



Morelands Primary School SEND Information Report

January 2026

Morelands Primary School is a mainstream primary school with two specialised provisions – Autistic Spectrum Condition (ASC) and Speech, Language and Communication Provision (SLCN). The pupils in both provisions are assigned places by the Local Authority (LA), through recommendations from other professionals who have assessed children, and where an Education, Health and Care Plan (EHCP) is already in place.

Morelands is committed to supporting children with additional needs, so that they reach their potential and make progress. Pupils are given equal opportunities to participate in all aspects of school life according to the needs of the individual child.

How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs?

Children at Morelands Primary School are identified as having Special Educational Needs and/or Disabilities (SEND) through a variety of methods:

- Liaison with previous school or nursery
- Concerns raised by Parents
- Concerns raised by Teacher
- From advice from external agencies
- Through monitoring progress of an individual pupil using the graduated approach (plan, do, review) over an agreed period of time – pupil progress will be held with parents/carers during this period
- From information gathered from a range of assessments used to monitor progress in school to identify children performing below age expected levels.

As a school, we measure children's progress in learning against National expectations and age related expectations.

The Special Educational Needs and Disabilities Coordinator (SENDCo) - Mrs Harvey, oversees all support and progress of any child requiring additional support across the mainstream school.

Mrs Chapman - the Teacher in Charge (TiC) of Provisions, oversees all support and progress of the children in the Autistic Spectrum Condition Provision and the Speech, Language and Communication Provision.

The Class Teacher is responsible for the teaching and learning of the SEND children in their class. Quality first teaching is the biggest single factor to accelerate rates of attainment and

progress. There may be learning support staff working alongside individual children, or small groups of children in the mainstream school. There is a higher ratio of adults to children in both ASC and SLCN.

What should I do if I think my child has special needs?

Talk to us. Firstly, contact your child's Class Teacher who will then raise the concern with the Special Educational Needs and Disabilities Coordinator (SENDCo) if necessary.

How will the school staff support my child?

The Governors, Head Teacher and all staff are committed to ensuring that effective provision is made for children identified with special educational needs, including arrangements to provide inclusive education and services for all those involved in the school. The Governors and Head Teacher are responsible for ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet each child's individual needs. The Special Educational Needs and Disabilities Coordinator oversees all support and progress of any child requiring additional support across the mainstream school, and the Teacher in Charge of Resourced Provisions oversees all support and progress of all children in ASC and SLCN.

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

All work within the class is pitched to reduce known barriers to learning, so that all children can access learning according to their specific needs. This can include individually tailored work in order that all children access the lesson and reach their full potential. The schools Teaching and Learning Policy reflects our inclusive practice and ensures that all children have access to the curriculum. The school uses the Hampshire SEN Guidance and the Universal Offer to guide our delivery of the curriculum.

How does the school evaluate the effectiveness of its provision for SEND children?

The school evaluates the effectiveness of its provision by clearly identifying who is responsible for what, as follows:

Class Teacher

- To identify Special Educational Needs of individual children in their class.
- Discuss any additional support required for the child with the SENDCo as necessary and report any concerns with progress.
- Check the progress each child is making and identify, plan and deliver any additional help the child may need recording this on the class or year group provision maps
- Write and regularly update Pupil Passports which will be shared and reviewed with both staff working with the child, and parents.
- To know which pupils in their class are on the SEND register.
- To ensure Teaching Assistants (TAs) are supporting pupils in their class, as directed.
- To ensure that the Head Teacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- Ensure the schools SEND Policy is followed in each classroom.
- Monitor and evaluate the impact of any additional support.
- Track progress through termly pupil progress meetings.
- Adapted tasks to support the learning for each pupil.
- Provide intervention programmes where necessary.
- Provide resources to support learning.

SENDCo and Teacher in Charge of the Resourced Provision

- Coordinating support for children with SEND and developing the schools SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you, as a Parent, are:
 - Involved in supporting your child's learning.
 - Kept informed about the support your child is getting.
 - Involved in how they are doing.
 - Part of planning ahead for them.
- Liaising with the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapists and Educational Psychologists.
- Updating the SEND register.
- Provide specialist support for Teachers and Support Staff so that they can help your child achieve their potential.
- Support the Class Teacher to write Pupil Passports.
- Organise training for staff so that they are confident to meet the needs of your child.
- Monitor the effectiveness of SEN intervention programmes.
- Give advice on the level of support, strategy and appropriate resources to support learning.
- Track progress of pupils on SEND register.

