



Special Educational Needs & Disabilities (SEND) INFORMATION REPORT



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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find our SEND Policy on our website [Moorland Primary School – Policies](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND do we provide for at our school?

Our school currently provides additional and/or different provision for a range of needs, including:

Area of need	Condition
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia

	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our SEND Team

From September 2026, SEND provision at Moorland Primary School is led through a collaborative approach across the school.

Mrs Kerry Mills is our KS1 and KS2 SENDCo and a Deputy Designated Safeguarding Lead (DDSL). Mrs Nicky Tindle is our EYFS Lead and SENDCo, providing specialist oversight of SEND within the Early Years.

They work closely with the Senior Leadership Team, class teachers, support staff, Wellbeing Team, families and external professionals to ensure pupils' needs are identified early and that appropriate provision is planned, implemented and reviewed.

The SEND team supports staff to understand individual pupils' needs, make appropriate adaptations to teaching and the learning environment, implement targeted provision and evaluate its impact. Where additional expertise is required, the school seeks advice and support from relevant external professionals and services.

The SEND team can be contacted through the school office by telephone on 01908 678888 or by email at sendco@moorlandprimaryschool.co.uk.

Our Wellbeing, Safeguarding and Pastoral Team

Our dedicated Wellbeing Team provides additional capacity to support pupils' safeguarding, attendance, welfare and social, emotional and mental health needs.

The team comprises Sam Key, Safeguarding Lead and DDSL; Samantha Taylor, Safeguarding Assistant and DDSL; and Lucy Ord, Attendance and Welfare Officer and DDSL.

The team works closely with the SENDCo, teachers, families and external agencies to identify barriers affecting pupils' wellbeing, attendance and engagement and to coordinate appropriate support. This may include trusted-adult support, emotional regulation work, targeted individual or small-group support, support with attendance and transitions, and liaison with families and external professionals.

The Wellbeing Team can be contacted through the school office at office@moorlandprimaryschool.co.uk or on 01908 678888.

Class Teachers

All teachers are responsible for the progress and development of every pupil in their class, including pupils with SEND.

Teachers receive ongoing SEND and inclusion training and are supported by the SENDCo and school leaders to identify needs, adapt teaching and the learning environment, plan appropriate provision and monitor pupils' progress.

Professional development is responsive to the needs of the children within the school. Where a pupil has a particular or complex need, appropriate training, professional advice or specialist support will be sought to ensure staff have the knowledge and confidence to meet that need effectively.

SEND is regularly discussed through staff meetings, professional development, pupil progress discussions and dedicated SEND meetings. This ensures that inclusive practice remains part of everyday teaching rather than being viewed as something separate from high-quality classroom practice.

Teaching Assistants and Additional Provision

Moorland has a team of support staff working across Nursery to Year 6. Teaching assistants work alongside teachers to support pupils' access to high-quality teaching and to deliver targeted interventions and additional provision where this has been identified as appropriate.

Staff have experience and training across a range of areas of SEND. This includes support for communication and interaction, cognition and learning, social, emotional and mental health needs, sensory and physical needs, phonics, reading and mathematics, alongside individual medical and care needs.

Interventions and additional support are selected according to individual need rather than simply because a pupil has been identified as having SEND. Provision is monitored and reviewed to determine whether it is having the intended impact.

The school also has additional targeted provision delivered by Sam Jolley and Matt Ogle, providing further capacity for identified pupils who require a more personalised approach to engagement, regulation and accessing learning.

Developing staff expertise

Staff training is an ongoing process and is informed by the needs of the pupils currently attending Moorland.

All new teaching and support staff receive an induction into the school's approach to SEND and inclusion. This includes the systems and structures for identifying and supporting pupils with SEND, expectations for inclusive classroom practice and information about the individual needs of pupils with whom they will be working.

The Senior Leadership Team and SEND team regularly review staff knowledge, confidence and training needs. Appropriate professional development is then provided through school-based training, external specialists, local authority networks and support available through Campfire Education Trust.

Where a child has a specific need requiring additional expertise, the school will seek appropriate advice or training rather than expecting staff to work beyond their existing knowledge or competence.

