



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 <https://www.moorlandprimaryschool.co.uk/>

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

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 Inclusion Leader and SENDCO

Our Inclusion Leader is Mrs Sally Carson and our SENDCO is Miss Nicky Tindle. They can be contacted via email sendco@moorlandprimaryschool.co.uk

Or phone 01908 678888.

They have worked in education for over 20 years and have experience in different settings. They are both qualified teachers and been leaders in education for many years. They are working towards achieving the National Professional Qualification in Special Educational Needs Co-ordination, due to be completed in 2026.

Our pastoral and safeguarding team

Jackie Holmes, Samantha Key and Lisa Nicholls have lots of experience supporting pupils with social, emotional and mental health needs. Between them they are qualified as Senior Mental Health Leads, Domestic abuse champions and a range of drawing and Theraplay therapies. They can be contacted via email at office@moorlandprimaryschool.co.uk Or phone 01908 678888.

Class/subject teachers

All of our teachers receive in-house SEND training, and are supported by both the Inclusion leader and SENDCO, to meet the needs of pupils who have SEND. A variety of other training including: positive handling training, safeguarding, FGM, GDPR, and a variety of other internal and external training including: Safer recruitment, cyber security, anti-bullying, safeguarding lead, NPQ (subject specific), Level 3 SEND TA course, Variety of SEND courses, Lego therapy, internal and external moderation, inspiration trust days, radicalization, unconscious bias, KCSIE, Autistic, first aid, diabetic training, EPI pen training, and other medical needs training.

Training will regularly be provided to teaching and support staff. The headteacher and Inclusion leaders will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development. There are regular planned meetings for all teaching staff with a sole focus on SEND as well as an agenda item on the weekly staff meeting.

Teaching Assistants (TAs)

We have a team of 10 TAs, including 1 higher-level teaching assistant (HLTAs) who are trained to deliver SEND provision.

We have teaching assistants who are trained to deliver interventions such as: NELI, Zones of regulation, Lego therapy, Black sheep, Blank levels, phonics, extra maths, SAL, extra reading and protective behaviours.

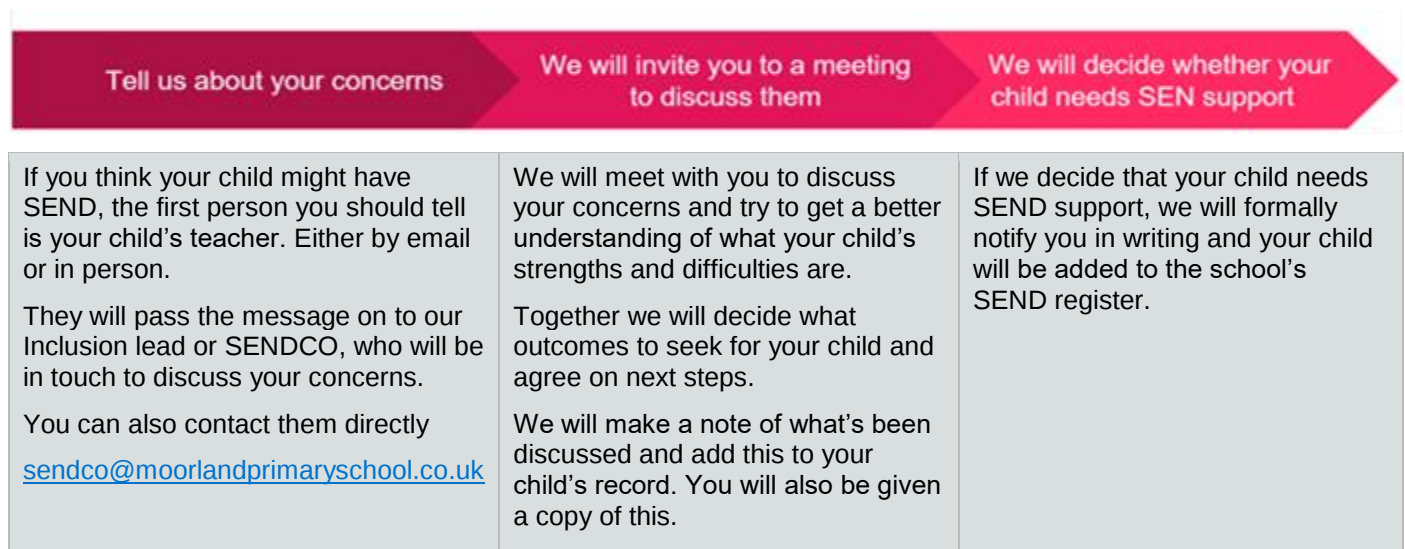
We have 3 TAs who have completed a SEND level 3 accredited course.

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 our class teachers are aware of SEND and closely monitor for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO, and in agreement with them, contact you to discuss the possibility that your child has SEND.

A FACT (First Assess Communication Tool) and if triggered, a FACT+ may be completed by the teacher or SENDCO. This is to identify and meet any speech, language and communication needs. Further information can be found:

found: <https://www.mksendlocaloffer.co.uk/education-and-send/useful-resources>

The SEND team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SEND team will ask for your opinion, relevant family history and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician. The FACTS and any other information will be shared with professionals.

Based on all of this information, the SENDCo will decide whether your child needs SEND support.

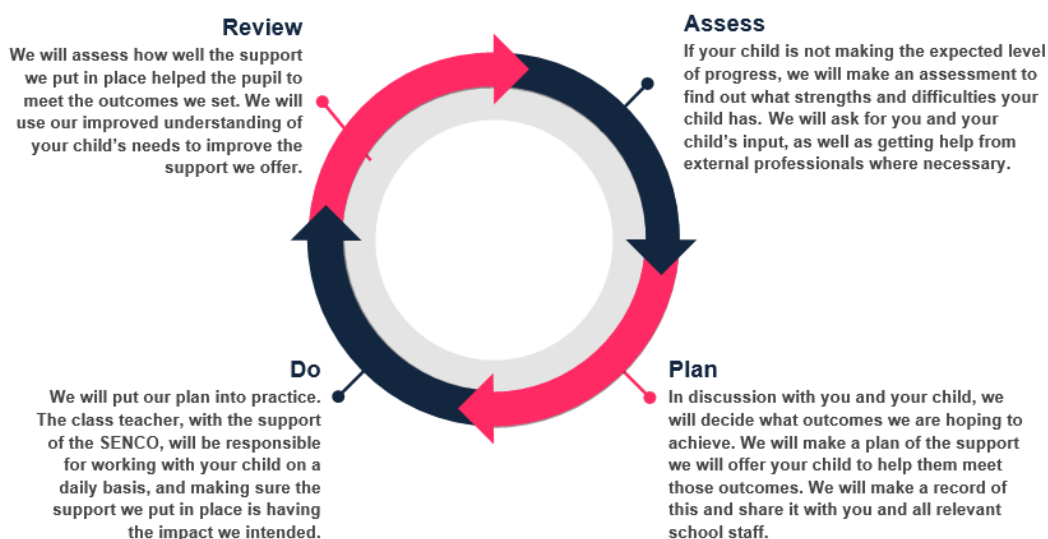
If your child does need SEND support, their name will be added to the school's SEND register, you will be informed of this in writing, through relevant documentation and the class teacher or will work with you to create an IPM for them.

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 and set targets three times a year, In Autumn term (September), In Spring term (January) and Summer term (April). This process is collaborative and involves a meeting and agreement with parents/ carers. These may be reviewed more regularly depending on the needs of the pupils and advice from supporting professionals.

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run a school wide research-based intervention, for example: Zones of regulation or Lego therapy, with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

Progress of pupils with EHCPs are assessed and reviewed regularly throughout the year by professionals supporting the pupil. An Annual Review is held for pupils with EHCPs. Interim reviews can also be arranged throughout the year if deemed necessary.

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

An Individual Provision Map (IPM) will be completed and reviewed termly by the class teacher and will outline the outcomes your child is working towards and the provision in place. An annual report will also be completed at the end of the year.

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 equal opportunities for all. Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We follow the '5-a-day' principle outlined in the EFF guidance 'Special Educational Needs in Mainstream Schools' when delivering Quality First Teaching.



We may seek and act on advice and recommendations received from external agencies. Further information about how we support our pupils with SEND participate in the curriculum can be found in our Accessibility plan using the link below;

Moorland's Accessibility plan can be found <https://www.moorlandprimaryschool.co.uk/page/?title=Policies&pid=48>

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate, scaffold or adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, location, and time etc.
- Scaffolding our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Class teachers, Teaching Assistants and sometimes the SENDCO may all work with pupils with SEND in small groups or on a 1-to-1 basis where timetabled and/or appropriate.