Head Teacher

- The day to day management of all aspects of the school, this includes the support for children with SEN or/and disabilities. Giving responsibility to the SENDCo and Class Teachers, but is still being responsible for ensuring your child's needs are met.
- Make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Governors

- Making sure the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children.
- Visiting the school to understand and monitor the support given to the children with SEND.

How will both you and I know how my child is doing, and how will you help me to support my child's learning?

There are regular progress reviews and meetings with Parents in the Autumn and Spring Terms, but we can always arrange additional meetings as and when it's required. If appropriate progress is not being made and there are concerns, we will get together with you and discuss the next steps.

Appropriate progress/achievement can be defined in a number of ways. It might, for instance, be progress/achievement which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of the peers starting from the same attainment baseline, but less than that of the majority.
- Matches or betters the child's previous rate of progress.

- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in child's behaviour.

How will the school match the curriculum to my child's needs?

When a pupil has been identified with special needs, their work will be differentiated by the Class Teacher to enable them to access the curriculum at an appropriate level. The differentiation could be through the task being completely remodelled or broken down into more manageable steps or resources used to scaffold the learning. At all times the pitch and challenge of the task is maintained for each pupil.

Learning Support Assistants may be allocated to work with pupils in a 1:1 or small focus group to target more specific needs.

How are the school's resources allocated and matched to SEND needs?

The school receives money on an annual basis to support the provision for special educational needs. This is based on the number of pupils on roll who are on the SEND register. The money is allocated annually by the governing body when setting the schools budget. It is used to pay for staffing and resources which support children with special educational needs throughout the school. Children with an Educational Health and Care Plan may receive additional funding from the Local Educational Authority. We ensure that all children who have SEND needs are provided for to the best of the school's ability with the funds available. We have a team of Teaching Assistants who are funded from the SEN budget, and deliver programmes designed to meet the needs of the children.

How is the decision made about how much and the type of support my child will receive?

- The Class Teacher, alongside the SENCo will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support to reduce the gap and achieve age expected levels.
- This will be through on-going discussions with Parents.

How will my child be included in activities outside the school classroom? Including school trips?

All children can join in with activities outside the school classroom, if there is no risk to themselves or others. This includes taking part in school trips where additional support will be provided as required. Support will be provided at lunchtime and play times if this has been identified as a need for the child and Parent's advice will be sort as necessary.

What support will there be for my child's overall well-being?

The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required, the Class Teacher liaises with the MHWB lead for further advice and support. This may involve working alongside other agencies, as well as seeking support from the schools Emotional Literacy Support Assistants (ELSA). Our Parent Support Advisor (PSA) is also available to work with both parents and pupils.

How does the school manage the administrations of medicines?

The school has a policy regarding the administration and managing of medicines on the school site. Please ask about this policy if you need this information.

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

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural challenges, the school seeks to work with parents to put a personalised plan in place as set out in the schools Behaviour Policy. As a result of the support we give, exclusions are rare. Attendance of every child is monitored daily by the Administration Department. Lateness and absence are recorded and any significant lateness or failure to attend is reported to the Head Teacher.

How will my child be able to contribute their views?

Children who have Pupil Passports discuss their targets and barriers to learning with their Class Teacher. If your child has an Education, Health and Care Plan, their views will be sought before any review meetings.

What specialist services and expertise are available at or assessed by the school?

At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school are:

- Educational Psychologist
- Primary Behaviour Service
- CAMHS (Child and Adolescent Mental Health Services)
- Children's Services
- Paediatricians
- Occupational Therapy
- Speech and Language Therapy
- Specialist Teacher Advisory Service for Speech and Language
- Specialist Teacher Advisory Service for Visual Impairment
- Specialist Teacher Advisory Service for Hearing Impairment
- School Nurses
- Neurodiversity 0-19 team Portsmouth

What training have staff had?