External agencies and experts

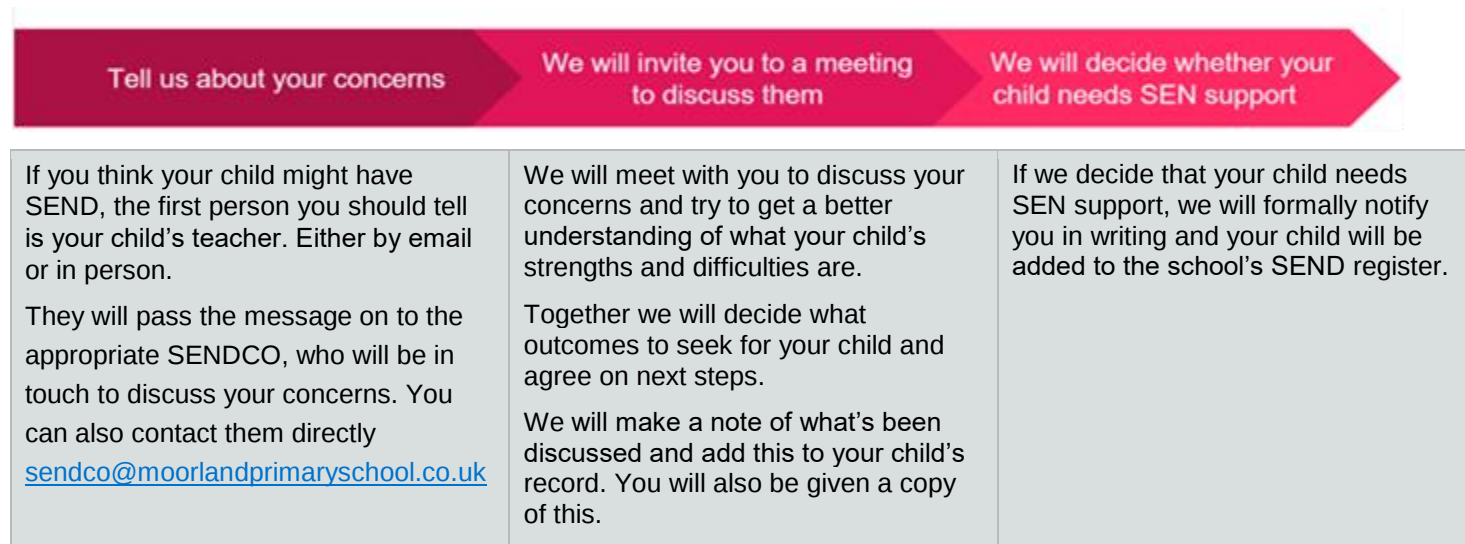
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include: ➤

Speech and language therapists

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Local family centres

- Voluntary sector organisations
- Milton Keynes SEND support team.
- Attendance officer
- Alternative / specialist provision education advisors
- Links with our local PRU
- Links with feeder schools.

3. What should I do if I think my child has SEND?



4. How will the school know if my child needs SEN Support?

All class teachers are responsible for identifying and responding to pupils' needs. Teachers closely monitor pupils' learning, progress, development and wellbeing and are alert to children who may not be making expected progress academically, socially or emotionally.

Where a pupil is experiencing difficulty, the class teacher will first seek to understand the possible reasons. This may include identifying gaps in prior learning, considering barriers to learning and reviewing whether adaptations to teaching or additional support are required. Appropriate support will then be put in place and its impact monitored.

Some pupils may need additional support to address gaps in their learning but do not have SEND. Where this support is effective and the pupil begins to make expected progress, SEND support may not be required.

If, despite high-quality teaching, appropriate adaptations and targeted support, a pupil continues to experience difficulties or make less than expected progress, the class teacher will discuss their concerns with the SENDCO. Parents/carers will be involved at an early stage so that we can work together to understand the child's strengths, needs and any concerns.

Where appropriate, a FACT (First Assess Communication Tool) and, if indicated, a FACT+ may be completed by the class teacher and/or SENDCO to help identify and understand speech, language and communication needs. Further information about these tools is available through the [Milton Keynes SEND Local Offer](#).

