

SEND Policy

This policy is inclusive of all pupils in the school including those in the Early Years Foundation Stage.

Reviewed: January 2026

Reviewed by: A Mullaney

AIM OF POLICY

The purpose of this Special Educational Needs and Disabilities (SEND) policy is to outline our commitment to providing an inclusive and supportive educational environment for all pupils at Moulsford. This policy ensures that we identify, assess, and support pupils with SEND at the earliest possible stage, enabling them to achieve their full potential. By adhering to the principles and practices outlined in this policy, we aim to create a nurturing and inclusive school culture that respects and values diversity, promotes equal opportunities, and fosters the academic, social, and emotional development of every child.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Special Educational Needs and Disabilities (SEND) encompass a range of learning difficulties or disabilities that make it harder for a pupil to learn or access education compared to most children of the same age. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The SEND Code of Practice highlights four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Physical and/or Sensory Needs

MOULSFORD'S COMMITMENT TO SEND

Moulsford is dedicated to fostering an inclusive educational environment where every student is recognised, respected, and supported. We believe that diversity enhances our community and that all pupils, regardless of their individual needs or abilities, deserve equal access to high-quality education. Our commitment to inclusion involves ensuring that all pupils, who can make the most of the opportunities on offer, achieve their personal best, and are prepared for their future endeavours. We strive to adapt our teaching methods, provide necessary resources, and collaborate closely with families and external specialists to meet the diverse needs of our pupils. By cultivating a culture of acceptance, understanding, and support, we aim to create a learning environment where every student feels safe, valued, and empowered to succeed.

LEARNING SUPPORT DEPARTMENT

Staff are recruited based on excellence. Please refer to the Recruitment Policy (18a) for further details.

- Annalisa Mullaney- Head of Learning Support & SENCO, EAL Coordinator, ELSA- BSc (Hons), QTS, NASENCO, DDSL Level 3
- Lauren Severin- Learning Support Teacher, Deputy Head of Learning Support & School Assessor- BA (Hons), Level 7 Dip OCR (SpLD)
- Dawn Thackray- Learning Support Assistant and Teacher- MA Hons, OCR Dip SpLD
- Clare Read- Learning Support Assistant and Teacher- BA(Ed)Hons, PG Cert Lit Dif SpLD Level 7
- Arabella Hayes-Newington - Learning Support Assistant- Level 3 qualification

We also have peripatetic staff working alongside the team and the pupils.

- Claire Jones Occupational Therapist - BSc (Hons)
- Hollie Drummond Speech and Language Therapist - MRCSLT, BSc, MSc
- Aimee Laming Speech and Language Therapist – MRCSLT, BA, MSc

The Learning Support Department consists of six Learning Support teaching rooms, including a larger multi-purpose group space. Each room is equipped with a computer with appropriate software, books and specific resources for the teaching of pupils with SEND.

AIMS

Early identification and Assessment: To promptly identify pupils with SEND and assess their needs to ensure that support can be implemented as early as possible.

Provision: To provide bespoke educational adjustments that meet the specific needs of each pupil with SEND, enabling them to access the curriculum and reach their academic potential.

Monitoring: To regularly and thoroughly monitor the effectiveness of SEND provision and interventions, using data to refine and improve practices and outcomes for pupils with SEND.

Inclusivity: To promote an inclusive school culture where pupils are able to explore their interests and passions.

Collaboration: To work collaboratively with the families of pupils with SEND, recognising and valuing their input in supporting their child's education and wellbeing.

Communication: To provide specific guidance and support during key transitions, ensuring that pupils with SEND have a smooth and successful transition through each stage of their school career.

EARLY IDENTIFICATION OF NEED

Parents and guardians are asked to notify the school about any specific needs their child may have prior to their admission to the school. They should alert the school of any concerns they have, for example, learning difficulties, behavioural difficulties, physical, sensory or emotional problems. If SEND is identified, then parents and guardians are encouraged to work with the school to support pupils as much as is practical. Details of the child's needs and considerations will be logged on the

school's SEND register. Parents are advised to inform the school of the outcome of any meetings with outside agencies concerning their child's specific needs and share assessment reports. Close co-operation between the school and parents is considered vital to ensure that the pupil's special educational needs are met.

