



Moulton CEVC Primary School

Moulton CEVC : An Inclusive School

Dignity | individuality | Diversity

What Inclusion Means to Us

We believe that every pupil, regardless of gender, race or disability, has the right to equal access to a broad and balanced curriculum. Inclusion is held in the broadest sense at Moulton.

Celebrating Diversity

We promote understanding and tolerance of neurodiversity. We strive for the highest level of understanding, identification and support of every child in our care. As a Christian community, we accept and celebrate individuality, physical diversity and neurodiversity.

Empowering Staff

All staff at our school are teachers of children with SEN. Staff are knowledgeable about the presentation of needs in their classroom. They are encouraged to continually expand their understanding, work alongside key professionals and adapt their teaching and environments to meet diverse needs of children in their care.

Our SENDCo

The school's SENCo is Mrs Katie Barker.

She works 2 & ½ days a week, normally Tuesdays, Wednesdays and a Thursday Morning, although this is flexible to allow for meetings with professional agencies. Please contact the school office or email directly to arrange a phone call or to meet directly.

SEND Information Report 2023 -2024

SEND	EHCP
16 % with identified SEND	3 % of children hold an EHCP
EHCNA placed	Additional needs
5 Additional referrals made and awaiting outcome for EHCP	A further 9.5 % are monitored by staff for possible additional needs (Light Touch)



'Teachers check pupils' understanding often. This enables them to identify those who need extra help. They set this up quickly, so pupils are ready for the next step.

Pupils with special educational needs and/or disabilities (SEND) are exceptionally well supported, through technology, adapted tasks and skilled adults.

They are fully integrated in school life and make strong progress against their starting points.'

Ofsted 13-14th December 2022

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The 4 Broad Areas of Need

C&I C&L SEMH P&S

We provide for all four broad areas of need as identified by the SEND Code of Practice (January 2015). We make additional provision and where necessary provide what may be additional to or different from that of their peers.

Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autistic Spectrum Condition (often known as ASC/ASD), are likely to have particular difficulties with social interaction and communication.

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health:

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Physical and Sensory:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. These can consist of hearing impairment (HI), visual impairment (VI) or a physical limitation. In some cases, specialist settings are required when there are severe difficulties.

Identification

Initial concerns: Parents, class teachers and teaching assistants are all involved in identifying children's learning needs (see our SEND Policy for further information). All teachers regularly talk to the parents of the children they teach and keep them informed about any concerns. Concerns are raised at termly pupil progress meetings and in weekly staff meetings/pupil updates when teachers and senior leaders sit together and identify children who are not making expected progress. The school's SENCO is on site one day a week, and can be approached directly about any concerns, however small they may seem, by any member of staff or parent. This year has seen an equal number of referrals from staff and parents directly. Moulton has a community of very conscientious parents who make good use of contacting the SENCO at the earliest stages of concern.

● **Initially, the teacher will use their knowledge of the child to adapt the provision.** Adapting what goes in the classroom in order to meet the needs of the learners is known as quality first teaching. Many children benefit from slight changes in classroom practice and are not identified as having a special educational need. Often, this early intervention within quality first teaching will alleviate any concerns. A child may be placed on our 'Light Touch' list to monitor their progress in closing any gaps.

● **Some children, however, need something which is 'different from or additional to' the opportunities offered to the majority of children in the class.** With their parents' permission, these children are discussed with the Special Educational Needs Co-ordinator (SENCO). If the SENCO and teacher together think that there is a special educational need, the parent is invited to a meeting and together we agree what additional support a child might need. At this point the child's name will be placed on the SEND list.

● **Most children on the SEN register are accommodated at 'SEN Support' (SENS).** These children will be set targets which will be documented in a School Based Plan (SBP). Support will be put in place to help them achieve their targets. The support may take the form of an intervention, additional adult support, access to ICT or some change to their environment. There is a termly meeting to discuss progress with parents.

