

## 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 an 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.*

**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 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.*

**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 of the school, there are disabled toilets and changing facilities located in both Key Stage 1 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.*

**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. We also have a play therapist that works with identified children in school.*

**4. Who is the named SEN contact?**

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

*SEN Information - September 2021*

## 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 Play Therapist who visits twice a week*
- *Staff are trained in the teaching of phonics via Letters and Sounds*
- *Staff trained in Makaton*
- *Staff trained in Better Reading Partners (BRP)*
- *Staff trained in Autism*
- *Staff trained in Dough disco and Squiggle Whilst you Wriggle*
- *Staff trained in Fischer Family Trust reading and writing intervention*
- *Staff trained in Team Teach intervention*
- *Staff trained in NELI – Early Language intervention*
- *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*
- *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, matt laminating, and any other equipment deemed necessary by specialists, e.g. large gym balls for physiotherapy exercises.*

*“Visual aids, now and next boards, choice boards all help my child to be independent, make choices and extend their play. They provide structure and routine” (Reception parent)*

*“A keyboard with big letters was purchased and special cutlery for lunch times” (Year 2 parent)*

**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 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.*

*"Miss Skidmore makes herself available to chat when necessary. We have been involved and consulted in my child's journey in school so far. A personal transition meeting before term started was appreciated. We were involved in the Community Assessment Meeting and are informed as and when problems or issues arise. We appreciate his daily diary so we know what activities he is taking part in" (Reception parent)*

*"Feedback from school has been positive regarding the level my child is achieving" (Year 2 parent)"*

**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 are happy with the way in which school policy regarding behaviour and manners etc. is dealt with and communicated to my child" (Reception Parent)*

*"My room has helped me this year" (Year 2 child)*

*"My Theraputty and my board have helped me this year" (Year 2 child)*

**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?**

*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, including those for arrangements made in clause 32\*?**

*Speech & Language Services 0121 612 2010*

*Sandwell Inclusion Support 0121 569 2777*

*Sandwell Parent Partnership Service 0121 555 1821*

**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.*
- *Opportunities for the child and parent to have supported visit's to the new situation.*

**13. Where is the Local Authorities Local Offer published?**

[http://www.sandwell.gov.uk/info/200295/schools\\_and\\_learning/3697/what\\_is\\_the\\_local\\_offer/1](http://www.sandwell.gov.uk/info/200295/schools_and_learning/3697/what_is_the_local_offer/1)

**Special arrangements in relation to COVID-19**

*From September 2020, the government announced plans for all children to return to school on a full-time basis.*

*Following the guidelines provided by the government, which can be found below*

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

*Moat Farm Infant School will be providing the following:*

*Children will be taught in classes linked to their key stage, for example:*

- *Nursery*
- *Reception*
- *Year 1*
- *Year 2*

*Each class will have a teacher and teaching assistant assigned to it.*

- *Children will have access to their relevant curriculum through planned lessons, set by class teachers, which take into account the need for a 'recovery curriculum', to cover any knowledge and skills missed during the Covid-19 pandemic as well as any wellbeing needs children may have.*
- *Children will have access to all provisions as listed in the SEND Provision section of the SEND information report. These include:*
  - *Activities linked to the outcomes on their Education Health Care Plans.*
  - *Visual supports such as visual timetables, now and next boards or task cards.*
  - *Coloured overlays, ear defenders and sensory boxes.*
  - *Technology where appropriate, such as laptops and iPads.*
  - *Access to activities and resources to support emotional well-being, such as social and emotional stories.*
  - *Online provisions such as Spelling Shed, Bug Club and Purple Mash.*
  - *In class provisions, such as daily reading, Numicon and SALT activities.*
  - *Some Interventions such as Number box and small group teaching will take place within classes. Trained teaching assistants will deliver these interventions following government guidelines and hygiene.*
  - *SEND children will have access to movement breaks, should they need time out of their classroom for any reason relating to their SEND needs.*
  - *Children will have access to Behaviour Support Plans should they need one.*
  - *SEND support plans will continue to be in place for children and reviews will be conducted.*
  - *EHCP annual reviews or meetings will be held via Zoom/Microsoft Teams/Telephone call/Email with professionals and parents.*
  - *Outside agencies will continue to visit children in school following all guidance guidelines and hygiene.*

**The offer shown below applies to any children that may need to be taught remotely.**

*As stated in the government guidance:*

*'Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education'.*

*Should there be a case for children to work from home, Moat Farm Infant School will ensure:*