Identification of pupils with Special Educational Needs and Disabilities is done at the earliest possible stage by:

- Open and transparent sharing of relevant information such as medical, educational or neurodevelopmental assessments between all stakeholders
- In-class assessment and monitoring of progress
- Continual dialogue between school staff to allow opportunity to raise and discuss concerns
- Formal Records of Concern raised by staff via iSAMS
- Working in partnership with parents to address concerns and discuss strategies
- Pupils given regular opportunity to voice their views with their Form Head and members of the LS department

ASSESSMENT

Subject teachers routinely use in-class assessments and collaborate with the Learning Support Department to enhance their planning and delivery of quality first teaching. When a need cannot be met by the support available in the classroom, the Learning Support Department, with parental consent, can administer informal assessments to screen for the likelihood of underlying special educational needs. The outcomes of these screenings are shared with parents, along with recommendations for the provision that a child should receive.

When a pupil continues to make less than expected progress despite targeted support and interventions, the SENCO may recommend the involvement of an external specialist such as an Educational Psychologist or Specialist Teacher for assessment. If there are ongoing behavioural, emotional, or social difficulties that do not respond to in-school support the involvement of a Speech and Language Therapist, Occupational Therapist, Child Psychologist or Child Psychiatrist may be recommended. It is the responsibility of the parent or guardian to commission and fund external assessments.

PROVISION

SEND support is made in the following Waves of Action, as part of a graduated approach. Pupil progress is monitored and reviewed regularly. The involvement of outside agencies may be advised at any stage.

Wave I - Inclusive, quality first teaching for all pupils, including those with SEND, within the general classroom setting. It includes differentiation and classroom strategies that address the diverse needs of all learners, while progress is monitored closely. This is directed by the class teacher with support from LS staff.

Wave 2 - Additional, time-limited support for pupils who are not making sufficient progress through Wave 1 provision alone. This involves short-term, often small group interventions that target specific areas of need. Wave 2 interventions can be carried out/supervised by TAs or members of the LS department.

Wave 3 - Intensive, personalised interventions for pupils who continue to experience significant difficulties despite Wave 1 and Wave 2 interventions. Specialist teachers plan and deliver bespoke support for a student and are responsible for planning, monitoring and reviewing highly individualised programs. The specialist teacher will liaise regularly with classroom teachers and parents about a student's learning and progress. This provision is additional to, and does not replace, the reasonable adjustments and ordinarily available SEND support provided by the School.

Wave 3 + - As above, but with the input of a therapist and/or external professional in addition to, or instead of, a specialist teacher.

1:1 Learning Support with a Specialist Teacher (Wave 3)

Learning Support lessons for Literacy and Numeracy are provided by specialist teaching staff. These lessons follow a systematic, multi-sensory teaching programme to suit each pupil, with constant reinforcement and over-learning of work covered. A holistic approach is used with reinforcement via worksheets, dictation, games, and books, use of appropriate software and practical tasks. For pupils having long term support, specialist teacher allocations are usually rotated every two years.

TIMETABLING AND BILLING

Pupils will be withdrawn from lessons for their 1:1 Literacy and/or Numeracy sessions. Every effort is made to rotate the timing of 1:1 sessions to provide minimum disruption to the pupil's timetable. 1:1 sessions do not take place during break times or after school. If a pupil misses a 1:1 session, for any reason, the Learning Support teacher will endeavour to provide a catch up lesson, which may take the form of a double session and is likely to be during lesson time.

1:1 Literacy and Numeracy Learning Support sessions are charged per 30 minutes and billed to parents termly. One non-contact session, dedicated to tasks such as analysing assessments, reviewing classwork and meeting with teachers, is billed each term. This is to ensure the best possible support is in place for the pupil.

The notice period for discontinuing Learning Support is a minimum of one half term. Ideally, the decision to cease 1:1 Learning Support would be reached in collaboration between school staff and home.

