

Moorlands Primary School

Community Primary

Moorlands Primary School has published their Local Offer providing information on Special Educational Needs and Disabilities (SEND)

Additionally Resourced Provisions (ARPs)

Who to contact

Contact Name	Vanessa Bennett
Contact Position	Head Teacher
Telephone	(0118) 937 5505
E-mail	admin@moorlands.reading.sch.uk (mailto:admin@moorlands.reading.sch.uk)
Website	www.moorlandsps.org.uk (https://www.moorlandsps.org.uk/)
Scan to visit this website	

Where to go

Address	Church End Lane Tilehurst Reading Berkshire
Postcode	RG30 4UN

Inclusion Information

Special Needs provision	Yes
Details	Additionally Resourced Provisions (ARPs)

Childcare Information

Ofsted Information

Ofsted Report:	See the Latest Ofsted Inspection Report (http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109799)
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Local Offer

Description	
Contact Name	Mrs M Davies
Contact Telephone	0118 9015505
Contact Email	sendco@moorlands.reading.sch.uk (mailto:sendco@moorlands.reading.sch.uk)
Links	Moorlands Primary School (https://www.moorlandsps.org.uk/).
	SEND Policy (https://www.moorlandsps.org.uk/Our-School/Policies/).
	Accessibility Plan (https://www.moorlandsps.org.uk/Our-School/SEN/).
Local Offer Age Bands	Primary
SEN Provision Type	Universal
Local Offer Updated	17/07/2026

Schools Extended Local Offer Response

Description	
School Name: Moorlands Primary School	
Address: Church End Lane, Tilehurst, Reading, RG30 4UN	
Telephone: 0118 9015505	
Email: admin@moorlands.reading.sch.uk (mailto:admin@moorlands.reading.sch.uk)	
Website: https://www.moorlandsps.org.uk/index.asp (https://www.moorlandsps.org.uk/index.asp)	
Ofsted link: https://reports.ofsted.gov.uk/provider/21/109799 (https://reports.ofsted.gov.uk/provider/21/109799)	
Head teacher: Mrs Vanessa Bennett	
SENCo:	
Name: Mrs Meena Davies	
Contact: admin@moorlands.reading.sch.uk (mailto:admin@moorlands.reading.sch.uk)	
Date of latest Accessibility Plan: March 2021	
Date completed: March 2021	
By whom:	
Name: Mrs. Vanessa Bennett	
Moorlands Primary School is an inclusive mainstream primary school committed to providing a safe, nurturing and ambitious learning environment where every child is valued and supported to achieve their full potential. We believe that every child has unique strengths, talents and individual needs. Our approach is built on high expectations, Quality First Teaching and adaptive teaching, ensuring that all pupils can access a broad and balanced curriculum that is responsive to their individual needs. We work closely with pupils, parents/carers, staff and external professionals to identify and support children with Special Educational Needs and Disabilities (SEND). Through a graduated approach, we provide support, targeted interventions and specialist provision where required.	
1: The kinds of special educational needs for which provision is made at the school	

1.1: Do you have children with SEND in your school?

We support children with a wide range of SEND, including communication and interaction needs, cognition and learning needs, social, emotional and mental health needs, and sensory and physical needs. We work closely with families and other professionals to provide tailored support for each child's individual strengths and needs.

1.2: What kinds of SEND do those children have?

The four broad areas of need, as defined in the SEND Code of Practice, are:

- 1. **Communication and Interaction**
 - Autism Spectrum Condition (ASC)
 - Speech, Language and Communication Needs (SLCN)
- 2. **Cognition and Learning**
 - Moderate Learning Difficulties (MLD)
 - Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia, or dyspraxia
- 3. **Social, Emotional and Mental Health (SEMH)**
 - ADHD
 - Anxiety
 - Attachment difficulties
 - Emotional regulation difficulties
 - Behaviour arising from underlying SEMH needs
- 4. **Sensory and/or Physical Needs**
 - Hearing impairment
 - Vision impairment
 - Physical disabilities
 - Medical conditions that impact learning and access

2: Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND ^

2.1: How do you know if a pupil has SEN?

At Moorlands Primary School,

We identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible through a graduated approach. A pupil may be identified as having SEND through:

- Information provided by parents or carers before or after admission.
- Liaison with the child's previous school, nursery or other educational setting.
- Concerns raised by teachers, support staff, parents or the pupil themselves.
- Ongoing teacher assessments and regular monitoring of progress and attainment.
- Observations of the pupil's learning, behaviour, communication and social development.
- Screening and assessment tools where appropriate.
- Advice and assessments from external professionals, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS, or health professionals.

If a pupil is identified as making less than expected progress despite high-quality teaching, the class teacher and SENDCo will work together with parents and the pupil to assess their needs. Appropriate support will then be planned, implemented and reviewed following the **Assess, Plan, Do, Review (APDR)** cycle, ensuring that provision is tailored to the individual's needs.

Parents are kept informed throughout the process and are encouraged to share any concerns so that we can work together to provide the best possible support for their child.

2.2: How will I know if my child is receiving SEN support?

If your child is identified as having Special Educational Needs (SEN), we will contact you to discuss our concerns and explain the support we believe will help your child to make progress. We value parents and carers as partners and will involve you in every stage of the process.

You will know your child is receiving SEN support because:

- We will meet with you to discuss your child's strengths, needs and the support being provided.
- Your child will be placed on the school's SEND Register if they require SEN Support.
- An individual support plan or one page profile will be developed, outlining agreed outcomes or strategies and the support your child will receive.

- You will be invited to regular review meetings, usually at least three times a year, to discuss your child's progress and next steps.
- Your child's class teacher and the SENDCo will be available to discuss any questions or concerns you may have.
- You will receive regular updates through parents' evenings, review meetings, reports and ongoing communication.

We believe that open communication and strong partnerships with families are essential to ensuring every child receives the support they need to achieve their full potential.

3: Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans

3.1: Where can I find information about the school SEN Policy?

Moorlands follow inclusive practices to ensure all those with SEND can access the curriculum and all school activities. SEND Policy and Local Offer are both available to view on the school website.

<https://www.moorlandspes.org.uk/Our-School/SEN/>

3a: How the school evaluates the effectiveness of its provision for such schools

3a.1: How do you make sure that the SEN provision is helping pupils make better progress?

