

SEND Educational Needs Information Report and SEN Policy Combined

Moorgate Primary Academy SEN Information Report is written with due regard to the Children and Families Act, published in June 2014. The revised Special Educational Needs and Disability Code of Practice: 0-25 years (2014) is the statutory guidance that has been published to exemplify statutory duties that bodies such as local authorities, governing bodies of schools, NHS Trusts and Clinical Commissioning Groups must comply with to ensure that the needs of children and young people with special educational needs and disabilities are met. Schools must also comply with the Equality Act (2010) when making provision for all learners.

From September 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Staffordshire LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector. Latest information about Staffordshire's local offer can be accessed at:

<http://www.staffordshirecares.info/pages/my-disability/children-additionalneeds/sendreforms/LocalOffer/local-offer.aspx>

SEND Policy Introduction

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (2015). It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2015)
- Disability and Discrimination Act 1995
- Equality Act 2010
- Children and Families Act 2014
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

The policy has been created by the school's SENCo in line with the legislation listed and our admission arrangements. Our governors, Headteacher and staff were consulted. The SENDCo is responsible for the design and implementation of this policy. Stakeholders are able to access this document via our website.

Aims of the SEND policy

- To provide access for all pupils to a broad and balanced curriculum and all aspects of school life.
- To involve children, parents and young people in decision making.
- To ensure collaboration between education, health and social care services to provide support.
- To support all staff in acquiring expertise to meet the needs of all pupils including those with SEND.
- To reduce barriers to progress and learning by embedding the principles in the National Curriculum Inclusion statement. <https://www.gov.uk/government/collections/nationalcurriculum>

To use our best endeavours where needed to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health.
4. Sensory and/or physical.

Aims of provision at Moorgate Primary Academy

Moorgate's core moral purpose is encapsulated in the vision statement for the Academy: Achieve, Challenge, Enjoy.

Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our academy. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential.

At Moorgate Primary Academy, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages him or her to achieve his or her full potential.

Moorgate's Primary Academy's SEN Information Report should be read in conjunction with the following:

Admissions Policy
Anti-Bullying Policy
Attendance Policy
Behaviour Policy
Complaints Policy
Equal Opportunities including Race Equality Policy
Teaching and Learning Policy
Safeguarding Policy

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Definition: Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them Our Special Educational Needs Information Report reflects our SEND policy.

SEN Information Report

How will the staff at Moorgate Primary Academy know if my child needs extra help?

We identify children's SEND needs by:

- Talking to nurseries and previous schools about a child's needs before children arrive at Moorgate.
- Visiting known children with SEND in early years' settings before they arrive at Moorgate.
- Undertaking our own observations, checklists and assessments to identify learning needs within school.
- Receiving information and report from health practitioners and other professionals about children's needs.
- Speaking to the SENCO of the previous school and as well as parents to ensure as much information as possible is known about the child.
- We track all children's academic progress through teacher observation, feedback and formal assessment.

In the new SEND Code of Practice, section 6, SEND pupils can be characterised by progress which;

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the gap between the child and their peers
- Widens the attainment gap.

What should I do if I think my child is experiencing difficulties with learning, or might have a Special Educational Need or Disability (SEND)?

First of all talk to your child's class teacher, the points you may want to consider before meeting the class teacher are:

- Why do you think your child has SEND?

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- What needs do you feel your child has that are of concern?
- Does your child learn at the same rate as other children?
- Did you or child have a difficult pregnancy?
- Did your child meet all of their early learning goals e.g. 2 year check?
- How do you feel school could help you?
- What are you able to do to help?

Please bring any reports or information you have about your child's needs. If you still have concerns after speaking with your child's class teacher, please make an appointment to speak to the Special Educational Needs Co-ordinator (SENCo.) Depending on your child's specific needs, you may wish to talk to your G.P.

Where can I find the school's SEND policy and other related documents?

The SEND code of practice can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

All of Moorgate Primary Academy policy information can be located on the school website:

<https://www.moorgateacademy.co.uk> by clicking on the 'Key Information tab and then SEND information page.