School Based Assessments

Should a further assessment be required, the school has invested in comprehensive screening tools to be carried out by our trained staff.



Where a child is over the age of 7 and has completed at least a half term in their class, we have used the online tool: **Specific Needs Assessment Profile (SNAP)**, which can screen for a wide range of developmental concerns and specific learning difficulties. Where a child is between the ages of 4-6, we can use the tool's strengths and difficulties questionnaires for parents, teachers and the pupil to identify any potential barriers to learning.

SNAP has been used successfully this year to uncover specific barriers to learning. The tool has been instrumental in combining the views of the child, family and the class teacher, as requested by the SEND Code of Practice.

The tool produces a thorough School and Home Report, which offers further explanations about the difficulties identified with recommendations for interventions and ways to support for both the classroom and at home.

In the academic year 2023-24, the school has chosen to continue to reinvest in the tool and continue to use SNAP in identifying additional and special educational needs.



Moulton continued to invest in the Suffolk County Council endorsed Language Link, used to assess all children in Reception Language difficulties. We re-assessed children in Year 1 and Year 2 who were flagged and supported the previous year. We then put in place any recommendations for intervention the programme made. The outcomes were:

Reception: All children are assessed and where identified as needing intervention this is put into place.

Year 1: Children are re-assessed, following enrolment on the Language Link programme in the previous academic year.

Year 2: Children are re-assessed, following enrolment on the Language Link programme in the previous academic year.

In the academic year 2023-24, the school will continue to fund the use of Language Link. This will be for the screening of all children in reception, re-assessments of children already identified and use of the extensive intervention programmes that are generated for each child necessary. Impact of the programme has been seen year on year, with all children who can be supported at school level overcoming this barrier by the end of Year 2.



Where literacy difficulties are suspected in Key Stage 1 the PhAB assessment is used to further pinpoint areas of difficulties and these are supported through intervention, in class and where needed referred onto the Speech and Language Specialists.

In Key Stage 2 the GL Screener is used to look at possible Dyslexic traits. Whilst this is not a diagnosis it does give an indexed score based on dyslexic traits. The Dyslexia Portfolio is made up of a series of nine short assessments that together provide a balance of information that may allow an individual to be identified as dyslexic and the extent of their dyslexia to be measured. To identify a student as dyslexic, a general ability score (from another assessment) needs to be included as part of the assessment process. This is because the model of dyslexia used in this assessment is one of discrepancy. That is, it looks for an unusual mismatch between the student's level of general ability and their progress in acquiring literacy skills.

This screener and index is sufficient to provide evidence for extra time and support for SATS and assessments up to Year 9. Parents may seek a private diagnosis if required.

Specialist Assessments

Where school-based assessments have uncovered difficulties that may have a long-term impact, we have referred to external agencies. They hold the necessary qualifications to perform specialist, diagnostic assessments or action plans. **At Moulton, a diagnosis is not necessary to unlock the support that a child may need.** Outreach services do not require a diagnosis to secure a successful referral. A diagnosis is not necessary to apply for special arrangements for a child who is to participate in standardised tests such as SATs.

Our SENCO talks through all next steps with parents/carers and the child (where appropriate), inclusive of the personal, family choice as to whether or not to pursue a potential diagnosis.

In some cases, a child may need an assessment performed by a specialist in the health profession. In these instances, the school will always support with a letter to the correct department, usually the GP, detailing what can be seen at school or what has been reported from home for consideration by someone within health. This year we have provided two families with this support, who have since been placed on the appropriate waiting lists with referrals accepted.



In a very small number of cases, where all other avenues have been explored, the school consults with the Psychology and Therapeutic Services to secure advice from an Educational Psychologist. This may be as a part of their Education, Health and Care Needs Assessment.



In exceptional cases, the school may need the support of the Health services. The school supports parents with the necessary letters and evidence to present to their child's General Practitioner. This is the route that is required, as schools are not able to directly refer to health services. We have worked with the WSH CDC with 3 families this year.



