



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Special Educational Needs & Disability Policy

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School Statement

This policy is designed to promote the successful inclusion of pupils with special educational needs and disabilities at Moulsham Infant School.

At Moulsham Infant School we are committed to offering and providing an inclusive environment and curriculum that will ensure the best possible progress for all pupils whatever their needs or abilities. As a school we believe a focus on outcomes is key to ensuring all pupils succeed and provision is tailored to meet the varied needs of all pupils.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCo, are all involved in recognising any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

Definition of Special Educational Needs and Disability (SEND)

The SEND Code of Practice provides the following definition:

'A child or young person has Special Educational Needs 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'.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2015)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Teachers' Standards 2021
- The policy was created by the school's SENCo with the SEN Governor in liaison with the Senior Leadership Team and all staff

Responsibility for the co-ordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Jane Landa-Arrese, Headteacher.
- The person co-ordinating the day-to-day provision of education for children with SEND is Lindsey Patterson, Special Educational Needs Co-ordinator (SENCo). The SENCo is a member of the Senior Leadership Team and a Qualified Teacher.

SECTION 1: AIMS AND OBJECTIVES

Aims

Our overarching aim is to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for the children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs

- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil One Page Profiles

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy
- To provide support and advice for all staff working with special educational needs pupils
- To integrate all children, whatever their need, into the life of the school

SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Identification and Assessment

The school is committed to early identification of special educational need and adopts a graduated response to meeting pupils' special educational needs in line with the 2015 Code of Practice. School recognises that early identification is key to improving long term outcomes for pupils. A range of evidence is collected through the usual assessment and monitoring procedures adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching and additional support within the classroom. If this is the case the pupil will be discussed with the SENCo in order to decide if additional/different provision is required and if so what form this provision needs to take. Support will be put into place immediately to secure better progress for the pupil. The pupil will also be registered on the school's SEND register if the school decides that the pupil requires different /additional support in order to make good progress and achieve the desired outcomes. The school uses the Essex Banding Matrix to support these discussions.

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Types of SEND

SEND is divided into 4 areas:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as literacy difficulties, dyscalculia, dysgraphia and dyspraxia, and those who demonstrate features within the autistic spectrum
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia or dyscalculia
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn, isolated or those who display extreme emotional responses
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties, visual impairment and deafness

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Long-term' is defined as a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

SECTION 3: A GRADUATED APPROACH TO SEND SUPPORT

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEND.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. The Essex Banding Matrix document descriptors are used to identify a child or young person's special educational needs, what level of support they are expected to offer and how to arrange and monitor the support given. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans, an annual review meeting has to be held in addition to this.

At Moulsham Infant School, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by rates of progress with certain characteristics:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools take seriously any concerns raised by a parent. These will be recorded and compared to the setting's own assessment and information on how the pupil is developing. As part of this information gathering process the school can use Essex Ordinarily Available documents. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCo should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEND support, the parents will be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retain responsibility for the pupil. They will work closely with any Learning Support Assistants or other staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo will support the class in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education Health and Care plan, the Local Authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through a variety of strategies:

- Monitoring of classroom practice by the Headteacher, Deputy Head and SENCo;
- Analysis of pupil tracking data;
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal.

EHC Plans

If pupils have a high level of need and are not making adequate progress through support provided from school and external agency intervention the school may apply for an Education, Health and Care Plan. In these cases statutory assessment can be applied for, with the Local Authority deciding on the most suitable provision to meet pupil needs. If the outcome is that an EHC plan will be provided then the Local Authority will set out the provision needed, following multi agency meetings, and this will be reviewed yearly. Some pupils (those who have previously had a successful statutory assessment) may be supported in the same way through a Statement of Special Educational Needs and this will change to an EHC plan at point of transfer.

Further information about EHC plans can be found via the Essex Local Offer: www.essexlocaloffer.org.uk

SECTION 4: MANAGING PUPILS' NEEDS ON THE SEND REGISTER

All children on the SEND Register will have a One Page Profile which details information about the child, including the child's views and what they need to help them learn. The One Page Profile is a working document which is regularly updated to reflect the current needs of the child.

There are two levels of support for pupils with SEND: SEND Support and EHCP. As part of the graduated response to pupil need, there is an additional level which precedes SEND Support. We call this Teacher Support. In consultation with parents, pupils are placed on this initial level of support if they are not making expected progress. The class teacher monitors, supports and assesses the pupil's needs rigorously to determine next steps. If the pupil continues to make less than expected progress and a special educational need has been identified, the level of support moves to SEND Support. The

SENCo reviews all records provided by class teachers to ensure consistency across the school and quality of outcomes.

Where a child has been identified as having SEND Support or an EHC Plan, the SENCo will arrange and lead extended review meetings in order to develop a One Plan. The One Plan describes the detailed paperwork; One Planning is the process. The process of gathering evidence, seeking views and identifying relevant outcomes is achieved through a person-centred approach. As a result, the school or parents may need to make referrals to various external support agencies.

Provision made for our SEND Support or EHCP pupils that is different or in addition to everyday classroom provision is recorded on the pupil's One Plan document. These plans are developed to support pupil progress in areas where the pupil requires additional support. The One Planning documents provide current information on the category of need, outside agency involvement, desired outcomes, progress and relevant actions.

