant School, we believe that a strong partnership between home and school is essential for every child's success. We operate an open-door policy, welcoming parents to share any questions or concerns at any time.

Parents are invited to attend termly parents' evenings, as well as regular in-school workshops designed to support learning and development. If a child is placed on the school's Special Educational Needs (SEN) register, parents are invited to a termly One Planning meeting with the class teacher and the SENCo (Special Educational Needs Coordinator). For children with an Education, Health and Care Plan (EHCP), parents are also invited to participate in the Annual Review to discuss progress and next steps.

The SENCo is available to meet with parents as needed, in addition to scheduled One Plan meetings, ensuring ongoing support and communication.

Children's voices are central to our SEN process. Their views are gathered and recorded in a One Page Profile, which is shared with parents and staff to ensure a consistent and child-centred approach.

We are committed to ensuring that all pupils with SEN have equal opportunities to participate fully in school life, including access to all activities and roles of responsibility.

Please click here to return to the home page.



One Planning

For children with Special Educational Needs (SEN), Moulsham Infant School follows the graduated approach of **Assess, Plan, Do, Review**, delivered through a structured One Planning cycle.

This process involves:

- Assessing the child's needs
- Planning targeted support and setting individual goals
- Doing – implementing the agreed provision
- Reviewing progress regularly to inform next steps

A One Plan document is co-created by the child, parents, class teacher, SENCo, and, where appropriate, external professionals. We take a person-centred approach, placing the child at the heart of every decision and ensuring their voice is heard throughout the process.

All One Plans are designed to be child-focused, with the aim of achieving the best possible outcomes for each individual.

Please click here to return to the home page.



Tracking progress & reviewing SEN provision

At Moulsham Infant School, we use a variety of assessment tools to monitor and measure each child's progress against their individual targets.

The learning and progress of children on the school's SEN register are discussed in a termly One Planning meetings, which includes the views of the child, parents, class teacher, and SENCo. These meetings provide an opportunity to carefully review existing targets and collaboratively set new outcomes based on the child's progress and evolving needs.

In addition, for pupils with an Education, Health and Care Plan (EHCP), an Annual Review is held to assess progress against the outcomes specified in the EHCP. This review is formally shared with the local authority as part of the statutory process.

The SENCo and Headteacher attend termly pupil progress meetings with class teachers and assessment leaders. These meetings use tracking grids, feedback from intervention programmes, and teacher observations to evaluate progress and inform future planning.

Please click here to return to the home page.



Supporting transitions for pupil's with SEN

Transition from Pre-School Settings

In the summer term, the EYFS Team Leader visits our main feeder pre-schools to meet children and staff. For children with complex needs, the SENCo also conducts transition visits to gather detailed information and build relationships with both staff and families. The SENCo works closely with parents and pre-school staff to ensure a smooth and informed transition. In the autumn term, the SENCo attends home visits or offers transition meetings for new intake children with identified needs. During the summer term, children attend school-based learning sessions over a three-week period. These sessions allow the EYFS team to observe and assess each child, helping to ensure that the most appropriate provision is in place when they start school.

Transition to Junior Settings

The SENCo maintains regular contact with leaders of Inclusion at local junior schools to support a smooth transition for pupils with SEN. Transition plans are tailored to each child's individual needs. The receiving school's Inclusion Lead is invited to attend the summer term One Planning meeting for Year 2 pupils, and all relevant SEN documentation is shared to support continuity of provision.

Transition from Class to Class

The SENCo ensures that all class staff are fully informed about the children with SEN in their new class. SEN documentation and resources are updated and transferred accordingly. For children who require additional support, enhanced transition arrangements are put in place to help them adjust confidently to their new environment.

Please click here to return to the home page.



Classroom provision for pupils with SEN

At Moulsham Infant School, all children benefit from high-quality teaching delivered within an inclusive classroom environment. The class teacher is responsible for planning and delivering provision for pupils with Special Educational Needs (SEN), ensuring that learning is appropriately differentiated to meet individual needs.

For pupils with more complex needs, the class teacher continues to lead and coordinate provision in collaboration with the SENCo. This may include tailored strategies, targeted interventions, and adjustments to teaching methods or resources.

Where necessary, the SENCo may involve external professionals such as:

- Educational Psychologists
- School Nurses
- Speech and Language Therapists
- Community Paediatricians

Some children may require a fully personalised approach, which could include a bespoke timetable and a customised curriculum designed to support their unique learning profile and developmental needs.

Please click here to return to the home page.



Inclusive access & adaptations

At Moulsham Infant School, we are committed to creating an inclusive school community where all children, including those with Special Educational Needs (SEN), are supported to participate fully in all aspects of school life alongside their peers.

