

SEN Information

Report for Moat Farm Infant and Nursery School – in accordance with section 65(3) of the Children and Families Act 2014

1. What kind of special educational needs provision is accessible for children at Moat Farm Infant and Nursery School?

Moat Farm Infant and Nursery School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. Our SEN pupils have a range of disabilities – physical, learning, social and emotional, medical and communication needs; we strive to ensure that all are fully involved and supported to access all aspects of our curriculum. (See whole school provision map for individual interventions in Appendix 1)

2. How do we identify children who may have a SEN need?

- *Children entering our nursery are screened using the WELLCOMM language assessment.*
- *Pupil progress meetings/discussion are held every term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.*
- *Concerns raised by parents.*
- *Concerns raised by a teacher, for example, struggling to keep up in English or Maths, behaviour issues, low self-esteem, or any other issues which may be affecting performance.*
- *Liaison with external agencies e.g. Sandwell Inclusion Support Services (learning and behaviour), Speech and Language Therapy, Hearing and Visual Impairment services.*
- *If children join us from another setting, we will request information from the previous setting; this will help establish a clear and informative view of the child, which in turn will help establish when/where they will need support and how this support will be delivered.*

“Disabled pupils and those who have special educational needs are quickly identified to receive additional support” (OFSTED, 2014)

3. What provision is made for children with SEN; with and without an EHC Plan - in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making. This is normally at the end of an intervention or every 6 weeks.

“Individual pupils with severe difficulties are intensively supported and close monitoring enables them to achieve well.” (OFSTED, 2014)

b) What are the school’s arrangements for assessing and reviewing progress of children with SEN?

Those children identified as benefiting from intervention/support are monitored against the progress they are making at the end of an intervention or every 6 weeks and at termly pupil progress meetings. Children are also monitored at regular assessment points throughout the year. Class teachers are also responsible for monitoring progress during lessons to ensure any consistent concerns are addressed.

“The SENCO keeps me updated and updated progress reports are shared with myself” (Year 2 parent, 2023)

“The class teacher always informs me if I need to know anything in regards to my child’s education” (Reception parent, 2023)

c) What is the schools approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential through quality first teaching, this may be through differentiation, small group work or through 1 to 1 teaching. A graduated and supportive response to concerns will be made where the individual needs of the children are taken into account.

d) How does the school adapt the curriculum and learning environment for children with SEN?

Moat Farm Infant and Nursery School prides itself in providing an exciting and motivating curriculum to engage children, to ensure they enjoy learning and reach their full potential. Accurate assessments are completed to identify where children are and what support needs to be put in place. The curriculum and teaching sequences are then adapted to ensure the needs of the individual child are met. If required, we will support your child’s individual needs through appropriate interventions. We also take all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

“My child has a smaller class size so it is quieter” (Year 1 parent, 2023)

“The curriculum has been available. The class teacher has adapted her teaching approach to help my child grasp new learning concepts (Year 2 parent, 2023)

e) What additional support is available for children with SEN?

The school provides various interventions/support that meet the individual needs of the children (see provision map in Appendix 1). Children who may require higher levels of support have access to appropriately trained support staff and may have a place in our specialist hub.

“Parents are particularly happy with the support they have received for their children with special educational needs” (OFSTED, 2019)

f) How accessible is the school both indoors and outdoors?

At Moat Farm Infant School, we recognise our statutory duty with regard to accessibility and adhere to the Equality Act 2010. We are committed to providing a safe and inclusive learning environment that develops independent, healthy and confident learners. We strive to ensure that the school is wheelchair friendly and accessible for all. The environment is adapted to the needs of pupils as required. This includes: Full access to all parts of the school from the main entrance, ramps are in place for access to the playgrounds, there are disabled parking bays situated at the front and back of the school, there are disabled toilets and changing facilities located in Key Stage 1, Rainbow Class and Reception/Nursery corridors, the library shelves are at wheelchair-accessible height. Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage, large print resources and pictorial or symbolic representations.

g) How will my child be included in activities outside of the school including school trips?

Moat Farm Infant School encourages children of all abilities and needs to access our after-school sports clubs. School will work with families to discuss the best resources and adaptations to ensure all children are fully included.

Children with special educational needs and disabilities are included in educational visits. Risk assessments are carried out and procedures are put in place to ensure that pupils are able to participate in activities, whatever their needs. We will consult parents to ensure any necessary adaptations are put in place. During residential trips, risk assessments will be made and, if appropriate, extra staff will be available to make sure that children are able to access all activities. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities will be provided in school.

