



Sharing, Supporting,  
Striving, Succeeding

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

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## **SEND Information Report**

### **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 irrespective of their needs or abilities. We are a fully inclusive school and enjoy working collaboratively with children and parents to inspire and encourage children to achieve their personal best so that they can achieve their future dreams.

### **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 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
- Thrive

### **Partnership within the school**

We value the contributions made by all children, parents and professionals and are committed to working with them closely in order to ensure the best outcomes for our children. Together, we identify needs, decide on supportive provision and monitor children's progress.

## **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 support. These opportunities can occur through:

- Our open door policy to meet with class teachers and/or the schools Inclusion Leader.
- Termly 'child-centred' meetings with the class teacher and key staff, so that we can discuss your child's 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. Decisions surrounding targets and provision arise from full consultation with you and your child. We hold high expectations for all children at our school 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 individual needs are identified and met. We aim to enable your child to become confident, independent learners who play a pivotal 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 and talents, barriers to learning, likes and dislikes.
- Age appropriate conversations about their targets and progress.
- Participation in statutory meetings, annual reviews or termly 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 teaching is responsive to, and reflective of, the individual needs of children.
- Members of staff hold high expectations of all pupils and 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; developing their resilience, independence and confidence as learners for now and in the future.

### **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 Special Educational Needs Code of Practice 2015 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 action plan developed in collaboration with your child, you, staff and other professionals, as needed. Progress is reviewed termly and adaptations to targets and the support provided are made as needed. 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/Word Wasp, EPS Maths Intervention, cued or precision grid spelling approaches.

- Social and emotional support, for example; The Change Project counselling, access to our Pastoral Support Worker, access to our social, emotional and mental health base 'The Hive' and use of our sensory garden.
- Proprioceptive, vestibular and interoception activities.
- Play therapy
- Speech and Language therapy
- Specific equipment/resources including but not limited to: visual timetables, coloured overlays, wide lined books, pencil grips, fiddle toys, wobble boards and cushions, weighted blankets, ear defenders etc.
- Access to other professionals through the local offer, for example; Speech & Language Therapist, Educational Psychologist and Inclusion Partner.
- Support for parents and carers through referrals to Kids Inspire, Family Solutions and Families in Focus, as needed.

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 required to support their ability to attend and be successful at school. To ensure that we achieve this goal, we work closely with outside professionals such as Speech therapists, 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 – visual and physical impairments.
- Access to laptop and tablet technology.

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

### **Who to Contact:**

Catherine Thatcher - Inclusion Leader (incmgr@moulsham-jun.essex.sch.uk)

Michelle Orchard – Pastoral Support Worker

Tel: 01245 352098

You are welcome to visit the school to get a feel for our ethos or to 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 Inclusion Leader 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 support, opportunities and provision to enable them to achieve their full potential.**