Barnardos

Barnardos NDD (Neurodiversity) Pathways provide a route for both ASD and ADHD diagnosis.

Where a child presents with visual stress, we make recommendations for children to undergo an eye test and potentially a visual stress test at their chosen opticians. This academic year, 1 child has been diagnosed as experiencing visual stress at their opticians, with reasonable adjustments made with overlays, appropriate coloured paper and tinted exercise books.

Educational Health and Care Plans

A very small number of children will be referred for assessment for an Educational, Health and Care Plan (EHCP). Nationally, these children equate to 2.3% of children in mainstream primary schools. Children with EHCPs have a record of support and a termly Individual Support Plan meeting to discuss progress in the same way as children on SENS. Each year an Annual Review will be carried out, inviting all necessary specialists, teachers, the family and the child. More information on SEN Support and EHCPs for parents can be found at:



This academic year, we have continued to support 4 children who hold an EHCP. A further EHC Needs Assessment was placed, which we anticipate to be in place in the next academic year. The school now has 2.1% of all children holding an EHCP, up from the 1.6% last academic year and broadly within the national statistic of 2.3%. This is set to increase further still with two children with an EHC Needs Assessment set to join in the academic year 2022-23. We have also identified a further two children that we will be placing an EHC Needs Assessment referral for, having gone through the graduated response.

Profile of Children with SEND at Moulton

SEND List 2022-2023

For the academic year 2022-23, Moulton generated a Special Educational Needs and Disability (SEND) List to account for all the children within the school categorised as SEN Support (K) or in possession of an Educational Health Care Plan (EHCP). 31 children were on the SEND list, equating to **15.3%** of the school population from Reception to Year 6. When looking at children at **SENS (K)** alone, this represents **27 pupils and 13.3% of the school's population**.

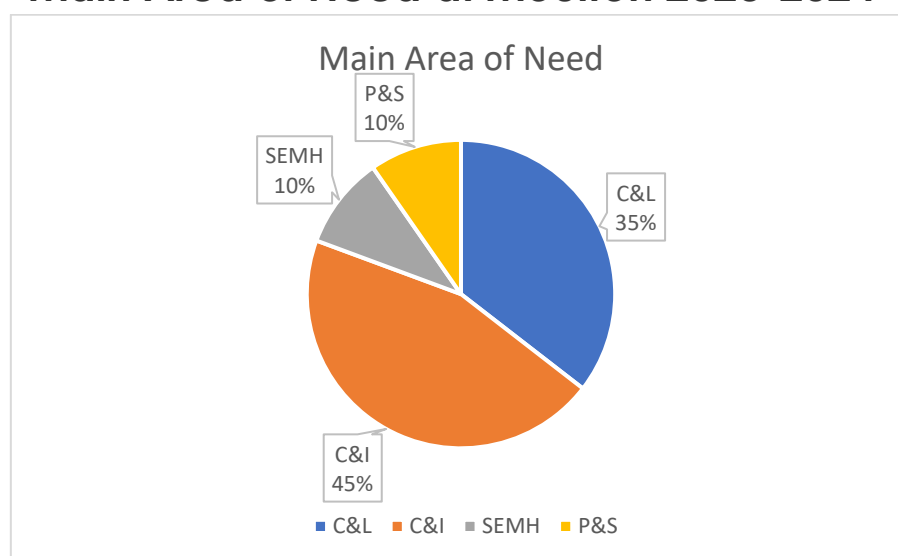


13.3% of all pupils at SENS (K) is **marginally above the national average of 13%**, as set out in the government's national statistics. These were gained from census data and published in June 2023 on the government's website.

4 children hold an EHCP, the same as the previous year but with 1 other undergoing assessment and one awaiting a decision to assess. This equates to **2%** of the school's population, **which is below the national 2.5% for mainstream primary schools**.

Of the 31 children, 4 were also pupil premium, which equates to 10.3% of all pupil premium children. Therefore, at Moulton, **pupil premium children are no more likely to have SEND** at Moulton than children who are not pupil premium.

Main Area of Need at Moulton 2023-2024



At Moulton, the greatest primary need is **Communication and Interaction** at 45%. The majority have speech, language and communication needs, met by both an NHS and independent speech therapist. 6 children hold a diagnosis of Autistic Spectrum Disorder.

The second greatest need is **Cognition and Learning** at 35%. Many of these have traits of or are diagnosed with the specific learning difficulty, dyslexia.

Three children at Moulton present with Social, Emotional and Mental Health needs, constituting 6.5%. This includes children with ADHD.

All three children with **Physical & sensory needs** are supported by external agencies. Two children with HI are supported by sensory and communication service and a third with visual impairment is supported by West Suffolk Hospital.

Knowledge and Expertise

Confident Staff | Continual Professional Development | Enrolling Experts

Children with SEN learning alongside their peers

Central to our Christian value of community, we are passionate that children with SEN or Disabilities have the maximum amount of contact time with their class teachers, working alongside their peers in the classroom. Carefully planned lessons and experienced support staff enable children with SEN to participate fully in class life. Everyone upholds the highest expectations for children with SEN. Only when accessing specific and targeted interventions will additional support and learning take place outside of the classroom with support staff. There are two spaces within the school adapted for this purpose; the school library and the recently refurbished SEN Zone.

Knowledgeable, reflective staff

Central to our Christian value of responsibility, all of our teachers are teachers of children with SEN and have a broad understanding of the needs of children with SEN. Staff have received dyslexia awareness training, Autism training, ADHD training, adverse childhood experiences training and on-going Bellscroft Behaviour Safe behaviour and the law training. Staff in Reception and Year 1 have used basic Makaton signing into their practice to support children with speech sound delays and disorders.

The role of the SENCO is to provide additional information and support to enhance teachers' knowledge and expertise. In addition, teachers are directed to websites which are particularly useful for information about different SENs. There is a SEN area within the staff workroom, offering advice, new resources to try and signposting for the current literature. Collaboratively, the SENCO and staff will identify when an external agency should be contacted.

External agencies

Following the necessary cycles of Assess-Plan-Do-Review internally, it may be deemed necessary to enrol support from the Local Offer. The school endeavours to enrol the support of external professionals, so as to be sure that we are matching provision to the needs of the child. **This year 19 of the 31 children on our SEND register have involvement from an external agency**, either through core offer or traded offers.

The school is a member of the Mildenhall SEN hub which is a collaboration of local schools working together to support children with SEN. We benefit from sharing information and resources, networking meetings, annual conferences and the support of the Hub coordinator. We also invest in a shared, private speech and language therapist within the hub.

The SENCO keeps abreast of current thinking and approaches through training, conferences and attendance to the face-to-face and subsequent virtual, Suffolk SEND Forums.

EXTERNAL AGENCIES

The school has worked with and referred to multiple external agencies.

1. Educational Psychologist
2. School Nursing Service
3. Occupational Therapists
4. Physiotherapists
5. Sensory and Communication Service
6. NHS Speech and Language Therapists
7. Independent Speech and Language Therapists
8. Special Education Services
9. Speech Language and Communication Needs Outreach
10. Bellscroft Behaviour Consultancy

Every Voice Heard

Listen | Support | Help

Social and Emotional Wellbeing

We recognise children's mental health and emotional states impact significantly on their ability to concentrate and make progress in school. Social and emotional difficulties are often communicated through angry, aggressive, hard to manage behaviours; through self-harming or through withdrawn, introverted behaviours.

All teachers are very aware of the social and emotional needs of the children in their classes and accommodate individual needs. This might be by having additional access to the teacher or a familiar teaching assistant, through individual reward systems, meet and greet, break cards or another intervention that meets the child's individual needs.



Should a child need more specialised support in managing their emotional wellbeing and mental health, a referral can be placed through to the Children and Young People's Emotional Wellbeing Hub. This is done jointly with parents if appropriate. This academic year we have supported 2 families with accessing this service.



Should we need more support with strategies to use in school, we engage outside services such as Special Education Services (SES) and apply for acceptance on to their core offer for children at or not making progress. This academic Year 5 children and their teachers have received support. Three were supported children under the communication and interaction outreach, one children under the cognition and learning service and one child under the speech, language and communication needs service.

At Moulton, we are lucky to have a clinical psychologist acting as a community governor on our governing body. Where appropriate, we seek anonymised consultation for the support of the mental health of both children and staff.

Central to our Christian value of individuality, we continue to drive a greater understanding of neurodiversity, increasing understanding and in turn support children receive from each other. A programme of neurodiversity awareness assemblies continue to feature, which were well received with a noticeable difference in attitude towards inclusion.

This year for the first time we also have Mrs Brandon, a member of staff training as an Emotional Literacy Support Assistant ELSA and from September 2023 will be able to offer both individual and group support to a range of children.

Bullying of children with SEND

As a school, we have a policy of zero tolerance towards bullying of any nature (see our anti-bullying policy). We recognise that bullying of children with SEND is particularly sensitive, especially when the children are either unaware they are being bullied or they struggle to communicate their experiences. The playground and school are always supervised during playtimes and lunchtimes. Members of staff, often the class teachers and members of the senior leadership team, are always available to listen and intervene where there is any suggestion of bullying.

In line with our Christian value of responsibility, we teach children that bullying is everyone's responsibility. We encourage children to come forwards if they think another child is being bullied. We will also make indepth investigations into complaints of bullying from parents, all of which is logged and monitored by all staff.

Person Centred Approach

At Moulton, the child and their best interests is placed at the centre of all we do. In adopting a child centred approach to SEN, staff at Moulton take the time to understand what is important to a child with SEN. We will discuss their likes and dislikes with them and adapt their learning experiences accordingly. Time is made to sit with children, they may meet with their class teacher, the SENCO or head teacher at any time. Where plans are made, additional or different provision offered, the child is consulted so that their wishes, wellbeing and dignity remain paramount.

We capture the child's voice through the production of a **One Page Profile**. We consider this the 'blue print' to successfully supporting them. In producing this high quality yet concise document, any professional may instantly access essential information and deliver the correct provision. Children are invited to join initial meetings and reviews so that they are actively involved in the planning for their education. The One Page Profile is also used as a transition tool so that a robust programme of information sharing is in place between classes, phases and settings.



Children are asked to think about their futures, although we know these are likely to change. We want all of our children to have aspirations and to plan for possible futures. If we know about children's hopes and dreams, we can sometimes direct them towards local opportunities for developing their skills and interests.

Parental Involvement

At Moulton, we seek to engage parental involvement at any opportunity. In the first instance, parents will make contact with the class teacher, as the person in the school who knows the child best. From there a relationship between home and school will be built upon. Often, concerns can be alleviated at this point, with reasonable adjustments made in class. The class teacher may consider it necessary to seek the advice and support of the SENCO, which can be sought at any time directly. Parents are also able to seek direct contact with the SENCO on her allocated day to be on-site at Moulton. Where necessary, a meeting may be arranged with the SENCO to discuss initial concerns. A parent need not wait until parents' evening for the opportunity for a dedicated discussion.

Individual Support Plan Autumn 1st

Name: _____ Class: _____ Teacher: _____

Each half term, everybody will work together on three SMART targets.

These will be **Specific, Measurable, Achievable, Relevant** and **Time-based**.

If I have an ENCP, my targets will be working towards the outcomes of my plan.

ISP Target	Where am I now?	Who will help me?	When will it happen?	What resources do I need?

Child's wish for this half term: _____

Parent: _____ Teacher: _____ SENCO: _____

Where a child's progress is slower than anticipated, or progress in areas other than academia are of importance, the school will initiate and run an **Individual Support Plan**. This is run alongside parents with an initial meeting that captures the wishes and hopes of all parties involved, inclusive of the child. The child will be invited to the appropriate stage of the meeting, where their understanding and speech, language and communication needs will be accounted for. The Individual Support Pan tracks the progress of three SMART targets (Specific, Measurable, Achievable, Realistic and Timely). These are

reviewed on a half termly basis, where they are either amended or moved forward on to the next step. Parents will be invited to half termly progress meetings where their child's achievements for the term will be explored and new targets set for the following term.

The good order and maintenance of discipline within the school is of paramount importance. It may be deemed necessary to run a **Behaviour Support Plan** for an individual child. With an acute understanding of their underlying SEN and wider circumstances, the school will produce a behaviour support plan in collaboration with parents and external agencies, so that the child may be positively supported to selfregulate and replace any persistent, difficult or dangerous behaviours. This can be initiated at any point with an initial fortnightly review and when necessary thereafter.

Parents can find support and advice through Suffolk County Council's Special Educational Needs and Disabilities Information Advice and Support Service. This can be accessed at <https://www.suffolk.gov.uk/childrenfamilies-and-learning/send-and-the-local-offer/sendiaass/>



The Local Authority's Local Offer can be found using this link:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

Support for SEND

Resources | Equipment | Funding

Reasonable Adjustments

Children with SEND need provision which is different from and additional to their peers. Most of this provision is through the class teacher planning different work for the child. This is known as differentiation. Differentiation can refer to allowing access to additional resources, doing different activities or doing the same activity as others but with additional support. All teachers plan in this way for the whole class and consider the needs of their SEND pupils when identifying the best pathways through learning. This is known as quality first teaching.

Children with SEN may require additional equipment. This year we have provided assistive technology, additional software, coloured overlays, tinted exercise books, writing slopes, move 'n' sit cushion, sensory deprivation screens and much more. An external agency and professional will make recommendations for these additional resources, though it is not a pre-requisite for receiving this additional equipment.

Intervention

Interventions and programmes purchased and deployed by the school are evidence-based.



Staff complete baseline assessments and exit assessment, which record the progress made by individual pupils, the effectiveness of the intervention and the impact of the adult delivering. This allows us to decide whether the intervention is effective or not. Ineffective interventions are stopped or are altered so that they become effective.

Funding

Intervention programmes are funded through the school's budget, where there are timetabled interventions run to support all four broad areas of need and children in receipt of pupil premium.

Where a child's need extends beyond the initial notional budget of £6,000 (to be provided by the school) an application for High Needs Funding can be placed to the local authority. For the academic year 2022-2023 Moulton was successful in all applications for High Needs Funding for a number of individual children:

1. 8 children at Band C @ £1,500 per child per year
2. 2 children at Band D @ £3,300 per child per year
3. 4 children at Band E @ £5,500 per child per year
4. 1 child at Band F @ £8,200 per child per year (This level of funding is exceptional)

This is a significant increase on the previous year and went towards the additional adults employed to support these children in addition to the class teaching assistant and to run interventions in the afternoon.

Inclusion in the Broadest Sense

The school offered a range of extra-curricular activities, both during and after school. Children on the SEND register were actively encouraged to attend clubs, which enable them to learn new skills and to develop confidence. Children on the SEND register are monitored closely against the following categories:

- | | |
|---------------------|--|
| 1. Club attendance | 4. Roles in School Productions |
| 2. Trip attendance | 5. Representing the School Competitively |
| 3. Responsibilities | 6. Enrichment outside of school |

All children on the SEND register: attended all school trips, participated in a club, enjoyed a responsibility such as school council or junior sports leader, played significant production roles and enjoyed many enriching activities outside of. By the time a child has reached Year 6 at Moulton, all children with SEND have put on the school colours and represented us at sports competitions.

Transition

Where children are preparing to progress to the next phase of their education, a robust transition programme is put in place by the SENCo. We recognise that transitions can be difficult for a child with SEN and we take steps to ensure any transition is as smooth as possible.

If your child is moving classes in school:

1. All School Based Plans will be discussed with the new teacher in advance of the move.
2. The SENCO and the previous class teacher will meet with the new teacher in a planning meeting.
3. Parents will be given the opportunity to meet with the new teacher.
4. Children will meet their new teacher and spend time in their new class.
5. Additional support can be put in place, depending on specific needs. Photographs and transition books can be taken home over the Summer holidays so that changes can be discussed at home.

If your child is joining Moulton Primary:

1. The SENCO will meet with you and your child to discuss their needs and how to best transition into our school. Where appropriate, a One Page Profile will be produced at this meeting and any additional live documents initiated.
2. We will liaise with the SENCO from their current school or nursery setting to discuss the current provision and obtain reports from any outside agencies working with your child. Where appropriate, we will arrange to visit the current setting so that good practice may be continued with us at Moulton upon transition.

If your child is moving to another school:

1. We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
2. We will make sure that all records about your child are passed on before they leave us.
3. The SENCO from the new school will be given the opportunity to come and visit our school and meet your child.
4. Transition visits will be arranged. These may be visits individually, with their peers or class group.

Monitoring

Provision | Progress | Reflection

Weekly learning walks are conducted, where the environment, adherence to agreed provision and delivery of education is monitored. All children on the SEN register will be seen as a part of this weekly learning walk, either through observation or a quick 'check in' to how they are. There is a highly personalised approach to these learning walks, with the SENCo knowing each child well. The SENDCo spends a significant amount of time with staff and children ensuring the highest levels of support possible.

Paperwork 'health checks' are conducted half termly, where live documents such as One Page Profiles, School Based Plans, Behaviour Support Plans, Speech and Language carry over support, are monitored in the spirit of support for the staff. Where paperwork needs adaptation, this is performed collaboratively between the SENCo and responsible teacher or support staff, with every opportunity to upskill staff seized.

All of the work we do with our children is carefully monitored. Overall progress of all children is discussed at termly pupil progress meetings and any causes for concern are highlighted. Children can also be discussed through weekly pupil update meetings, which are attended by all teachers, the SENCO, deputy and headteacher. Progress for children with SEND is measured against their own personal targets, negotiated with parents through school-based plans and often informed by external agencies. All children on the SEND register made good or better progress against their own personalised targets in the academic year 2021-22.

Moving Forward

This year we have increased our SENDCo time and capacity from 1 day a week to 2 & ½ days a week.

We are continually looking to improve our provision for children with SEND. The SENCO has an open-door policy where anyone may approach with a concern. We have received many kind comments in writing from families about the support that we have given their children. They work closely with us where there is an identified need, providing continual informal feedback and support for us as staff with their insight, perspectives and time.

We work hard to support all of our children, but sometimes parents have concerns which they don't feel are addressed. If you have any complaints, please follow the complaints policy as outlined on our website, but can be summarised as follows:

- Step 1: informal discussion with class teacher
- Step 2: informal meeting with headteacher
- Step 3: formal written complaint to headteacher
- Step 4: referral to governing body or the local authority

At Moulton, the education, care and wellbeing of our pupils is the responsibility of all staff, as they fulfil their duty of care. Equally, all staff are responsible for the education, care and wellbeing of children with SEN. In addition, there are named, designated people who are specifically charged with responsibility over Special Educational Needs and Disabilities in our school. They are:

Mrs Katie Barker - SENCo

Mrs D Shipp - Head Teacher

Mrs N Gilmore – Deputy Headteacher

Mrs N Sheail – SEN Governor

All of the above can be contacted via the school office

Tel: 01638 750236

Email: admin@moulton.suffolk.sch.uk