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

SECTION 5: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Moulsham Infant School believes that a close working relationship with parents is vital in order to ensure good outcomes:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEND
- c) Personal and academic targets are set and met effectively

The SEND Information Report

The school sets out its SEND information in the SEND Information Report developed by the staff of the school. This report is accessible on the school's website www.moulsham-inf.essex.sch.uk and in leaflet form if requested and is intended to provide parents with the information that they require to make informed decisions about their child's education. The four key aims of our school offer are for it to be collaborative, accessible, comprehensive and transparent.

The Essex Local Offer

More detailed information relating to SEND issues can be found on the Essex Local Offer website: www.essexlocaloffer.org.uk. The Essex Local offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Essex that have an Education, Health and Care Plan and those who do not, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector.

Admission arrangements

For the admission of children with special educational needs, the school adheres to the Local Authority Admission Policy and the DfE School Admission Code. Every school is expected to offer a level of support for children with medical needs.

Transition

SEND pupils are supported through all aspects of transition with individual need being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. One Plans will be shared with the new teacher and children will spend time in their new classrooms with their new class staff to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil moves to another school, their needs will be discussed with the SENCo from the new school and the school SENCo will ensure that all documents are passed on as quickly as possible. When pupils transfer to junior school, the SENCo will discuss the specific needs of pupils with the SENCo of their junior school and transition visits will be arranged between the two schools.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Moulsham Infant School ensures that pupils with medical needs receive appropriate provision which often takes the form of individual health care plans where these are required, they will be developed in liaison with the School Nurse and parents.

SECTION 8: MONITORING AND EVALUATION OF SEND

SEND provision and interventions are recorded on class provision maps and on individual One Plans, which are updated at the next review or when an intervention is changed. These documents are updated by the class teacher and SENCo. The interventions are monitored by the SENCo and Assessment Leader and information is fed back to the staff, parents and governors. Pupil progress is monitored on a half termly basis in line with the SEND Code of Practice.

SECTION 9: TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCo attends relevant SEND courses and termly SENCo Update meetings facilitated by the Local Authority. The SENCo also attends a local SENCo Cluster group. The cluster group meet to share good practice and to develop a consistent and effective approach across the local area.

The school recognises the need to train all our staff on SEND issues and funding can be allocated to support this as part of their professional development. The SENCo and the Senior Leadership Team ensure that training opportunities are matched to school development priorities.

SECTION 10: ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The governing body, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that the following provision is in place:

- Necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils

- They have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Headteacher is responsible for other elements:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- Keeping the governing body informed about SEND issues
- Working closely with the SENCo
- The deployment of all special educational needs personnel within the school
- Monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The Special Educational Needs Co-ordinator (SENCo) is responsible for further aspects:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with special educational needs
- Carrying out assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, drawing up One Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, tracking systems
- Contributing to the in-service training of staff
- Liaising with the SENCos in pre-school feeder settings or junior schools to help provide a smooth transition from one school to the other
- Liaising with the SEND Governor and reporting to the Governing Body regularly about developments in SEND. Governors receive an annual report as well as termly reports for Governing Body meetings

Class teachers have other responsibilities:

- Providing high quality teaching for all children
- Assessing pupils' needs and planning appropriate differentiation, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND

LSAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing One Plans and monitoring progress.

LSAs should be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND. LSAs should also use the school's procedure for giving feedback to teachers about pupils' progress.

SECTION 11: STORING AND MANAGING INFORMATION

The school keeps a central register of all pupils who have been identified as having SEND. The register records details of child's name, date of birth, nature of concern, date of registration and/or withdrawal from register. Each child identified as having SEND has their own individual folder. This contains information regarding any observations, One Plans, medical reports, minutes of review meetings, assessment information and reports from any external agencies. These folders are kept in a secure

unit which can be accessed by the SENCo, Headteacher, Deputy Headteacher and class teacher where appropriate.

In addition, each class teacher will keep a confidential file containing medical information and any relevant SEND information for that class. Information received from external agencies containing suggested strategies will be photocopied and kept in this file for the class teacher to access regularly in order to support planning.

SEND records will be passed on to a child's next setting when he/she leaves Moulsham Infant School. The school has a Confidentiality Policy which applies to all written pupil records.

SECTION 12: REVIEWING THE POLICY

This policy will be reviewed on an annual basis.

SECTION 13: ACCESSIBILITY

Facilities and arrangements to assist access to the school buildings, curriculum and social life for pupils with SEND and/or disabilities include ramps to all school entrances and disabled toilets. Arrangements for the admission of pupils with SEND and/or disabilities are outlined in the school's admission policy.

SECTION 14: DEALING WITH COMPLAINTS

The Headteacher and class teachers plan to provide your child with the very best education, and try to overcome any problems that may arise through informal discussions. If this fails to produce a satisfactory outcome the Governing Body is also there to assist you and may be contacted through the school office. 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 for Education under Section 496 of the Education Act 1996. Details are available in the school office.

SECTION 15: LINKED POLICIES AND DOCUMENTS

- Anti-bullying Policy
- School's Admission Policy
- Confidentiality Policy
- Data Protection Policy
- Complaints procedure for Academies
- Behaviour Policy

SECTION 16: APPENDICES

Essex Local Offer website: www.essexlocaloffer.org.uk

The SEN Information Report can be accessed on the school website: www.moulsham-inf.essex.sch.uk

Links with External Agencies

School Nurse: 0300 2470014

Statutory Assessment Service: 0333 013 9949 or SENDOperations.Mid@essex.gov.uk

Essex Child and Family Wellbeing Service: 0300 247 0014

Families in Focus: 01245 353575

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