



Moorlands Schools Federation Special Educational Needs and Disability (SEND) Information Report (2025-2026)

At Moorlands, we strive to support all our children and enable them to reach their full potential at school. In order to do this, many steps are taken to support them through their learning journey. High quality teaching is vital; however, for some children there are occasions when further, additional support may be needed to help them achieve their targets.

Below are some of the people who will support the children with Special Educational Needs and/or Disabilities in this school:

School Based Information	People	Summary of Responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs/Disabilities (SEND)?	Class teacher is responsible for:	- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). - Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with support staff or the SENDCo as necessary. - Developing Support Plans (SPs) and/or Emotional Regulation Plans (ERPs) and sharing and reviewing these with parents at least 3 times a year and planning for future provision. - Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. - Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
	The Headteacher and SENDCo are responsible for:	- The day to day management of all aspects of the school, this includes the support for children with Special Educational Needs and/or Disabilities (SEND). They will give responsibility to class teachers and Teaching Assistants (TAs) but are still responsible for ensuring that children's needs are met. - Being fully aware of children's individual needs and the support that is in place. - Co-ordinating all the support for children with SEND and developing the school's SEND Policy to ensure that all children get a consistent, high quality response to meeting their needs in school. - Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND. The Headteacher's report to Governors at meetings contains a SEND update.

		• Ensuring that parents are: - involved in supporting their child's learning - kept informed about the support their child is getting - involved in reviewing how their child is doing - part of planning ahead for their child. - liaising with all the additional adults who may come into school to help support a child's learning e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist and Theraplay practitioner. • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help an individual child (and other pupils with SEN and/or Disabilities in the school) to achieve their potential. • Supporting class teachers to write, monitor and review Support Plans that specify the targets set for a child to achieve. • Ensuring that Education and Health Care plans (EHCP) are implemented, monitored and reviewed. • Organising training for staff so they are aware of, and confident about, how to meet the needs of an individual child and others within the school. • Liz Hebditch is the school SENDCo and can be contacted by telephoning 01225 421912, emailing office@moorlands-school.com or visiting the school office to arrange an appointment.
	Teaching Assistants	A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. Whilst TAs play a very valuable role in your child's education and we welcome daily dialogue between parents and TAs, it is requested that questions regarding a child's learning and progress are directed to their class teacher.
	SEND Governor Joanna Reeves is responsible for:	• Making sure that the school has an up to date SEND policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. • Reporting to the full governing body annually.

1) How does the school identify children who may have special educational needs?	We know when children need help if: • concerns are raised by parents/carers, teachers or a child's previous school or pre-school • a child is not making expected progress • there is a change in a child's behaviour • a child has a specific disability • other professionals identify a special educational need and /or a disability • a child asks for help To obtain further understanding of a child's strengths and difficulties we will observe them and may use a range of assessment tools which include: - Wide Range Achievement Test (WRAT) - Youngs Parallel Spelling Test - British Picture Vocabulary Scale (BPVS) - New Group Reading Test - Wellcomm - Sentence Completion Test If a child is not making expected progress or if there is another indicator of concern the school will discuss with you: • any concerns you may have • any further interventions or referrals to outside professionals to support a child's learning and emotional needs. • how we can work together to support a child at home and at school
2) How will school staff support my child?	The school will follow a graduated approach to your child's learning. It will follow the sequence of – Assess, Plan, Do, Review. This way we can constantly make sure that the school is meeting your child's needs. All children have individual needs. Children in school with SEND will get support that is specific to them. This may be provided by school-based staff who work directly with a child but may also include: • Staff who will visit the school from other services such as Speech and Language Therapy or the Specialist Autism Support Service. • An assessment from a specialist such as an Educational Psychologist or Occupational Therapist. • Working 1:1 or in a group on a specific programme of work such as Thrive or numeracy skills. • Providing specialist equipment/resources as required to support a child's learning and development.

	Regular review meetings are held between the class teacher and parents to discuss the child's progress and any additional needs which require support. If outside agencies need to become involved, permission is always sought before making a referral.
3) How will the curriculum be matched to my child's needs?	High quality teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve. Provision for children with SEND is a matter for the school as a whole. Our curriculum is designed to match the needs by offering personalised learning which is scaffolded accordingly. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their full potential. The classroom environment may also be adapted to suit individual needs e.g. providing a workstation or individual visual timetable.
4) How will I know how well my child is doing?	Class teachers are always happy to discuss how well a child is doing; these discussions do not need to be limited to the regular support plan meetings. Class Dojo will be used to communicate with parents. Some children may also have a home/school communication book so that parents and teachers can monitor progress, record concerns and share achievements.
5) What support will there be for my child's well-being?	The school offers a range of pastoral support for children who are encountering emotional difficulties. This could be through 'Circle Time', 1:1 discussions with the class teacher or the SENDCo, regular 'monitoring' meetings with parents/carers, small group support or may include a specific resource to support the child. The school follows 'Jigsaw', a Personal, Social, Emotional Development programme, as part of the curriculum. Three members of staff, including the SENDCo, are fully trained Thrive Practitioners. (www.thriveapproach.co.uk). We have a trained Emotional Literacy Support Assistant (ELSA) and a trained Nurture teacher. Sometimes the school will seek support from elsewhere such as the school nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services), the Mental Health Support Team (MHST) or an organisation such as Mentoring Plus. For some children, it may be appropriate to complete an Early Help Assessment (EHA) which supports the wellbeing of a child and their family. An EHA essentially creates a plan for the child and the family and is written by a 'Lead Professional' in consultation with the family and with other professional who are working with the family. For children with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team. This may lead to an assessment or support from, for example, a Disability Nurse or an Occupational Therapist.
6) What specialist services are available at or accessed by our school?	The school has access to a very wide range of specialist services which includes: • Speech and Language Inclusion Partnership • Behaviour Support Service (Brighter Futures) • Child and Adolescent Mental Health Service (CAMHS) • Mental Health Support Team (MHST)

	• Educational Psychology (EP) • School Nursing Team • Paediatric services • GPs • Children's Therapy Services (including Physiotherapy (Physio) and Occupational Therapy (OT)) • Social Care teams • Attendance and Welfare Support Officer (AWSO) • Sensory Support Services (Vision and Hearing) • Specialist Autism Support Service (SASS) • SEND Partnership Service (SPS) • Play Therapy
7) What training opportunities are there for staff supporting children with SEND?	The Headteacher, Deputy Headteacher and SENDCo/Inclusion Leader support class teachers in planning for children with SEND and provide in-house training where possible and necessary. This may include whole school training on SEND issues or support for identified groups of learners in school, such as the Attachment Aware schools programme, Autistic Spectrum Condition, Dyslexia support. Whole staff training is used to disseminate knowledge, strategies and experience, to ensure consistency in the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Autism Support Service (SASS). The SENDCo has gained the accredited National Award for Special Education Needs Coordination.
8) How will my child be included in activities outside the classroom including school trips?	Activities and school trips are available to all children. Where appropriate, financial assistance via the school's Pupil Premium allocation or other sources is available to ensure access for all to all activities where payment is needed. Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service. For activities out of school, risk assessments are carried out, and procedures are put in place to enable all children to participate. If it is decided that 1:1 support is required to support a child, an additional staff member or a parent may be asked to accompany a child during the activity/trip.

9) How accessible is the school environment?	MSF always does its best to meet individual need, and staff are always happy to discuss individual access requirements. The school site is large and on lots of different levels. Wherever possible wheelchair access has been considered and action continues to make it as accessible as possible. There are toilet and changing facilities adapted for disabled users in both buildings and wide doors fitted across most of the school. Children and families who have English as additional language are also supported to be part of our school community and to access the learning environment fully.
10) How will the school support my child's transition to and from school?	Induction for all Early Years children takes place in term 6 (July) and term 1 (September). In term 6, there is an induction meeting for parents/carers, giving the opportunity to share key information as well as meeting teachers and other key staff members. We also offer 'Stay and Play' visits in term 6 so the children can explore their new classroom. Further to this, Early Years staff work with nursery and pre-school settings to enable a smooth transition into school in September. This involves contacting each setting and discussing transition information either on the phone or by visiting their setting before the end of the summer holidays. If a child has more specific needs and meets the criteria, nursery and pre-school settings can apply for Transition Support Funding (TSF) to help support their specific needs when they start school in September. In term 1, the Early Years children have a gradual start to school through a part-time induction and all families are invited to a meeting with their class teacher. Referrals can be made to the local Attendance and Behaviour Panel to support the most vulnerable children transferring from Reception to Y1 (EYFS to KS1), Y2 to Y3 (KS1 to KS2) and Y6 to Y7 (KS2 to KS3). To support children in their relationships across the Federation there are Federation assemblies, mixed age playgrounds and other opportunities for the children in each Key Stage to meet/play/learn with each other e.g. Reading Buddies. Transition is carefully planned and the children have the opportunity to spend time with their new class teachers in term 6. Teachers meet to hand over information/data/books etc. before the end of the year. If children are moving to a new school there is communication between the schools to ensure a smooth transition. Secondary transition is supported, as required, by additional visit days/group or individual work/Summer school etc. to aid any children who have greater difficulties or anxieties. MSF also runs transition groups for some pupils in Year 6. If a child has a current Early Help Assessment all professionals become involved in supporting the transition process.

	For children who transfer mid-year, Local Authority (LA) procedures are followed (see Admissions and Transport on the B&NES website). The LA's 'Local Offer' is also available on the B&NES website https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send
11) How will the school allocate resources to support my child's needs?	The school budget includes money for supporting children with SEND. The Senior leadership Team and Business Manager decide on the allocation of the total budget for SEND in consultation with the school governors, on the basis of the needs of the children currently in the school. SEND funding is usually allocated to employ staff and outside specialists and to buy resources and equipment. Where a child has significant needs that the school feels it cannot meet, the school is able to apply for an Education, Health and Care Plan Needs Assessment. This may lead to further support being provided by the Local Authority. Parents can also request that the Local Authority carry out an assessment of a child's needs.
12) How will the school allocate resources to support my child's needs?	Each child is assessed individually, and a personalised package of support is put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside professional will sometimes necessitate an increase in support and/or resources. Pupil progress meetings are held 3 times a year where children's individual needs, progress and impact of any support they are receiving is monitored and assessed. If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable school to allocate resources/support for the child.
13) How does the school evaluate the provision for children with SEND?	The school evaluates the effectiveness of provision through: • Use of class provision maps to measure progress and achievement • Evaluation of Support Plans 3x year • Use of assessment data at the beginning and end of interventions • Use of attainment and progress data for children with SEND as part of the whole school tracking • Use of pupil/home interviews/questionnaires • Monitoring by the SENDCo • The school's ongoing Moderation, Evaluation and Review cycle
14) How can I be involved in my child's education?	All parents are encouraged to contribute to their child's education. This happens through: • Discussions with the class teacher – either formally at Support Plan meetings and home/school consultations or informally at the end of the day. These discussions are really important – not least so that we know about your child in the home setting and we can tell you about what we are doing in school and how your child is doing at school. This helps to make sure that we are doing similar things to support them and we can share what is working well at home and at school.

	• Discussion with the SENDCo and other professionals where information is shared (either verbally or by written reports or both). • Other means of communication such as a home/school communication book or TAC (team Around the Child) meetings.
15) Who can I contact for further information?	If you wish to discuss any aspect of your child's education, please contact: a) Your child's class teacher b) The SENDCo – Liz Hebditch c) Headteacher – Louisa Sellars d) The SEND Governor – Joanna Reeves The best way to get in touch is through the school office: Telephone: 01225 421912 Email: office@moorlands-school.com Information about SEND from BANES is available at: https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send Advice can also be obtained from the SENDIAS BathNES which is a service run by BANES to provide parents of children and young people with additional needs with confidential and impartial information, advice and support. They can be contacted on 01225 394382 or through their website: https://sendiasbathnes.org.uk/ The SEND Code of Practice (2014) can be found at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25