

SEND information report 2026-2027

1. Introduction

Moulsham High Schools Ethos for SEND

Moulsham High School, an academy within the Bridge Academy Trust, is an 11-18 comprehensive secondary school which admits students to the school in line with the school's admission procedure. The school is first and foremost a place of learning, 'where people **Enjoy, Enrich and Achieve**'. Our ethos is for students of all abilities and backgrounds to feel valued so that they can reach their full potential. They:

- **ENJOY** coming to school and the learning experiences available to them
- Are **ENRICHED** with a wealth of opportunities inside and outside of lessons and the curriculum, so that all talents are identified and nurtured
- **ACHIEVE** high standards:
 - o Academically, in terms of examination results;
 - o Personally, through their respect for others and their environment;
 - o Socially, through their contribution to the life of the school and wider community.

Moulsham High School takes a whole school inclusive approach to students with special educational needs, recognising that the aims of the school to enjoy, enrich and achieve are the same for all students, whatever their needs and/or abilities.

The school recognises that a child or young person has SEND if they have a learning difficulty, SEMH or disability which calls for special educational provision to be made for them and, as defined in the 2014 Code of Practice, the school accepts that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in accessing learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities and provision of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The school makes provision in accordance with the Code of Practice [2014], the SEND and Disability Act [amended 2001], Index for Inclusion [updated 2001] and the Equality Act [2010]. Our SEND policy and our practice aim to reflect these principles.

Special Educational Needs are identified in terms of cognition and learning (C&L), communication and interaction (C&I), social and emotional health (SEMH), physical and sensory needs (PSI). The school believes that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion, and to have that opinion considered in any matters affecting them. Consequently, the school is committed to working in partnership with the child, parents, carers and outside agencies to identify needs, provide support for them and monitor the progress of all students.

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2. Partnership Ethos

2.1 The arrangements for consulting parents of pupils with special educational needs.

From making an application for a place and throughout their child's time at the school, parents are given regular opportunities to discuss their child's needs, progress and concerns. These opportunities can occur, for example, through:

- Transition meetings
- EHCP review meetings
- Individual Support Planning / Progress meetings
- Parents evenings where the SENDCO and Student Support Manager are both available
- Attendance at professionals or multidisciplinary meetings
- Regular contact – via email, phone call or meetings

2.2 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

The young person is central to the planning for, and the review and evaluation of the support they have been given to support their progress. The school is committed to hearing their voice and to ensuring their needs are met. The school seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- Use of Individual Support Plans (ISP)
- Participation in ISP, statutory meetings or annual reviews
- Age-appropriate conversations about targets and progress
- Discussions about changes to the physical environment which would support the young person. All meetings held by members of the Student Support team use a Person-Centered Planning approach.
- Parent and Student Surveys

2.3 The name and contact details of the SEND Co-ordinator.

- SENDCO – Mrs A Kean – AKean@Moulshamhigh.org
- Senior Deputy Headteacher Inclusion – Mr M Blenkin – MBlenkin@Moulshamhigh.org
- Student Support Manager – Mrs M Storrar – MStorrar@MoulshamHigh.org
- SEND Intervention Lead – Mrs S Bacon – SBacon@MoulshamHigh.org

2.4 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Parents are encouraged to discuss any problems or grievances with the school and should be referred to the SENDCO or Standard and Progress Leader in the first instance.

If the concern is not resolved, it can be escalated to the Senior Deputy Headteacher with responsibility for Inclusion and then, if still not resolved, a complaint about SEND provision in Moulsham High School should be made to the Headteacher in line with the Bridge Academy Trust Complaints Policy.

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The Bridge Academy Trusts Complaints Policy can be found on the school's and Trust's websites.

Information on where the Local Authority's local offer is published:

Essex Local Offer - schools.essex.gov.uk/special-educational-needs-and-disabilities-SEND/SEND-services-and-support/essex-local-offer-website

Essex SEND Information, Advice and Support Service - <https://www.essexSENDiass.co.uk/>

3.1 Information about the school's policies for identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.

There are 3 stages to the SEND register at Moulsham High school.

- E – Students that have a current Education, Health and Care plan
- K – MHS Targeted Support Plus - Students who have an additional need and require sustained intervention that brings about expected progress in line with peers.
- M – MHS Targeted Support – Students that have an additional need, but their needs can be met within the classroom with high quality and adaptive teaching. Students may also need short-term interventions that bring about rapid progress.

The SEND register is updated twice per year.

Many students who have SEND are identified by the primary schools. Liaison with primary schools enables the school to plan for meeting these needs. Information from primary schools is used to provide starting points. Other students are identified through:

- NGRT Reading Tests
- WRAT Tests
- Thinking Reading Probe Tests
- The school's systems for observing and assessing individual progress
- Expressions of concern by students
- Expressions of concern by parents
- Expressions of concern by staff

The school uses the SEND Code of Practice (2014) to provide a graduated intervention approach to meeting individual needs. At all stages, parents are kept informed of any findings and are consulted before any special provision is made. Parents will know that special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction (C&I)
- Cognition and learning (C&L)
- Social, mental and emotional health (SEMH)
- Sensory and/or physical (SPI)

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The school will work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress. We will then seek to put in place appropriate interventions such as:

- SENDCO/Student Support Manager or LSA may observe pupils in subject area, through learning walks and book checks
- Suggested strategies are put in place by class teacher and review after next assessment date – 1-2-1, small group work
- Paired reading (older/younger students)
- Input from external agencies for example: Inclusion Partner, Educational Psychologist, Speech and Language Therapist, Engagement Facilitator, Specialist Teachers
- Specific Equipment requirements

All interventions are monitored and evaluated for the effectiveness of their impact. Curriculum Leaders also track students after every data cycle and have their own interventions at their disposal.

3.2 Information on the kinds of special education provision made in the school.

To fulfil its commitment to fully support every child into success, the school already has in place a range of specialist interventions and continues always to seek new ways of providing support. Examples of the kind of support we can provide can be found at the end of this document in Table i.

3.3 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

SEND issues are an important aspect of staff development and training. General educational issues, which are explored on training days within the school, encompass the needs of all students, including those with SEND.

Training opportunities for staff frequently take a specific SEND issue, such as the implementation of the SEND Code of Practice, Implementation of One Plans and Adaptive Teaching as the main focus. Where a range of opportunities are offered during a INSET day, options relating to SEND are included.

Subject specialists are encouraged to explore SEND issues within their field through courses held outside the school. Student Support staff participate in a wide range of external courses pertaining to meeting special needs. Student Support staff working in classrooms in a support role can pass on their experience to subject teachers.

The SENDCO holds the NASENCO PG Cert.

4 High Quality Teaching, Adaptive Teaching and Personalisation

4.1 Information about the school's policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support

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The school is committed to ensuring that all teaching is at least strong and that much is exceptional. High quality and adaptive teaching is that which is personalized and adapted to meet the needs of the majority of children and young people. We aim to ensure that:

- All staff provide high quality, adaptive teaching which allows students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.
- Members of staff understand that they are all teachers of students with special educational needs and disability.
- All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.
- Every student 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.

The SENDCO and Standards and Progress Leaders track all students on the SEND register after every report cycle and initially raise concerns with Curriculum Leaders. Progress is regularly discussed at parents' evenings (Student Support Team attends).

If concerns are raised by a member of staff, then in class strategies are suggested by members of the Student Support Team. These suggested strategies are put into place and there is a review after the next assessment date. If there is no improvement, the SENDCO contacts parents for a meeting to discuss concerns and possible next steps. If additional intervention is required and newly identified needs cannot be met within the current provision and strategies, then the student may be added to the SEND register as M or K (Targeted or Target Plus Support) under the 'plan, do review' approach. Some students may jump these stages depending on what has happened/the nature of their difficulties.

4.2 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need. To ensure that we achieve this goal we work with outside professionals such as specialist teachers, occupational therapy and specialist nursing team. Our broad approach here is captured in our equality and disability policies which are available on our website or upon request.

5 Early Intervention and the Education Health and Care Plan

5.1 How the Governing body involves health and social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.

The SENDCO has contact with the following outside agencies to support students at Moulsham High School:

- Inclusion Partner
- Educational Psychology Service
- Engagement Facilitators
- SEND Operations Services

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- Missing Education and Child Employment Service
- Social Services
- Emotional Wellbeing Mental Health Service
- Essex Virtual School
- Specialist Teachers – staff specialising in supporting students with:
 - o Hearing impairment
 - o Visual impairment
 - o Physical impairment
 - o Autism/ASD

5.2 The contact details of support services for the parents of students with special educational needs,

- The Department for Education - <https://www.gov.uk/government/organisations/department-for-education>
- SEND Code of Practice <https://www.gov.uk/government/publications/SEND-code-of-practice-0-to25>
- The National Association of Special Educational Needs – www.naSEND.org.uk
- Special Needs and Parents (parental support) – www.snapcharity.org

5.3 School arrangements for supporting students transferring between stages of education and preparing for independent living.

We advise all young people with SEND come and see the school before their application is submitted. If invited, we attend year 6 transition reviews and ask all young people with SEND to come to see Moulsham High School to ensure we can help them with their transition to KS3. A bespoke package of additional visits is designed on an individual basis.

We will accommodate as many parental and school-based requests for school tours for young people with SEND as we can, and these visits may be with parents, carers or teachers and LSAs from their primary schools. Through our inclusive approach the school seeks to support students at all stages of transition and in preparation for life as an adult. This could include:

- Close liaison with Primary and Junior Schools to ensure successful transition into secondary school
- Support with GCSE Options (Transition meeting at end of KS3)
- SEND Careers Advisor (Transition meeting at end of KS4 and 5)
- Facilitating transfer onto appropriate Post 16 sixth form, college or apprenticeships
- Facilitating transfer onto appropriate Post 18 university, apprenticeships or employment

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Table i

1. Communication and interaction	2. Cognition and learning	3. Social, Mental and Emotional Health	4. Sensory and/or physical
Examples from School Provision			
1:1/small group speech and language Small group teambuilding/social skills. Educational Psychologist Inclusion Partner One to One Social Skills Specialist Teacher External Support from Speech and Language Therapist Collaborative work with local specialist school Neurodiversity workshop Progression framework	In class LSA support alongside adaptive teaching After school homework club Paired reading (older/younger students) Educational Psychologist Literacy Interventions which may include: - Dyslexia friendly interventions - Reading & Comprehension intervention - Bedrock Learning - Spelling intervention - Individual and small group - Exam Access Arrangements - Handwriting interventions Numeracy Interventions which may include - Small Group/Individual - Specialist teacher support - GCSE Intervention groups Mentoring	Key worker support Small group teambuilding/social skills Mentoring Young Carers CAMHS Educational Psychologist Inclusion Partner Pastoral Team Peer Mentoring Program Smart Thinking Curve Foundation Mental Health Support Made For More Draw and Talk Therapy Emotional Freedom Technique Thrive Boxall Profile	Input from specialist teacher Specific Equipment (tables/hoists etc.) Input from Occupational Therapy Physiotherapy Specialist Staff Specialist Equipment Support from OT Inclusion Partner

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1. Communication and interaction	2. Cognition and learning	3. Social, mental and emotional health	4. Sensory and/or physical
<i>Examples of External Provision</i>			
Speech and Language Therapist Inclusion Partner referral Educational Psychologist Engagement Facilitator referral Specialist Teachers	Educational Psychologist referral 1:1 tutors Inclusion Partner referral Engagement Facilitator referral	Young Carers CAMHS Behaviour specialist Engagement Facilitator referral Inclusion Partner referral NHS Community Mental Health Team Support Affinity Project	Specialist teachers Specific Equipment (tables/hoists etc.) Occupational Therapy Physiotherapy Inclusion Partner referral Engagement Facilitator referral

1. Communication and interaction	2. Cognition and learning	3. Social, mental and emotional health	4. Sensory and/or physical
<i>How do we evaluate the effectiveness of the impact of the provision listed above?</i>			
Start and end point assessments for interventions External reports Pupil feedback Staff feedback Parent feedback Reporting cycle Review Meetings Data Meetings Provisions reviewed on Provision Map SENDCO tracks levels of progress at each report cycle	SENDCO tracks all progress Teacher Feedback Start and end point assessments for interventions External reports Pupil feedback Parent feedback Reporting cycle Review Meetings Data Meetings SENDCO tracks levels of progress at each report cycle	SENDCO tracks all progress Teacher Feedback Start and end point assessments External reports Pupil feedback Parent feedback Staff feedback Reporting cycle Review Meetings Data Meetings SENDCO tracks daily behaviour log for SEND	SENDCO tracks all progress Teacher Feedback Start and end point assessments for interventions External reports Pupil feedback Parent feedback Reporting cycle Review Meetings Data Meetings SENDCO tracks levels of progress at each report cycle