



MOORLAND FEDERATION SEND INFORMATION REPORT

Sept 2025 - 2026

Special Educational Needs and Disabilities (SEND) Information Report

What is the SEND Information Report for?

The purpose of the SEND information report is to enable parents/carers and other visitors to our school website to find out how pupils with SEND are supported at our school and within our Moorland Federation.

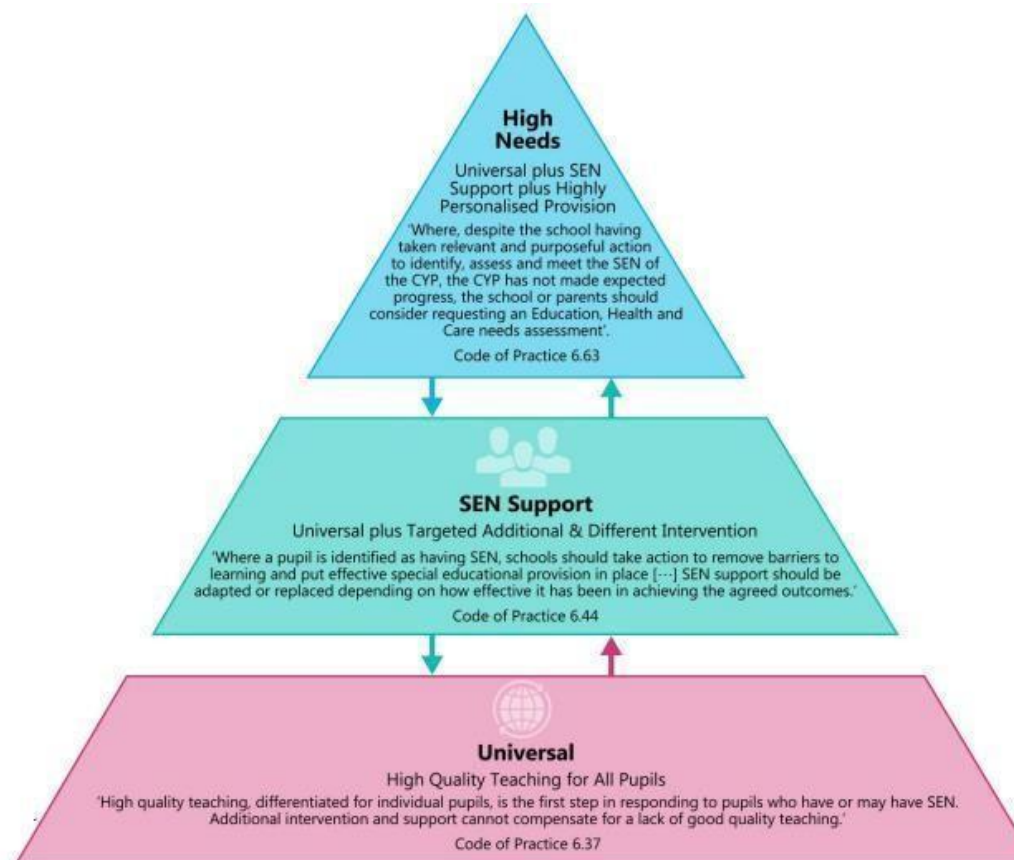
Who wrote this SEND Information Report?

This Report has been written in collaboration with the Moorland Federation SENDCos, Senior Leadership Team, class teachers, teaching assistants, SEND governor, parents and children.

Parent / Carer Questions FAQ	Key Information
What kinds of SEND does the school provide for?	We are a mainstream first school that will cater for the needs of all children wishing to attend, regardless of their specific needs. All the Moorland Federation schools are supported to be as inclusive as possible and will welcome your child and aim to meet their needs in our mainstream setting. More details can be found in our Moorland Federation SEND Policy (see school website). Across the Moorland Federation, we have experience of supporting children with a range of needs including but not limited to: Autism, ADHD, speech and language difficulties, dyslexia and sensory disorders
Who do I go to if I am worried about my child?	Your first point of contact for all SEND queries is your child's class teacher. Your child's class teacher will listen to any concerns you may have and give support and advice on how best you can support your child. All class teachers are supported by the School SENDCo (Special Educational Needs and Disabilities Co-ordinator) and Senior Leadership Team. Each school in the Moorland Federation has a SENDCo and can be contacted via the school office.
How do school keep track of children's additional needs?	Every school has a SEND register, which is a list of children at the school who have a Special Educational Need or Disability and need something additional to or different from their classmates above and beyond the scaffolds and adaptations made during everyday class teaching. An example of this might be some speech and language sessions or a structured intervention to help them overcome a barrier to learning. The SEND register will be reviewed regularly and children added and removed as appropriate.