- *Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.*
- *Teachers will check work regularly to gauge how well pupils are progressing through the curriculum.*
- *Contact with children via telephone calls, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met.*
- *Class teachers working alongside the SENCO will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans.*

- *Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher.*
- *We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.*

*Parents of SEND pupils may continue to require our support at this time and parents are encouraged to email the SENCO which allows for private conversations to be had between staff and parents. The SENCO can be reached at [natalie.skidmore@mfi.school](mailto:natalie.skidmore@mfi.school)*

*Resources that support our pupils' SEND needs such as Speech and Language support and social stories have been uploaded on to the school website in the SEND section.*

*External agencies will become involved if necessary following the usual graduated response process.*

### **Transition**

*We are aware that the transition period for our pupils with SEND has been greatly affected by the current situation. All class teachers have engaged in handover meetings with the incoming class teacher as well as the SENCO where relevant.*

## Appendix 1 – Provision Mapping

Area of Need	Wave 1	Wave 2	Wave 3
<i>Cognition and learning</i>	<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Differentiated delivery</li> <li>• Differentiated outcome</li> <li>• Increased visual aids</li> <li>• Visual timetables</li> <li>• Use of writing frames</li> <li>• Numicon</li> <li>• Talk for Writing</li> <li>• Maths meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Support for reading H/F words/ reading books</li> <li>• Reading to other adult-up to 3 times per week</li> <li>• Support in Numeracy/daily number box activities</li> <li>• Extra phonics practise-small group</li> <li>• Pre teaching-small group (max 6)</li> <li>• Post lesson follow up-small group( max 6)</li> <li>• Fisher Family Trust Guided Writing-group</li> <li>• 'Boosting Reading Potential' (BRP)-one to one 3 times per week</li> <li>• Enable plus</li> <li>• Reception Literacy Programme-small group</li> </ul>	<ul style="list-style-type: none"> <li>• Fischer Family Trust</li> <li>• Precision teaching - Literacy (Direct teaching)</li> <li>• Pre teaching - 1 - 1 sessions</li> <li>• Post lesson follow up - 1 - 1 sessions</li> <li>• Orchard curriculum</li> <li>• 1:1 withdrawal for Literacy or Numeracy work</li> <li>• Rainbow room or sunshine room specialist provision up to 8 children</li> </ul>
<i>Communication and interaction</i>	<ul style="list-style-type: none"> <li>• Flexible teaching arrangements</li> <li>• Structured school and class resources</li> <li>• Differentiated curriculum delivery</li> <li>• Differentiated outputs</li> <li>• Increased visual aids</li> <li>• Use of symbols and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapy programme targets covered within class (2 - 3 times a week)</li> <li>• Wellcomm</li> <li>• Talk Boost</li> <li>• Lego therapy - small group</li> <li>• Neli language and communication group (max 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and language therapy programme delivery every day 1:1 sessions</li> <li>• PECS support</li> <li>• Makaton as main communication tool</li> <li>• Aided language displays</li> <li>• Now &amp; Next boards</li> </ul>
<i>Emotional, behavioural and social</i>	<ul style="list-style-type: none"> <li>• Whole school and class rewards system-'Go for Gold'</li> <li>• Whole school and class rules</li> <li>• Whole school policy for behaviour-Good to be Green</li> <li>• Circle time</li> <li>• PSED-JIGSAW</li> <li>• Transition</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour charts</li> <li>• 'Wishes and feelings' Family intervention with FSW</li> <li>• Individualised behaviour system - marbles in a jar, fidget toys</li> </ul>	<ul style="list-style-type: none"> <li>• Play Therapy</li> <li>• CAMHS</li> <li>• Team teach</li> </ul>
<i>Sensory and physical</i>	<ul style="list-style-type: none"> <li>• Teacher awareness of sensory and physical needs</li> <li>• Availability of resources</li> <li>• Dough disco</li> <li>• Squiggle whilst you wiggle</li> <li>• Pencil grips</li> </ul>	<ul style="list-style-type: none"> <li>• 'Write from the Start (max 6)</li> <li>• Support for handwriting-small group daily</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational therapy-personalised programme</li> <li>• Physiotherapy-personalised programme</li> <li>• 'Write from the Start' - handwriting programme-one to one, daily</li> <li>• Adaptation of resources-following outside agency recommendations</li> </ul>