As part of the assess–plan–do–review process, the SEND team may:

- observe the pupil in different contexts, including the classroom and playground;
- work with teachers and support staff to understand the pupil's strengths, needs and response to support;
- consider the pupil's progress, attainment, development, attendance and behaviour, where relevant;
- seek the views of the pupil and their parents/carers;
- consider relevant family or developmental information shared by parents/carers; and
- where appropriate and with the necessary consent, seek advice from external professionals such as Speech and Language Therapy, Educational Psychology or health professionals.

Information gathered through assessment tools such as FACT/FACT+, alongside observations, pupil and parent voice, assessment information and professional advice, will help the school build a holistic understanding of the child's needs.

The SENDCo will work collaboratively with the class teacher, parents/carers and, where appropriate, the pupil and other professionals to determine whether the child has a special educational need and requires SEND Support.

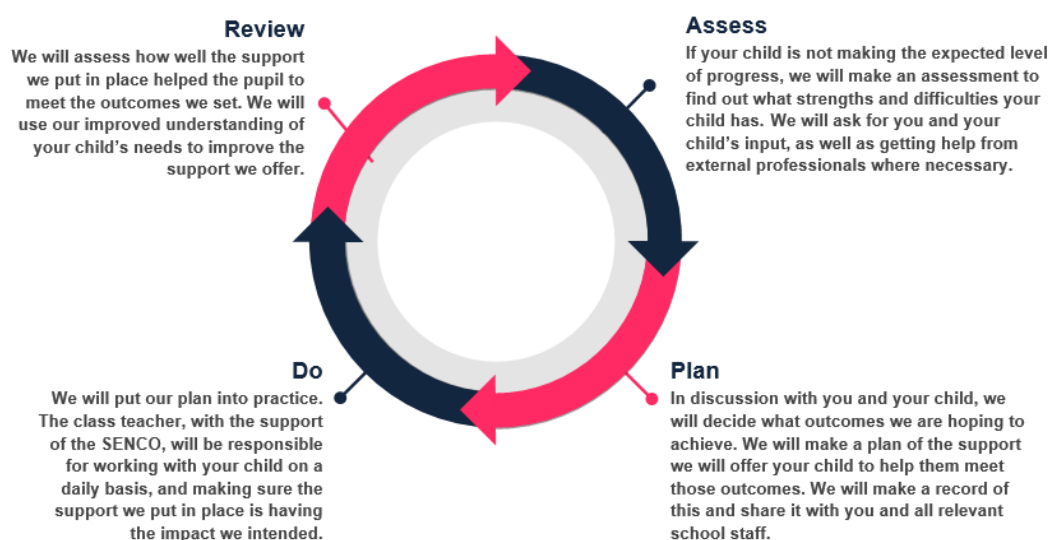
Where SEND Support is required, parents/carers will be informed and the pupil will be added to the school's SEND register. The class teacher, supported by the SENDCo, will work with the pupil and their family to develop an Individual Provision Map (IPM). This will identify the pupil's needs, intended outcomes, provision and support and will be regularly reviewed through the assess-plan-do-review cycle.

The levels of support a school provides is as follows:	
School-based SEN provision	Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.
Education, health and care (EHC) plan	Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

5. How will the school measure my child's progress?

At Moorland Primary School, we review pupils' needs, provision and targets three times each year: in the Autumn term (September), Spring term (January) and Summer term (April). This is a collaborative process involving parents/carers, the pupil where appropriate, and relevant school staff. Reviews may take place more frequently depending on the individual needs of the pupil or advice from professionals supporting them.

We follow the graduated approach to meeting pupils' SEND needs. This is a four-part cycle of:



As part of the planning stage, we agree clear and appropriate outcomes that we would like the pupil to achieve and identify the provision, adaptations and support needed to help them make progress.

Where a pupil accesses a targeted, research-informed intervention, such as support for emotional regulation, communication, social interaction, reading or mathematics, we will establish their starting point wherever appropriate. This may include a baseline assessment before the intervention begins. This allows us to monitor progress and evaluate whether the intervention is having the intended impact.

We will continually monitor each pupil's progress towards their agreed outcomes and use this information to refine our approach, building on what we learn about the strategies and provision that work best for them.