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What happens if my child is identified with SEND?



Who is the SENDCO?

	SENDCo	School Office Contact Number	School Office Email Address
Moorland Federation SENCo	Rachelle Billington	01643 821254	contact@moorandfed.co.uk

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Cutcombe Church of England First School	Alison Blackmore	01643 841462	cutcombe@moorlandfed.co.uk
Dunster First School	Paul James/Angela Hall	01643 821254	dunster@moorlandfed.co.uk
Exford Church of England First School	Alison Blackmore	01643 831365	exford@moorlandfed.co.uk
St Dubricius Church of England VA School	Jon Moise-Souch/ Angela Hall	01643 862249	stdubricius@moorlandfed.co.uk
Timberscombe Church of England First School	Angela Hall	01643 841259	timberscombe@moorlandfed.co.uk
Langford Budville Church of England Primary School	Jon Moise-Souch/ Angela Hall	01823 400483	langfordbudville@moorlandfed.co.uk
Dulverton Junior School	Nicola Stenner	01398 323231	dulvertonjunior@moorlandfed.co.uk
All Saints Church of England Infant School	Nicola Stenner	01398 323231	allsaints@moorlandfed.co.uk

Parent / Carer Questions FAQ	Key Information
How do you identify children with SEND?	We think of it as identifying children that have barriers to their learning and we do what we can to remove those barriers. We identify children through:- • Discussions with the staff at the previous setting (if appropriate) and transfer documents • Discussions with the families • Listening to children talk about their needs • Observations of children • Discussions with the SENDCo • By tracking the attainment and progress of all children within the school • On-going teacher assessments • Screening tools and assessments according to barrier to learning

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How will parents/carers of children with SEND be involved in their education?	We offer lots of opportunities to discuss your child's progress. We encourage regular contact to discuss day-to-day occurrences with the class teacher and/or teaching assistants. In the Moorland Federation, schools offer two parents evenings to consult with parents in the Autumn and Spring Terms and a written report provided in the Summer Term. In addition to this, schools may offer curriculum meetings and workshops throughout the year. Beyond this for children with SEND, the class teacher and SENDCo will meet you and provide support and advice regularly as needed. Children that have an Education Health Care (EHC) plan have a statutory annual review with parents, class teacher, SENDCo and agencies involved to review your child's needs, provision and outcomes as outlined in the EHC plan.
How do you involve children with SEND in their own education?	In the Moorland Federation children are at the heart of everything we do. We always aim to include the child's voice in any decision making. We encourage children with SEND to know and share their targets and develop skills to support their own learning. We will always listen to children and build on their interests.
How does the school know how well my child is doing?	The class teacher focuses on including all children and breaking down any barriers to learning. In the Foundation Stage, there are regular observations and progress is tracked on the Early Years Foundation Stage Profile. Phonics in the Foundation Stage and Key Stage 1 is tracked at the end of each half term to ensure that the teaching is pitched at the right level to include all learners. We hold on-going assessments for English and Mathematics which are tracked and overseen by the Subject Leaders. The school holds termly meetings where teachers discuss the progress of children in their class with the Head of School with discussions about all the curriculum subjects. Children with SEND who are on the SEND Register have regular targets set in an assess, plan, do, review (APDR) cycle to help them make progress in their learning. The review process is crucial as it will inform the next cycle and ensures the school monitors how well your child is doing. Parents and carers will be involved with the APDR and suggestions for ways to support your child at home will be discussed.

