

The Moorlands Primary Federation

SEND Information Report 2025-26



Introduction

Government legislation within the Code of Practice 2014 requires governing bodies of maintained school to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

TMPF Values:
Trust;
Mindful;
Peace;
Friendship.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age.

or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

The government has transformed the system for children and young people with Special Educational Needs and Disabilities (SEND). The Children and Families Act 2014 now extends the SEND system from 0-25 years giving children, young people and their parents/carers greater control and choice in decisions, ensuring needs are met. The main changes are:

- Replacing Statements of Special Educational Needs with the Education Health Care Plan (EHCP).
- Extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control regarding the support they need.
- Improving cooperation between all services that support children and their families; requiring Local Authorities and Health Authorities to work together.
- Requiring Local Authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support.

<p>Our Multi-Academy Trust and SEND provision.</p>	<p>The Moorland Primary Federation (TMPF) is a Multi-Academy Trust (MAT) with ten primary schools across the Staffordshire Moorlands. They are St. Werburgh's C.E. Primary School, The Valley Primary, Great Wood Primary School, Bishop Rawle C.E. Primary School, Dilhorne Endowed C.E. Primary School, Manifold C.E. Academy, Hollinsclough C.E. Academy, Talbot First School, St. Peters C.E. First School, St. Bartholomew's C.E. Primary School.</p> <p>Across the Trust, all primary schools are committed to the provision of a high quality, broad and balanced curriculum which is adapted and differentiated and extended to meet the individual needs of all our pupils.</p>
<p>Roles Trust Special Educational Need and Disabilities Leader Welfare Co-ordinator Special Educational</p>	<p>Ben Adamson, is the Trust Special Educational Needs and Disabilities Leader.</p> <p>Each school has a Welfare Co-ordinator to support the SEND needs in each school:</p> <p>Rebecca Love – Bishop Rawle C.E. Primary School Kim Gagliano/ Craig Broome – Dilhorne Endowed C.E. Primary School Natalie Ainsworth – St. Werburgh's C.E. Primary School</p>

Needs and Disabilities Co-ordinator (SENDCo)	Charlotte Bould – The Valley Primary School Ben Adamson – Great Wood Primary School Heather Mottram – Hollinsclough C.E. Academy Louise Proctor – Manifold C.E. Academy Olivia Pantev – St. Bartholomew’s C.E. Primary School Michelle Tudor (SENDCo)– Talbot First School and St. Peters C.E. First School To contact a Welfare Co-ordinator or the Trust Lead please contact the school office.
SEND children on roll	St Werburgh’s C E Primary School - 19 children (12%) Dilhorne Endowed C E - 10 children (23%) The Valley Primary School - 11 children (28%) Great Wood Primary School - 7 children (7%) Bishop Rawle C E Primary - 23 children (15%) Hollinsclough C E Academy - 5 children (14%) Talbot First School – 7 children (24%) St. Peter’s C E First School - 5 children (11%) Manifold C E Academy - 6 children (13%) SEND pupils have access to additional programmes of intervention. They are also supported by staff from external agencies and are recorded at the SEND support level.
Identification and Assessment of SEND pupils	Class teachers, additional staff, parents/carers and the learners themselves will often be the first to recognise a difficulty with learning. The use of school’s data tracking identifies pupils who are not making expected progress and are not on track to reach their end of year target. Completed diagnostic assessments will confirm difficulties and support the planning and introduction of intervention programmes. Links with external agencies will ensure referrals can be made and additional support can be accessed, as required.
Provision for pupils with SEND.	If a pupil is identified as having SEND, staff will provide a programme of support that is ‘additional to’ or ‘different from’ the differentiated approaches and learning arrangements normally provided as part of high quality teaching. When providing support that is ‘additional to’ or ‘different from’, staff engage in a four stage process: Assess; Plan; Do; Review. This can be supported with Enhanced Assess, Plan, Do & Review (EAPDR)
a) The effectiveness of provision for pupils with SEND	All pupils who access a programme of intervention are monitored closely with support from entrance and exit assessments which determine need, progress and future provision.
b) Arrangements for assessing and reviewing the progress of pupils with SEND.	Staff consider the child’s profile so that an intervention can be chosen to best support the child’s needs. Interventions are planned for a time-specific period. Assessments are carried out each term to identify progress. Termly Pupil Progress Review Meetings with involvement from the child and the parents/carers look in detail at results and discuss future provision and how progress can be supported within the home environment. At the end of each academic term, a written report is sent to parents/carers detailing progress. The class teacher, Welfare Coordinator or SENDCo are available for appointments to discuss progress at any other time during the year.
c) Approach to teaching pupils with SEND.	All pupils with SEND have an Individual Education Plan (IEP) detailing their next steps. All pupils with SEND receive high quality teaching which is adapted and differentiated, as appropriate. Carefully matched interventions enhance

	<p>this teaching. School staff are, where appropriate, supported by staff from external agencies.</p>
<p>d) Adaptation of the curriculum and learning environment for pupils with SEND.</p>	<p>The curriculum has been reviewed in line with all regulations. Staff aim to ensure all pupils have full entitlement and access to a broad and balanced curriculum. Work is provided that is appropriate to need and accessible to the range of pupils that are taught. Programmes of study are adapted and differentiated, according to need.</p>
<p>e) Additional support for learning.</p>	<p>Support from Learning Support Assistants ensures the focus can be placed on outcomes allowing pupils to reach their set targets. Education Health Care Plans (EHCPs) have been provided when, after assessment, the Local Authority agrees that the pupil requires additional support that is beyond that the school can 'normally' offer.</p>
<p>f) Activities available for pupils with SEND.</p>	<p>All extra-curricular activities and educational visits are available to all children. Adaptations and differentiation occurs, as required. Adult support and resources are made available to ensure a positive learning environment. Teachers work closely with parents before trips to discuss specific needs of pupils with SEND. No pupil is removed from activities across The Moorlands Primary Federation unless at the request of parents or carers.</p>
<p>g) Support available for improving the emotional and social development for pupils with SEND.</p>	<p>Pupils' health and well-being are paramount and supported by the Safeguarding Policy. The Moorlands Primary Federation support children with emotional and social difficulties. This ensures gains with independence, resilience and self-esteem resulting in pupils having a positive attitude towards learning. Interventions and support relating to 'Mindfulness' training are available to address barriers to learning arising from social, emotional or behavioural difficulties.</p>
<p>The expertise and training of staff in relation to pupils with SEND.</p>	<p>The Welfare Coordinators and SENDCo support class teachers in planning for pupils with SENDs. The school provides relevant training to address the needs of those pupils with SEN and/ or a disability. The school is able to access a variety of services to ensure that the skills of the staff match the needs of the current pupils.</p>
<p>Accessibility for pupils with SEND.</p>	<p>All the schools across the Trust have adaptations to meet the needs of the children and their parents/carers. There are disabled toilets available. Motor skills are addressed in an inclusive manner. Equipment used to support all learning is accessible to all pupils, regardless of need. Support can be accessed from the Local Authority and staff with those involved with external agencies.</p>
<p>Consulting and involving parents.</p>	<p>The school works closely in partnership with parents and carers. This is done by:</p> <ul style="list-style-type: none"> -Ensuring parents feel welcome and involved, recognising their concerns and views will be listened to. -Having direct contact with the Welfare Co-ordinator and/or SENDCo in each school or contacting Mr Ben Adamson (Trust SENDs Leader). -Offering support during all discussions relating to SENDs provision. -Working effectively with all supportive agencies. -Ensuring all information is available in an accessible manner. -Making parents and carers aware of the SENDIAS and other relevant accessible support services.

<p>Consulting with pupils about their Special Educational Needs and Disabilities.</p>	<p>We support the involvement of pupils when making decisions and exercising choice (SEND Code of Practice 2014). Where appropriate, all pupils are involved in monitoring and reviewing their progress. SEND pupils will have meetings to identify their own needs; set targets and self review their progress. Pupils with an EHC Plan will be involved in the Annual Review, as appropriate.</p>
<p>Concerns about the provision for pupils with SEND.</p>	<p>We encourage parents/carers to contact the child's class teacher if there are any concerns. Meetings can also be arranged with the Trust Lead or the School Leader in each of our schools. Further support can, if necessary, be gained by contacting the Trust CEO or Vice-CEO, Chair of Trustees or SEND Link Trustee.</p>
<p>Outside agencies involved with pupils with SEND</p>	<p>According to the needs of the child, advice and support may be sought from specialists external to the school. The support will be requested where difficulties persist despite high quality interventions and appropriate adjustments. Outside agencies include: SEND Inclusion Hub, Education Psychology Service; Autism Inclusion Team; Behaviour Support Service; Clinical Psychology Service; Support Service for Visual, Hearing and Physical Impairments; Departments within NHS; Child and Adolescent Mental Health Services and Social Services. The Welfare Co-ordinator or SENDCo makes referrals to these external agencies, as needed, following discussion with parents/carers, Trust SENDs Lead and CEO/Vice-CEO. If the pupil's progress remains a significant concern despite provision of an individual programme the school may request an Education Health Care Plan Assessment (EHCP) from the Local Authority.</p>
<p>Arrangements for supporting pupils with SEND in transferring between phases of education.</p>	<p>We recognise that transition can be difficult for a child with SEND. If your child is moving to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed to the new school. Across the Trust, successful transition programmes support the children entering the Foundation Stage; changing class for the next academic year and transferring to secondary school, or middle school, where positive and supportive links have been established.</p>
<p>Support for parents of pupils with Special Educational Needs and Disabilities.</p>	<p>Support can be accessed from: -Your child's class teacher. -Welfare Co-ordinators Rebecca Love – Bishop Rawle C.E. Primary School; Kim Gagliano/ Craig Broome – Dilhorne Endowed C.E. Primary School; Natalie Ainsworth – St. Werburgh's C.E. Primary School; Charlotte Bould – The Valley Primary School; Ben Adamson – Great Wood Primary School; Heather Mottram – Hollinsclough C.E. Academy; Louise Proctor – Manifold C.E. Academy; Olivia Pantev – St. Bartholomew's C.E. Primary School; Michelle Tudor (SENDCo)– Talbot First School and St. Peters C.E. First School. -Trust SENDs Leader – Ben Adamson -Link Trustee for SENDs – Benjamin Fabi -Trust CEO – Jared Eccles SEND IASS – Staffordshire Family Partnership– 01785 356921 sfps@staffordshire.gov.uk</p>

Staffordshire's Local Offer	The Local Authority has responsibility for the Local Offer which outlines the services and support available to pupils with SEND in Staffordshire schools. It can be viewed at: https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0
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