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	With guidance from Specialists we use; Attention Autism Intensive Interaction approaches
	Speech and language difficulties	Zones of regulation Speech and language therapy (external support) Black sheep programme. Blank levels Lego therapy Nurture lunch
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Pre-teaching Additional phonics

	Moderate learning difficulties	Adapted small Maths groups Daily reading 1:1
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Our Well-being team will support provision specific to the needs of the child Inc: Zones of regulation Protective behaviours
	Adverse childhood experiences and/or mental health issues	
Sensory and/or physical	Hearing impairment	A range of aids and interventions including wobble cushions, Sensory circuits, Sensory room, fidget toys, ear defenders, movement breaks, Additional PE intervention Fine and gross motor exercises
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	

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 SEND team will identify whether any extra resources are needed for your child. They will make referrals for external support and advice how to access Milton Keynes Local offer.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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?

Our admission arrangements when there are more applications for places than there are places available, priority would be given in the following order:

- Children who have an Educational Health Care Plan (EHCP) which names the school as the appropriate setting
- Children in care (or were previously in care as defined in the Schools Admission Code 2021).
- Children of Trust staff who wish their child to attend the school they work at.
- Children who have a sibling who will attend at the time of admission.
- Other children

At Moorland Primary school we know how important it is for every child to have a smooth transition into the school. If a child starts with us in nursery or Reception, then any child who has previously been identified as a child with SEN or have a disability, then extra visits by Early Years leader/SENDCO will take place. This will ensure that we have as much information about the child as possible and allows us to build strong relationships between the child and the adults in school. If a child starts the school in years 1-6, then all information is requested from their previous school, and an extra meeting is arranged with the class teacher and/ or the SENDCo.

13. How does the school support pupils with disabilities?

Moorland Primary school believes in equity, to ensure all children have the same opportunities and access to reach their academic potential.

All children with SEND are encouraged to participate in all activities in school including: school productions, extracurricular clubs and trips

- The accessibility plan can be found- <https://www.moorlandprimaryschool.co.uk/page/?title=Policies&pid=48>
This includes:
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

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

At Moorland Primary school we have a wellbeing team with 3 members of staff as well as the SENDCo. We can refer children to the NHS Mental Health Team who can support children individually or as a family. The wellbeing team complete one to one support sessions as well as a nurture lunch.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND by having 3 staff supporting children's SEMH needs.
- We run a nurture lunch for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We have an anti-bullying strategy and a behaviour policy,

Found here: <https://www.moorlandprimaryschool.co.uk/page/?title=Policies&pid=48>

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

We have an extensive transition program where the children visit the new teacher and classroom regularly before the transition. The teachers meet and discuss all SEND children and their strategies. The children transitioning from year 6, have all their strategies and adaptations sent to their new schools before transition days in July, so their support can be given as soon as possible. We encourage all transitioning schools to come in and visit their new pupils before their transition days. Depending on the chosen school, there may be additional SEND transition days offered. All SEND information is sent electronically or physically handed over to the new school.

Early Years

We work closely with parents/carers and external pre-school settings prior to pupils joining Moorland Primary. This involves additional visits to the pupils in their current setting or at home as well as planning for the child to spend time with us during our Stepping up mornings. We also liaise with external professionals who may already be supporting the pupil and family including the Health visiting team. This helps us to create a true picture of the pupil's needs and together we will create a plan to ensure the correct provision is in place as soon as the child joins our setting.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

- When your child is moving on from our school, we will send all SEND paperwork to the new school's SENDCo and where possible, meet with them to discuss your child, ensuring a smooth transition takes place

Between Primary & Secondary schools

The SENDCo of the secondary school will meet our SENDCo. They will discuss the needs of all the children who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practicing with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Induction days at the secondary school

We understand that choosing an appropriate Secondary school setting can be a difficult decision so we also support parents/carers and pupils by offering to accompany them when visiting prospective schools.

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

Mrs Sally Carson is the designated teacher for looked-after children and previously looked-after children at Moorland Primary School.

Mrs Carson will work with Miss Tindle, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND IPMs or EHC plans are consistent and complement one another.

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

We work hard to ensure that parents/ carers of all our pupils are happy with our school, however we recognise that in some circumstance's issues may arise. It is in everyone's interests for complaints to be resolved as quickly and at as low level as possible. Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the teacher and then our SEND team.

We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy which can be found at <https://www.campfiretrust.co.uk/statutory-trust-policies>

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If parents would like advice about SEND support given to their child they can also contact:

SENDIAS contact information <https://mksendias.org.uk/> 01908 254518 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
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **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