At Moorlands Primary School, we regularly monitor and evaluate the effectiveness of our SEND provision to ensure that every pupil is making the best possible progress from their individual starting point.

We do this by:

- Following the **Assess, Plan, Do, Review (APDR)** cycle for all pupils receiving SEN Support.
- Setting clear, personalised outcomes and reviewing these regularly with pupils, parents/carers, class teachers and the SENDCo.
- Monitoring pupils' academic progress, attendance, engagement, independence and social and emotional development.
- Using teacher assessments, observations and, where appropriate, standardised assessments to measure progress.
- Holding regular review meetings with parents and carers to discuss the impact of support and agree next steps.
- Monitoring the quality and impact of interventions to ensure they are effective and represent good use of resources.
- Seeking advice from external professionals where additional expertise is needed and reviewing their recommendations.
- Regularly reviewing the SEND Register and adjusting support as pupils' needs change.
- Monitoring SEND provision through lesson observations, learning walks, work scrutiny and pupil voice to ensure high-quality inclusive teaching across the school.

If a pupil is not making the expected progress, we will review the support being provided and make changes where necessary. This may include adapting classroom strategies, introducing different interventions, involving specialist services where appropriate.

We believe that effective SEND provision is based on strong partnerships between school, parents, pupils and external agencies, with regular review ensuring that support remains appropriate and enables every pupil to achieve their full potential.

3a.2: How do you check other outcomes for children with SEND, such as independence and well-being?

We recognise that success for children with SEND is not measured only by academic progress. We also monitor wider outcomes, including independence, confidence, attendance, behaviour, social development and emotional well-being.

We evaluate these outcomes through:

- Regular observations in lessons and around the school.
- Discussions with pupils about how they feel, learn and participate in school life.
- Feedback from parents and carers.
- Monitoring attendance, punctuality and engagement.

- Tracking participation in clubs, trips, enrichment activities and leadership opportunities.
- Reviewing behaviour records and social interactions.
- Assessing pupils' ability to work independently, organise themselves and use strategies to support their learning.
- Working with pastoral staff and external professionals where appropriate.
- Reviewing personalised targets linked to communication, social skills, emotional regulation, independence and preparation for the next stage of education.

These wider outcomes are discussed during review meetings alongside academic progress so that we gain a full picture of each child's development. If concerns arise, we work with families and relevant professionals to adapt support and ensure that pupils continue to develop the skills and confidence they need to succeed both in school and beyond.

3b: The school's arrangements for assessing and reviewing the progress of pupils with special educational needs



3b.1: How do you check and review the progress made by pupils with SEN?

We closely monitor the progress of all pupils with Special Educational Needs (SEN) to ensure that the support provided is effective and enables them to achieve their full potential.

Progress is reviewed through a graduated approach using the **Assess, Plan, Do, Review (APDR)** cycle.

We do this by:

- Carrying out regular teacher assessments and monitoring pupils' progress against their individual starting points.
- Reviewing each pupil's SEN Support Plan or one page profiles at least three times a year, or more frequently where needed.
- Holding review meetings involving parents/carers, the pupil (where appropriate), the class teacher and the SENDCo to discuss progress, celebrate achievements and agree next steps.
- Monitoring progress towards personalised outcomes, including academic achievement, communication, independence, behaviour, social skills and emotional well-being.
- Evaluating the impact of interventions and adapting support where necessary.
- Using observations, work scrutiny, assessment data and feedback from staff, parents and pupils to inform future planning.
- Involving external professionals where appropriate to review progress and provide additional recommendations.

If a pupil is not making the expected progress, we will review the support being provided and make any necessary changes. This may include adjusting teaching strategies, providing different interventions, increasing support, or seeking advice from specialist services.

We believe that regular review, close partnership with families and responsive planning are key to ensuring every pupil with SEN continues to make good progress and achieve positive outcomes.

3b.2: How will I find out about the progress my child is making?

We believe that working in partnership with parents and carers is essential to supporting every child's progress. We will keep you informed about your child's learning, development and well-being through regular communication.

You can expect to receive information about your child's progress through:

- Regular parents' evenings and review meetings.
- SEN review meetings, usually at least three times a year, where we discuss your child's progress towards their individual outcomes and agree next steps.
- Annual written school reports.
- Ongoing communication with your child's class teacher and the SENDCo by telephone, email or arranged meetings.
- Updates on the impact of any interventions or additional support your child is receiving.
- Opportunities to discuss assessment information, achievements and any concerns you or the school may have.

We encourage parents and carers to contact the class teacher or SENDCo at any time if they have questions or would like to discuss their child's progress. We value your views and will work with you to ensure that support continues to meet your child's needs.

Where external professionals are involved, we will also share relevant advice and recommendations with you and involve you in planning the next steps for your child's education.

3b.3: How will I be involved in those reviews? Who else will be there?

Parents and carers are at the heart of the review process, and we value your knowledge and understanding of your child. We will work in partnership with you to ensure that the support provided continues to meet your child's needs and helps them make good progress.

You will be invited to attend regular review meetings, usually at least three times a year, where you will have the opportunity to:

- Discuss your child's progress, achievements and any areas of concern.
- Share your views about how your child is doing at home and in school.
- Contribute to setting and reviewing outcomes and targets.
- Help decide the next steps and any changes needed to your child's support.

Review meetings will usually be attended by:

- You and your child, where appropriate.
- Your child's class teacher.
- The SENDCo.
- Teaching assistants or other staff who work closely with your child, where appropriate.
- External professionals, such as an Educational Psychologist, Speech and Language Therapist, or other specialist services, if they are involved in supporting your child.

Following the meeting, any agreed actions and outcomes will be shared with you, and the support plan will be updated as necessary. We encourage parents and carers to contact the class teacher or SENDCo at any time between review meetings if they have any questions or concerns.

3c: The school's approach to teaching pupils with SEND



3c.1: How do your teachers help pupils with learning difficulties or disabilities to learn?

At Moorlands Primary School, our teachers are responsible for the progress and achievement of all pupils in their class, including those with Special Educational Needs and Disabilities (SEND). We are committed to providing **Quality First Teaching** through an inclusive and **adaptive teaching** approach, ensuring that all pupils can access a broad, balanced and ambitious curriculum and achieve their full potential.

