



# Moulsham Infant School SEND Information Report

Written September 2020 (updated 2022)



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# School Ethos

At Moulsham Infant School, we value the contributions made by all children, professionals and parents to enhance and maintain our inclusive school community.

Aims:

- To create a happy, caring community where all feel valued and secure
- To appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their true potential
- To provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability
- To create a positive environment where all children, staff, families and the wider community embrace to school values of Independence, Curiosity, Ambition, Resilience and Empathy (I CARE)

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# SEND Needs

As identified in the Special educational needs and disabilities code of practice: 0-25 years (2015), there are four main areas of need:

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

All children have access to high quality teaching within the classroom. Some children may require support that is 'additional to' or 'different from' their peers and these children may be placed onto SEND support. Pupils with more complex needs may require a higher level of support; this can involve other agencies and may require a request for an assessment for an Education, Health and Care Plan (EHCP) from the local authority.

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# 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).

The method of identification and provision at our school follows a graduated response. Concerns are first raised and addressed through everyday class practice by the class teacher. The first level of response is recognised as Teacher Support, where the class teacher monitors a pupil's progress more closely. If the child continues to make less than expected progress and/or cause concern, alongside a variety of other factors, SEN support will be considered and discussed with the class teacher, Special Educational Needs Co-ordinator (SENCo) and parents. From this, appropriate provision will be implemented for the child.

For some children with more complex needs, it may be necessary for external agencies to be involved and potentially for school and/or parents to make an application for statutory assessment for an Education, Health and Care Plan.

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# Working Together

At Moulsham Infant School, 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 to termly parents' evenings in addition to regular in-school workshops. If a child is placed onto SEN support, an additional termly One Planning meeting is scheduled with the class teacher and SENCo. Parents of children with an EHCP are also invited to discuss their child's progress at the Annual Review. The SENCo is available to meet with parents when needed, in addition to at parent consultation evenings.

Children with SEN are made aware of their targets and given support and feedback with these as appropriate to their developmental stage. Children's views are gathered and recorded through the use of their One Page Profile, which is shared with parents and all staff. The children's views are at the centre of the school's one planning process.

All pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.

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# One Planning

For children with SEN, we use the graduated approach of assess, plan, do, review through a One Planning cycle. This involves making assessments of children, creating a One Plan made up of individual targets, implementing the provision set out and reviewing this regularly.

A One Plan document is created by parents, the child, class teacher, SENCo and sometimes individuals from external agencies. At Moulsham, we use a person-centred approach, ensuring that the child is always at the heart of every decision we make. All of our One Plans are child centred and focused on ensuring the best outcomes for the child.

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# Assessment and Review

- A variety of assessment tools are used to measure children's progress against their individual targets
- Every child on SEN support has a termly One Planning meeting involving the child, parents, class teacher and SENCo, where targets are carefully reviewed and new outcomes are created
- For children with an EHCP, an Annual Review is held and shared with the local authority to review progress against the outcomes identified in the EHCP.
- The SENCo/headteacher attends termly pupil progress meetings with class teachers and the assessment leaders, using Moulsham tracking grids and feedback from intervention programmes to measure and review progress made

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# Transition

## Transition from pre-school settings

In the summer term, the SENCo and EYFS team leader visit our main feeder pre-schools, as well as making visits for any children with complex needs. The SENCo liaises with both staff and parents to share information relating to pupils with SEN.

Transition meetings take place for new intake children with complex needs. The new intake children attend school based learning sessions over a three-week period in the summer term, with the SENCo attending these to observe, assess and advise (paused due to COVID-19 hoping to restart 2023).

## Transition to junior settings

The SENCo liaises often with the SENCos at local junior schools in order to ensure a smooth transition for children with SEN. Carefully planned transition work takes place for each child depending on their need. The SENCo from the receiving junior school is invited to attend the summer term One Planning meeting for Y2 pupils. All relevant SEN paperwork is passed on to junior school staff.

## Transition from class to class

The SENCo informs class staff about children with SEN in their class and ensures that all paperwork and resources are updated and transferred. Enhanced transition support is put in place for children who need it.

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# Approach to teaching and learning

All children have access to high quality teaching within the classroom. The delivery of the provision provided to children with SEN takes place mostly in the classroom and is the responsibility of the class teacher. Teachers plan appropriately differentiated work for children with SEN. For pupils with more complex needs, 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 such as Educational Psychologists, School Nurses, Speech Therapists and Community Paediatricians. Some of these children may require an entirely personalised approach including a personalised timetable and curriculum.

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# Adaptations

We work hard to create an inclusive school community whereby all children, including those with SEN, are able to take part in all activities alongside their peers. Adaptations are made to both the physical and learning environments where necessary and appropriate. This may include changes such as coloured overlays, larger font, visual timetables, accessible toilets and changing tables.

Reasonable adjustments are made by the school to ensure that all pupils with SEN are able to fully participate in their education and to enjoy the same experiences as their peers.

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# Additional Support

Pupils with SEN are provided with additional support through a variety of approaches and strategies. Provision is planned by the class teacher and implemented by both the teacher and Learning Support Assistants (LSAs).

A speech and language group is run in school by trained LSAs; this runs every afternoon with 3-4 children attending each session. Every morning, we run our Rise and Shine group which focuses on wellbeing. All additional groups are overseen by the SENCo, who liaises regularly with staff running the groups.

As a school, we also employ a play therapist who works in school with individuals and groups of children for one day each week.

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# Staff Training and Specialist Expertise

Class teachers and LSAs receive regular training specific to a range of special educational needs. Staff are given regular opportunities to attend training courses/workshops both in and out of school, with time allocated for training to be disseminated back to other staff members. The SENCo holds termly staff meetings based on a relevant topic or area of need. When appropriate and necessary, the SENCo draws on the expertise of specialists such as Educational Psychologists, Inclusion Partners, Speech Therapists, School Nurses and Community Paediatricians.

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# External Agencies

As a school, we work closely with a variety of professionals to ensure the best outcomes for all pupils with SEN: Statutory Assessment Service; Educational Psychologists; Inclusion Partners; Speech Therapists; Community Paediatricians; School Nurses; Health Visitors; Family Support Workers; Essex Child and Family Wellbeing service; Children's and Adolescent's Mental Health Service (CAMHS); Occupational Therapists; Physiotherapists; School Counsellors.

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# Complaints and Policies

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.

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# Accessibility

Moulsham Infant School is an inclusive school community open to all children, including those with SEN. We have adapted features in school such as ramps and adjustable changing tables to ensure that facilities are available to include all pupils. In addition to this, the school has a selection of specialist teaching and learning resources that are used to aid pupil progress. These may include items such as pencil grips, wobble cushions and individual visual timetables. Further specialist resources or equipment are made or purchased according to the needs of the children.

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# 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](#)

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