“My child has recently started doing dodgeball after school. The routine is talked through with my child which helps reduce anxieties” (Year 1 parent, 2022)

“My child recently went on two class trips and in her words ‘had the best day ever’” (Year 2 parent, 2023)

h) What support is available for ensuring the emotional and social development of pupils with SEN?

Children who need some 1:1 time to talk about their feelings can access “My Time” where a named adult will make daily contact with them. We aim to be a nurturing school and respond to all children’s emotional needs. We use “Go for Gold” to build self-esteem and reward exceptional learning. Some children may also spend some time with ‘Lottie’ our school dog to support emotional and social needs.

4. Who is the named SEN contact?

*Miss Natalie Skidmore
Moat Farm Infant and Nursery School
Brookfields Road,
Oldbury
B68 9QR
0121 552 1885*

5. What specific expertise is available to children with SEN?

- *High quality Inset ensures that teachers and teaching assistants are kept up to date with the latest SEN developments and teaching strategies*
- *SENCO trained in the National Award for Special Needs Co-ordination*
- *Attendance by the SENCO at termly SENCO updates*
- *The school has regular visits from SEN specialist teachers and the Behaviour Support Team who provide advice to staff to support the success and progress of individual children*
- *The school has an Enhanced Speech and Language Therapist who visits every two weeks to assess and plan support for targeted pupils and the NHS Speech and Language Therapist visits regularly*
- *The school has a specialist hub to cater for those children who find the mainstream class too over stimulating*
- *The school has a sensory room situated in the specialist hub*
- *Staff are trained in the teaching of phonics via Little Wandle*
- *Staff trained in Makaton*
- *Staff trained in Better Reading Partners (BRP)*
- *Staff trained in Autism*
- *Staff trained in ADHD*
- *Staff trained in Dough disco and Squiggle Whilst you Wiggle*
- *Staff trained in Team Teach intervention*
- *Staff trained in Lego Therapy*
- *Staff trained in Talk Boost*
- *Staff trained in Emotion Coaching*
- *Staff trained in Direct Instruction*
- *Staff trained in COSST-Communication and Literacy using Symbol Supported Text*
- *Staff trained in PECS*

- *Staff trained in Early Literacy Programme*
- *Staff trained in Wellcomm*
- *Staff trained in Enable Plus*
- *Staff trained in Intensive interaction*
- *All staff delivering other interventions are appropriately trained*

6. What specialist equipment and facilities are available for children with SEN?

Children have access to: disabled toilet with appropriate changing bed, writing slopes, pencil grips, specialist cutlery, sensory room, matt laminating, and any other equipment deemed necessary by specialists, e.g. large gym balls for physiotherapy exercises.

“My child has a weighted blanket during activities which helps him to sit still. He also has his own chew toys available, as he is very sensory and likes to put things in his mouth (Reception parent, 2023)

“The sensory dark tent helps with calming down and any stuff that moves particularly outside” (Reception parent, 2022)

“My child can access the sensory room if things become overwhelming for him or if he needs some quiet time” (Year 1 parent, 2023)

“She has access to ear defenders in class and are used when she needs them which can help my child stay in class rather than be removed” (Reception parent, 2022)

“My child is non-verbal and struggles to communicate his wants and needs. His use of Aided Language Displays is a positive step forward and we also appreciate that Makaton is used in the classroom to further support his communication” (Reception parent, 2023)

“She is able to focus on a work station and resources are available to support her with her learning (Year 2 parent, 2023)

7. What arrangements are there for consulting and involving parents of children with SEN?

Parents are actively encouraged to be partners in their child’s education through; informal discussions, telephone contact, home school diaries, provision map discussions, progress reviews, coffee mornings and yearly written reports.

We pride ourselves on building positive relationships with our parents; the best way to support any child is by parents/carers and school working together. We will always try to support and be open with our parents, we hope all parents will feel able to talk to us and work with us.

“Any issues/concerns regarding my child have been addressed by his class teacher. I received online reports from Miss Skidmore and phone calls regarding my child” (Reception parent, 2023)

“Miss Skidmore always involves us and keeps us informed of any changes. We may not always understand everything but Miss Skidmore makes the time to explain the process to us” (Nursery parent, 2022)

“I speak with staff on a daily basis at drop off and collection and we inform each other of my child’s mood that day and how it has affected my child throughout the day” (Reception parent, 2022)

“The SENCO has been incredible in her caring and understanding, not only of my child’s needs but also my own worries about my child” (Reception parent, 2023)

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children, regardless of SEN, are aware of their next steps. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support. We regularly complete pupil voice with individual children to check what they think is working well, what needs changing, and what we can do to help more. This is especially important for SEN pupils, as every child is different, and we aim to support each with their individual needs.

80% of SEND children thought that school was good and 20% thought that school was ok. None of the children thought that school was not good. (June, 2023)

100% SEND of children said they get to work with the class teacher and class support. (June, 2023)

90% of SEND children said they feel happy in the classroom, 10% said they felt ok in the classroom. (June, 2023)

“We get to do nice things, sometimes I fall asleep when it’s story time” (Reception child, 2023)

“Making stuff, playing with my friends, it’s fun” (Year 2 child, 2023)

“I learn lots of things” (Year 1 child, 2023)

“I love my friends and they do it too, it’s so much fun” (Reception child, 2023)

“I have choice, a now and next board and work station” (Year 1 child, 2023)

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

Parents who wish to complain are asked to follow the schools complaints policy. Please see the school website under Information – Special Educational Needs – Parents complaints policy and procedure.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

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In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress.

11. What are the contact details of support services for the parents of children with SEN?

Speech & Language Services 0121 612 2010

Sandwell Inclusion Support 0121 569 2777

Sandwell SENDIASS (Information, advice and support service) 0121 289 2566

12. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers in how we can best meet the emotional needs of the child.*
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.*
- SENCO meets separately with SENCOs of receiving junior schools with detailed conversations and the passing on of all paperwork.*
- SENCO meets separately with SENCOs of prior nursery settings to have detailed conversations and the passing on of all paperwork.*
- Opportunities for the child and parent to have supported visits to the new situation.*
- Transition booklets in place for children to prepare them for the next year group.*

13. Where is the Local Authorities Local Offer published?

[Family Information Service Hub | Sandwell Local Offer](#)

Appendix 1 – Provision Mapping

Area of Need	Wave 1	Wave 2	Wave 3
<i>Cognition and learning</i>	<ul style="list-style-type: none"> Differentiated curriculum Differentiated delivery Differentiated outcome Increased visual aids Visual timetables Use of writing frames Numicon Talk for Writing Maths meetings Math's mastery 	<ul style="list-style-type: none"> Support for reading H/F words/ reading books Reading to other adult-up to 3 times per week Support in Numeracy/daily number box activities Phonics keep up (5x a week) Additional phonics session Pre-teaching-small group (max 6) Post lesson follow up-small group(max 6) Fisher Family Trust Guided Writing-group 'Boosting Reading Potential' (BRP)-one to one 3 times per week Enable plus Reception Literacy Programme-small group 	<ul style="list-style-type: none"> Fischer Family Trust Precision teaching - Literacy (Direct teaching) Pre-teaching - 1 - 1 sessions Post lesson follow up - 1 - 1 sessions Orchard curriculum 1:1 withdrawal for Literacy or Numeracy work Rainbow room or sunshine room specialist provision up to 10 children
<i>Communication and interaction</i>	<ul style="list-style-type: none"> Flexible teaching arrangements Structured school and class resources Differentiated curriculum delivery Differentiated outputs Increased visual aids Use of symbols and pictures 	<ul style="list-style-type: none"> Speech and language therapy programme targets covered within class (2 - 3 times a week) Wellcomm Talk Boost Lego therapy - small group Neli language and communication group (max 6) 	<ul style="list-style-type: none"> Speech and language therapy programme delivery every day 1:1 sessions PECS support Makaton as main communication tool Aided language displays Now & Next boards Communication book
<i>Emotional, behavioural and social</i>	<ul style="list-style-type: none"> Whole school and class rewards system-'Go for Gold' Whole school and class rules Whole school policy for behaviour Circle time PSED-JIGSAW Transition 	<ul style="list-style-type: none"> Individualised Behaviour charts Individualised behaviour system - marbles in a jar, fidget toys 'Wishes and feelings' Family intervention with FSW School dog mentoring Emotion coaching 	<ul style="list-style-type: none"> CAMHS Team teach
<i>Sensory and physical</i>	<ul style="list-style-type: none"> Teacher awareness of sensory and physical needs Availability of resources Dough disco Squiggle whilst you wiggle Pencil grips 	<ul style="list-style-type: none"> 'Write from the Start' (max 6) Support for handwriting-small group daily 	<ul style="list-style-type: none"> Occupational therapy-personalised programme Physiotherapy-personalised programme 'Write from the Start' - handwriting programme-one to one, daily Adaptation of resources-following outside agency recommendations