Teachers support pupils with SEND by:

- Delivering **Quality First Teaching**, with high expectations for all pupils and lessons that are carefully planned to meet a range of needs.
- Using **adaptive teaching** to respond to pupils' individual strengths, needs and learning styles, making appropriate adjustments to teaching, resources and the learning environment.
- Breaking learning into manageable steps, using clear explanations, modelling, scaffolding and visual supports where appropriate.
- Providing appropriate levels of challenge and support to enable pupils to make progress while developing independence.
- Using a range of teaching strategies, practical resources and assistive technology to make learning accessible.
- Regularly checking pupils' understanding and adapting teaching in response to ongoing assessment.
- Working closely with teaching assistants to provide targeted support that complements, rather than replaces, Quality First Teaching.
- Collaborating with the SENDCo and, where appropriate, external professionals to implement specialist advice and evidence-based strategies.

- Encouraging pupils to develop confidence, resilience, independence and self-advocacy so they can take an active role in their learning.

Where a pupil requires support that is additional to or different from Quality First Teaching, targeted interventions and personalised provision will be planned in consultation with parents and carers. This support is regularly reviewed through the **Assess, Plan, Do, Review (APDR)** cycle to ensure it is effective and continues to meet the pupil's changing needs.

We believe that every teacher is a teacher of pupils with SEND. Through high-quality, inclusive teaching and effective adaptive practice, we aim to remove barriers to learning and enable every pupil to participate fully in school life and achieve their best possible outcomes.

3c.2: How can I find out more about what my child is learning at the moment?

We encourage parents and carers to be actively involved in their child's learning and to work in partnership with the school. We provide a range of opportunities for you to find out what your child is learning and how you can support them at home.

You can find out more by:

- Speaking regularly with your child's class teacher, who can share information about current learning, progress and next steps.
- Attending parents' evenings, curriculum meetings and SEND review meetings.
- Reading curriculum information shared by the school, including year group overviews, newsletters and online learning platforms where available.
- Looking at examples of your child's work and discussing their learning with them at home.
- Attending workshops or information sessions that explain how subjects are taught and how you can support learning.
- Contacting the SENDCo if you have questions about how the curriculum is adapted or supported for your child.

For pupils receiving SEN Support, parents and carers will also be involved in reviewing their child's individual outcomes, support plans and progress. This provides an opportunity to discuss what is working well, what your child is learning, and any additional support that may be needed.

3d: How the school adapts the curriculum and learning environment for pupils with SEND



3d.1: How have you made the school buildings and site safe and welcoming for pupils with SEN or disabilities?

At Moorlands Primary School, we are committed to ensuring that our school environment is safe, accessible and welcoming for all pupils, including those with Special Educational Needs and Disabilities (SEND). We aim to remove barriers to learning and participation so that every child can access all aspects of school life.

We support pupils with SEND by:

- Ensuring the school site is safe, well maintained and regularly reviewed to identify and address any potential barriers.
- Making reasonable adjustments to the environment where needed to support individual pupils' needs.
- Providing accessible classrooms and learning spaces where possible, with appropriate furniture, resources and equipment.
- Using visual supports, clear signage and consistent routines to help pupils understand the environment and feel secure.
- Providing quiet or calm spaces for pupils who may need time away from busy environments to regulate their emotions or manage sensory needs.
- Considering individual medical, physical, sensory and communication needs when planning access to the school site and activities.
- Ensuring pupils have access to appropriate equipment and specialist resources recommended by professionals.
- Working with families and external professionals to identify any additional adjustments needed.
- Supporting pupils to develop independence and confidence in navigating the school environment safely.

We regularly review our accessibility arrangements and make improvements where possible to ensure that our school remains an inclusive environment where all pupils feel valued, safe and able to participate fully. Our accessibility plan outlines how we continue to improve access to the curriculum, the physical environment and information for pupils with disabilities.

3d.2: How will the curriculum be matched to my child's needs?

We are committed to providing an inclusive curriculum that is ambitious for all pupils, including those with Special Educational Needs and Disabilities (SEND). We use **Quality First Teaching** and **adaptive teaching** approaches to ensure that learning is accessible, appropriate and responsive to each child's individual needs.

The curriculum is matched to pupils' needs by:

- Teachers using assessment information, observations and knowledge of each pupil to plan appropriate learning opportunities.
- Adapting lessons, resources, tasks and teaching approaches so that pupils can access the same broad curriculum while receiving the right level of support and challenge.
- Breaking learning into smaller steps, using modelling, scaffolding, repetition and additional practice where needed.
- Providing different ways for pupils to engage with learning and demonstrate their understanding.
- Using visual supports, practical resources, technology and specialist equipment where appropriate.
- Considering pupils' communication, sensory, physical, social and emotional needs when planning lessons and activities.
- Setting personalised outcomes and targets where pupils require additional support through SEN Support plans or individual provision.
- Providing targeted interventions and additional support where this is identified as necessary.
- Working with parents/carers, the SENDCo and external professionals to ensure that strategies and provision are appropriate and effective.

Teachers regularly review pupils' progress and adapt provision through the **Assess, Plan, Do, Review (APDR)** cycle to ensure that support remains effective and that pupils continue to make progress.

Our aim is for every pupil with SEND to be fully included in school life, develop independence and confidence, and achieve their best possible outcomes.

3e: Additional support for learning that is available to pupils with SEND



3e.1: Is there additional support available to help pupils with SEND with their learning?

Yes, at Moorlands Primary School we provide a range of additional support for pupils with Special Educational Needs and Disabilities (SEND) to help them access learning, make progress and develop confidence, independence and well-being.

All pupils with SEND receive support through **Quality First Teaching** and **adaptive teaching** approaches within the classroom. Where a pupil requires support that is additional to or different from this, we provide targeted interventions and personalised provision based on their individual needs.

Additional support may include:

- Small group or individual interventions to support areas such as reading, phonics, writing, maths, communication and language, social skills and emotional regulation.
- Additional adult support in lessons to help pupils access learning and develop independence.
- Adapted resources, visual supports, practical equipment and assistive technology to remove barriers to learning.
- Targeted support planned by teachers and the SENDCo through the **Assess, Plan, Do, Review (APDR)** cycle.

- Support from specialist staff and external professionals where appropriate, including advice from Speech and Language Therapists, Educational Psychologists, Occupational Therapists and specialist teaching services.
- Pastoral support and strategies to promote confidence, self-regulation and positive relationships.
- Access to the **Additional Resource Provision (ARP)**, where appropriate, providing specialist support and resources for pupils with specific SEND needs. The ARP works alongside the mainstream school to ensure pupils receive a personalised approach, specialist teaching strategies and support to access learning, develop independence and participate fully in school life.

The ARP provides a structured and supportive environment while maintaining opportunities for inclusion with the wider school community. Staff work closely together to share expertise, adapt provision and ensure that pupils receive the right support at the right time.

All additional support is regularly monitored and reviewed to measure its impact on pupils' progress, independence and well-being. Parents and carers are involved in reviewing provision and discussing next steps to ensure support continues to meet their child's needs.

3e.2: How are the school's resources allocated and matched to children's special educational needs?

At Moorlands Primary School, we are committed to ensuring that resources are allocated effectively to meet the individual needs of pupils with Special Educational Needs and Disabilities (SEND). We use a **needs-led approach**, meaning that support and resources are matched to each child's individual strengths, barriers to learning and identified outcomes.

Resources are allocated by:

- The SENDCo working closely with class teachers, senior leaders and other professionals to identify pupils' needs and plan appropriate support.
- Using assessment information, progress data and observations to determine the type and level of provision required.
- Providing additional support through targeted interventions, specialist resources and adapted teaching approaches where pupils require support that is additional to or different from Quality First Teaching.
- Ensuring staff have appropriate training and expertise to support pupils with a range of SEND needs.
- Allocating teaching assistant support carefully to maximise impact and promote independence.
- Purchasing specialist resources, equipment and technology where these are required to remove barriers to learning.
- Working with external agencies to access specialist advice and support when needed.
- Reviewing the effectiveness of provision regularly through the **Assess, Plan, Do, Review (APDR)** cycle and making adjustments where necessary.

Where pupils access the **Additional Resource Provision (ARP)**, resources are used to provide specialist support, appropriate staffing, tailored interventions and an environment that enables pupils to access learning and develop independence. The ARP works alongside the mainstream school to share expertise and ensure that provision is matched closely to pupils' individual needs.

We ensure that decisions about resources are based on evidence of what will have the greatest impact on each child's learning, progress, confidence and well-being. Parents and carers are involved in discussions about their child's provision and the support being provided.

3e.3: How will I know if my child is getting extra support?

If your child is receiving additional support for their Special Educational Needs and Disabilities (SEND), we will ensure that you are kept informed and involved in decisions about their provision.

You will know your child is receiving extra support because:

- We will discuss your child's needs with you and explain the type of support being provided and why it is needed.
- Your child may have an individual support plan, SEN Support plan, provision map or personalised targets that outline the additional support they receive.

- Your child's class teacher and/or SENDCo will communicate with you about the support in place and the impact it is having.
- You will be invited to regular review meetings, usually at least three times a year, to discuss your child's progress, outcomes and next steps.
- You will receive updates about interventions, specialist support or strategies being used to help your child.
- Your child's progress will be monitored and reviewed through the **Assess, Plan, Do, Review (APDR)** cycle, with changes made if support is not having the expected impact.
- Where appropriate, your child will be involved in discussions about their support and encouraged to share their views.

If your child accesses specialist support, such as the **Additional Resource Provision (ARP)**, you will be informed about the provision available, how it supports your child's needs and how progress is reviewed.

We welcome regular communication with parents and carers and encourage you to speak with your child's class teacher or the SENDCo if you have any questions or would like further information about the support your child is receiving.

3e.4: How is the decision made about how much/what support my child will receive?

The level and type of support your child receives is based on their **individual needs, strengths, barriers to learning and desired outcomes**. We use a needs-led approach to ensure that support is appropriate, effective and helps your child to make progress.

Decisions about support are made through a collaborative process involving:

- Your child's class teacher, who identifies needs through ongoing assessment, observations and daily teaching.
- The SENDCo, who coordinates SEND provision and works with staff to plan appropriate support.
- Parents and carers, who share valuable information about their child's strengths, needs and experiences.
- The child or young person, where appropriate, so their views and preferences are considered.
- External professionals, where involved, such as Speech and Language Therapists, Educational Psychologists or specialist teaching services.

The decision-making process includes:

- Reviewing assessment information, progress data and observations.
- Considering the impact of current support and identifying what is working well.
- Planning provision through the **Assess, Plan, Do, Review (APDR)** cycle.
- Identifying appropriate strategies, interventions, resources and staffing support.
- Regularly reviewing the impact of support and making changes where needed.

Where a pupil requires a higher level of specialist support, including access to the **Additional Resource Provision (ARP)**, decisions are made based on identified needs, professional advice and the provision required to help the pupil access learning, develop independence and achieve positive outcomes.

We aim to ensure that support is proportionate, targeted and flexible, with resources allocated where they will have the greatest impact.

3f: Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum



3f.1: What social and extra-curricular activities are available for students with SEND?

At Moorlands Primary School, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), have the opportunity to participate fully in school life and access a wide range of social, enrichment and extra-curricular activities.

Pupils with SEND are encouraged and supported to take part in activities available to all pupils, with reasonable adjustments made where needed to ensure they can participate successfully.

Opportunities may include:

- A range of after-school clubs, enrichment activities and interest-based activities.

- School trips, visits, residential opportunities and community activities, with appropriate planning and support to meet individual needs.
- Sporting activities, creative arts, music, drama and lunchtime clubs.
- Social groups and structured activities to support communication, friendships and confidence.
- Pastoral and wellbeing activities to develop emotional regulation, resilience and positive relationships.
- Opportunities to develop independence, teamwork and life skills.

Where appropriate, additional support may be provided through:

- Adapted activities, resources or equipment.
- Additional adult support to enable participation.
- Smaller group activities or alternative arrangements where needed.
- Support, including provision linked to the **Additional Resource Provision (ARP)** where appropriate.

Before activities take place, staff consider individual pupils' needs, including communication, sensory, physical, medical and emotional needs, to ensure appropriate adjustments are made.

We work closely with pupils, parents/carers and relevant professionals to remove barriers and ensure that children with SEND can enjoy a wide range of experiences, develop friendships and feel a valued part of the school community.

3f.2: How can my child and I find out about these activities?

We ensure that pupils and families are kept informed about the social, enrichment and extra-curricular opportunities available in school. Information is shared in a range of ways to make sure that all pupils, including those with SEND, can access and participate in activities that interest them.

You can find out about activities through:

- Letters, emails, newsletters and communications sent home by the school.
- Information shared on the school website, online platforms or parent communication systems.
- Notices and displays around the school.
- Discussions with your child's class teacher, SENDCo.
- Information shared during parents' evenings, SEND review meetings and individual discussions.
- Opportunities for pupils to talk with staff about clubs, trips and activities available to them.

We encourage pupils with SEND to share their interests and preferences so that activities can be planned to meet a range of needs. Where appropriate, we will discuss available activities with pupils and families to identify any adjustments or additional support that may be needed to enable participation.

3f.3: How will my child be included in activities outside the classroom, including school trips?

At Moorlands Primary School,

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are fully included in activities outside the classroom. We believe that trips, visits, clubs and enrichment activities are an important part of pupils' learning, confidence, independence and social development.

We support inclusion by:

- Planning activities and trips carefully to identify and remove any potential barriers to participation.
- Making reasonable adjustments to ensure pupils with SEND can take part safely and successfully.
- Considering individual needs, including communication, sensory, physical, medical, social and emotional needs.
- Working with pupils, parents/carers and, where appropriate, external professionals to plan the support required.

- Providing additional adult support, adapted resources or alternative arrangements where needed.
- Completing appropriate risk assessments and considering accessibility requirements before activities take place.
- Preparing pupils for visits and changes to routine through advance information, visual supports, social stories or additional preparation where appropriate.
- Ensuring pupils accessing the **Additional Resource Provision (ARP)** are supported to participate in wider school experiences, with activities adapted to meet their individual needs.

School trips and activities are planned so that pupils with SEND are included wherever possible, rather than excluded because of their needs. If an activity presents a barrier, we will work with families to identify solutions and make reasonable adjustments.

3g: Support that is available for improving the emotional and social development of pupils with SEND

3g.1: What support will there be for my child's overall well-being?

We recognise that a child's emotional well-being and social development are essential to their ability to learn, build relationships and feel confident in school. We provide a supportive and inclusive environment where all pupils, including those with Special Educational Needs and Disabilities (SEND), are valued, understood and encouraged to develop their strengths.

Support for pupils' overall well-being may include:

- A strong focus on **Quality First Teaching** and **adaptive teaching** approaches that consider pupils' emotional, social and sensory needs alongside their learning needs.
- A nurturing and supportive approach from class teachers and support staff, who build positive relationships with pupils and understand their individual needs.
- Regular opportunities for pupils to share their views, feelings and experiences through conversations with trusted adults, pupil voice activities and review meetings.
- Support to develop social skills, friendships, communication, confidence and independence.
- Targeted interventions to support emotional regulation, resilience, self-esteem and positive behaviour.
- Pastoral support from members of the school team where pupils may need additional help.
- Access to calm spaces or agreed strategies to support pupils who experience anxiety, sensory needs or difficulties managing emotions.
- Support from specialist services where appropriate, such as counselling, Speech and Language Therapy, Educational Psychology or other external professionals.
- Individual strategies and support plans developed through the **Assess, Plan, Do, Review (APDR)** cycle, where additional needs are identified.
- Support from the **Additional Resource Provision (ARP)**, where appropriate, with specialist approaches to help pupils develop communication, emotional regulation, independence and social understanding.

We work closely with parents and carers to understand each child's needs and ensure that strategies used in school are consistent and effective. Pupils are encouraged to develop independence, confidence and self-advocacy skills so they can understand their own needs and take an active role in their learning and well-being.

The well-being of every pupil is monitored regularly, and support is reviewed to ensure it continues to have a positive impact on their happiness, relationships, participation and progress.

4: In relation to mainstream schools, the name and contact details of the SEN Co-ordinator

4.1: Who should I contact if I want to find out more about how the school supports students with SEND?

SENDCO: Mrs Meena Davies

Email: sendco@moorlands.reading.sch.uk (<mailto:sendco@moorlands.reading.sch.uk>)

4.2: What should I do if I think my child may have a special educational need or disability?

If you have any queries please do contact our SENDCo - Mrs Meena Davies, who will be happy to discuss your concerns.

sendco@moorlands.reading.sch.uk (<mailto:sendco@moorlands.reading.sch.uk>)

5: Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured



5.1: What training have the teachers and other staff who support children and young people with SEND had?

- All staff are offered regular training opportunities.
- SENDCo holds the National award for SENDCo accreditation
 - We hold specific SEND training for staff
 - School accesses external training and provides training in house according to need.
 - All staff share good practice.
 - Fully trained ELSAs
 - Catch Up Literacy trained staff
 - Catch Up Numeracy trained staff
 - All staff mental health and attachment training
 - All staff have received Safeguarding training.
 - Attention Autism
 - Intensive Interaction
 - ADHD/ASC
 - SCERTS (Social Communication, Emotional Regulation and Transactional Support)
 - Colourful Semantics - Speech and Language
 - Team Teach
 - EAL
 - Transcriptional Writing
 - SMART targets
 - AET - Autism Education Trust
 - Maths- Fluent and Flexible thinking.
 - Early Excellence - Quality Interactions

6: Information about how equipment and facilities to support children with SEND will be secured



6.1: What happens if my child needs specialist equipment or other facilities?

If your child requires specialist equipment or additional facilities, we will:

- Work with you, your child and relevant professionals to identify their individual needs.
- Seek advice from specialist services where appropriate, such as specialist teaching teams or health professionals.
- Make reasonable adjustments to the learning environment, resources and teaching approaches to remove barriers to participation.
- Access appropriate funding where additional resources are required.
- Purchase or source specialist equipment, resources or technology where this is identified as necessary.
- Ensure staff receive appropriate training to use equipment safely and effectively.

- Regularly review whether equipment and resources continue to meet your child's needs and make changes where required.

Equipment and facilities may include items such as specialist seating, communication aids, sensory resources, adapted learning materials, assistive technology or other resources recommended by professionals.

Where pupils access the **Additional Resource Provision (ARP)**, specialist resources, equipment and facilities are used to support individual needs and enable pupils to access learning, develop independence and participate fully in the wider school community.

7: The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child

7.1: How will I be involved in discussions about and planning for my child's education?

We recognise the vital role that parents and carers play in the education of children with Special Educational Needs and Disabilities (SEND).

We value parents and carers as important partners in their child's education. We recognise that families know their child best, and we work together to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive the right support to achieve their potential.

You will be involved in discussions and planning for your child's education through:

- Regular communication with your child's class teacher and the SENDCo.
- Parents' evenings and opportunities to discuss your child's progress, strengths, achievements and areas where they may need further support.
- SEND review meetings, where you can contribute to assessing needs, reviewing progress and agreeing next steps.
- The **Assess, Plan, Do, Review (APDR)** process, where parents and carers are involved in identifying outcomes, planning support and reviewing its effectiveness.
- Contributing your knowledge, views and aspirations for your child, including what works well at home and what support may help them in school.
- Reviewing and contributing to SEN Support Plans, individual targets or one page profiles where appropriate.
- Being involved in decisions about referrals to external professionals and specialist services.
- Being consulted as part of any discussions regarding additional provision, including support linked to the **Additional Resource Provision (ARP)** where appropriate.
- Sharing your views through questionnaires, meetings, parent forums or other feedback opportunities.

Where appropriate, pupils are also encouraged to share their own views, wishes and feelings and take an active role in planning for their education.

7.2: How will you help me to support my child's learning?

We recognise that parents and carers play a vital role in supporting their child's learning and development. We aim to work in partnership with families by sharing information, providing guidance and helping you understand how you can support your child at home.

We will support you by:

- Sharing information about your child's learning, progress, strengths and next steps through regular communication, parents' evenings and review meetings.
- Providing advice and practical strategies to support learning, communication, independence and emotional well-being at home.
- Sharing curriculum information, resources and ideas to help you understand what your child is learning and how you can reinforce skills outside of school.
- Discussing any interventions or additional support your child is receiving and explaining how you can support these approaches at home.
- Involving you in the **Assess, Plan, Do, Review (APDR)** process so that your views and knowledge of your child help shape their support.
- Working with you to set and review personalised outcomes and targets where appropriate.
- Providing opportunities to attend workshops, information sessions or meetings focused on supporting children with SEND.

- Signposting you to relevant services, training, resources and external agencies that may provide further advice and support.
- Working alongside specialist professionals, where involved, to share recommended strategies and approaches.
- Working alongside our school based family worker.

8: The arrangements for consulting young people with SEN about, and involving them in their education

8.1: How will my child be involved in his/her own learning and decisions made about his/her education?

We believe that children and young people with Special Educational Needs and Disabilities (SEND) should have a voice in decisions about their education. We encourage pupils to develop confidence, independence and self-advocacy skills by being actively involved in understanding their strengths, needs and learning goals.

Your child will be supported to be involved by:

- Sharing their views, opinions and preferences about their learning, support and experiences in school.
- Taking part in discussions about their progress, targets and next steps in a way that is appropriate to their age and understanding.
- Contributing to their **SEN Support Plan/ one page profile**, individual targets or provision reviews where appropriate.
- Attending and contributing to review meetings, including sharing what is working well and what they feel would help them further.
- Reflecting on their own achievements, strengths and areas for development.
- Developing an understanding of their own learning needs and the strategies that help them to succeed.
- Making choices about activities, approaches and support where appropriate.
- Taking part in pupil voice opportunities, questionnaires or discussions with staff.

Staff will support pupils to communicate their views in ways that work best for them, including through conversation, visual resources, symbols, technology or other communication methods where required.

Where pupils access the **Additional Resource Provision (ARP)**, they will be supported to understand their individual needs, develop independence and contribute to decisions about their learning and personal development.

9: Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

9.1: Who can I contact for further information?

Moorlands Primary School follows Reading's model policy for complaints. The policy is published on the school blog. Paper copies are available from the school office.

9.2: Who can I contact if I am not happy about the SEN provision made for my child?

Please contact the SENDCo - Mrs. Davies - sendco@moorlands.reading.sch.uk
Head of School - Mrs. Bennett

10: How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils

10.1: Who else provides services in school for children with SEN or disabilities?

We work closely with a range of professionals, services and organisations to ensure that pupils with Special Educational Needs and Disabilities (SEND) receive the right support to meet their individual needs. We value a **multi-agency approach** and work in partnership with families and external services to provide effective support.

Services that may support pupils and families include:

- **Local Authority SEND support services - RISE** including specialist teaching teams and advisory services.
- **Educational Psychology services**, providing assessment, advice and strategies to support learning and development.
- **Speech and Language Therapy (SaLT)** to support communication, speech, language and interaction needs.
- **Occupational Therapy (OT)** to support sensory processing, physical needs, independence and access to learning.
- **Health professionals**, including school nursing teams and other specialist health services.
- **Social care services**, where appropriate, to support children and families with wider needs.
- **CAMHS (Child and Adolescent Mental Health Services)** and other emotional well-being services where appropriate.
- **Additional Resource Provision (ARP)** staff and specialist colleagues who provide additional expertise, resources and targeted support for pupils accessing the provision.

The school works with these services through consultation, referrals, assessments, planning meetings and regular reviews to ensure recommendations are implemented effectively.

The **SENDCo** coordinates support with relevant professionals, ensuring that advice is shared with staff and families and that provision is reviewed regularly through the **Assess, Plan, Do, Review (APDR)** cycle.

Parents and carers are involved throughout the process and will be informed when external professionals are involved in supporting their child. We aim to provide a joined-up approach where school, families and professionals work together to improve outcomes for pupils with SEND.

10.2: How can my family get support from these services?

We recognise that families may need support and advice from a range of services to help meet their child's Special Educational Needs and Disabilities (SEND). We work closely with families, the Local Authority and external agencies to ensure children receive appropriate support and that families know how to access help when needed.

Families can access support by:

- Speaking with their child's **class teacher** or the **SENDCo**, who can discuss concerns, provide advice and help identify appropriate support.
- Attending SEND review meetings where we can discuss a child's needs and consider whether involvement from additional services would be helpful.
- Working with the school to make referrals to specialist services where appropriate, including Speech and Language Therapy, Educational Psychology and or other agencies.
- Accessing SEND information, advice and support through **Brighter Futures for Children** and the Reading Services Guide:
[Reading Services Guide \(?utm_source=chatgpt.com\)](#)
- Taking part in meetings with professionals involved in supporting their child, allowing parents and carers to share their views and contribute to planning.

The school works closely with a range of professionals and services, including:

- **Speech and Language Therapy** to support children with communication and interaction needs.
- **Educational Psychology services** to provide assessment, advice and strategies to support learning and development.
- **Occupational Therapy** to support sensory, physical and independence needs.
- **RISE Support services** to provide advice and strategies where children require support with behaviour, emotional regulation or engagement.
- **Health and social care services**, including Early Help and other targeted support where appropriate.

To ensure effective partnership working:

- **School consultation meetings are held termly with professionals** to discuss pupils' needs, review progress and access appropriate advice and support.

- Referrals are made to relevant services when required, with parents/carers involved in the process.
- The school works with voluntary organisations, such as **Berkshire Women's Aid** and **Daisy's Dreams**, to provide additional support for pupils with SEND and their families.
- **CSPOA (Children's Single Point of Access)** and **Early Help referrals** are made where additional support is needed to support a child's wider needs and family circumstances.

If your child accesses the **Additional Resource Provision (ARP)**, staff will work closely with families to explain the specialist support available and help coordinate access to relevant services.

We are committed to working in partnership with children, young people, families and professionals to ensure that pupils with SEND receive the support they need to thrive socially, emotionally and academically.

11: The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32

11.1: Who should I contact to find out about other support for parents and families of children with SEN or disabilities?

Reading Borough Council's Local Offer, outlining services available for children and young people who have SEND. Reading Information, Advice and Support Service for SEND.

[https://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3\(localoffer.page?familychannel=3\)](https://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3(localoffer.page?familychannel=3))

<https://www.readingiass.org/> (<https://www.readingiass.org/>)

12: The school's arrangements for supporting pupils with SEND in transferring between phases of education

12.1: How will you help my child make a successful move into the next class or secondary school or other move or transition?

Transitions can be a challenging time for pupils with Special Educational Needs and Disabilities (SEND), and we take great care to ensure these moves are well-planned, personalised and fully supported. We recognise that successful transitions help children feel confident, secure and ready to learn.

We offer a range of support to help your child transition smoothly between classes, key stages, schools or other settings, including:

For moving to a new class within school:

- Transition meetings between current and new teachers, including the **SENDCo**, to share detailed information about your child's strengths, needs, progress and support strategies.
- Additional transition visits to the new classroom or learning environment, allowing your child to become familiar with new spaces, routines and staff.
- Visual supports, such as transition booklets, photographs of classrooms, key adults and new routines, to help reduce anxiety and support understanding.
- Opportunities for your child to discuss any worries, ask questions and share what will help them feel comfortable with the change.

For moving to secondary school:

- Early planning and communication with the receiving school, including meetings with the new school's **SENDCo**, to ensure a clear and effective handover of information.
- Sharing relevant records, support plans, assessments and strategies to help the new setting understand your child's needs.
- Additional transition visits, with support from familiar adults where needed, so your child can explore the new environment gradually and confidently.
- Opportunities for your child to ask questions and express any worries through discussions, visual resources, social stories or 1:1 support.
- Support with developing independence, organisation skills, social skills and emotional resilience to prepare for the next stage of education.

For other transitions:

We also support transitions in and out of **Moorlands**, including pupils joining from nursery, moving mid-year, transferring to another school or moving to specialist provision. These transitions are supported through a personalised transition plan created in partnership with the child, parents/carers, school staff and any professionals involved.

This may include:

- Gathering information from previous settings and professionals.
- Planning visits and opportunities to become familiar with the new environment.
- Identifying any reasonable adjustments or additional support required.
- Ensuring effective communication between all adults involved in supporting the child.

Our goal is to make every transition as smooth, positive and successful as possible, helping your child feel safe, valued and ready to embrace new opportunities.

13: Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement ^ - Provision the local authority expects to be made available by schools, early years and post-16 providers)

13.1: Where can I find out about other services that might be available for our family and my child?

The SEN Team Tel: 0118 937 2674 Email: sen@brighterfuturesforchildren.org

Reading Information, Advice & Support Service (IASS) for SEND Tel: 0118 937 3421 Email: iass@brighterfuturesforchildren.org

Parenting Special Children Tel: 0118 986 3532 Email: admin@parentingspecialchildren.co.uk

Autism Berkshire Tel: 01189 594 594 Email: contact@autismberkshire.org.uk

Children & Adolescent Mental Health Service (CAMHS) Tel: 0118 931 5800 Dingley's Promise Tel: 0118 327 7424 Email: admin@dingley.org.uk

Family Information Service/SEND Local Offer Tel: 0118 937 3777 Email: localoffer@reading.gov.uk

14: Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review ^

14.1: What opportunities will we as parents and our child have to review our child's progress towards the agreed outcomes?

At **Moorlands Primary School**, we are fully committed to working in partnership with parents, carers and pupils to monitor and review the progress of children with Special Educational Needs and Disabilities (SEND). We follow a **graduated approach** through the **Assess, Plan, Do, Review (APDR)** cycle, ensuring that support is regularly assessed, planned, delivered and reviewed. The views of parents, carers and children are central to this process.

We provide a range of opportunities throughout the year for families and pupils to discuss progress, share concerns, celebrate achievements and contribute to planning next steps.

Formal review opportunities:

- **Autumn and Spring Term parent meetings:** These meetings with your child's class teacher provide an opportunity to discuss progress, review current support, celebrate achievements and identify next steps.
- **Termly SEND reviews:** For pupils with an Individual Learning Plan (ILP), SEN Support Plan or an Education, Health and Care Plan (EHCP), additional SEND review meetings are held at least three times a year. These meetings involve parents/carers and, where appropriate, the child and relevant professionals.
- **Annual Reviews:** For pupils with an EHCP, an annual review meeting is held with key professionals involved in supporting the child. This provides an opportunity to review progress towards long-term outcomes, evaluate provision and make any necessary changes.

Pupil involvement:

We believe that children and young people should have a voice in decisions about their education. Pupils are encouraged and supported to share their views about:

- What they enjoy and feel successful in.
- What helps them to learn.
- Any worries or barriers they may experience.
- Their personal targets and next steps.

Children may contribute through direct involvement in meetings, pupil voice activities, one-page profiles, supported discussions or other communication methods appropriate to their needs.

Ongoing communication and parental involvement:

We provide a range of ways for parents and carers to stay informed and involved, including:

- **Viewing evenings and book look events**, providing informal opportunities to come into school, look at your child's work and discuss their progress.
- **Termly curriculum letters**, sharing information about what your child will be learning and ideas for how you can support learning at home.
- **Workshops delivered by school staff or external professionals**, covering areas such as phonics, emotional regulation, supporting learning at home and understanding SEND.
- **Celebration afternoons**, where families are invited into school to take part in activities and gain insight into their child's learning and development.

Additional support and communication:

- We operate an open and supportive approach with the **SENDCo** (where possible), allowing parents and carers to request conversations or meetings when concerns arise or advice is needed.
- The school-based **Family Support Worker** is available to support families who may benefit from additional help, advice or signposting, particularly around well-being, attendance, relationships or wider family challenges.
- Parents and carers are encouraged to share information from home, as this helps us understand the whole child and ensure support remains appropriate.

Our aim is to ensure that parents and carers feel informed, listened to and fully involved throughout their child's education.

14.2: How often will these reviews happen?

Reviews of your child's SEND support happen regularly to make sure the support remains effective and meets their needs.

Individual Learning Plan (ILP) reviews usually take place at least once every term (every 6-8 weeks).

We also hold parent meetings to discuss progress, share updates, and adjust targets as needed.

For children with more complex needs, reviews may happen more frequently or include additional meetings with external professionals.

Ongoing daily observations and informal checks by staff also help us respond quickly to any changes in your child's needs.

15: Who can I contact for further information?



Information and support can be obtained from the setting/school's SENDCo Mrs. Meena Davies Tel: 0118 901 5505

16: What is the complaints procedure?



Moorlands School follows Reading's model policy for complaints. The policy is published on the school website. Paper copies are available from the school office.

At **Moorlands Primary School**, we recognise that supporting pupils with Special Educational Needs and Disabilities (SEND) is a partnership between school, families and external professionals. We work closely with a range of services and agencies to ensure that children receive the appropriate support to meet their individual needs and achieve positive outcomes.

Our external partners include:

- **Educational Psychology Service** – providing specialist advice, assessment and strategies to support children’s learning, development and emotional well-being.
- **Speech and Language Therapy (SaLT)** – supporting children with speech, language, communication and interaction needs.
- **Social Care and Brighter Futures for Children** – providing support for children and families where wider needs are identified and additional help may be required.
- **SEND Case Officers** – supporting children with SEND, including those with Education, Health and Care Plans (EHCPs), and working with families and schools to ensure appropriate provision is in place.
- **RISE Team** – providing specialist support and advice around children’s emotional well-being, behaviour, regulation and mental health needs.
- **Children and Adolescent Mental Health Service (CAMHS)** – supporting children and young people who may need specialist mental health support.
- **Play Therapist** – supporting children to explore emotions, develop coping strategies and build confidence through therapeutic play.
- **RISE Regulation Team** – providing support and strategies to help children develop emotional regulation, self-awareness and positive coping skills.
- **Emotional Wellbeing Services** – supporting children’s emotional health, resilience and overall well-being.
- **Attendance Support Worker** – working with families and school to support positive attendance and address barriers to attending school.
- **Mental Health Support Team (MHST)** – providing early intervention support for children experiencing emotional or mental health difficulties.
- **Primary Mental Health Worker** – offering advice, guidance and support around children’s emotional and mental health needs.
- **Massage Therapist** – providing support where appropriate to promote relaxation, sensory regulation and emotional well-being.
- **Early Years Team** – supporting children’s transition into school and providing advice around early development and additional needs.

How do these services work with the school?

These professionals work alongside school staff to provide advice, assessment and targeted support. The SENDCo coordinates involvement from external agencies, ensuring that recommendations are shared with relevant staff and incorporated into a child’s support plan where appropriate.

We hold regular discussions and consultation meetings with professionals to review children’s needs, monitor progress and identify any additional support required. Parents and carers are involved throughout this process and will be kept informed when external agencies are supporting their child.

Our aim is to provide a coordinated, child-centred approach where school, families and professionals work together to support children’s learning, development, emotional well-being and independence.

Yes. **Moorlands Primary School has developed an Additional Resource Provision (ARP)** to further support pupils with higher levels of Special Educational Needs and Disabilities (SEND). The ARP provides a more tailored and structured learning environment for children who require specialised support beyond what can typically be offered within a mainstream classroom.

The development of the ARP reflects our ongoing commitment to inclusion and ensuring that all pupils receive the right support to access learning, develop independence and achieve positive outcomes.

Key features of the ARP include:

- A dedicated learning space designed to meet a range of needs (MLD).
- Highly trained staff, including specialist teaching assistants, who provide targeted support and work closely with class teachers.
- Input and advice from external professionals where appropriate, including specialist services supporting individual pupil needs.

- A personalised curriculum that focuses on individual outcomes and targets while maintaining opportunities for inclusion in wider school life wherever appropriate.
- A focus on developing communication skills, life skills, independence, emotional regulation and social development alongside academic progress.
- Access to appropriate resources, strategies and interventions to help pupils overcome barriers to learning.

Access to the ARP is based on individual needs and placement decisions, often involving consultation with the **Local Authority, parents/carers and professionals** involved in supporting the child.

The ARP works alongside the mainstream school to promote inclusion, share expertise and ensure that pupils are supported to participate fully in the school community.

This additional provision demonstrates Moorlands Primary School's commitment to providing a nurturing, inclusive environment where every child, regardless of need, is valued, supported and enabled to thrive.

19: Link to the schools websites SEND information or policy page.



<https://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3>

Ratings

Disclaimer

This information has been collected from third party providers therefore the Reading Services Guide, Reading Borough Council (RBC) cannot accept responsibility for the accuracy of this information and recommends that parents, carers, young people, residents and professionals check with providers regarding DBS (Disclosure & Barring Service), OFSTED registrations and CQC registrations. Information collected by Reading Service Guide; is used solely to implement and supply the Family Information Service (FIS), Special Educational Needs & Disabilities - Reading's SEND Local Offer, Adults & Carers Support Group, Children & Young Peoples Disability Register and the Best Start in Life Family Hubs.

Last updated: 07/08/2026