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How will you support my child when they join the school?	For children joining the school in the Foundation Stage, Stay and Play transition sessions are offered to give children and their families an opportunity to meet staff and familiarise themselves with our school. In addition, the Foundation Stage Class Teacher will visit the local pre-schools and nurseries to meet the children and observe them in a familiar environment. For children who already have a professionally identified SEND, a school entry planning meeting (SEP) will be held, involving parents/carers, the child, and professionals from the previous setting and the school setting. All paperwork will be passed onto the school to help with a smooth transition. Children joining the school mid-year in any year group are encouraged to come and visit the school before they start and will be supported to settle in. We will liaise with your child's previous school and all relevant information will be handed over.
How will you support my child to move onto their next school?	Children transfer from our first schools at the end of Year 4, and at the end of Year 6 for Langford Budville and Dulverton Junior Schools. Transition arrangements will be made with any school they transfer to. Children will have lots of opportunities to visit the school, to meet the staff and meet other children in their year group to prepare for their transfer. Teachers from both schools, get together to talk about the children and ensure a smooth transition and also meet in the Autumn Term following the move to check in on progress. For children with SEND extra visits are often arranged, concerns for the family and child will be addressed and a meeting between the both school SENDCos will take place.
How will you meet the needs of my child?	Teaching is carefully planned so that every child has access to learning. All children are expected to engage with their learning. Activities and learning are adapted to support learners achieve the appropriate outcomes. This might include pre-learning (introducing new vocabulary and key concepts before they are taught in class) and multi-sensory opportunities (using visual prompts, handling of objects/artefacts, songs/music) built into planning. Teachers ensure that they are aware of possible barriers to learning and use the Somerset Graduated Response Tool (https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response/#Somerset%20Graduated%20Response%20Tool) to help overcome them.

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	We always think about the learning environment, ensuring classrooms are calm with neutral display boards. A calm space is provided in every classroom and sensory toys available to use for those that need them. Care is taken over where children with SEND are seated and whether any adaptations need to be made to accommodate them. As a Moorland Federation there is access to sensory spaces and sensory rooms for the children to use for wellbeing check-ins and interventions. Structured interventions are planned by class teachers and delivered mainly by Teaching Assistants to help children with children meet the targets in their IEPs and help overcome their barriers to learning. It may be appropriate from some children with SEND to access external alternative provision for some sessions e.g. Minehead Eye, Apex Centre, Conquest Riding Centre, Project One, Kilve. This would be discussed on a case by case basis with parents and other professionals.																
What training have the staff had to support children with SEND?	• All class teachers and teaching assistants have had intense phonics training to allow them to effectively teach whole class phonics, group sessions and keep up sessions across the age ranges. • All staff have attended Safeguarding training and Prevent training. • All staff have done First Aid at Work training or Paediatric First Aid training. • All schools have some staff who have completed online anaphylaxis training. • All SENDCos have completed or are in the process of completing the National Award for SEND Co-ordination • The SENDCo offer on-going training according to need, to help all staff effectively support children. Across the Federation we share our expertise and have access to staff trained in: <table><tr><td></td><td>Cutcombe</td><td>Dunster</td><td>Exford</td><td>St Dubricus</td><td>Timberscombe</td><td>Langford Budville</td><td>Dulverton Junior & All Saints</td></tr><tr><td>ILI (Individualised Literacy)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr></table>		Cutcombe	Dunster	Exford	St Dubricus	Timberscombe	Langford Budville	Dulverton Junior & All Saints	ILI (Individualised Literacy)	✓	✓	✓	✓	✓	✓	
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ILI (Individualised Literacy)	✓	✓	✓	✓	✓	✓											

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	Intervention)							
	Forest School	✓		✓	✓		✓	✓
	Emotion Coaching	✓	✓	✓	✓	✓		✓
	ACEs (Adverse Childhood Experiences)	✓	✓	✓	✓	✓		✓
	Trauma Informed Schools	✓		✓	✓	✓		✓
	Attachment Awareness Schools	✓	✓	✓	✓	✓		✓
	Senior Mental Health Lead	✓	✓	✓	✓			✓
	Mental Health First Aid	✓	✓	✓	✓	✓		
	Draw and Talk	✓	✓	✓	✓		✓	✓
	ELSA	✓	✓	✓	✓	✓	✓	✓
	Lego Therapy	✓	✓	✓				
	Autism Awareness	✓	✓	✓	✓	✓		✓
	Precision Teaching	✓		✓	✓			✓

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to help develop expertise within schools and it has a resource library from which schools can borrow dual language books, bilingual dictionaries and cultural diversity book packs.