- Mrs Harvey, SENDCo, successfully completed the postgraduate National Award for Special Educational Needs Coordination in March 2020.
- A number of the DARP and SLCN staff have completed the ELKLAN Speech, Communication and Language Programme.
- A number of resource provision staff have qualifications in relation to special needs.
- Staff in the SLCN and ASC provision have completed the Level 2 Autism course.
- All Teaching Assistants have had training in delivering reading, spelling, phonics, language and maths programmes, including programmes such as 1:1 reading, precision teaching, pre-teach vocabulary, fine motor skill programmes and speech and language programmes.
- Staff in both ASC and SLCN provision follow the advice of the Speech and Language Therapist to deliver 1:1 speech and language programmes.
- The Speech and Language Assistant provides language and communication programmes to both ASC, SLCN and mainstream children - these include: language links programmes, Lego therapy, speech programmes and nurture groups.
- Teaching Assistants deliver speech and language programmes under the direction of the SENDCo, TIC and Speech and Language Therapy Assistant (SALTa).

- We have a number of staff trained as Emotional Literacy Support Assistants (ELSAs) who receive regular support from the Educational Psychologist. We also have staff trained in delivering Speech and Language programmes. A number of Teachers and Teaching Assistants are Team Teach Trained to support children with behaviour difficulties. All of our Teaching Assistants have had training in delivering intervention programmes.

How accessible is the school both indoors and outdoors?

The majority of the school site is wheelchair accessible. There are disabled toilets and changing facilities located in both buildings. Disabled parking bays are available in the car park. We liaise with the Specialist Teacher Advisor to ensure health and safety is not compromised for any child where accessibility provision is necessary. Risk assessments are carried out for any off-site activities. In the unlikely event that it is considered unsafe for a child to take part in an activity, then an alternative activity will be provided in school.

How as a parent can I be involved in the school to support my child?

The school values the close working partnership between Parents, Teachers and Pupils. Parent's evenings are held twice a year, and every July there is an Open Evening to celebrate the children's achievements. We also offer an open door policy. You are welcome to make an appointment to meet with the Class Teacher and discuss how your child is getting on. We can offer advice and support on how you can help your child at home with their learning. We aim to keep communication channels open between home and school. For some children with complex needs it may be appropriate to have a home school link book, so that an on-going communication can be developed.

If your child has SEND, they may be part of a Transition Partnership Agreement (TPA)/Inclusion Partnership Agreement (IPA) or an Education, Health and Care Plan (EHCP), which means a formal meeting will take place to discuss your child's progress and a report will be written.

Joining the school

All families are offered a visit when seeking a place at the school. Once a place has been secured, children with SEND may require further visits to the school prior to starting. Children in Resourced Provisions are placed by Hampshire County Council SEN Team but are still welcome to request a visit.

Before starting at the school the SENCo will contact you and any previous school or early years setting to ensure all the necessary arrangements are put in place before your child's start date.

Moving on

The school recognises that moving on can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure that he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- An IPA (Inclusion Partnership Agreement) may be arranged to identify and meet any particular needs your child may have when transitioning to a new school.
- We can help look at the options available to you and discuss needs and schools' capabilities.

Form Filling and Paperwork

We are aware that SEND often comes hand in hand with paperwork and forms to fill in. We are willing to help explain, access and go-through any of these with you - just get in touch.

How will my child be able to contribute their views?

At Morelands we value and respect every child, and believe they have the right to express their views on all aspects of school life. Children are encouraged to express their views about their learning and be involved in determining their next steps. Children who have Pupil Passports discuss and review their targets with their Class Teacher. If your child has a Transition Partnership Agreement (TPA)/Inclusion Partnership Agreement (IPA) or an Educational, Health and Care Plan (EHCP), their views will be sort before any review meetings.

What if I have concerns regarding the provision for my child?

The school will do its utmost to resolve any issues that are causing concern. The first point of contact would be your child's Class Teacher to share your concerns. The Class Teacher will, if necessary, arrange a meeting with either the SENDCo or the Head Teacher.

How do I make a formal complaint?

Any Parent with a complaint should refer to the school's Complaint Procedure.

Who else can I contact regarding my child's education?

Contact Core Assets, more information can be found here:

<https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>