

SEN Information Report

Date: September 2026

Contents

- [Our Academy's approach to supporting pupils with SEND](#)
- [Catering for different kinds of SEND](#)
- [Key staff and expertise](#)
- [Identifying and assessing pupils with SEND](#)
- [Consulting with pupils and parents](#)
- [Involving key stakeholders](#)
- [Progressing towards outcomes](#)
- [Transition support](#)
- [Teaching approach](#)
- [Adaptations to the curriculum and learning environment](#)
- [Inclusivity in activities](#)
- [Supporting emotional and social development](#)
- [Evaluating effectiveness](#)
- [Handling complaints](#)
- [Spending the budget](#)
- [Local Offer](#)
- [Named contacts](#)
- [Additional support](#)

Our **SEND Information Report** – which is part of [Durham County Council's Local Offer](#) – provides details about how we support children and young people with Special Educational Needs in our Academy.

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age.” (SEND Code of Practice, pg15)

The SEND Information Report was reviewed and updated in September 2026.

At Moorside Primary Academy, we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability. At Moorside Primary Academy, we ensure that all pupils, regardless of their specific needs make the best possible progress.

Our Academy recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEND.

At Moorside Primary Academy we have appointed a Designated Teacher for Looked after Children who is also the SENDCO (Mrs A Charlton) to ensure all teachers in Academy understand the implications for those children who are looked after and have SEND.

This SEND Information Report should be read alongside the Academy's SEND Policy, Respectful & Positive Relationships (Behaviour) Policy and the Equalities Information and Objectives and the Accessibility Plan.

Key Contacts

- Head Teacher- Mrs Sarah Wheatley
- SENDCO- Mrs Andrea Charlton
- Link Governor- Sharon Rogan

If you wish to contact someone above, you can email contactus@moorsideprimary.org.uk or call 01207 509724.

Catering for different kinds of SEND

There are four broad areas of special educational need, these are:

Communication and Interaction

- Delay in attention / Interaction Skills—children may have difficulties ignoring distractions and may need regular prompts to stay on task. They may find whole class work difficult. They may need individualised motivation in order to complete tasks. These children may have peer relationship issues or may not be able to initiate or maintain a conversation.
- Understanding / Receptive Language—children may need visual support to understand or process spoken language. Children may repeat language.
- Speech / Expressive Language—children may use simplified language and use limited vocabulary. Ideas and conversations may be difficult to follow, with the need to request further clarification. Some immaturities are in the sound system. Grammar/phonological awareness is still fairly poor and therefore literacy can be affected.
- This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Cognition and Learning

- Children may have difficulties with the skills needed for effective learning such as use of: language, memory and reasoning skills; sequencing and organisation skills; an understanding of number; problem-solving; fine and gross motor skills; independent learning skills; exercising choice; decision making and information processing.
- This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties

Social, Emotional and Mental Health Difficulties

- Children may have difficulties with social and emotional development which may lead to or stem from: social Isolation; behavioural difficulties; attention difficulties; anxiety and depression; attachment disorders; low self-esteem and issues with self-image.
- This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

Sensory and/or Physical Difficulties

- These pupils may have a medical or genetic condition that could lead to difficulties with: specific medical conditions; gross and fine motor skills; visual or hearing impairment; accessing the curriculum without adaptation; physically accessing the Academy building or equipment; oversensitivity to noise / smells / light / touch / taste and issues with toilet / self-care.
- This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

Key staff and expertise

Name of staff member	Area of expertise	Level of qualification (e.g. BA (Hons), MA)
Andrea Charlton	Assistant Headteacher and SENCO	BA Hons Applied Chemistry Post Graduate Certificate in Education The National Award for SEND coordination
Mrs K Woodhead	HLTA/ Assistant SENDCO/ Mental Health Lead	Level 3 Childcare and Education
Mrs McCabe	Intervention and Nurture Group	HLTA
Miss Cox	TA	CACHE Level 3 diploma in specialist support for Teaching and Learning 2018
Miss Wigham	TA	Level 3 Childcare and Education
Miss Southern	TA	CACHE Level 2 Understanding Autism