Virtual School and Learning Support Service Specialist Advisory Teachers (VSLSS). All schools have key identified professionals who are employed by the LA and are linked to specific schools. They provide support and advice for pupils with learning difficulties, and also support for SENCOs and schools in terms of developing SEN systems and practice.

Children and Young People's Therapy Service

Children and Young People's Therapy, made up of children's speech and language therapists, occupational therapists, physiotherapists, therapy support practitioners and administrators.

<https://www.somersetft.nhs.uk/children-and-young-peoples-therapy-service/>

Physical Impairment and Medical Support Team (PIMS) which is part of **SPOT (Sensory, Physical and Occupational Therapy) service**. Are a specialist team who work with children with a range of physical or medical conditions e.g. cerebral palsy, muscular dystrophy, cancer, epilepsy and diabetes or more temporary conditions e.g. those recovering from operations and accidents. They offer assessments, training and advice to schools and pre-schools to ensure that children are fully included in all aspects of school life.

Educational Psychologist (EP).

The Educational Psychology Service works with schools to support children and young people's learning, social, emotional and general development. They work closely with teachers, parents and other professionals to ensure a joined up approach is established, and work together to identify ways to support these children and young people in school. They can be accessed through the school SENDCo.

Parent and Family Support Advisor (PFSA).

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The Moorland Federation have their own PFSA's in post from January 2023 who support the following first schools; Cutcombe, Dunster, Exford, St Dubricius and Timberscombe. PFSA support for All Saints, Dulverton Junior and Langford Budville Schools is accessed through other local area schools as the funding for these schools is via different route.

PFSAs give advice and support for parents, carers and young people around issues and situations affecting school attendance, emotional well-being, behaviour and family advice. Referrals can be made through the SENDCo or Head of School.

Access to Inclusion

Support for children with Autism and/or children with Speech and Language Communication Need (SLCN). Children's Autism Outreach Team (CAOT) can work with children that have an Autism diagnosis.

Somerset Child and Adolescent Mental Health Service (CAMHS)

Offer a variety of teams and services for young people aged 0–18 years old who are struggling with their mental health.

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIAS) provides advice and information to young people, and parents whose children have Special Educational Needs. They provide impartial and factual support on all aspects of the SEN framework to help parents and young people play an active and informed role in their child's or their own education.

Children's Community and Special Nursing Services work in partnership with parents and other multi-agency professionals to make sure the special needs of sick children are met. We provide skilled, high quality nursing care and advice and support for families with children aged 0– 18 years who have acute or chronic conditions

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How do you know if the provision you have made for children with SEND is effective?	Through the APDR cycle, children with SEND are monitored and assessed according to their targets to ensure that the provision in place is effective. We monitor interventions to check the progress of children from the start to the end of the intervention and ensure that it has had a positive impact. The provision is reviewed regularly and adapted as needed. Parents and carers will be kept informed of progress termly through their child's IEP.
How accessible is the school and its facilities and how will my child be included in activities outside the classroom, including school trips?	Moorland Federation Schools, complete an accessibility self-audit. Efforts are made to make each school as accessible as possible within the constraints in existing buildings. More details can be found on individual school websites and individual schools Accessibility Policy (see school website) if you would like more information. Careful thought is given by the class teacher to ensuring all children are included in activities outside the classroom, including school trips. Risk assessments are completed for all school trips with children with SEND being explicitly planned for where necessary.
Will my child be able to access all of the activities at school?	We believe in full equality for all children and, as such, all children are enabled to participate in all school activities where appropriate.
Do you involve parents/carers in planning activities outside the classroom and school trips?	Advice from parents or carers is welcomed and essential on these occasions.
What support will there be for my child's overall wellbeing?	Moorland Federation Schools: • All schools have staff trained in either First Aid at Work training or Paediatric First Aid. • All the children have Wellbeing lessons from the PSHE curriculum. All schools support Anti-bullying week please refer to the Moorland Federation Anti-Bullying Policy (see school website) for more information on how we actively prevent bullying at our school • We have staff trained in ELSA (Emotional Literacy Support Assistants) who can deliver individualised support programmes of extra pastoral support to meet the emotional needs of children in our care as it recognises that children learn better and are happier in school if their emotional needs are met. The children are listened to and have an opportunity to

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	talk and reflect on their emotions whether in 1:1 sessions or in groups whilst accessing fun and creative activities. • The Moorland Federation have a Positive Behaviour Policy where the purpose is to ensure all our pupils learn in a safe environment where kindness, good manners and reflection are valued. Pupils take an active responsibility for ensuring our school remains a happy place to develop, learn and grow. Our family ethos ensures a measured and supportive approach to helping pupils develop good social, emotional and moral skills. More details can be found in our Moorland Federation Positive Behaviour Policy (see school website) • We are also able to offer a mindfulness intervention from a holistic therapist to meet the needs of children as and when needed. • Outdoor learning is a fundamental part of our curriculum • All schools have a culture with wellbeing at the heart of decision making.
How does the school manage the administration of medicines?	We have a Moorland Federation Policy for Supporting Pupils with Medical Needs (see school website) and the school follows local authority advice on the administration of medicines in school. School staff will not administer medication to pupils unless written parental consent is received and all medication is kept in a secure medical storage box or in a secure fridge. Individual plans for personal care are developed in collaboration with parents, school staff and outside agencies as needed. The Moorland Federation has an Allergy and Anaphylaxis Policy (see school website) and we are committed to a whole school approach to the health care and management of those members of the school community suffering from specific allergies.
What do I do if I feel my child with SEND is not being supported?	In the first instance it is very important to talk to your child's class teacher about the support and provision in place for your child and work together to alleviate any concerns. If you still feel that the provision is not adequate then you can ask for a meeting with the school SENDCo and or the Head of School to discuss this further. If you still feel that your complaint has not been dealt with effectively please follow the complaints procedure detailed in our Complaints Policy (see school website)
Where can I find more information about what is	The Local Offer sets out in one place information about provision that the local authority expects to be available across education, health and social care for children with SEND. Please follow this

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available for children with SEND in the Local Authority?	link for further information:- https://www.somerset.gov.uk/children-families-and-education/the-local-offer/
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Terms you might find useful:

Access Arrangements	pre-examination adjustments for candidates based on evidence of need and normal working
ADHD	Attention Deficit and Hyperactivity Disorder
APDR	Assess, Plan, Do, Review Assess – identify a child or young person as needed SEND support, drawing on assessments, the individual development in comparisons to peers and input from child and parents/carers Plan – School, child and parent/carers create a plan with appropriate support and intervention provided to meet the infinity needs, targets are set Do – professionals, parents/carers and child carry out the agreed plan Review – professionals, parent/carers and child review progress towards targets.
ASC	Autism Spectrum Condition (autism)
CAMHS	Child and Adolescent Mental Health Service
CLA	Children who are Looked After
CYP	Children and Young People
EAL	English as an Additional Language
Early Years Foundation Stage	Children from birth – 5 years old, included nursery, pre-school and reception
EHA	Early Help Assessment

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EHCNA	Early Help Care Needs Assessment
EHCP	Education, Health and Care Plan - An EHCP may be required when the nature and extent of a CYP's special educational needs or disability means the support they require cannot be provided within resources normally available to mainstream settings.
EP	Educational Psychologist
HI	Hearing Impairment
Holistic Approach	The process of using multiple sources to gather information and provide feedback to support and guide learning and assessment
HQT/QFT	High Quality Teaching/Quality First Teaching ensures long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies (EFF)
Interventions	Short-term focused teaching approach that will typically have a specific set of outcomes
KS	Key Stage
MLD	Moderate Learning Difficulty
OT	Occupational Therapy
Outcome	An outcome can be defined as the benefit or different made to an individual as a result of an intervention
PD	Physical Disability
SALT	Speech and Language Therapy
SEMH	Social, Emotional, Mental Health
SENATAS	Special Educational Needs Assistive Technology Advisory Service
SEND	Special Educational Needs and Disability

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SENDCo	Special Educational Needs and Disability Co-ordinator
SLD	Severe Learning Difficulty
SMART	Specific, Measured, Achievable, Realistic, Time bound (Outcomes/Targets)
SpLD	Specific Learning Difficulty
SSE	Support Services for Education
VI	Visual Impairment