The assess–plan–do–review process is continuous. Where a review shows that a pupil has made sufficient progress and no longer requires provision that is additional to or different from that ordinarily available, SEND Support may no longer be required. For other pupils, the cycle will continue, with outcomes, strategies, adaptations and provision reviewed and refined in response to their progress and changing needs.

For pupils with an Education, Health and Care Plan (EHCP), progress towards the outcomes within the plan is monitored throughout the year. An Annual Review of the EHCP will take place in accordance with statutory requirements and will involve the pupil, their parents/carers, the school and relevant professionals. An earlier review may also be arranged where there has been a significant change in the pupil's needs, circumstances or provision.

6. How will I be involved in decisions made about my child's education?

We will provide termly new and review SEN Support Plans along with one end of year annual report on your child's progress.

As part of your child's SEN Support Plan cycle, the class teacher will meet you a minimum of three times a year to:

- Set clear outcomes for your child's progress (term ahead)
- Review progress towards those outcomes (previous term)
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting

- Complete a pupil survey

8. How will the school adapt its teaching for my child?

Moorland Primary School is committed to inclusive mainstream education and equality of opportunity for all pupils. Your child's class teacher remains responsible and accountable for their progress and development, including where pupils access additional support from teaching assistants, the SENDCo or external professionals.

High-quality, inclusive teaching is our first response to meeting pupils' needs. We are committed to ensuring that all pupils with SEND have access to a broad, balanced and ambitious curriculum throughout their time at Moorland.

Our approach to inclusive teaching is informed by the 'Five-a-Day' principle outlined in the Education Endowment Foundation (EEF) guidance *Special Educational Needs in Mainstream Schools*. This includes high-quality approaches such as explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology where appropriate.



Teachers use adaptive teaching to respond to individual pupils' strengths and needs whilst maintaining high expectations. There is no 'one size fits all' approach. Adaptations are carefully considered according to the individual child and are reviewed to ensure they are helping the pupil to participate, learn and make progress.

Adaptations may include:

- adapting teaching approaches, tasks or the learning environment while maintaining ambitious curriculum goals;
- using flexible grouping, targeted small-group teaching or, where appropriate, individual support;
- providing additional processing time, breaking learning into manageable steps and using clear, explicit instruction;
- pre-teaching or reinforcing key vocabulary and concepts;
- using scaffolds such as visual prompts, worked examples, checklists and modelling;
- adapting resources and the learning environment to improve accessibility;
- using recommended aids or assistive technology, such as laptops, visual timetables, enlarged text or other specialist resources where these meet an identified need;
- deploying teaching assistants purposefully to promote learning, participation and increasing independence; and
- providing targeted interventions or additional provision where assessment indicates that this is required.

Class teachers, teaching assistants, the SENDCo and other members of the school team may work with pupils individually or in small groups where this forms part of the pupil's planned provision. Additional support complements, rather than replaces, high-quality classroom teaching wherever appropriate.

Where necessary, we will seek advice from external professionals and specialist services and incorporate appropriate recommendations into the pupil's provision.

Further information about how Moorland supports pupils with SEND to access and participate fully in school life can be found in our Accessibility Plan:

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	Adaptive teaching; visual timetables and supports; clear routines and expectations; additional processing time; pre-teaching; support with transitions and change; sensory/regulation strategies; social communication support; individual or small-group work where appropriate; advice and recommendations from external professionals.
	Speech and language difficulties	Speech and language programmes/interventions matched to identified need; vocabulary pre-teaching; visual supports; modelling and scaffolding of language; additional processing time; small-group or individual support; Speech and Language Therapy advice/programmes where appropriate.
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Adaptive teaching and appropriate scaffolding; explicit instruction and modelling; breaking learning into manageable steps; overlearning and opportunities for retrieval and repetition; targeted phonics, reading, spelling or maths support; adapted resources; assistive technology where appropriate; additional processing time and specialist advice where required.
	Moderate learning difficulties	Highly scaffolded and appropriately adapted teaching; small-step learning; repetition and overlearning; pre-teaching and consolidation; visual and practical resources; targeted individual or small-group support; adapted resources and methods of recording; personalised outcomes and provision where appropriate.
	Severe learning difficulties	Highly personalised teaching and provision based on individual strengths and needs; appropriately adapted curriculum access; communication and sensory support; individualised resources and approaches; targeted adult support; close working with families and specialist professionals; individual risk assessment/care planning where required.
Social, emotional and mental health	ADHD, ADD	Predictable routines and clear expectations; chunking of instructions and learning; movement/regulation breaks; reduced distractions where appropriate; visual prompts and organisational support; positive behaviour approaches; individual regulation strategies; trusted-adult support; reasonable adjustments to the environment and teaching; liaison with health and other professionals where appropriate.
	Adverse childhood experiences and/or mental health issues	Relational and trauma-aware approaches; trusted-adult/check-in support; individual or small-group pastoral support; emotional literacy and regulation work; predictable routines and safe spaces; support with friendships, self-esteem and anxiety; targeted support from the Wellbeing Team; individual plans where appropriate; liaison with families, safeguarding services and external professionals.
Sensory and/or physical	Hearing impairment	Appropriate seating and classroom positioning; reducing background noise where possible; visual support and written instructions; checking understanding; use of recommended specialist equipment; adaptations to teaching and the environment; staff training and advice from specialist hearing services where required.

	Visual impairment	Adapted or enlarged resources; appropriate seating, lighting and contrast; verbal descriptions and accessible presentation of information; assistive technology or specialist equipment where recommended; adaptations to the environment; specialist advice and staff training where required.
	Multi-sensory impairment	Highly individualised adaptations to communication, teaching and the environment; specialist equipment and assistive technology where recommended; sensory and communication strategies; additional adult support according to need; individual plans and risk assessments; close liaison with families and relevant specialist services.
	Physical impairment	Reasonable adjustments to the physical environment and curriculum; accessible resources and equipment; adaptations to PE and practical activities; appropriate seating and positioning; additional time or adult support where required; individual healthcare, moving/handling or risk-management plans where appropriate; liaison with physiotherapy, occupational therapy and other specialist professionals.

9. How will the school evaluate whether the support in place is helping my child?

The school evaluates the effectiveness of provision through assessing progress and tracking improvements after each cycle. This is monitored by the SENDCo. The school also uses FACT and FACT+ assessments to identify and track individual needs and progress.

We will evaluate the effectiveness of provision for your child by:

- Day to day learning walks by SLT
- Reviewing the impact of interventions after a clearly defined number of weeks
- Using pupil questionnaires
- Monitoring by the SENDCo and SLT
- Regular meetings about pupils' progress between the teachers, Raising Standards lead and SENDCo
- Using IPMs to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Use of Insight attainment and progress data for pupils with SEND
- Use of pupil/parents/staff feedback
- Work sampling
- Using Provision maps to measure progress
- CET Evaluation reports and regular School Improvement visits (requested by the school as part of their monitoring)

10. How will the school resources be secured for my child?

The class teacher and SENDCos will work together with parents/carers to identify any additional resources, provision or specialist support your child may need. This will be informed by ongoing assessment, the assess-plan-do-review cycle and, where appropriate, advice from external professionals.

Depending on your child's individual needs, additional support may include:

- specialist or adapted equipment and resources;
- additional adult support;
- adaptations to the learning environment;
- targeted interventions or personalised provision;
- additional training for staff; and

- advice, assessment or support from external specialist professionals and services.

Where appropriate, the school will make referrals to relevant external services and will support families to access information and services available through the Milton Keynes Local Offer.

Schools are expected to meet the needs of pupils with SEND through their ordinarily available provision and delegated SEND funding. This includes contributing towards the cost of additional provision for pupils with SEND.

Where a pupil has needs that require provision beyond that which can reasonably be provided through the school's existing resources and delegated funding, the school may seek additional or high-needs funding from the Local Authority, in accordance with local arrangements. Where appropriate, this may include requesting an Education, Health and Care needs assessment.

Any additional funding received will be used to support the provision identified for the individual pupil and will be regularly reviewed to ensure it is helping them to make progress and access school successfully.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Moorland Primary school is an inclusive school and all children have access to all activities regardless of SEND.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip(s).

