



Special Educational Needs and Disability (“SEND”) information report

Updated: July 2026

SENDCO: Sophie Tauchert

To be reviewed: July 2027

Introduction

All Brent Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be inclusive, with the needs of the pupils with Special Educational Needs and Disabilities being met in the best environment possible.

What is the Local Offer?

From 1st September 2014, Local Authorities are required to publish and keep under yearly review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Brent's local offer is available on the following website:

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/about-the-local-offer>

How are children's needs identified?

All children are unique and different; so at Mora Primary School we take time to identify the needs of all children, irrespective of them having a special education need or not, before they enter school and throughout their school career. At different times in their school life, a child or young person may have a special educational need.

Where a pupil's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it maybe that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

There can be many reasons for children to 'fall behind' in their learning. These may include long periods of absences; attending lots of different schools; suffering with difficulties that involve speaking or understanding English or worries/emotional needs that distract them from learning.

At Mora Primary School, we are aware of the challenges some of our pupils' face and how this can make them vulnerable. This does not mean that all vulnerable learners have SEND. Only those who require special educational provision significantly different from or additional to that provided to all learners at the school, will be identified as having SEND.

Our Criteria for joining the SEND register is in line with the Assess, Plan, Do, Review cycle and Brent's Graduated Approach Framework. We monitor the child's progress over the course of 6 weeks, assess where barriers may be, implement Wave 2 support and then reassess in a further 6 weeks. If no progress has been made and further support or external services need to be contacted then the child enters the SEND register. Ideally the child's barrier is identified

or further support is provided and they are then able to return to making progress and then leave the SEND register. If a child's needs become increasingly complex or need long term support the child will remain on the SEND register for a longer period of time. Progress is monitored continually in 6 week cycles.

How are children's needs identified before they start school?

As soon as we know a child has been allocated a place at our school and has accepted it, we hold a pre-admission meeting to find out as much as we can about the child. This enables us to plan for their needs and ensure that they settle into school happily and make good progress. We also do the following:

- Parents' evenings
- Liaise with previous schools or educational settings
- 1-1 meetings with parents and child before starting
- In school visits for Reception
- Home visits before joining Nursery / Reception

How do we support children with SEND at Mora?

There are four main areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental
- Physical and / or Sensory

We support children in class in line with Brent's Graduated Approach Framework. Using the Ordinarily Available Provision and the SEND Outreach Inclusion Service, the LA has broken down SEND support into three waves.

- Quality First Teaching
- Targeted strategies and interventions
- Specialist interventions and additional resources

If a child isn't accessing the universal provision of Quality First Teaching (wave 1), children will then be supported by targeted strategies and interventions (wave 2), if the child is still not accessing the learning after two terms of wave 2 support, they will enter our SEND register and specialist intervention and additional resources (wave 3) will be implemented for that child.

Should a child have an Educational Health Care Plan prior to starting at Mora Primary School, they will automatically join the SEND register.

Who are the best people to talk to at Mora Primary School about my child's needs?

Class teacher, who is responsible for:

- Monitoring the progress of your child, planning and delivering any additional support your child may need and informing the SENDCo as necessary.
- Writing pupil's targets, sharing and with parents at parent's evening.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with and SEND.

The SENCo, Sophie Tauchert, is responsible for:

- Developing and reviewing the school's policies in regards to SEND.
- Co-ordinating all the support for children with special educational needs or disabilities.
- Involving parents in supporting their child's learning and keeping them informed in supporting and reviewing their child's progress.
- Liaising with a range of other professionals who support the school to help support children's learning, e.g Speech and Language Therapy, Occupational Therapy, Educational Psychology.
- Updating the school's SEND 'register'
- Organising training for staff members, where relevant, in relation to supporting children with SEND.

Headteacher, Polly Bayliss, who is responsible for:

- Ensuring that the Governing Body is kept informed and up to date about issues relating to SEND
- The daily management of all aspects of the school, including the support for children with SEND.

How will the school inform me of any concerns about my child's learning in school?

- If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail.
- This might result in the school putting in additional support that your child may need, or monitoring the situation closely for a short period of time.
- The school may also discuss any referrals to outside professionals that could be made to further support your child.

How does the school work in partnership with parents of children with SEND?

At Mora Primary School we work closely with all of our parents to ensure that all pupils are making progress and are happy. We do the following things:

- Communicate on a regular basis via face-to-face meetings, phone calls and email
- Make appointments to see the class teacher and SENDCo when concerns arise and would like a longer discussion
- Include the progress a child has made with SEND in their annual report
- Hold an Annual Review for any child with an EHC plan

- Class Teacher and Teaching Assistants keep records of provisions for any child in their class receiving above and beyond adapted teaching and the success of these is reviewed half termly.

Local Authority Provision delivered in/out of school:

- Child Development Team (CDT)
- Clinical Psychologists or Family support workers
- Child and Adolescent Mental Health Services (CAMHS- ie. for attention deficit disorder or autism)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- OT (Occupational Therapy)
- Autism outreach from BOAT
- School Nurse
- Physiotherapy
- Hearing and vision support services

Physical Disability support:

Mora consists of three main buildings. Two of these buildings are multi-story and we do not have a lift. Whilst we make every reasonable adjustment possible for our community, the architecture of the school can mean that it is not possible to support children with complex physical disabilities. There is an Accessibility Plan available on our website that demonstrates our current aspirations and goals for making the site more accessible over the next ten years.