Policies including:

- Moorgate SEND School Information Report
- Moorgate's Accessibility Plan
- Moorgate's Assessment Policy
- Moorgate's Admission Arrangements
- Moorgate's Supporting children with medical conditions Policy
- Moorgate SEND Offer.

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How will Moorgate Primary Academy support my child with their difficulties?

- The class teacher, supported by the SENCo, will take account of your child's needs when planning and will find the right approach, support and resources. There will be a discussion with you as parent / carer.
- They may arrange for a Learning Support Assistant (LSA) to support within a group or on a one-to-one basis for some tasks in class or for particular interventions.
- Depending on the nature of the difficulty your child is facing they may be given a Learning Passport.
- Depending on the nature of the difficulty your child is facing they may be included on the academy's Special Needs register.
- Where required, support and advice is sought from external experts to ensure barriers to success are identified and responded to e.g. Behaviour support, Autism Outreach Team, Speech and Language Team, Occupational Therapy, Child and Adult Mental Health Service, Health. We may also call for advice from the SEND and Inclusion hub.
- A referral to the Educational Psychology Service for advice or assessment may be made.
- Support given will be recorded on the class provision map and your child's learning passport.

How will you teach and support my child with SEND?

We support children and young people with SEND with or without an Education Health Care Plan through wave 1 quality first teaching (QFT) within the classroom. At times during their school career, children may need to receive additional targeted support during a lesson or possibly longer term for half a term depending on their needs. This is delivered through a broad and differentiated curriculum that includes additional scaffolded support (physical resources) or additional staff support when required within the whole class or within a small group.

Planning the Support: Should a child require significant long term additional support, school follows the processes of a Graduated Response. This means that your child's support reflect the level of need required and is considered carefully of a regular basis. The SEND Graduated Response process follows the minimum termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice, each term. Within each cycle the following may occur:

Step 1: Assess / Do

- Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Wave 1 Quality First Teaching are made.
- The class teacher will inform Parents/carers of the concern verbally.
- The class teacher will inform the SENCO of their initial concern and the actions they take using the necessary 'Cause for Concerns' form.

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Step 2: Assess / Do

- If a concern continues over time, further support / adjustments will be made to support the child for a minimum of 6 weeks by the class teacher.
- The teacher monitors and reviews the outcome of the additional support / adjustments
- If further intervention may be required, class teachers will raise this at a Pupil Progress meeting with the head teacher and / or in a SEND meeting with the SENCO, both of which are held termly – although they are able to discuss their concerns with either party at any time.

Step 3: Review / Plan

- The SENCO reviews evidence with the class teacher / assessment outcomes / external agency information and discusses the pupil with the class teacher.
- If the child meets SEND criteria, the SENCO will contact parents to discuss their child in an initial meeting, where the current needs and support required is discussed.
- The teacher may write a Learning Passport after this meeting and the Parent is requested to sign and return the support plan.
- The SENCO notes the provision in place on provision map & then adds child to the school's SEND Register, ensuring additional provision is put into place.

Teaching, Learning and Support

- If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENCO will add them to the Monitoring / Vulnerable Register and consider the next steps to support the child in conjunction with Parents/carers and staff. This may involve the use of other agencies and referrals may be made.

Step 4: Formal Registration of SEND and Plan for Support (Do)

- A Learning Passport records the targets and support needs of a child on the SEND register.
- A Learning Passport is used for planning and preparation: It is a working document to inform teaching staff, support staff and parents of the child's current identified needs,
- A learning Passport is shared with other staff working with child and support put in place by the class teacher as agreed with the SENCO during the term.

Step 5: Review

- A learning passport is reviewed 3 times a year with the teacher and SENCO: December, March and June .
- A learning passport is then shared and discussed with parents at the start of each term.
- These meetings allow for any changes in pupil needs to be shared, which may result in the pathway of support being changed. These SEND Review meetings may lead to:
- Movement of the child to the monitoring / vulnerable register – no learning passport.
- Continued SEND support with new learning passport targets written by teacher (with advice and agreement with the SENCO)
- A referral to outside agency by the SENCO for additional advice or support
- An application for an EHC plan (if there is sufficient evidence to meet Staffordshire Criteria)

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How will the curriculum and learning environment be matched to my child's needs?

Differentiation:

Differentiation is made through a range of strategies for children at Moorgate Primary Academy.

Differentiation is: making sure all children can access learning, regardless of ability so that every child feels supported and challenged. Differentiation may occur as a whole class, in small groups or on a 1:1 basis.

Scaffolds:

A scaffold is a physical learning aid. This may include the use of additional resources, reference materials, practical aids and physical equipment such as a word mat/vocabulary list, partially completed task, a modelled example, a writing frame, a multiplication grid or visual images. The use of these does not necessarily mean that your child has SEND.

Support:

Support is when a person helps a child with a task such as an adult, teaching assistant or peer.

Provisions to Facilitate Access to the Curriculum

Moorgate provides a range of provisions to facilitate access to the curriculum and to develop independent learning. This includes support from external agencies and can include specific equipment where necessary.

- Please refer to Moorgate's SEND offer for Cognition and Learning, Communication and Interaction, Social Emotional Mental Health & Physical and Sensory needs.
- Moorgate works hard to ensure we are an inclusive and disability friendly school. Our Accessibility Plan and Equality Policy are available on the school's website.

Additional Learning Support:

- Additional learning support is available through our Graduated Response. All children access wave 1 Quality First Teaching; Some children access wave 2 Small group tuition / intervention through either a targeted support programme to ensure pupil progress or because they are registered on the school's SEND register and have a learning passport. A few children in school may have specific 1:1 support as their needs are significant and their need is identified through an Education Health Care Plan.

Overseeing the curriculum:

- The school's wave 1 Quality First Teaching provision is overseen by the Executive Headteacher, The Head of School and individual subject Coordinators.
- The school's wave 2 Targeted Small group provision is overseen by the Head of School, SENCo and Phase leaders.
- The School's wave 3 1:1 Support is overseen by the Head of School and SENCo.

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Reasonable Adjustments for examinations:

Reasonable Adjustments for examinations are made and put in place prior to examinations. These can include a range of support including seating arrangements, reading support where allowed, the provision of scribe, an amanuensis and additional time depending on the child's needs. All applications for examination adjustments are based on criteria set by the examination board and have to be made by the school to the examination board prior to the examination. The time scale is determined externally.

How is the decision made about what type and how much support my child or young person will receive?

Children are supported within class as part of the school's normal support systems within school should they need additional support. These decisions are made by the class teacher and overseen by SLT and subject leads on a day to day basis and the Head teacher/SENCO on a termly basis. Should your child require specific additional support that is 'different from' or 'additional to' the normal school curriculum and support mechanisms within school, then communication with you will be made via one or more of the following in order to discuss the additional need your child may have:

- Contact from your child's class teacher via telephone, email or dojo.
- Contact from the SENCO to establish an initial SEND Meeting that will be held with you to discuss your child's needs – a learning plan may be produced with you to set targets for your child if they have SEND. You will be given a copy of this plan.

Parents/carers of children with known SEND needs will also be involved in

- A SEND review meeting undertaken 3 times a year by the class teacher and/or SENCO to share a pupil's Plan for Support at the start of each term. Parents/carers of children with significant SEND needs may also be involved in.

How will equipment and facilities to support children and young people with SEND be secured?

Moorgate secures equipment and facilities to support children and young people with SEND by:

- Ensuring the wider curriculum is well resourced with scaffold aids to meet National Curriculum needs.
- Ensuring that recommended schemes of work are backed by recognised research within the educational field including recommendations from the Education Endowment Foundation.
- Ensuring the wider curriculum including targeted provision and small group work session follow recommended programmes.
- Ensuring recommendations from external agencies are put into case where possible and recommended resources are purchased to support learning.
- Ensuring additional communication resources are sourced through the NHS speech and Language therapy service where identified by speech and language therapists.
- Ensuring physical aids and adaptations are sourced through physiotherapy and occupational therapy services where identified by therapists.

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- Funding for equipment and facilities is budgeted through the school's financial planning and any additional funding that may accompany an Education Health Care Plan or additional funding application.
- Occasionally equipment and resources are donated to school to support children with their learning, obtained through a charity or purchased through the school's own fundraising streams.

How will I know how well my child is doing and how I can help them at home?

- Meetings will take place between parents and the class teachers or SENCo.
- Any Individual Support Plans Learning Passports are reviewed and created at least once per term for children who are entered on the academy's register of Special Educational Needs.
- Reports following referral observations will be shared with parents.
- The learning passport sets targets that are specific, measurable, achievable, realistic and timed (S.M.A.R.T.) and these are shared with you and your child.
- The learning passport can help at home by providing you with helpful suggestions as to your role.
- Where a learning passport is not required, feedback to parents about progress takes place through parents' evenings, annual reports, or informal contacts.

How will Moorgate Primary Academy know how well my child is doing?

- Access to teaching and learning for pupils who have encountered difficulties or have a special need is monitored through data tracking, work scrutiny, classroom observation, learning walks, pupil surveys and parental feedback.
- Teachers monitor your child's progress especially in relation to priority areas, and regular assessments are carried out matched to national and age-related expectations.
- The learning passports are reviewed at least once each term.
- Reading, spelling and maths for most children are assessed using standardised tests to give a reading age, spelling age etc and standardised score to help measure progress.
- Children who are not making expected progress are picked up through pupil progress meetings or from the assess, plan, do review cycle.
- This may lead to adjustments to their LEARNING PASSPORT and to the support they receive.

How do you ensure that my child or young person stays safe outside of the classroom?

Handover arrangements at the start of the school day:

- Children with 1:1 provision may be met by the designated Learning Support assistant.
- Children who are late are asked to go to Reception where they can be signed in.
- Any communication by parents/carers is encouraged to be made through the school office.

Break and Dinner Times

- Classes are supervised at all times by teacher at break times and Lunchtime supervisors during lunchtime.
- Quiet areas on playgrounds are available for those children wishing to use them. Children with an Education Health Care Plan stipulating the need for lunchtime supervision are given a designated person to ensure their safety during lunchtimes for the stipulated time in the EHC Plan.

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- All lunchtimes supervisors and some support staff are first aid trained.
- Should a member of staff be required, they are notified during lunch time.
- Separate arrangements are made for children with medical needs, allergies or significant conditions on a case by case scenario.

Educational Visits & Risk Assessments:

- Risk Assessment for all educational visits are made.
- Risk assessment are also made for children with significant medical needs or social/emotional needs
- A range of generic risk assessment exist in school for everyday occurrences such as the safety of classroom environments, PE lessons, personal care etc.
- Individual risk Assessments for some children are made for educational visits in order to ensure the activities are as safe as possible for them. Should a risk assessment show that an activity is not safe for your child, then you will be notified and the concerns discussed.
- Parents are encouraged to notify school with any considerations regarding risk assessment that need to be considered for their child on school visits irrespective of their child's needs.
- Occasionally a risk assessment may prevent your child from attending an educational visit – this will be discussed with you so that any possible solutions to the risks can be discussed.
- Should a pupil, event or personal need require an individual risk assessment, these are written on an individual case by case basis

How are children with SEND included in activities outside of the classroom, including school trips?

- All of our children are encouraged to join in, welcomed on and included in all activities including after school clubs whatever their needs.
- Risk assessment processes effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- If a child needs extra support to be able to participate in a school visit or activity, then the adult to child ratio will reflect this; a child may be supported 1:1
- Parents are encouraged and welcome to help on school trips to support their children.

What is available to support and develop my child's overall wellbeing?

- All our staff members believe in developing children's self-esteem and our Academy values reflect this. Mental health is a priority within our curriculum. The SENCO and our Mental health lead work closely together to ensure the mental health needs of all in school are met in a timely manner.
- Learning Support assistants are effectively deployed to ensure pupil progress, independence and best value for money.
- There will be resources specifically chosen to aid and support learning.
- The Academy regards pastoral care for all its pupils as a priority.
- Nurture groups or social groups are held for children who need a little extra boost to improve confidence, self-esteem or social skills for a short while. These will usually be held with other peers and based on attainment data and discussions with class teachers and parents.