Learning Support Services	Fees 2025-2026
Learning Support 1:1 lessons	£40 per 30 minutes
Access Arrangements Report - by Lauren Severin An assessment session, brief report and access arrangements outlined if applicable.	£100
Literacy, Numeracy and Cognitive Screeners	No Charge
Observations	No Charge
Wave 2 Interventions (see appendix 1)	No Charge
Peer Support Groups	No Charge
Non-Language supervision (if not 1:1)	No Charge

In some cases, 1:1 in-class support may be necessary for pupils who face challenges in accessing learning, despite the implementation of high-quality teaching and reasonable adjustments. When this support is required, several factors are carefully considered to determine the associated costs. The Bursar and Head of Learning Support will assess the level of support needed, as well as the experience and qualifications of the staff member providing it. Parents will be involved in the decision-making process and will have the opportunity to agree on the provision. The support will be regularly reviewed to ensure its continued appropriateness.

OCCUPATIONAL THERAPY AND SPEECH & LANGUAGE THERAPY (WAVE 3+)

Parents are encouraged to do their own research when commissioning Occupational Therapists and/or Speech and Language Therapists for their child. At Moultsford we have a team of peripatetic therapists who can be commissioned by parents to provide therapy on site. The Head of Learning Support can signpost you to these therapists but parents should liaise directly with them regarding costs, timetabling arrangements and policies. The Head of Learning Support can also describe the pathways of support available on the NHS.

MEDICATION

Parents are required to inform the school if their child has a prescribed medication to support ADHD. This will be recorded on the school's medical records and the SEN register. Medication will be stored and managed by the matron team. Medication is managed in accordance with the School's First Aid Policy - Administration of Medication.

EDUCATION, HEALTH AND CARE PLANS (EHCPs)

Moulsford School welcomes pupils with an Education, Health and Care Plan (EHCP) issued by Oxfordshire County Council or a neighbouring Local Authority, where the School is able to meet the child's identified needs and deliver the special educational provision specified in the Plan.

We recognise that successful outcomes for pupils with EHCPs depend on clear accountability and effective partnership working. We therefore place strong emphasis on consistent communication and collaboration between the School, parents, the pupil, and the Local Authority.

Admission and Implementation of EHCPs

The management and delivery of EHCP provision at Moulsford School is aligned with the SEND Code of Practice (2015). When consulted by a Local Authority regarding a proposed EHCP placement, or upon receipt of an EHCP for a prospective pupil, the School undertakes a detailed review of the Plan. Particular attention is given to Section B (Special Educational Needs) and Section F (Special Educational Provision).

The SENCO evaluates whether the School's environment, staffing, expertise, and resources are appropriate to deliver the required provision. A placement is agreed only where the School is confident it can fulfil its responsibilities in relation to the Plan and support the pupil to make progress towards the outcomes set out in the EHCP.

Where the School agrees that it can meet a pupil's needs, the SENCO acts as the central point of coordination. Provision may include bespoke classroom strategies, targeted interventions, access to assistive technology, depending on the needs identified in the Education, Health and Care Plan (EHCP).

Where the School is not named in Section I of the EHCP and the placement is a parental choice, the Local Authority is not under a duty to fund the educational provision specified in the Plan. In such circumstances, the School will provide support in line with its ordinarily available SEND support. Any provision beyond this, including the input of therapists or other external professionals, will be optional and may be commissioned privately by parents, subject to agreement with the School. Provision is delivered and monitored through the Graduated Approach of Assess, Plan, Do, Review. Progress towards EHCP outcomes is reviewed at least termly, and provision is adjusted where necessary to ensure it remains effective, proportionate, and aligned with the pupil's identified needs.

Annual Review of EHCPs

EHCPs are formally reviewed at least once every twelve months in accordance with statutory guidance. The SENCO convenes and chairs the Annual Review meeting and ensures that all required parties are invited, including parents and the Local Authority.

The review considers:

- the pupil's progress towards EHCP outcomes
- the effectiveness and suitability of the provision specified in Section F
- whether the EHCP continues to reflect the pupil's needs

The views and wishes of the pupil are actively sought and represented as part of the review process, in accordance with the SEND Code of Practice. Following the review, a written report and any recommendations for amendment are submitted to the Local Authority within statutory timescales.