Where necessary, adaptations are made to both the physical environment and the learning environment to ensure accessibility. These may include:

- Coloured overlays
- Enlarged print and font
- Visual timetables
- Accessible toilets
- Scaffolded learning tasks
- Structured opportunities to practise play skills

We make reasonable adjustments to ensure that pupils with SEN can access their education and enjoy the same experiences and opportunities as their classmates. Our approach is rooted in equity, dignity, and the belief that every child deserves to thrive.

Please click here to return to the home page.



Additional Support for pupils with SEN

At Moulsham Infant School, pupils with Special Educational Needs (SEN) receive targeted support through a range of approaches and strategies designed to meet their individual needs. Provision is carefully planned by the class teacher and delivered by both the teacher and Learning Support Assistants (LSAs).

Our LSAs offer a range of support through targeted intervention. These interventions include Brick Therapy, Sensory Circuits, Bucket Time and language skill development. Each morning, our class teachers offer a soft start in the classroom, which focuses on promoting wellbeing and readiness for learning.

All additional support groups are overseen by the SENCo, who works closely with staff to monitor progress and ensure consistency of provision.

To further enhance our support, the school employs a Speech and Language Therapist who works on-site, delivering tailored sessions to individuals and small groups.

Please click here to return to the home page.



Staff Training and Specialist Support for SEND

Class teachers and Learning Support Assistants (LSAs) receive ongoing, targeted training to support a wide range of special educational needs (SEND). Staff are regularly offered opportunities to attend both internal and external training courses and workshops. Dedicated time is allocated for sharing and disseminating key learning with colleagues to ensure best practices are embedded across the school.

The Special Educational Needs Coordinator (SENCo) leads termly staff meetings focused on specific areas of need or current priorities. Where appropriate, the SENCo collaborates with external specialists—including Educational Psychologists, Inclusion Partners, Speech and Language Therapists, School Nurses, and Community Paediatricians—to provide expert guidance and support tailored to individual pupil needs.

Please click here to return to the home page.



Working with external professionals

At Moulsham Infant School, we are committed to achieving the best possible outcomes for all pupils with Special Educational Needs (SEN). To support this, we work in close partnership with a wide range of external professionals and services, ensuring that each child receives the most appropriate and effective support.

- These include:
- Statutory Assessment Service
- Educational Psychologists
- Inclusion Partners
- Speech and Language Therapists
- Community Paediatricians
- School Nursing team & Health Visitors
- Essex Child and Family Wellbeing Service
- Children and Adolescent Mental Health Services (CAMHS)
- Occupational Therapists
- Physiotherapists
- Mental Health Support Team (MHST)

Collaboration with these professionals allows us to tailor support to individual needs and ensure a holistic approach to each child's development and wellbeing.

Please click here to return to the home page.



Resolving concerns & complaints

At Moulsham Infant School we aim to address issues promptly and in person, working collaboratively with families to reach a mutual understanding and agreement. We encourage open communication and early resolution of any concerns.

Moulsham Infant School (Part of the HIVE family of schools) aims to resolve all concerns and complaints in a fair, thorough and transparent way.

The HIVE family of school's Complaints Policy and Procedure can be found published on the school's website.

Please click here to return to the home page.



Accessibility

Moulsham Infant School is proud to be an inclusive school community, welcoming all children, including those with Special Educational Needs (SEN). We are committed to ensuring that every pupil can access the curriculum and participate fully in school life.

To support this, we have made a number of physical adaptations to our school environment, including ramps for wheelchair access and adjustable changing tables, ensuring our facilities are accessible to all.

In addition to environmental adaptations, we provide a range of specialist teaching and learning resources to support pupil progress. These may include:

- Pencil grips
- Wobble cushions
- Individual visual timetables

Further specialist equipment or resources are sourced or created based on the individual needs of our pupils, ensuring personalised support where required.

For more detailed information, please refer to the school's Accessibility Report, which outlines our ongoing commitment to inclusion and accessibility.

Please click here to return to the home page.



Local Offer and Support

The Essex Local Offer provides information on the services that are available in Essex for children and young people with SEN from 0 to 25 years. This can be found at Home - Essex Local OfferEssex Local Offer

There are a range of organisations which provide support to families and young people with SEN. Details of some of these organisations are listed below.

- Home - Essex Child and Family Wellbeing Service (essexfamilywellbeing.co.uk)
- Essex SEND - Information, Advice and Support Service (essexsendiass.co.uk)
- Parent/Carer Support Groups in Mid Essex - Essex Local OfferEssex Local Offer

Please click here to return to the home page.



- Information Report written: September 2026
- To be reviewed: September 2027