

## 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 Nursey 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. (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.*

*“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 termly pupil progress meetings.*

*“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 termly pupil progress meetings.*

**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.*

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

*The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes 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.*

**f) 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.*

**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 NHS Speech and Language Therapist visits every two weeks to assess and plan support for targeted pupils*
- *Staff are trained in the teaching of phonics via Letters and Sounds*

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- Staff trained in Makaton
- Staff trained in Better Reading Partners (BRP)
- Staff trained in Sandwell Numeracy intervention
- 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 MAPA intervention
- Staff trained in Talking Partners
- 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, 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, IEP/provision map discussions, progress reviews and yearly written reports.*

*“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)

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## 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>• Individual support for handwriting-daily</li> <li>• Small group support in numeracy-up to 3 times p.w</li> <li>• Support for phonics-daily small group(max group size-6)</li> <li>• Target readers-one to one-daily-BRP</li> <li>• Number box-individual-3 times a week</li> <li>• Literacy box-individual-3 times a week</li> <li>• Guided writing-small group-daily</li> <li>• Phonic catch-up- group or one to one</li> <li>• Pre teaching</li> <li>• Reception Literacy Programme</li> <li>• Enable Plus</li> </ul>	<ul style="list-style-type: none"> <li>• Speech and Language intervention-follow targets set by SALT</li> <li>• 1:1 withdrawal-Precision Teaching for literacy and numeracy-daily</li> <li>• FFT- daily literacy intervention-reading and writing</li> <li>• Direct instruction</li> <li>• Reading Recovery programme</li> <li>• COSST-Communication and Literacy using Symbol Supported Text</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>• Early language group-nursery</li> <li>• Speech and language therapy targets delivered within class on a daily basis</li> <li>• Wellcomm activities-to address identified gaps-small group-Big Book of Ideas</li> <li>• Pre teaching</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 withdrawal for English or maths work</li> <li>• Speech and language therapy programme delivery-1:1</li> <li>• Makaton</li> <li>• PECS</li> <li>• COSST-Communication and Literacy using Symbol Supported Text</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>• Individual/personalised behaviour charts</li> <li>• Wishes and Feelings with PSA</li> <li>• Pre teaching</li> <li>• Lego Club</li> <li>• Extra transition</li> <li>• Family intervention with FSA</li> </ul>	<ul style="list-style-type: none"> <li>• Play Therapy-one to one session once per week</li> <li>• Additional transition work between Key Stages including from other settings to Moat Farm Infant School or to Moat Farm Junior School</li> <li>• PPE-Inclusion Support-Preventing Primary Exclusions</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>• Fine motor exercise-cutting skills, peg boards, dough, plasticine</li> <li>• Triangular pencils/ white board pens</li> <li>• Write From the Start-handwriting programme-daily</li> </ul>	<ul style="list-style-type: none"> <li>• One to one support following OT programme-daily</li> <li>• One to one support following Physiotherapy programme-daily</li> <li>• Adaptation of resources-following expert advice/training</li> </ul>