Partnership with the Local Authority

Moulsford School works constructively with SEND Casework Officers and other Local Authority representatives. We maintain an open and cooperative approach to information sharing, consultation visits, and professional dialogue to ensure that the Local Authority is fully informed of the pupil's progress, wellbeing, and educational experience.

Education, Health and Care Needs Assessment (EHCNA)

Where a pupil's special educational needs are significant, complex, and persistent, and where it is evident that their needs may exceed what can reasonably be provided through the School's SEND Support arrangements, a request may be made to the Local Authority for an Education, Health and Care Needs Assessment (EHCNA).

An EHCNA is a statutory, multi-agency process which draws on evidence from education, health, and social care professionals, alongside the views and aspirations of parents and the child. Requests are evidence-led and typically reflect sustained intervention, review, and monitoring through the Graduated Approach.

Where parents request the School's support in making an application, this is undertaken collaboratively. Parents' first-hand knowledge of their child is considered essential to the process. To ensure that submissions are robust, accurate, and compliant with statutory guidance, the SENCO requires a minimum of six working weeks to gather and collate the necessary evidence.

Moulsford School facilitates on-site observations, assessments, and consultations by Local Authority SEND officers, Educational Psychologists, and therapeutic services as required. When consulted on a draft EHCP, the School contributes within the statutory 15-day consultation period, ensuring that the proposed outcomes and provision are clear, deliverable, and appropriately tailored to support the pupil's inclusion and progress within the School.

MONITORING

Individual Education Plans (IEPs) and Targets & Strategy Plans

Individual Education Plans (IEPs) are created for all pupils who received 1:1 lessons with an internal Specialist Teacher (Wave 3). IEPs are written at the start of the academic year and shared with all relevant stakeholders, for example parents, Form Heads and the Head of Boarding. Parents are then

invited to discuss this document, usually in the first half term of the academic year. Target & Strategy Plans are written termly to detail progress towards targets. These targets are set at the beginning, and reviewed at the end, of each term. Liaison between Learning Support staff, teachers, parents and recommendations from Educational Psychologist reports or Specialist Teacher assessments will inform the long term planning and termly Target and Strategy plans which home in on the specific needs of individual pupils.

An IEP will include:

- The nature of the pupil's needs and considerations
- Strengths
- Start and review dates
- Classroom strategies
- Access Arrangements and auxiliary aids, if applicable
- Parental contribution
- Name of Learning Support teacher, English/Maths teacher as appropriate

Target and Strategy Plans will include:

- Targets to work on
- Strategies and resources used
- Outcomes – completed at the end of each term

The content of an IEP is held on the SEND register and is accessible to all teaching staff.

Internal Assessment and Reports

The Learning Support Department monitors the provision and progress of all pupils raised as having SEND.

Internal monitoring of SEND across the school includes (but is not limited to) the following:

- Maintaining and updating the SEND Register.
- Monitoring every child on the register in conjunction with staff.
- Overseeing lists of LS pupils and allocating LS teachers.
- Producing and reviewing Individual Education Plans (IEPs).
- Arranging annual IEP review parents' meetings.
- Ensuring individual Learning Support Teachers keep their own termly plans.
- Making decisions on pupils who may drop a foreign language in conjunction with a member of the Senior Leadership Team and Head of Languages and discussing individual cases at the end of Year 6.
- Once a ROC has been logged in iSAMS, meeting relevant parties to discuss the best course of action.
- Keeping Form Heads, Deputy Head and Headmaster informed about all new reports and assessments.

- Communicating changes in diagnosis and needs to academic staff.

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage pertains to Pre-School and Reception children. On arrival they have a baseline assessment and the monitoring of pupils begins with their class teacher and continues throughout the academic year. Their progress against Early Learning Goals is tracked and finally assessed before transition to Key Stage One. As issues arise, the SENCO will liaise with the Head of EYFS and/or Classroom teacher to put programmes and early interventions in place. Pupils who are still 'emerging' at the end of EYFS will continue to be monitored as they start KS1.