All pupils are encouraged to take part in Sports day, school plays, visitors and any extra curricular activity in the school day.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Moorland Primary School is an inclusive school and welcomes pupils with SEND in accordance with our admissions arrangements.

Where a child has an Education, Health and Care Plan (EHCP) and Moorland Primary School is named in Section I of the final EHCP, the child will be admitted to the school in accordance with the statutory arrangements for pupils with EHCPs.

For pupils without an EHCP, admissions are managed in accordance with the school's published Admissions Policy. Where there are more applications than places available, the school's published oversubscription criteria will apply.

We recognise that effective transition is particularly important for children with SEND and will work closely with children, families, previous settings and relevant professionals to ensure that appropriate information and support are in place.

For children joining Nursery or Reception, the Early Years team and SENDCo will liaise with the child's previous setting and parents/carers where SEND or a disability has already been identified. Where appropriate, this may include additional visits, transition meetings, sharing professional advice and developing an enhanced or personalised transition plan. This enables staff to understand the child's strengths and needs, establish positive relationships and ensure appropriate provision and reasonable adjustments are in place from the outset.

For pupils joining Moorland during Years 1–6, we will request relevant information from their previous school, including SEND records and details of existing provision. Where appropriate, the SENDCo and/or class teacher will liaise directly with the previous setting, parents/carers and relevant professionals. Additional visits, meetings or a personalised transition programme may be arranged according to the individual needs of the child.

We will also provide additional transition support for pupils with SEND when moving between year groups, key stages or on to their next school, where this is required. This may include additional visits, visual information, opportunities to meet key adults and liaison between relevant staff and settings.

13. How does the school support pupils with disabilities?

Moorland Primary School is committed to equity, inclusion and equality of opportunity. We recognise that children may need different levels or types of support and reasonable adjustments in order to participate fully in school life and achieve their potential.

We work to identify and remove barriers that may prevent disabled pupils from accessing learning, the school environment or wider opportunities. In accordance with the Equality Act 2010, we make reasonable adjustments for disabled pupils and seek to anticipate their needs wherever possible.

Disabled pupils and pupils with SEND are encouraged and supported to participate fully in all aspects of school life, including the curriculum, educational visits, school productions, sporting activities, extra-curricular clubs, enrichment opportunities and wider school events.

Depending on individual need, support and reasonable adjustments may include:

- adaptations to teaching, resources or the learning environment;
- specialist equipment or assistive technology;
- adaptations to communication and the way information is presented;
- reasonable adjustments to routines, activities, educational visits and extra-curricular opportunities;
- individual healthcare, accessibility or risk-management arrangements where required; and
- seeking advice from relevant health, education or other specialist professionals.

We work closely with pupils, parents/carers and relevant professionals to understand individual needs and ensure appropriate adjustments are planned and reviewed.

Our Accessibility Plan sets out how we work to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment to enable disabled pupils to take full advantage of the education, benefits, facilities and services we provide; and
- improve the availability of accessible information for disabled pupils.

Our Accessibility Plan can be found here:

[Moorland Primary School – Policies and Accessibility Plan](#)

14. How will the school support my child's mental health and emotional and social development?

At Moorland Primary School, we recognise that children's emotional wellbeing, mental health and social development are fundamental to their ability to feel safe, belong, learn and thrive.

We have a dedicated Wellbeing Team, working closely with the SENDCo, class teachers, safeguarding team and families to identify and respond to pupils' social, emotional and mental health (SEMH) needs.

Support is tailored to the individual child and may include:

- regular check-ins and trusted-adult support;
- individual or small-group pastoral support;
- support to develop emotional literacy, self-esteem and emotional regulation;
- support with friendships, relationships and social interaction;
- nurture opportunities, including nurture lunch where appropriate;
- additional support at times of transition, change or increased anxiety;
- individual regulation strategies and access to appropriate calm or regulation spaces;

- targeted attendance and welfare support where emotional or mental health needs are creating barriers to attending school;
- opportunities for pupils with SEND to express their views and contribute to school life, including through pupil voice and leadership opportunities; and
- close partnership with parents/carers to ensure that school and home can work together to support the child.