The SENCO

Name of SENCO	Email address	Phone number
Andrea Charlton	a.charlton@moorsideprimary.org.uk	01207 509724

Identifying and assessing pupils with SEND

The academy has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress. 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Consulting with pupils and parents

Parents

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENDCO;
- An 'open-door' policy, where parents and carers are welcome to come into Academy to discuss any concerns they may have;
- Through regular reviews of their child's Short Date/SEND Support Plan/ EHC Plan.

Support for Parents/carers

- Parents/carers can also seek further support from ['Making Changes Together in County Durham'](#)
- Support from the [Local Offer](#)

- Support from [SENDIASS](#)

At Moorside Primary Academy we know how important a successful transition is to all our children. We hold a range of events including 'Stay & Play' sessions used to support transitions for children, parents & carers.

Support for pupils

The SEND children attending our Academy are aged 2-11 years so consulting with them to seek their views about how we are meeting their needs has to be age appropriate, especially when many often have communication difficulties.

We use the following strategies:

- Have regular meetings and discussions with parents about what we have planned for their child and how to link this with interests and passions demonstrated at home.
- Where appropriate we consult directly with children in an age appropriate manner (usually Key Stage 2 children if appropriate).
- Make close observations during Academy to identify the types of activities and experiences that most engage each child so these can be developed further and be used inform future planning.
- Involve SEND children with planning their own activities and encouraging them to share what they would like to learn and participate with including asking children about their strengths and aspirations evident on their support plans/short notes.
- Consult with children with an EHC plan to ensure their voice is heard through mystory/ through pupil voice about strengths & areas of difficulties, what they like/dislike about Academy, what they are good at/need to work on, what their aspirations are for now/future.
- Monitoring between SENDCO and SEND pupils for pupil voice to be heard in conjunction with support and provision they access.
- Extend any resources that they show a preference for.
- Most importantly, ensure the children with SEND are happy, motivated and make expected levels of progress throughout their time in Academy.
- Focus on a child-centred approach.

- Hold discussions as part of the Academy's monitoring schedule focused on different aspects of Academy e.g. support children feel that they receive, behaviour in Academy, the curriculum, the environment, any interventions they access etc.

Involving key stakeholders

External Specialists and Other Bodies

At Moorside Primary Academy we actively seek the involvement of parents and carers and other bodies to educate and meet the needs of children with SEND including external agencies and initiatives. We work with an extensive range of services and professionals to ensure we meet the needs of each individual child. We encourage these professionals to visit Academy as often as possible to work with our staff and share their expertise.

The professionals within these agencies offer a wealth of knowledge and expertise for us to draw upon and ensure we meet the needs of all SEND children, no matter how complex, both in Academy and at home. Wherever possible, our staff implement programmes of work linked to these professionals e.g. speech and language programmes, exercises recommended by physical therapists etc.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of Academy staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Each year, children with a wide range of SEND attend our Academy and we continually strive to cater for their unique needs and ensure they develop a range of skills during their time with us. As a result, we have built relationships with a large network of external agencies to consult with and offer support to children and staff respectively.

The 'Community of Learning' (COL) which Moorside Primary Academy is a part of has evolved to develop a bespoke framework in order to share expertise across the local area and cluster Academy. SENDCOs and Advisory Teachers meet regularly in order to share best practise and expertise as well as accessing shared training and resources.

Below is a list of the different types of agencies we work with regularly. If you would like further details about any of these, please [contact us](#). These include:

- [Durham County Council Local Offer](#)
- [Durham SEND Information, Advice and Support Service](#)
- [ASD](#)
- [Behaviour Support Services](#)
- [CAMHS Assessment Team](#)
- Community Nurse
- Community of Learning

- Dieticians
- [Early Bird ASD Group](#)
- Epilepsy Nurse
- [Future Steps Consultancy – Occupational Therapy](#)
- [Northern Genetics Service, Centre for Life](#)
- [Next Steps Consultancy Counselling Service](#)
- [Occupational Health Service](#)
- [One Point Children's Service](#)
- [SENDIASS: Durham SEND Information Advice and Support Service](#) is a statutory service supporting parents/carers of children with special educational needs and disabilities (SEND) and children and young people with SEND. SENDIASS offer a vast range of support for parents/carers such as parental EHC applications, support with parental voice, support with transition between key year groups and have access to all other SEN services across the local authority.
- [Sure Start Family Centre – Paediatric Team](#)
- Physiotherapy Service
- [Durham Portage Worker Website](#)
- [Durham Educational Psychology Service](#)
- Specialist Health Visitor
- [Speech and Language Therapy](#)
- [The Service for Hearing Impaired](#)
- [The Service for the Visually Impaired](#)

Voluntary sector organisations and support groups can also be found on facebook as well as a list of [useful organisations and support groups on the SENDIASS website](#).

How We Secure Specialist Expertise

The budget allocation is agreed between our Academy and the Local Authority at the beginning of each financial year. Detail of how this money is used to support children and young people with SEND is shown below. This is monitored each term by the Governing Body. Our Additional Needs Budget is used to support children and young people with SEN. At Moorside Primary Academy, our notional SEN budget 2022/23 is £73,962. This is used to support children and young people with SEND by:

- Prioritising to tailor-make learning to ensure small steps of progress are continually made by all SEND learners.
- Purchasing Educational Psychology to identify additional support for learners
- Buying into the Crisis response SLA to support our most vulnerable pupils
- Buying into ASD/Cognition and Learning SLAs to support SEND pupils.
- Training staff in relevant areas to meet and support the needs of SEND pupils
- Providing direct support for children in terms of the staff that support them throughout the day to meet their needs
- Purchasing a range of SEN resources to support pupils

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes. A Costed Provision Map will be developed in liaison with the child, young person, parent or carer with detailed evidence of supporting resources provided in Academy. This will itemise support and give detailed costing for all provision.

Transition Support

At Moorside Primary Academy we know how important a successful transition is to all our children. We hold a range of events including 'Stay & Play' sessions used to support transitions for children, parents & carers.

How we support children/young people with SEND starting at our Academy

If your child has already secured additional support from the Local Authority, we will allocate them support before they begin Academy. We can then arrange for your child to attend additional induction sessions before they begin Academy with the support of this staff member. If your child has not secured this additional support but you feel that they have a need that requires this extra support, then contact us and we will discuss the possibilities with you. Please ask us if you think your child would benefit from an extended transition period.

We are keen to involve parents/carers as much as possible in their child's transition to Academy, after all you know your children best. We invite parents into Academy during the summer term, this opportunity involves looking around the Academy, being introduced to staff and having the chance to discuss any concerns again before the start of Academy. This meeting is followed up by another invitation in the autumn term, where the transition period is discussed, reviewed and evaluated.

We provide extra visits for those who we feel will benefit from an enhanced transition. The period of transition depends on the individual needs of the pupil. If a pupil transfers to us from another Academy, we will endeavour to visit them in their current setting. This gives us an opportunity to see what is currently in place for the pupil and how we can support them at Moorside Primary Academy. Where needed, the SENDCO will attend the Annual Review to meet the current class teacher, parents and most importantly the pupil. At this meeting we hope to ease any worries or concerns for the move to Moorside Primary Academy.

How we support children/young people with SEND moving between classes in our Academy

In the summer term before children transfer to their new class we organise transition visits within Academy. A member of staff will accompany the children on a visit to their new class and helps them to settle into the new environment and meet the staff. The organisation of transition for SEND children is an extension of this system. As we are a small Academy, there are a lot of familiar faces for children! We use transition booklets for children to move between classes with photographs and information to keep at home to try to lessen anxieties for both children and parents/carers. This way, transition can be discussed further at home to support the preparation of returning to Academy in September with visual prompts as a reminder.

Academy staff will work closely with parents and where appropriate provide additional support to ensure a smooth transition whether that being as a child starts Academy or nursery or as they move between year groups. This can be extra visits, social stories etc. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

How we support children/young people with SEND leaving our Academy

Children with SEND are given an extensive level of support before they leave for a new Academy. Their class teacher and SENDCO will discuss with parents how many transition visits can be arranged over and above those offered to children without SEND. These additional visits to the new Academy will be carried out with the child, a class teacher/TA and parent in the summer term. This ensures that bridges are built between Academy's, key information shared between staff and the child is given the opportunity to settle into a new routine with the support of a familiar adult. Additional meeting may also be held involving professionals to discuss transition arrangements. SENDCOs from our Academy and the new Academy will meet to discuss individual children's needs and hand over documents. Children may be offered a place in summer Academy at their new Academy if transitioning across the summer break.

Children with SEND that have been issued with an Education, Health and Care plan can attend Moorside Primary Academy for their Nursery and Primary Academy education. When considering a move to secondary-aged education, a child can then be assessed for Enhanced Mainstream or Specialist Provision places if a parent/carer wishes them to attend this type of setting.

How we support children/young people with SEND with Secondary Academy Transition

During SEND Support Plan reviews, the SENDCO makes contact with the relevant member of staff from secondary Academy's children are attending, in order to make links and invite them to be a part of SEND review meetings. This is done in order to ensure that both SEND pupils, parents, current Academy staff and secondary Academy staff have a link between both Academy's to fully support transition. This also ensures that all staff from the secondary phase are aware of the needs of our learners and can make adequate arrangements in readiness for the transition of our SEND pupils. The SENDCO begins this process in summer term for Year 5 and Year 6 SEND review meetings.

How we support pupils preparing for adulthood

[The Department for Education has produced a toolkit to support Academies/colleges in identifying the four key PfA Pathways when developing outcomes across the age range.](#)

This includes consideration of aspirations, activity and provision that can support progress towards the PfA outcomes and what this might mean at different ages and stages of development.

- [PFA Toolkit](#)

- [Preparing for Adulthood \(PFA\) website](#)

Teaching approach

Graduated approach - Once a pupil with SEND has been identified, the academy will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents / carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

Adaptations to the curriculum and learning environment

All students at Moorside Primary Academy benefit from high quality teaching and learning, which includes an appropriately adapted curriculum to meet the needs of all learners. To do this, we adopt a graduated approach to meeting the needs of our students with SEND using a three-stage model.

Wave 1- QFT-Quality First Teaching

This involves:

- Ensuring that the teacher has the highest possible expectations for your child and all students in their class.
- Ensuring that all teaching is based on building on what your child already knows, can do and understands.
- Putting in place different ways of teaching so that your child is fully involved in learning in class.
- Putting in place specific strategies (which may be suggested by the SENCO or external staff) to support your child to learn.

Wave 2-Small Group intervention.

If your child is struggling with aspects of literacy, numeracy, speech and language or motor skills they will be given the opportunity to access additional small group intervention.

Specialist HLTA'S will work with your child on an appropriate programme to boost their skills to ensure that they have the skills to access the school curriculum.

Wave 3- Small group Nurture provision

Children who are working significantly below national and age related expectations, or those who struggle with their emotional regulation, or social and communication skills, may benefit from our morning / afternoon Nurture provision. This type of small intervention would involve a highly structured support programme which would be delivered by a specialist HLTA.

Inclusivity in activities

'All schools have duties under the equality act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.'

We, at Moorside Primary Academy, are committed to equality.

We work hard to ensure that every pupil may fulfil their potential, no matter what his/her background or personal circumstances. We embed principles of fairness and equality across our entire curriculum and school day, in pastoral support and in after school activities.

We recognise our specific public sector equality duty, in the exercise of our functions, having due regard to the need to:

- Eliminate discrimination, harassment and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

Moorside Primary Academy is an inclusive school and actively seeks to promote the inclusion of students with SEND and disabilities. We use our best endeavours to ensure that all students with SEND and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities.

Last updated September 2026

Support for Emotional and Social Development

At Moorside Primary Academy we consult with a range of agencies and partnerships to facilitate arrangements for supporting children and young people with pastoral, medical and social needs. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. We also have staff trained to run additional interventions to develop social needs of children e.g. through Lego Therapy and Build 2 Express.

Views of all children are taken into account through Pupil Questionnaires, the Academy Council representatives and regular discussions with children as part of the Academy's monitoring, focussing on different aspects of Academy life e.g. learning, environment, behaviour etc.

Academy accesses the services of a specialist councillor and children can be referred to the services for a range of needs. We also have support via our Community of Learning to specialist speech and language provision and behaviour support provision. Academy also buys into a crisis SLA with the local authority and Educational Psychology time.

Since September 2021, Moorside Primary Academy have participated in a range of CPD and pilot schemes in relation to mental health, working alongside services linked to health and social care to strengthen these links with education to impact positively on outcomes for children. Following the pandemic, the wider impact the pandemic has on wellbeing and mental health of staff, children and the community, led to our involvement and participation in the following projects;

- Youth Mental Health First Aid course (Qualification for Senior Mental Health Leads)
- MHST (Mental Health Support Team- with links to the local authorities EWEL Team & CAMHS)
- Better Health at Work Award

Evaluating effectiveness

The success of Moorside Primary Academy's SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, subject leaders and Senior Leadership Team.
- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in nationally accredited tests and examinations.
- The analysis of student tracking and testing data for both individual students and cohorts.
- The monitoring of policy and practice by the SEND Governor.
- Comments from parents/carers and students.
- External evaluation by Durham LA and OFSTED inspections.
- Parental involvement, especially attendance at reviews.

- The Governors' Annual Report to Parents.
- Information will be collated in order to self-evaluate the success of the department, building on success and looking for areas for improvement and innovation.

Handling complaints

Compliments are well received and can be passed on directly to staff and the SENCO, or formally through our regular questionnaires to parents/carers.

Any complaints will be dealt with as quickly and efficiently as possible. Complaints concerning any aspects of Moorside Primary Academy's SEND Policy should be addressed to the Headteacher.

Spending the budget

All schools receive funding from the local authority, called SEN Notional funding, which should be used to support students who have special educational needs. At Moorside Primary Academy we use our professional judgement to ensure that the funding is distributed to have the greatest impact on our SEND students.

We regularly review this to ensure maximum effectiveness and efficiency. We strive to ensure equity, transparency and clarity within the Academy for the money spent on all learners and their needs. If a student at the SEN Support level needs provision, which exceeds £6000, this will be clearly shown on an individualised costed provision map. For students with EHC plans, the provision will also be clearly costed.

Local Offer

The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the [County Durham Local Offer](#)

Named Contacts

Name of individual	Email address	Phone number
Andrea Charlton (SENCO)	a.charlton@moorsideprimary.org.uk	01207 509724
S Wheatley (Headteacher)	contact@moorsideprimary.org.uk	01207 509724
Durham Mediation Service	sendinclusionadmin@durham.gov.uk	03000 267 800

Additional support

Medical Support

All students with a medical need will be identified at the start of the year, a document will be sent out to parents/carers asking for home to declare if their child has a medical need that needs enhanced support or to be monitored in school.

Once this document is returned a care plan will be created in consultation with home and health care professionals involved.

School staff also receive regular training to support students with medical conditions and work with specialist colleagues when needed to ensure that student's medical needs are supported effectively.

Any change to medical needs during the academic year need to be reported to the school office.