EXAM CONCESSIONS (ACCESS ARRANGEMENTS)

Up to the most senior years at Moultsford, assessments are low-stakes and informal, and are used primarily to inform teaching, learning and progress tracking. Decisions about classroom-based support and informal concessions are therefore informed by teachers' professional judgement and their knowledge of the pupil. Formal examination access arrangements are typically considered and formalised in Year 7 or Year 8, when pupils begin to undertake more standardised assessments.

Moultsford follows the Joint Council for Qualifications (JCQ) regulations to ensure that examinations are conducted fairly, consistently, and in line with statutory guidance. Where a pupil has an external professional report, the Head of Learning Support will review the report and update the SEND Register as appropriate. Recommendations made by external professionals do not automatically result in the implementation of examination access arrangements, as any arrangements must meet the eligibility criteria and evidential requirements set out by JCQ.

In collaboration with the Deputy Head of Learning Support, appropriate access arrangements will be determined based on the pupil's normal way of working, the evidence available, and JCQ guidance. Where further evidence is required to establish eligibility for access arrangements, parents may choose to commission an Access Arrangements assessment, either externally or in-house, conducted by a suitably qualified member of staff in accordance with JCQ regulations.

In advance of entrance examinations for senior schools, parents are typically required by the receiving school to declare any access arrangements requested and to submit supporting evidence, usually in the form of an external professional report. Each senior school applies its own admissions and access arrangements policies, which may or may not align fully with JCQ guidance. The Learning Support Department is available to advise parents on this process but cannot guarantee that requested arrangements will be approved by the receiving school.

AUXILIARY AIDS

The School is committed to providing appropriate auxiliary aids to support pupils with disabilities, ensuring equal access to education and participation in school activities. However, personal fidget tools should not be brought from home where they may distract from the learning environment.

The School may not be able to accommodate all individual needs, particularly for larger or more expensive items, where these would not be considered reasonable in light of the School's resources, the effectiveness of the adjustment, and the impact on the learning environment. In such cases, a discussion between parents and the School will take place to explore feasible options and determine the most appropriate support. This collaborative approach ensures that the needs of the pupil are considered carefully and proportionately.

Chromebooks

For pupils for whom the process of writing is a known difficulty, and where appropriate intervention and support has not improved writing legibility or speed, the Learning Support Department and/or an external professional may suggest the use of a Chromebook as a normal way of working.

In order for a Chromebook to be allocated, pupils will usually be expected to demonstrate proficient and accurate touch typing skills, defined as a minimum speed of 20 words per minute with at least 90% accuracy, without looking at their hands. Interventions may be put in place to support a pupil in achieving this.

These benchmarks are used as a guide, and reasonable adjustments may be made where a pupil's disability makes these thresholds inappropriate. Touch typing assessments can be conducted by the Learning Support Department and the Head of ICT. Once a pupil can demonstrate sufficiently effective typing skills, a Chromebook may be allocated for use in school.

INCLUSIVITY

It is the responsibility of every member of staff to promote an inclusive school culture where pupils are able to explore their interests and passions.

It is the responsibility of the Headmaster and the Governing Body to ensure that Accessibility, Equal Opportunities and Learning Support Policies are in place. The Headmaster, Deputy Head, Assistant Heads (Academic and Pastoral), Head of Pre-Prep and SENCO are responsible for overseeing the provision of education for pupils with SEND. The SENCO will arrange, in conjunction with the other LS staff, for any additional support lessons within the school.

The Headmaster and Learning Support staff, in conjunction with pupils' parents, will ensure that future schools are alerted to the needs of pupils with SEND, through a reference initially, and then direct communication as required by the future school. A pupil's SEND profile is communicated as an overview of need only - it is the responsibility of parents to share full reports with future schools.

INSET TRAINING AND STAFF DEVELOPMENT

Staff, including the SENCO and Learning Support teachers, will attend courses where appropriate, in order to keep up to date with current information. The SENCO will pass on suitable literature about courses to the Curriculum Heads, as they arise.

The Headmaster and Deputy Head in conjunction with the SENCO will ensure that SEND training is regularly covered in staff training days, to improve teachers' ability to identify difficulties and treat them effectively. The SENCO will carry out INSET when appropriate.

COLLABORATION & COMMUNICATION

The Head of Learning Support has an important role as the school's Special Educational Needs Coordinator (SENCO). Working closely with the Deputy Head, Assistant Heads (Academic and Pastoral), the Head of Pre-Prep, Head of Boarding and the Bursar the SENCO plays a key role in determining the strategic development of the SEND policy and provision in the school.

The Learning Support team will liaise closely with the pupil's teaching staff, family, schools for transition and where appropriate, with the medical staff and with external agencies. The team participates in regular external training sessions in order to remain up-to-date with the latest information.

The Learning Support Department will work hard to ensure that pupils with SEND are well supported during key transitions. This includes transitions into school, between key stages, from Pre-Prep to the Prep site, and their transition on to their Senior School of choice. Smooth and successful transitions occur when there is open dialogue between professionals with a child-centred focus.

COMPLAINTS

The school naturally hopes that parents will not feel that they have cause to complain but its complaints policy is published on the website and available from the school office for any parent who wishes to use it. Additionally, all parents of children with SEND have the legal right to seek redress from the First Tier Tribunal (Special Educational Needs and Disability) if they believe that their child has been discriminated against.

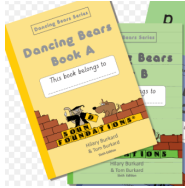








Appendix I

Below are some of the interventions and groups that the Learning Support team can offer. The provision of interventions is subject to need, availability and timetable considerations.





Literacy

Name	Overview	Suitable for
Nessy (Hairy Reading) 	Nessy Hairy Reading is an interactive program that helps young children develop essential reading skills by using fun, character-driven lessons focused on phonics, sight words, and letter-sound relationships.	Year 1+
Nessy (Reading and Spelling) 	The Nessy Reading and Spelling Intervention is a targeted, multi-sensory program designed to support children with dyslexia or reading difficulties by teaching essential phonics, spelling, and reading skills through engaging, interactive lessons.	Year 2+
The Five Minute Box 	The Five Minute Box is a teaching system for any child who needs extra time to learn or to consolidate basic skills for a few minutes a day. It also ensures that, for a child who may experience literacy difficulties, they have had additional multisensory teaching.	EYFS and Key Stage 1+
Toe by Toe 	The Toe by Toe intervention is a structured, one-on-one program designed to help individuals with reading difficulties, particularly dyslexia, by focusing on phonics, decoding, and fluency through a step-by-step, incremental approach.	Lower Key Stage 2+






<p>Bear Necessities</p> 	<p>The Bear Necessities intervention is a phonics-based program designed to support children with dyslexia and reading difficulties by using engaging, multi-sensory activities to strengthen their reading, spelling, and writing skills.</p>	<p>Key Stage 1+</p>
<p>Stride Ahead</p> 	<p>The Stride Ahead intervention is for pupils who can read but have difficulty in understanding what they are reading. Their minds are being too taken up with the mechanics of decoding the written language to be able to give adequate attention to meaning.</p>	<p>Key Stage 2+</p>
<p>AcceleRead/AccleWrite</p> 	<p>The AcceleRead/AccleWrite is text to speech software, to improve reading, writing, spelling and listening skills of pupils who are experiencing literacy difficulties. This is achieved through structured phonics exercises over a recommended period of time.</p>	<p>Key Stage 1+</p>
<p>Dyslexia Gold Spelling Tutor</p> 	<p>The Spelling Tutor intervention from Dyslexia Gold is a computer based program designed to improve spelling skills in children with dyslexia by using a structured, multi-sensory approach that focuses on phonics, patterns, and memory techniques.</p>	<p>Lower Key Stage 2+</p>
<p>Touch-Type Read and Spell</p> 	<p>The Touch-/Type Read and Spell (TTRS) intervention is a multi-sensory program that combines touch-typing with phonics-based literacy support to improve reading, spelling, and typing skills, particularly for individuals with dyslexia or other learning difficulties.</p>	<p>Lower Key Stage 2+</p>
<p>Project X</p> 	<p>The Project X intervention is a reading program designed to enhance literacy skills through engaging, level-appropriate fiction and non-fiction texts, featuring a blend of phonics, comprehension, and vocabulary-building activities to support struggling readers.</p>	<p>Lower Key Stage 2</p>

Study Skills 	Study skills interventions help pupils with revision, preparing them for the exams using topics the pupils are working on. They will go over skills such as using a highlighter, making notes and planning.	Key Stage 3
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Numeracy

Name	Overview	Suitable for
The Five Minute Number Box 	The 5 Minute Number Box intervention is a targeted program designed to support early numeracy skills through quick, hands-on activities focusing on number recognition, counting, and basic arithmetic for young learners needing additional support.	Key Stage 1+
Power of 2 	The Power of 2 computer intervention is a structured program that helps improve numeracy skills through step-by-step practice and reinforcement of basic math concepts, tailored to individual learning needs.	Key Stage 2+
Number Sense 	Number Sense is a computer-based program which helps shape the building blocks necessary for understanding early math skills, and helps build confidence, fluency, and accuracy with basic math facts.	Key Stage +
Numicon 	The Numicon intervention is a multi-sensory program that uses visual and tactile resources to develop mathematical understanding and skills, particularly benefiting young learners.	EYFS/Key Stage 1




Motor Skills

Name	Overview	Suitable for
<p>Jimbo Fun</p> 	<p>Jimbo Fun is for pupils who experience difficulties with fine motor skills.</p>	<p>Key Stage 1+</p>
<p>Sensory Circuits</p> 	<p>Sensory Circuits is an early morning intervention for pupils who experience coordination or concentration difficulties. Pupils complete a sequence of physical activities designed to alert, organize, and calm.</p>	<p>Key Stage 2+</p>
<p>Handwriting Club</p> 	<p>Handwriting Club is for pupils who experience difficulties with fine motor skills, letter formation, cursive handwriting and speed of writing.</p>	<p>Key Stage 2+</p>
<p>TouchType Read and Spell</p> 	<p>The Touch-Type Read and Spell (TTRS) intervention is a multi-sensory program that combines touch-typing with phonics-based literacy support to improve reading, spelling, and typing skills, particularly for individuals with dyslexia or other learning difficulties.</p>	<p>Lower Key Stage 2+</p>
<p>Nessy Fingers</p> 	<p>This program has been designed to be used by both beginners who have never typed before, or those with keyboard experience, who want to improve their typing speed.</p>	<p>Key Stage 2+</p>

Social

Name	Overview	Suitable for
<p>Lego Club</p> 	<p>Lego Club is an inclusive and engaging activity designed to support the development of social skills in a collaborative setting. Through structured and free-play opportunities, pupils work together to build and create using Lego bricks, fostering communication, teamwork, and problem-solving.</p>	<p>Key Stage 1+</p>
<p>Emotional Literacy Support</p> 	<p>Emotional Literacy Support helps students recognize, understand, and manage their emotions, fostering self-awareness, empathy, and effective communication to enhance their emotional well-being and social interactions.</p>	<p>All pupils</p>
<p>Connection Club</p> 	<p>Connection Club is a lunchtime club where pupils have the opportunity to meet and make new friends in a quiet indoor environment.</p>	<p>Key Stage 2+</p>

Neurodiversity Support

<p>ADHD and Autism Peer Support Group</p> 	<p>These events offer a safe and supportive space for students to share their experiences, explore what their diagnosis means to them, and connect with peers. By participating, students can feel empowered as part of a vibrant and valued group within our school community.</p>	<p>Key Stage 2+</p>
<p>Super Siblings Peer Support Group</p> 	<p>Super Siblings is designed for pupils who have siblings with diagnoses of Autism and/or ADHD. This group provides a welcoming space where students can share their experiences, discuss challenges, and celebrate the unique aspects of their family life. Through peer connection and understanding, the group fosters a sense of community and resilience, helping students feel supported as they navigate their roles within their families.</p>	<p>Key Stage 2+</p>
<p>Neurodiversity Support Network</p> 	<p>The purpose of these events is to create a safe and relaxed environment to share knowledge and resources about neurodiversity in children. The events are open to all Moulsoford parents who have an interest in this area. Topics previously have included emotional regulation, medication & ADHD, nutrition & ADHD and building good learning habits at home.</p>	<p>Open to all interested Moulsoford families</p>