



Moorgate
Primary Academy

SEND Information Report

**Published:
October 2025**

Our School	Our School Vision Moorgate Academy is filled with caring and supportive staff. We pride ourselves on providing a safe, secure and nurturing environment for children to develop into learners for life. Our Academy motto is simple; Achieve, Challenge, Enjoy! In essence this means our children achieve their best, challenge themselves and enjoy their learning. We place a big emphasis on this vision in all that we do; through the curriculum we deliver, through the opportunities that we provide for children and their families and also through the community which we so strongly value. Working with parents is very important to us and in developing a partnership we always welcome views and comments on the school to move the children and school forward. This will ensure that the children of Moorgate Primary Academy are the very best that they can be. <u>September 2025 Information</u> Moorgate Primary Academy currently has 298 children on roll. There are currently 40 children on our SEND register with a range of needs from universal to specialist. 10 children (25%) have a diagnosis of need that can be accommodated through quality first teaching (universal needs) 19 children (47.5%) have a diagnosis of need that requires targeted interventions through Quality First Teaching (QFT) and support planned by the class teacher (CT). (targeted need) 7 children (17.5%) have a significant and complex need that requires support over and above in class provision. (specialist need) 4 children have an Education Health Care Plan (EHCP) (10%)
 Meet our SENDCO	 The SENDCO is Miss Z Villers If you would like to contact Miss Villers, please call school on 01827 215240, or I can be contacted on my email address which is z.villers@moorgateacademy.co.uk.



Special Educational Needs

At Moorgate Primary Academy we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

We work hard to understand each child's needs as early as possible. To do this, we:

- Talk to nurseries and previous schools before your child joins Moorgate
- Visit children with known SEND in their early years' settings
- Carry out our own observations, checklists and assessments in school
- Use reports and information from health professionals and other specialists
- Speak with the previous school's SENCO and with parents to gather as much detail as possible
- Track every child's progress through teacher observations, feedback and formal assessments

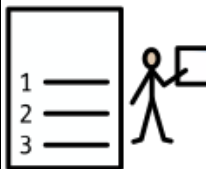
This helps us build a clear picture of your child's strengths and needs, so we can put the right support in place from the start.



Our approach to teaching children with SEND

We support through the use of the *Graduated Response*. This means we look at what's working, plan the right support, put it in place, and review it regularly. That way, we can make sure your child always has the support that suits them best.

Sometimes children need a bit of extra help for a short time, or longer if needed. This might be with extra resources, small group work, or support from an adult.



Curriculum adaptions including scaffolding support

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

Your child could also be supported through but not limited to;

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, 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 for example leads or develops a discussion further through questioning, prompting and/or additional modelling.

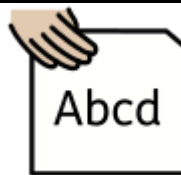
Equipment and Facilities



Visual timetables



Task boards



Word banks



Assistive
technology



Ear defenders



Timers



Parent Consultations

- Meetings will take place between parents and the class teachers or SENCo.
- Any Individual 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.



Child Consultations



Self-assess how they are doing



Attend meetings and help decide the support needed.



Feedback and Review progress/interventions.

Children will be encouraged to take part in setting their learning passport targets, where this is suitable for their age.

The children will have these discussed and shared – the child will always be asked for their input on learning passports.



Evaluating Provision

Learning passports will be reviewed at least termly, these are completed on provision map <https://edukeyapp.com/account/login>

There is an option for parents to add feedback too.

The SENCO Miss Villers will review and evaluate learning passports termly; school data will also be used in the evaluation process.



Staff Training

Play Therapy	Lego Therapy	Child Development	Phonics (catch-up)
Specific Learning Difficulties	Nurture support	Speech and Language	Team Teach
De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

We want every child to feel happy and confident as they move to a new class or phase in school. To help with this:

- Children have a settling-in period at the start of the term so their new teacher can get to know them.
- Parents receive information and are invited to a meeting in the summer term to meet the new teacher, there is also a meeting in the Autumn term where parents are invited to a 'Welcome to the classroom' meeting.
- Children starting in Early Years are invited to play and staff sessions over the summer term.
- Teachers share information with each other and, if needed, visit other schools to support a smooth move.
- For children with additional needs, extra support is planned to include visits to the new setting and meetings with the SENCo or other agencies.
- Any important information about your child's next phase will be shared with you.



Outside Agencies

- NHS support services - GP: Contact your registered GP
- Special Educational Needs and Disabilities information Advice Support Service (SENDIASS) - <https://www.staffs-ias.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-ias.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



Clubs and 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.



Complaints Procedure

- 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 the LAC, Ms Claire Smith.



Local Offer

Website link to Staffordshire local offer

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>



Feedback