Where a pupil requires support beyond that which can be provided within school, we may seek advice from or make referrals to appropriate external professionals and services, including NHS mental health services, in accordance with local referral arrangements and individual need.

We are committed to ensuring that pupils with SEND are fully included in the wider life of Moorland and have opportunities to develop confidence, independence, positive relationships and a strong sense of belonging.

Preventing and responding to bullying

Moorland does not tolerate bullying. We actively teach pupils about positive relationships, respect and how to seek help if they are worried about themselves or somebody else.

Any concerns about bullying are taken seriously, investigated and responded to in accordance with our Behaviour Policy and Anti-Bullying Strategy. We recognise that some pupils with SEND may be particularly vulnerable to bullying or may experience social situations differently, and additional support, reasonable adjustments and monitoring will be put in place where appropriate.

Our relevant policies can be found here:

[Moorland Primary School – Policies](#)

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We recognise that transitions and periods of change can be particularly significant for pupils with SEND. At Moorland Primary School, transition support is therefore planned according to the individual needs of the child, with additional or enhanced arrangements put in place where appropriate.

We work closely with pupils, parents/carers, staff, other educational settings and external professionals to ensure that relevant information is shared and children are prepared for their next stage.

Starting at Moorland – Early Years

We work closely with parents/carers, nurseries, pre-schools and other settings before children join Moorland.

For children with identified or emerging SEND, transition arrangements may include:

- discussions with parents/carers about their child's strengths, needs and existing support;
- liaison with the child's current early years setting;
- additional visits by Moorland staff to the child's current setting where appropriate;
- additional opportunities for the child to visit Moorland alongside our usual transition arrangements;
- liaison with health, education and other professionals already supporting the child and family; and
- planning any reasonable adjustments, resources or additional provision required so that these can be in place as early as possible.

Our aim is to understand the whole child and establish positive relationships with them and their family before they begin at Moorland.

Moving between year groups

Information about pupils with SEND is carefully shared between staff to provide continuity of support.

Depending on individual need, transition may include:

- dedicated handover meetings between current and receiving teachers;
- sharing Individual Provision Maps (IPMs), successful strategies, reasonable adjustments and other relevant information;
- opportunities to meet the new teacher and other key adults;
- additional visits to the new classroom;
- visual information, photographs or transition resources;
- maintaining trusted relationships with familiar adults during the transition period where appropriate; and
- personalised transition arrangements for pupils who may find change particularly difficult.

Moving to another school

When a pupil with SEND leaves Moorland, we will liaise with the receiving school and ensure relevant SEND information and records are transferred securely.

Where appropriate, the SENDCo and/or other relevant staff will communicate directly with the receiving school to discuss the pupil's strengths, needs, successful strategies, provision and reasonable adjustments. This helps the new setting to prepare appropriate support and promotes continuity for the child.

Transition from Year 6 to secondary school

We work closely with receiving secondary schools to support pupils with SEND as they move into Year 7.

Our SENDCo will liaise with the receiving school's SENDCo or relevant staff to share information about the pupil's needs, provision, successful strategies and any reasonable adjustments.

Depending on individual need and the arrangements offered by the receiving school, pupils may also benefit from:

- additional transition visits;
- opportunities to meet key adults;
- visual information about the new school;
- support to understand timetables and new routines;
- developing organisation and independence skills;
- opportunities to discuss worries and ask questions; and
- targeted preparation for the practical and social changes associated with secondary school.

We will work with parents/carers and pupils throughout the transition process and, where appropriate, support families in communicating with prospective or receiving schools.

Preparing for adulthood

Preparation for adulthood begins well before children leave Moorland. Throughout their time with us, we aim to develop the knowledge, skills and confidence pupils will need for their next stage of education and later life.

For pupils with SEND, this is personalised according to their age and individual needs and may include developing:

- independence and self-care;
- communication and self-advocacy;
- confidence and resilience;
- organisation and problem-solving skills;
- positive relationships and social skills;
- understanding of their own strengths and needs;
- aspirations for future education and employment; and
- increasing responsibility for making choices and contributing to decisions about their own support.