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- Our behaviour policy is evaluated annually for the impact it has on the inclusion of pupils with SEND. The behaviour policy identifies reasonable adjustments to ensure the need for pupil exclusion is very rare and well below national levels.
- The Academy ethos is one where all pupils are valued and their diverse abilities equally celebrated.
- Sanctions are based on restorative justice principles and result in pupils making more positive decisions about behavioural choices.
- Pupil voice e.g. school council, leads to changes in academy policies and procedures and therefore greater autonomy.
- Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, nut allergies, diabetes.
- All staff understand the medicine administration policy and receive medical training where appropriate e.g. EpiPen training and diabetes training.
- Care plans are put in place when needed and these are shared with all staff members including lunch time staff.

How will you manage my child's medicine or personal care needs?

Medicines and personal care needs:

- Any medicines that require administration in school need to be reported to the school office, who will advise you of the latest advice and requirements.
- Any parent of a child with medical needs must complete a care plan for use in school – your child will be added to an internal medical register which is shared with the care plan with the relevant staff.
- Children who require significant need care plans may be asked to meet with Mrs Bennett, the school's Health and Safety officer and or another senior member of staff.
- Specialist support services provide school with care plans for Children with Type 1 Diabetic Care plans; staff undergo specific rigorous training for this medical need and update their training annually.
- All teaching staff are trained in asthma awareness.
- Parents of children requiring personal care support are asked to discuss their children's individual needs with school so that a support plan can be put into place and a risk assessment undertaken.
- Copies of care plans, along with any medicine that is allowed to be are kept in classrooms, is kept within a class medical box in your child's classroom so that access to them by staff can be quickly made should the need arise.
- Parents will be notified by the school office should your child have a medical need whilst in school.
- Parent are encouraged to arrange medical appointments outside of school hours, however if this is not possible parents/carers are asked to notify the school office in person, by telephone or through the dojo app.
- Should an emergency arrive, parents/carers will be notified – it is important that emergency contact information is up to date in the school office – and an ambulance may be called.

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How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- School follows GDPR guide lines.
- The SENCO ensures that all staff have relevant and up to date information about the pupil's in their care.
- Parents are encouraged to share information with their child's class teacher, however, they can also share information directly with the SENCO – either way the information is shared between the two.
- Communication occurs via email and through face to face meetings both formally and informally through the term.
- Medical needs of your child will not be shared by medical professionals without your direct consent to them. It is therefore important to share your child's medical needs with school as they will not automatically be made aware of them.
- Information from previous schools / high schools is shared via telephone or face to face verbally prior to transition so that staff are aware of a child's known needs. This remains subject to GDPR regulations. Paperwork for your child will only be passed on once a child is registered with the school.

What services and expertise are available at or accessed by the academy?

- Our SENCo is Miss Zoe Villers. She is a fully qualified and very experienced teacher and has The National Award for SENCos.
- All our teachers are also fully qualified and receive continuing professional development, including training about Special Educational Needs throughout their teaching careers.
- The SENCo provides advice and guidance to staff that has a measurable impact on outcomes for all SEND children.
- Our Learning Support assistants also receive continuing professional development and support from class teachers and the SENCo. Professional development opportunities for teachers and learning support assistants have included: ACES training, Emotion Coach training, Speech and language training including training on children who are electively mute.
- We work closely with external agencies, relevant to each individual child's needs. These currently include paediatricians, speech and language therapists, occupational therapists, educational psychologists, autism outreach team, GPs, school nurse, family support and other social services.

Who will I speak to if I am worried about how my child is progressing?

- First, speak to your child's class teacher.
- Make an appointment to meet the SENCo. Zoe Villers z.villers@moorgateacademy.co.uk
- Parents are always welcome to have a meeting with the head teacher to discuss any further concerns.

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How are the Academy Governors involved with pupils with SEN and what are their responsibilities?

- There is a SEND Governor who is responsible for monitoring the provision for children with special educational needs in school.
- Governors look at data to ensure SEND children make progress that is at least as good as the rest of the children in the school.
- The Governor responsible for monitoring pupil premium visits the school regularly to check on the progress of these children and how the pupil premium money from the government is spent.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Attendance & Exclusions

- Attendance is monitored very closely by Mrs Mitchell and Mrs Shaw.
- Please refer to the school's attendance policy for the latest information on the school's website - <https://www.moorgateacademy.co.uk/wp-content/uploads/2021/09/Primary-Attendance-and-Absence-Policy-June-2024.pdf>
- Parents receive a letter regarding attendance if a child's attendance is below 90%.
- Exclusions at Moorgate are extremely rare. Should this need to occur, you will be contacted by Mrs Eaglefield
- Should a parent/carer have a concern about their child's attendance, please contact the school office 01827 215240 who will signpost you accordingly.
- Should the need occur you may be contacted by your child's class teacher, a senior leader or Mrs Shaw to discuss your child's attendance depending up on the severity of the concern.
- Positive behaviour is reinforced at Moorgate through verbal feedback, Dojo's and certificates.
- Should school have a concern about your child's behaviour, they will contact you.
- Where a child is struggling to regulate their behaviour, school will be happy to discuss this with you and explain the support on offer at the given time. This may include referrals to external agencies
- Please refer to the school behaviour policy for the latest information on the school's website - <https://www.moorgateacademy.co.uk/wp-content/uploads/2024/09/Behaviour-Policy-2024.pdf>

Joining and moving on

Moving during the year

- Please contact our school office on 01827 215240 or email us at office@moorgateacademy.co.uk

How can parents arrange a visit to your setting, school or college? What is involved?

Open Days:

- Please contact our school office on 01827 215240 or email us at office@moorgateacademy.co.uk

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How will you prepare and support my child or young person to join your setting?

Transition

- Transition considerations are made for children moving between all phases of their primary education.
- Children experience settling in periods to their new phase during the first few weeks of term where their new class teacher can get to know the child.
- Meetings with parents and information regarding this is shared during the summer term.
- Children moving to Early years are asked to attend play and staff sessions during the summer term.
- Parents/carers of children moving between phases are given relevant information during the summer term and asked to attend a transition meeting.
- Teachers contact, meet and /or visit school to share information regarding pupils prior to their move when children move between settings.
- Teachers meet to share information between classes during the summer term prior to transition.
- Additional conversations are held between the SENCo in settings to transition relevant information – meetings can be held with parents during this period.
- Additional conversations can be held with external agencies during the summer term to aid transition.
- Visits to the new setting can be made within school hours and are encouraged for those children with additional needs.
- Any information regarding the next phase of your child's education will be shared.

What other support services are there who might help me and my family

- Moorgate Primary Academy: 01827 215240
- NHS support services - GP: Contact your registered GP
- Special Educational Needs and Disabilities information Advice Support Service (SENDIASS) - <https://www.staffs-iass.org/>
- Staffordshire Connects (Local Offer): <https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>
- Staffordshire Cares Website <http://helpyourself.staffordshirecares.info/localoffer>
- SEND Family Partnership: 01785 356921 <https://www.staffs-iass.org/home.aspx>
- Code of Practice for SEND 2014: <https://www.gov.uk/government/publications/send-codeof-practice-0-to-25>
- British Dyslexia Association: <http://www.bdadyslexia.org.uk/>
- Equality Act 2010 guidance: <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Staffordshire County Council Single Point of Access: 0300 111 8007
- SEND Assessment and Planning: 0300 111 8007
- Family Support Service (Tier 2 support): 07741 65570
- Local Support Team (Tier 3 support): 01543 510196
- Community Paediatrician (East): 01283 505160

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What can I do if I am not happy with a decision or what is happening?

- Firstly, contact your child's class teacher and discuss your concern.
- Next, contact the SENCO, Miss Villers to discuss the concern further if you remain unhappy.
- If the complaint cannot be resolved with the class teacher or SENCO please contact the Head of school Mrs Eaglefield or the Executive Headteacher Mr Williams.
- Should you feel your complaint remains unresolved, the next step is to contact the Chair of Governors Miss Claire Smith.

Last review: October 2025

Review schedule: 2 years

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