

Moulsham Junior School SEND Information Report

2017-18

Moulsham Junior School is a fully inclusive school. We work together as a team to inspire children to achieve their personal best and be well equipped for the future.



Headteacher: Mrs M Staley B.A. Q.T.S. N.P.Q.H.

Deputy Headteacher: Mrs G Moores B.Sc. P.G.C.E

Sharing, Supporting, Striving, Succeeding

Moulsham Junior School Ethos

At Moulsham Junior School we are committed to offering a broad, balanced and inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Moulsham Junior School Rights – We at Moulsham believe in:

- The right to be safe.
- The right to learn.
- The right to respect.

We aim to support our children by providing a stable and caring environment in which they can:

- Learn and develop to their full potential within all aspects of school life.
- Work with others cooperatively.
- Contribute to the ethos of the school.
- Gain success.
- Build self-confidence.

Partnership within the school

We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We are committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support and monitor the progress of all children.

Parents

We are dedicated to working in partnership with you to deliver and support your child's education. Throughout your time at Moulsham Junior School you, as parents of a child with additional needs, are given regular opportunities to discuss your child's progress and concerns. These opportunities can occur through:

- Our open door policy to meet with class teachers and/or the schools SENCo.
- Termly meetings with the class teacher and SENCo, which have your child at the heart of the meeting, so that we can discuss their needs and progression.
- Statutory meetings and reviews.
- Meetings to agree transition arrangements and support for children entering or leaving our school.

At Moulsham Junior School we are committed to ensuring that your child's views and needs are the starting point of our discussions and that decisions around targets set and strategies put in place arise from full consultation. We have high expectations for your child and look forward to working together with you and your child to achieve these.

Children

Your child is central to the planning, review and evaluation of the resources put in place to support their progress. We are committed to hearing their voice and to ensuring their needs are met. We aim to enable your child to bring their needs to the attention of staff and to play a role in deciding the best ways in which they can be supported.

This may be through:

- Developing a one-page profile of your child's strengths, barriers to learning, likes and dislikes.
- Age appropriate conversations about their targets and progress.
- Participation in statutory meetings or annual reviews.
- Discussions about changes to the physical environment which would be supportive to them.
- Additional visits and booklets to support transition to and from Moulsham Junior School.

Quality First Teaching (QFT)

As a school we are committed to ensuring that all teaching is at least good and that much is outstanding. High quality teaching is that which is differentiated and personalised to meet the needs of the majority of children and young people. We aim to ensure that:

- All staff provide high quality teaching which allows children to learn effectively. A range of teaching and learning strategies are implemented to ensure that all children can access the curriculum.
- Members of staff understand that they are all teachers of children with special educational needs.
- All children, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every child at the school is provided with opportunities to make progress in every aspect of their development, enabling them to be the best they can be.

Identification

Moulsham Junior School recognises that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The 2014 Special Educational Needs Code of Practice defines a young person as having a learning difficulty or disability if they:

- 'have a significantly greater difficulty than the majority of others of the same age'

or

- 'have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'

The school recognises that early identification is key. The method of identification and provision follows a graduated approach. Concerns are first raised and addressed through

quality first teaching, through a differentiated curriculum and where appropriate, short specific classroom interventions.

Additional indicators can include:

- Parental observations.
- Staff observations.
- Data
- Information from outside agencies.

Assessment

Following initial identification and early intervention, further assessments may be made to ascertain a child's area of need. At Moulsham Junior School we use a range of assessment tools to identify what support is needed, what the barriers to learning are and to understand why a child may not be making progress.

Provision

Provision which is required beyond the standard, differentiated classroom approaches and interventions, will be based upon an education plan developed in collaboration with your child, you, staff and other professionals. Progress is reviewed termly and adaptations to the support provided are made as required. The quality, appropriateness and impact of the overall provision are kept under regular review.

Examples of additional provision available may include:

- 1:1 individual or small group work, for example; Read, Write, Inc, Toe By Toe and 5 minutes maths box.
- Social and Emotional support, for example; counselling, access to our Pastoral Support Worker and use of the "chill-out" room.
- Specialist Speech & Language Learning Support Assistants.
- Gym Trail – Gross / Fine Motor Skills.
- Art Therapy – learning to share, co-operate and develop self-confidence through art.
- Specific equipment / resourcing, for example; visual timetables, coloured overlay's, books, pencil grips etc.
- Access to other professionals through the local offer, for example; Speech & Language Therapist, Educational Psychologist and Specialist Teacher Team.
- Support for parents and carers through referrals to Parent Partnership, Family Solutions and Families in Focus.

Following a review of provision, should more extensive support be required, at this point an assessment of Educational, Health and Care (EHC) needs may be undertaken by the Local Authority. If agreed, an EHC plan will be developed. This should take no more than 20 weeks. You, your child and the school will be fully involved in this process.

Accessibility

Moulsham Junior School works hard to ensure that no child is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work closely with outside professionals such as Specialist Teachers, Occupational Therapists and Specialist Nursing Teams.

These facilities could include:

- Use of accessibility toilets.
- Ramp access.
- Modified furniture where appropriate.
- Access to Specialist Teacher input.
- Access to laptop and tablet technology.

Further information can be found in our Equal Opportunities Policy and Accessibility plan which are available on our website or upon request.

Who to Contact:

- Catherine Thatcher - Inclusion Manager/SENCo
- Michelle Orchard – Pastoral Support Worker

Tel: 01245 352098

e-mail:admin@moulsham-jun.essex.sch.uk

You are welcome to visit the school to look at our range of resources or meet with the Inclusion Leader to discuss your child's particular needs.

Complaints procedure

As a school, we work hard to listen and respond positively to any concerns brought to our attention. We take all concerns seriously and aim to resolve any issues swiftly.

If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision and feel that the class teacher or SENCo have been unable to reassure them that needs are being met effectively, then the school's Complaint Procedure – which is available on our website or by request – sets out clearly what the steps are.

Further information

The Local Authority publishes a 'Local Offer' which sets out provision available in our local area for children and young people with Special Educational Needs. It is a fabulous and comprehensive resource which includes information about education, health and social care, support groups and leisure activities. Information can be found online at the following address:

<http://www.essexlocaloffer.org.uk>

We look forward to working with you to ensure your child is given the best opportunities and provision to enable them to achieve their full potential.