For pupils with an EHCP, preparation for future transitions and longer-term outcomes will also be considered through the Annual Review process, with the pupil's views and aspirations central to planning.

16. What support is in place for looked-after and previously looked-after children with SEND?

Our Designated Teacher for Looked-After and Previously Looked-After Children is Kerry Mills

The Designated Teacher works closely with the SENDCo, class teachers, safeguarding and wellbeing staff, parents/carers, social workers, Virtual School and other relevant professionals to ensure that the needs of looked-after and previously looked-after children are understood and appropriately supported.

We recognise that a child's experiences, care status and SEND may interact and that it is important to understand the whole child, rather than considering these needs in isolation. Staff will consider how these factors may affect the pupil's learning, relationships, wellbeing, attendance and participation in school and ensure that appropriate support and reasonable adjustments are in place.

Looked-after and previously looked-after pupils with SEND have access to the same graduated approach to SEND Support as other pupils, alongside any additional support associated with their care status.

For looked-after children, a Personal Education Plan (PEP) will be maintained and regularly reviewed. Where a pupil also receives SEND Support or has an Education, Health and Care Plan (EHCP), we will ensure that their PEP, Individual Provision Map (IPM) and EHCP, where applicable, are aligned and complement one another.

The pupil's views and aspirations will be central to planning, and provision will be regularly reviewed to ensure it is meeting their needs and supporting them to make progress, participate fully in school life and experience positive educational outcomes.

17. What should I do if I have a complaint about my child's SEND support?

At Moorland Primary School, we value positive and open relationships with parents and carers and aim to work in partnership to meet the needs of every child. We recognise, however, that there may be occasions when parents or carers have concerns about the SEND support or provision their child is receiving.

We encourage concerns to be raised as early as possible so that we can work together to understand the issue and seek a resolution.

In the first instance, parents/carers should discuss their concerns with their child's class teacher. Where the concern relates specifically to SEND provision or requires further support, the school's SEND team can become involved.

We will always seek to resolve concerns informally wherever possible through open discussion and collaborative working. If a concern cannot be resolved informally, parents/carers can make a formal complaint in accordance with the Trust's Complaints Policy.

Formal complaints should be directed to the Executive Headteacher in the first instance and will be considered in accordance with the published complaints procedure:

[Campfire Education Trust – Statutory Trust Policies](#)

If a parent or carer remains dissatisfied following the school's response, the Complaints Policy explains the appropriate next stages and how a complaint may be escalated.

Further information about routes for resolving disagreements and making complaints about SEND provision can also be found within the SEND Code of Practice.

Independent SEND advice and support

Parents and carers who would like independent information, advice or support regarding SEND can contact Milton Keynes SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service).

SENDIAS provides free, confidential and impartial information and support to children and young people with SEND and their parents/carers.

[Milton Keynes SENDIAS](#)

Telephone: 01908 254518

Email: contact@mksendias.org.uk

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at your local authority's Milton Keynes Local offer: <https://www.mksendlocaloffer.co.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

SENDIAS contact information

01908 254518 - Advice Line: Monday-Friday 10am to 3pm Email Contact@mksendias.org.uk

SENDIAS Website: <https://mksendias.org.uk/>

Local charities that offer information and support to families of children with SEND are:

- Milton Keynes SEND Team support line 01908 657825 SENDSupport@milton-keynes.gov.uk
- Children with disabilities team contact information. 01908 253617 or in emergency 01908 265545 childrendisabilityteam@milton-keynes.gov.uk
- Autism Bedfordshire <https://www.autismbedfordshire.net/>
- Mk Autism <https://mkautism.org.uk/resources/local-offer-send/>
- PACA MK <https://pacamk.org/milton-keynes-send-local-offer/>

National charities that offer information and support to families of children with SEND:

- IPSEA <https://www.ipsea.org.uk/>
- SEND family support <https://sendfs.co.uk/>
- NSPCC <https://www.nspcc.org.uk/>
- Family Action <https://family-action.org.uk/>
- Special Needs Jungle <https://www.specialneedsjungle.com/>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs & disabilities co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEN support** – special educational provision which meets the needs of pupils with SEN and who do not have an EHCP
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages