MOOR PARK PRIMARY SCHOOL AND NURSERY

SEND INFORMATION REPORT

September 2026

Together as a family we grow and achieve.

INTRODUCTION

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school!

Moor Park Primary OFSTED Report 2023

"Leaders have ensured that staff are well equipped to support the needs of pupils with SEND. Leaders identify pupils' additional needs early and they work closely with a range of external experts. This is particularly successful in meeting the needs of those pupils with more complex needs."

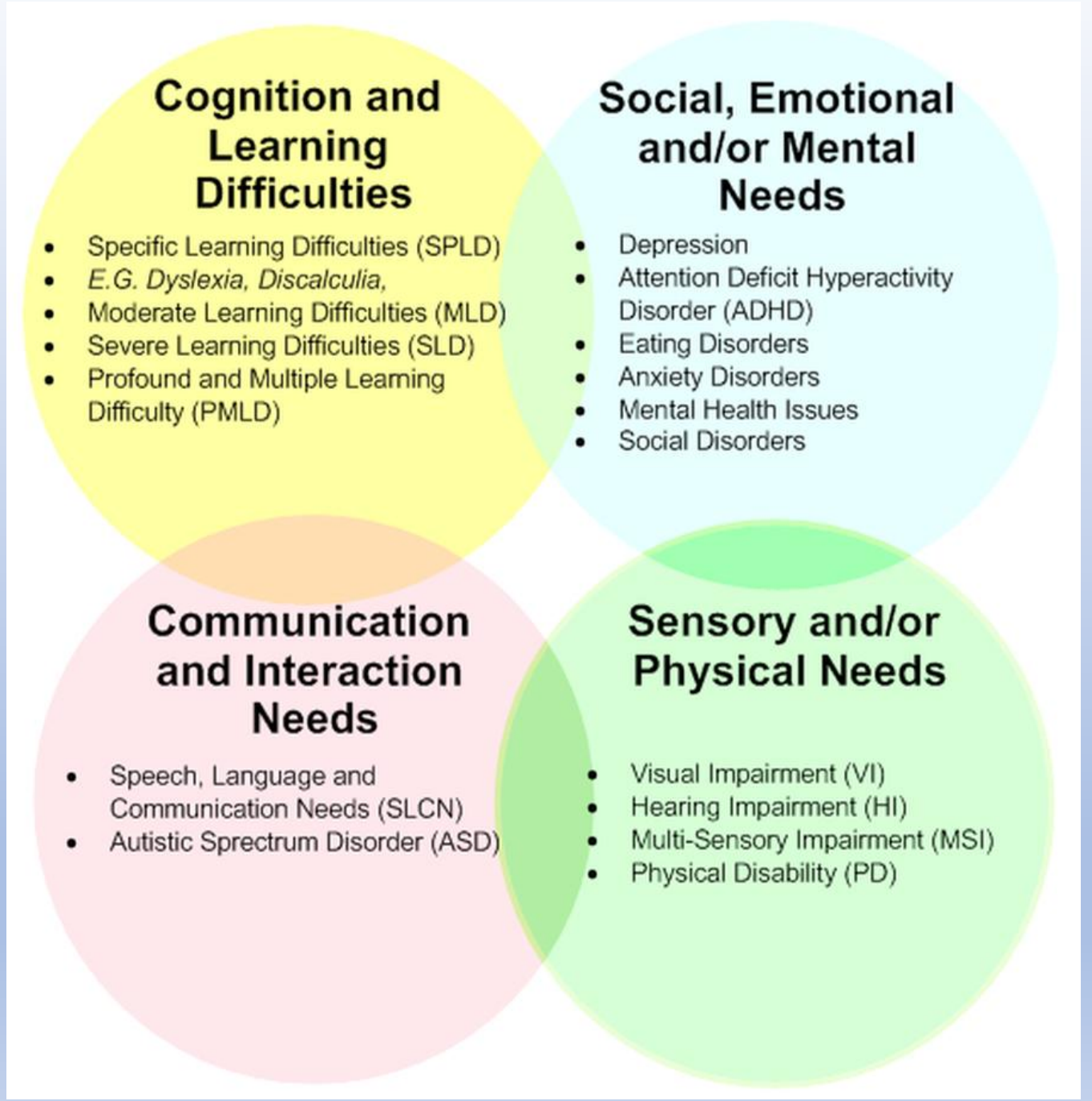
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What types of SEND does the school provide for?



Which staff will support my child, and what training have they had?

The Special Educational Needs Co-Ordinator (SENCo) at Moor Park Primary School is Miss Claire Singleton

Miss Singleton is a qualified teacher and has over 10 years of experience in mainstream classrooms and Specialist Educational Referral Facility. She is a Mental Health First Aider, has qualifications in Elklan Level 3 and Elklan Specialist SEMH program (to support children's Speech and Language) and is currently undergoing her NPQ in SENDCO qualification.



You are able to email Miss Singleton at: claire.singleton@moorpark.seteducation.org.uk. Alternatively you can phone the school on 01253 353034 and ask to speak to her.

SEND Support Team

Working alongside Miss Singleton are:



Mrs Quinn
Family Support Worker



Mrs Hutchings
SEND Support Assistant



Mr Shaun Kellett
Learning Mentor



Mr Thomas Hanslip



Mr Cole Stephenson

Behaviour / SEMH (Social Emotional and Mental Health) Team.



Miss Della-Corte
HIVE Teacher



Miss Wilson
HIVE Teacher

Complex Needs Learning Support Assistants:



Miss Collins



Miss Simpson



Mrs Memmott



Mrs Clements



Miss Barbera



Miss Brewster



Mr Penswick

Class Teachers

- All our teachers receive in house SEND training through the SENDCo, Blackpool SEND Support Team and a range of specialists working in the school throughout the year. These Professional development supports the teachers to meet the needs of the children who have SEND and supports them to identify and effectively support the additional needs of pupils with SEND.

Learning Support Assistants

- We have a team of LSAs ranging from LVL 2 to 4. The staff are trained to support teachers and provision within the classrooms and deliver interventions. They receive in house training and external training through experts working with the school. Interventions take place within the classroom and the school environment delivered in groups and an individual basis.

At Moor Park Primary School, we are committed to the continuous professional development of our staff. Teachers and Teaching Assistants regularly engage in training opportunities both within school and through local providers. These sessions are closely aligned with our School Improvement Plan to ensure they meet current educational priorities.
Staff are encouraged to share their learning during staff meetings and dedicated Teaching Assistant sessions, fostering a collaborative learning environment. Teachers also work closely with the SENDCo and advisory teachers during review meetings to ensure tailored support for pupils with special educational needs. Our strong partnerships with external support services ensure expert advice is always accessible.

Interventions

Communication and Interaction

Speech and Language inc. Wellcomm
Language 4 thinking
Language 4 Behaviour
Talkabout programmes
Talkability
Time to Talk
More Than Word
Processing / Language Games
Social Communication

Social, Emotion and Mental Health

Counselling
Learning Mentor Program
Emotion Coaching
Incredible 5 Point Scale
CBT- Starving the Anxiety / Anger Gremlin
Story Massage
Sequential Approach

Cognition and Learning

Every day readers
RWI Phonics blast
Number Interventions
Precision Teach
Colourful Semantics
Active Spelling
Phonological Awareness
IDL
First class @ Number

Physical and Sensory

Handwriting
Dough Disco
Dance Mat
Occupational Therapy
Physiotherapy
Fine and Gross Motor Skills
Sensory Circuits / diets

External Agencies and Experts

For children with identified special educational needs or disabilities, Moor Park Primary follows an 'assess, plan, do, review' cycle. There may be occasions, with the agreement of parents/carers, when we need to request additional services and expertise through a referral system.

- EYFS SEND Support Team
- SEND SUPPORT TEAM – for support and advise for children who may display needs with: cognition and learning, communication and interaction, sensory and physical (including hearing and visual needs) or social, emotional and mental health.
- CAMHS – child and adolescent mental health service
- CHILDREN'S WELLBEING PRACTITIONER
- SCHOOL NURSE
- GPs and PAEDATRICIAN
- HEALTH VISITOR

- SPEECH AND LANGUAGE THERAPY
- EDUCATIONAL PSYCHOLOGY – for pupils who display more complex needs.
- NEURODEVELOPMENTAL PATHWAY- for complex cases or assessment of ASD
- OCCUPATIONAL THERAPY
- PRIMARY MENTAL HEALTH WORKER
- EDUCATIONAL WELFARE OFFICERS
- SOCAIL SERVICES and other Local Authority support services
- VOLUNTARY SECTOR ORGANISATIONS
- COUNSELLING SERVICES (New Start on site)

What should I do if I think my child has SEND?

Tell us about your concerns

If you think your child might have SEND, the first person you should tell is your child's teacher.
A meeting will be arranged to discuss your concerns and may include the SENDCo if they feel they need advice and support.
Alternatively, they might meet with yourselves, and another meeting might be needed with the SENDCo present.
You can also contact the SENDCo directly for advice and recommendations after you have spoken to the class teacher. Again, please contact the office to arrange an appointment.

We will invite you to a meeting to discuss

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.
Together we will decide what outcomes to seek for your child and agree on next steps. This will be reviewed over a half term or term depending on the nature of difficulties and support in place.

A decision will be made whether your child needs SEND support.

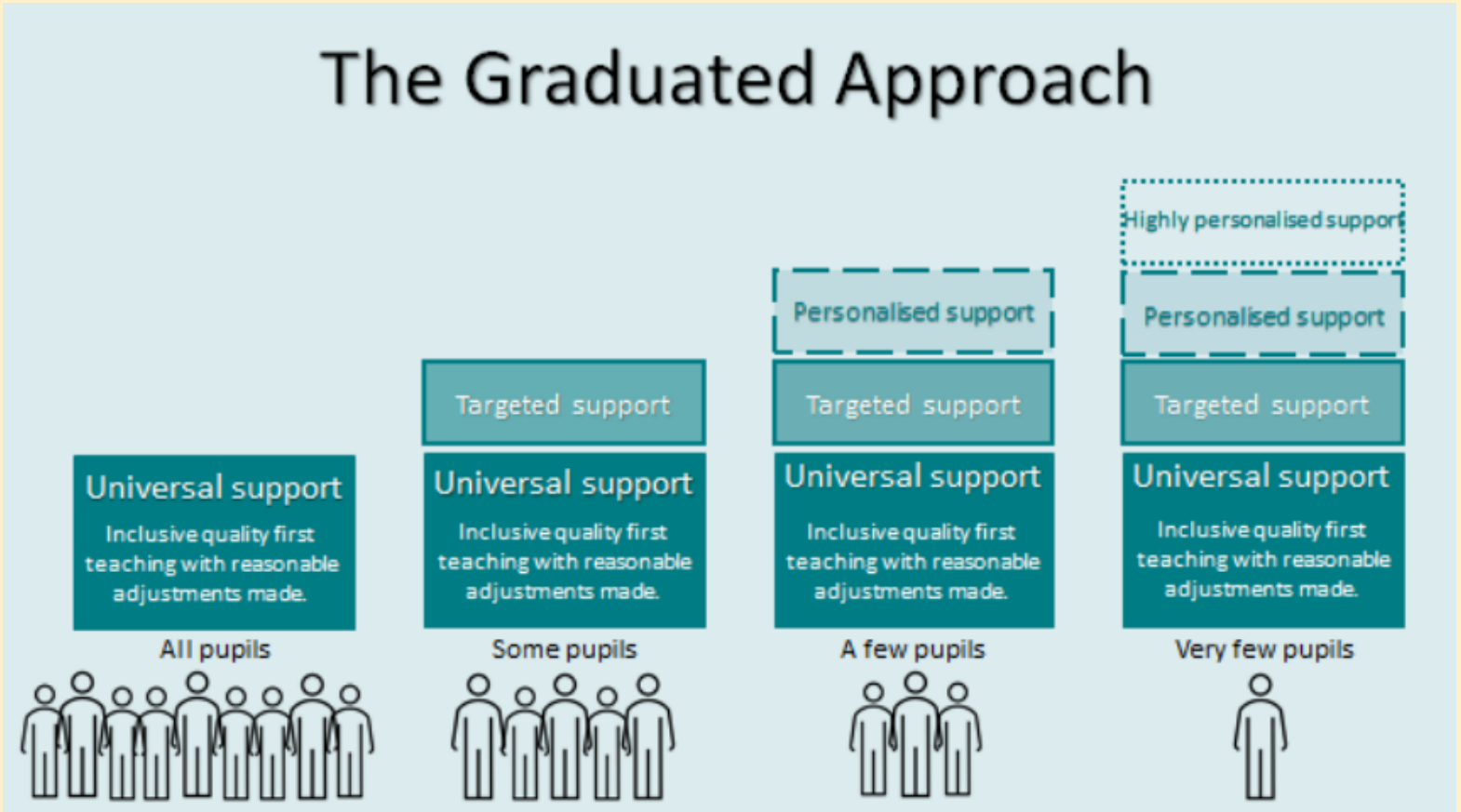
If a decision is made that your child needs SEND support, you will be informed and your child will be added to the school's SEND register. School and families working together is key to ensuring any barriers to learning are supported.

How will the school know if my child needs SEND support?

The Graduated Approach expects settings and schools to make full use of all their resources and expertise before accessing increasingly personalised support. By continually monitoring all children, settings and schools can decide on the most appropriate level of support for all children, including those with SEND.

At Moor Park Primary School, all teachers have high expectations to meet the needs of the children in their care. Lessons are differentiated, planning is adapted and teaching styles are varied to meet the different learning styles of the children. If there is a barrier to a child's learning, the class teacher will initially try to overcome this by making reasonable adjustments to their teaching.

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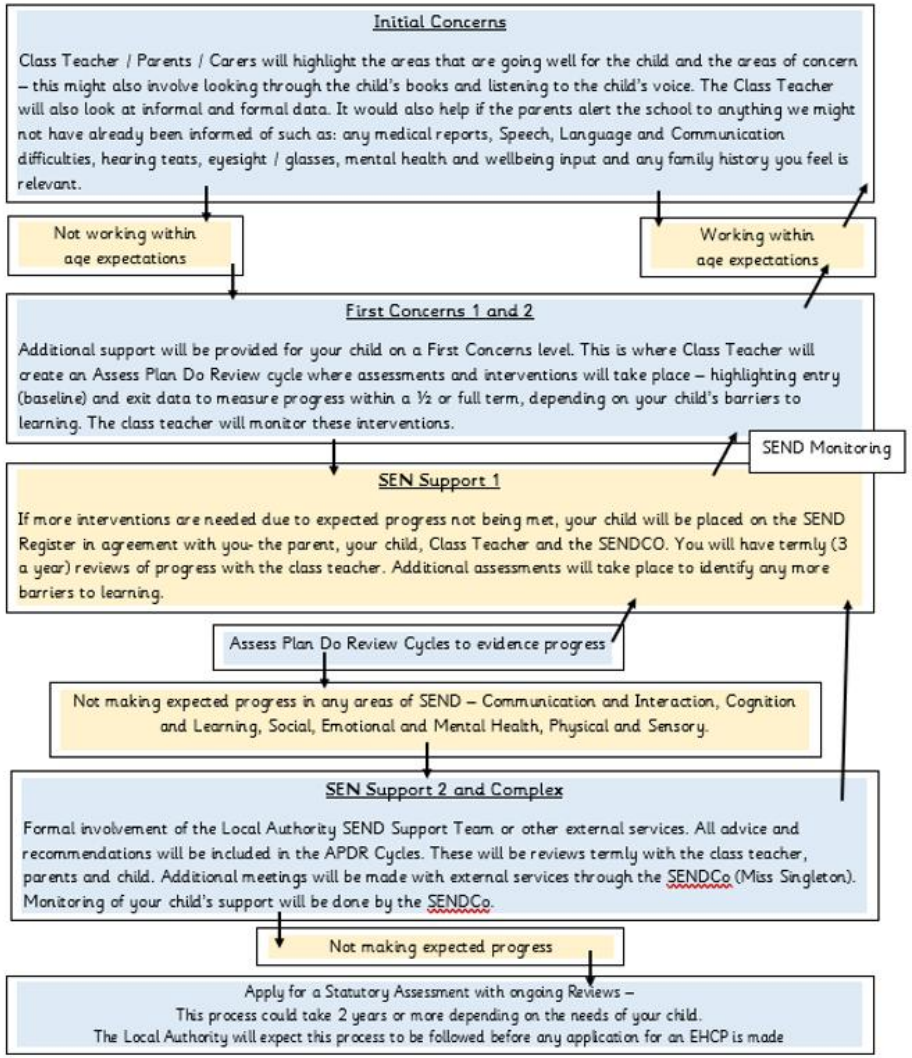


If despite these reasonable adjustments, the child's needs are still not being fully met, the child will move to SEND support where they will receive regular monitoring and assessments by the SENCO and advice from Advisory Teachers and outside agencies within Blackpool will be sought. At this stage, the Teachers will hold regular assess, plan, do, review meetings to enable everyone involved with the child (teacher, parent, child, adviser or outside agency) to assess the progress the child is making and plan how to overcome the barriers they may be facing.

In a few cases, where a child's needs are still not being met and their needs appear to be presenting as complex and long term the advice of an Educational Psychologist will be sought and an application for statutory assessment may be made.

Parent SEND flow chart

Moor Park Primary have been working with parents, carers and external services to create a 'Parent SEND flow chart' to help with understanding the process:



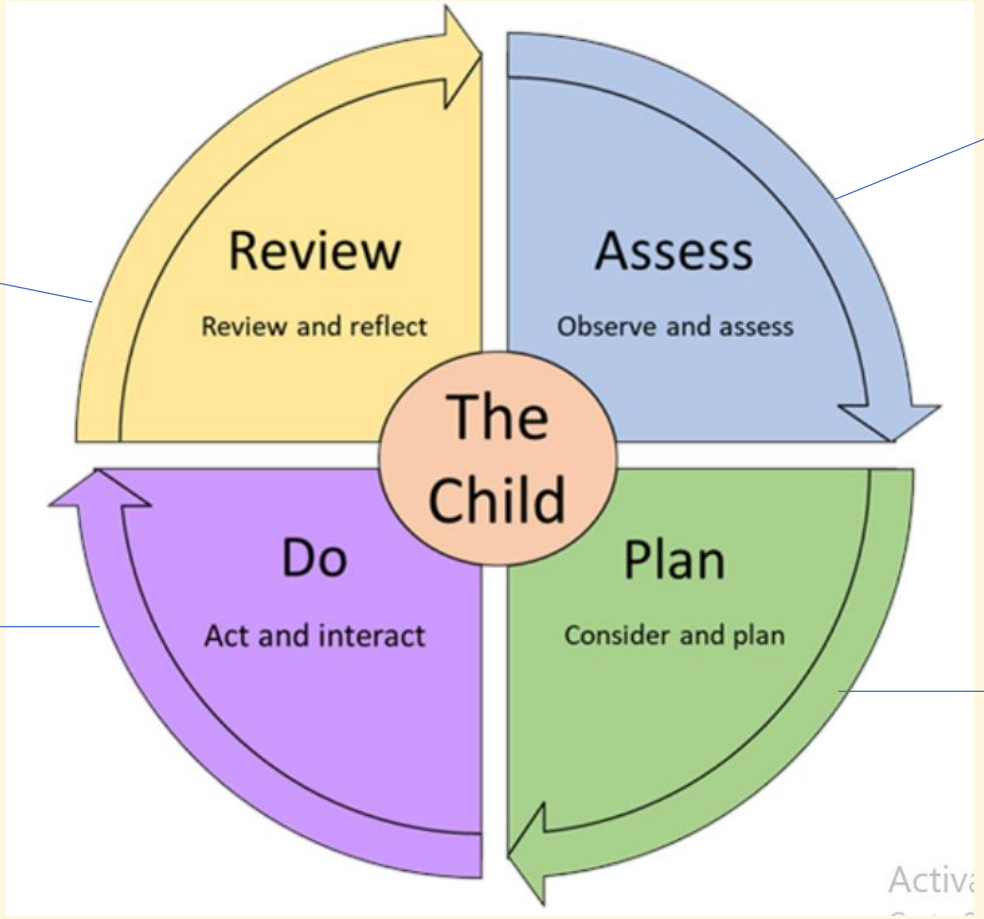
If any of our parents or carers would like any independent advice or support this can be sought from Blackpool SENDIASS sendiass@blackpool.gov.uk or 01253 477083

There is also information about the Graduated Approach and Local Offer at www.fyidirectory.co.uk

How will the school measure my child's progress?

Teacher continually review pupil progress and hoe effective the support has been.

Identify pupil's strengths and needs to inform effective planning and appropriate provision



Implement the support and gain a greater understanding of how the pupil learns

Use assessment information and views to plan teaching approaches

Appendix of flow chart to support parents understanding

For any child on the SEND Register, an assess, plan, do review cycles will take place. Baselining the children to measure their progress and having specific outcomes and SMART targets are key to ensuring gaps in learning are reduced. These targets and outcomes will be tracked and measured over time These documents are shared with parents and carers 3 times a year and any additional times when needed. These meeting can involve the SENDCo and she oversees all pupils APDR cycles by working with teachers to ensure the pupil is getting the most effective provision and support to meet their needs.

How will I be involved in decisions made about my child's education?

At Moor Park Primary School, children's learning is continually monitored, and formally assessed 3 times a year in reading, writing and mathematics. For children with SEND, a SEN Support Plan (APDR Cycle) is created and reviewed 3 times a year. Working together (school, parents/carers, child and any other external agencies), we will discuss, plan and agree outcomes and review progress on provision and targeted support.

We know that you are the experts when it comes to your child's needs and aspirations. So we want to make sure there is a full understanding of how to meet your child's needs including what you think would work best!

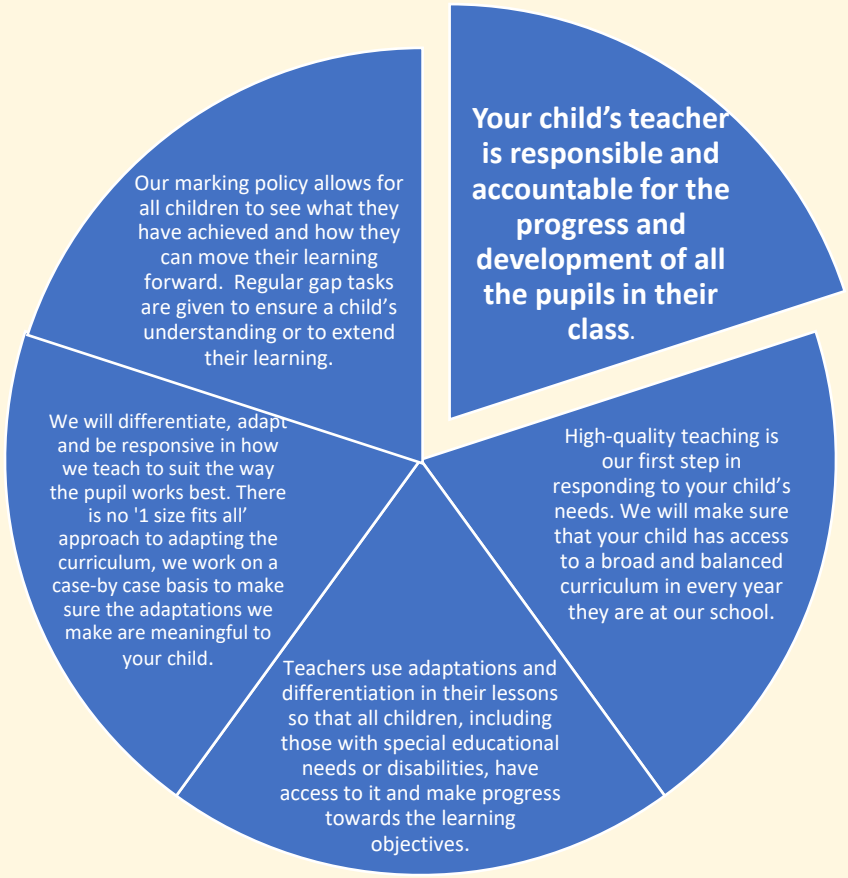
The SENDCo may also attend these meetings to provide extra support.
If you have concerns which arise between these meetings, please contact your child's teacher to discuss these concerns.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We will seek your child's views by asking them to:

- Attend meeting to discuss their progress and outcomes
- Design and create their own One Page Profiles
- Discuss their views with a member of staff who can act as a representative during a meeting
- Complete a survey

How will the school adapt its teaching for my child?





These adaptations include but are not limited to:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adaptive teaching strategies, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding worksheets, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils on a 1-to-1 basis if this is stated on their APDR
- Teaching assistants will support pupils in small groups depending on learning outcome.
- Adult support in social situations such as on the playground
- Use of the HUB or HAVEN for targeted SEMH support

How will the school evaluate whether the support in place is helping my child?



How will the school resources be secured for my child?

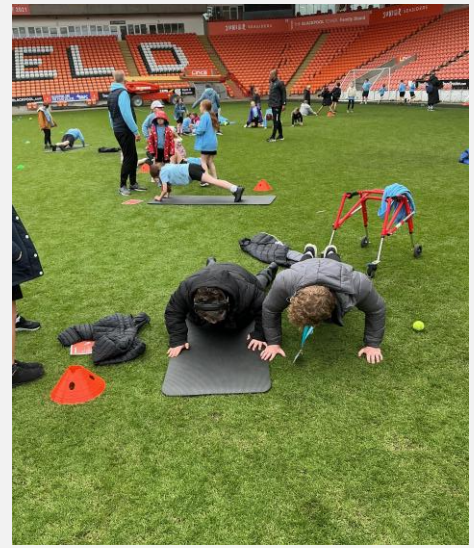
It may be that your child's needs mean we need to secure:

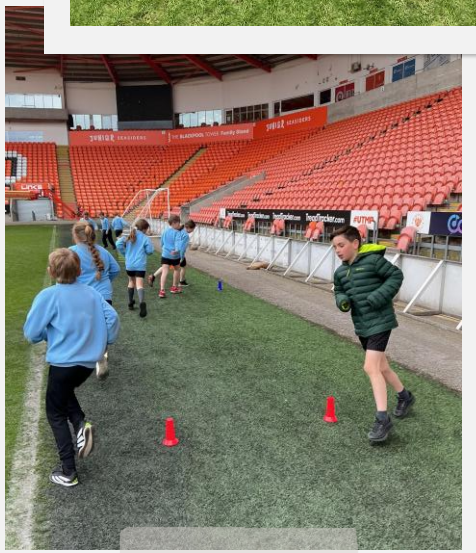
- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

How will the school make sure my child is included in activities along side pupils who don't have SEND?





- Reasonable adjustments will always be made to promote access to all areas of the school curriculum and the wider school activities. Moor Park Primary School offers a variety of breakfast, lunchtime and after school activities which are available to all children, ranging from Science to Choir, Drama to Nurture and mentoring. All staff involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club, and allowances are provided accordingly. Additional staff provide support at lunchtime, swimming and off-site trips where necessary. Risk assessments are written to measure any potential dangers. Registers are kept for all the extra curricular activities. Parents are regularly informed about various clubs and activities for pupils with SEND within the community.
- All pupils are encouraged to take part in sports day / school plays etc
- No pupil is excluded from taking part in these activities because of their SEN or disability.

The HIVE



This provision is a SEND Unit within our mainstream setting. This offers tailored provision for children with Educational Health Care Plans who require a higher level of support. Our approach is grounded in a curriculum that has been thoughtfully developed in collaboration with Synergy Education Trust. This bespoke curriculum is tailored specifically to meet the diverse needs of our children, ensuring that every learning experience is meaningful, accessible, and empowering. It is a communication and language rich environment which offers a flexible framework that supports children to engage with learning in ways that are meaningful and motivating to them. It supports holistic development—academically, socially, emotionally, and physically—while allowing each child to progress at their own pace.

Where appropriate, having a hybrid model between the Hive and mainstream classes, enhances the children's opportunities to access key learning or learning of interest. Developing skills such as independence, social interactions and tolerance of others, aspiring for integration into the mainstream classrooms wherever possible. Maintaining friendships of the wider community of school ensuring a sense of belonging in our Moor Park family. Pupils' emotional regulation and pupils understanding of their emotional needs is a fundamental aspect upon which learning opportunities are based upon. Pupils' wellbeing is supported by adults who will help to co-regulate emotional responses to challenging situations.

The HIVE is not just a unit; it is a family where your child will be understood supported and inspired. We are honoured to be part of your child's educational journey and look forward to working together in partnership with you.



Pastoral Provision

At Moor Park we have an established pastoral team that works with our pupils and families to identify barriers to learning and support high-quality teaching every day.

The HUB

The Hub offers flexible pastoral support on a target level for children who are facing barriers to learning and or emotional wellbeing difficulties.

It is a safe and supportive space where children can go to regulate their emotions with the support of our pastoral team. The staff use skilfully adjusted strategies to develop positive behaviours for learning for the classroom.

In addition, the Hub provides targeted intervention. They will develop key life skills such as resilience, self-control and social communication skills.





The Re-Engage Room

-The Re-Engage Room provides a calm, nurturing therapeutic environment where children can access personalised support to help them become ready for learning. Through a range of therapeutic, sensory, emotional regulation and adaptive learning opportunities, children are supported to develop the skills they need to successfully access their education.

-Working closely with therapists and specialist staff, the room promotes self-regulation, communication, resilience and emotional wellbeing. Children can engage in individual or small-group activities designed to reduce barriers to learning, build confidence and support positive outcomes both in the classroom and beyond.





How does the school make sure the admissions process is fair for pupils with SEN or a Disability?

Please see our Admissions Policy on our school website

How does the school support pupils with disabilities?

Please see our Accessibility Policy.

How will the school support my child's mental health, emotional and social development and wellbeing?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the School Council, Well Being Champions, Anti Bullying Ambassadors, Eco club and take part in pupil voice surveys.
- Pupils with SEN are also encouraged to be part of our extra curricular clubs promoting team work, building friendships, communication skills.
- We provide extra pastoral support for listening to the views of pupils with SEND through sessions with our SEND support Team, TAs, Family Support worker, SENDCO and Learning mentor.
- We include additional provision and learning to include proactive work to support their understanding of their emotions and social development.
- We run a protective play and nurture club for pupils who need extra support with social or emotional development at breaks and lunch times.
- We have a 'zero tolerance' approach to bullying. Please see our anti bullying policy and behaviour to learn policy on our website.
- We have assigned meetings for families with our PMHW
- Miss Singleton is a Mental Health First Aider.
- SENDCo will work with the school counselling service- New Start, Primary Mental Health Worker or the School Nursing Team to ensure that the child's mental health needs are met.
- We have Social Emotional and Mental Health interventions for the children identified as having difficulties in this area.
- The use of the HUB, which is our pastoral support provision is available for any child needing support to regulate their emotions or needing further assistance with their mental health and wellbeing.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

- At Moor Park Primary parents and carers of new Reception children are encouraged to visit school prior to applying for a place, to look around and hear about the life and work of our school. This is the same arrangement for non-routine admissions into other year groups.
- For any children with Special Educational Needs and Disabilities starting or leaving Moor Park, the school will endeavour to hold or attend any transition meetings involving all the professionals working with the child to share essential information. In some cases, this will be done over the phone.
- Our local secondary schools come in to see their pupils before transfer and our children visit their new high school during their last term with us. Any children with Special Educational Needs, disabilities or medical conditions, can make additional visits so that they are well prepared and feel comfortable in their new secondary school. Throughout the whole year we work closely with our colleagues in the local High Schools and are involved in many shared activities. This helps to ensure that children's transfer to secondary education is as smooth and problem free as possible. In the second half of the Summer Term, Moor Park provides a thorough transition programme to support children moving into their next class, as this can be an unsettling time. Some children will have additional classroom visits in order to familiarise themselves in their new setting. They may also receive a booklet with key information and photographs to use over the Summer holidays.

What support is in place for looked-after and previously looked after children with SEND?

Our SENDCo will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and compliment one another.

Mrs. Jefferson (Deputy Headteacher) will work with Miss Singleton, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another

What should I do if I have a complaint about my child's SEND support?

Moor Park Primary follows the Local Authority's School Complaints Procedure which can be found on our website

In brief, if you are not happy, the following procedure should be applied:-

- Stage 1 (informal) – speak to the class teacher, SENCO or Headteacher. Usually, this results in the resolution of any issues you are not happy with.
- Stage 2 (formal) – speak or write to the Headteacher who will acknowledge your complaint within 5 working days and will fully investigate your complaint. She will then work with you to help resolve the issues you've raised.

At Moor Park Primary, we strive to develop a good relationship with our parents as we are all concerned about the children's needs, happiness and welfare. If after Stage 2, you are still unhappy, you can request a copy of the Local Authority's School Complaints Procedure from the School Office.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at Blackpool's local offer. Blackpool Council publishes information about the local offer on their website: https://www.fyidirectory.co.uk/blackpool-local-offer Blackpool SEND directory - FYi Directory

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Proud to be part of https://www.blackpool.gov.uk/Residents/Health-and-social-care/Children-and families/SENDIASS/Home.aspx

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEND support** – special educational provision which meets the needs of pupils with SEN and disabilities
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions