



SEND Hub Curriculum Information

September 2025

Moat Farm Infant School SEND Hub

At Moat Farm Infant School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all of our children to feel that they are a valued part of our school community. We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Therefore, we adapt the provision as necessary to ensure that children's individual needs are met. With this in mind, at Moat Farm Infant School we have a SEND Hub which is called 'Rainbow Class'. The hub accommodates children who are unable to access the classroom environment because of their high needs and are supported through an Educational, Health and Care Plan or Early Years Intervention Grant Funding. It is organised differently to the rest of the school.

Children who occupy a place in the hub will start their journey completing all their learning within the hub. However, as they progress, there will be opportunities to complete elements of their learning alongside their peers in the mainstream provision where appropriate. We aim to create an environment that supports children to push the boundaries and is aspirational for what they can all achieve.

Our vision is to create a stimulating, inclusive and nurturing environment where all children can learn and develop their skills socially and academically. We endeavour to provide the highest quality teaching and learning that enables all children to thrive and progress within their personalised curriculum by using the 'Orchard Framework of Intent'. We have a holistic approach to developing the children as individuals through working on life skills, communication, independence and relationships alongside their curriculum learning in order to prepare them for adulthood. All achievements are celebrated. A broad, balanced, relevant and personalised curriculum supports pupils' health, wellbeing and readiness for their next stage of learning and enabling them to access their community.

Intent - Rationale

Our children in the hub mostly have speech, language and communication needs including ASD, therefore individual learning pathways are central to the practice and provision within the hub. We value that each child will have their own strengths and barriers to learning.

The school provides a personalised, varied, vibrant and challenging learning pathway which enables progress to clearly be demonstrated and reported. This is possible

because we follow a personalised approach and adapt learning to meet the unique needs of every child. Consequently, barriers are overcome, and learning opportunities maximised.

The Orchard Framework of Intent provides us with a structured and sequenced curriculum that enables every child to progress in every area of their development. Central to our teaching is the belief that pupils must be engaged, motivated and active in their learning whatever their starting point as suggested by the Characteristics of Effective Teaching and Learning. It is vital to understand what motivates the children to enable teaching to engage the children fully in order to get the best out of them. There is a collaborative approach to planning and delivery of individualised learning programmes which includes multi-agency teams and partnerships with families.

Teaching and Learning style

Children will continue to build on the skills they already know. As the year progresses more focus will be placed on attention and retaining skills to enable children to follow instructions and keep their attention on tasks to enable them to learn -

- Concentration on tasks for a given length of time - activities with definite ends
- Making eye contact
- Using play to build attention skills
- Giving instructions about what to do next - breaking down tasks into small steps
- Talking and interacting as they play - modelling activities
- Transition
- A high focus is placed on 'co-operative behaviour'. Children need this skill to share, take turns, follow instructions from others, get along with others in social situations and communicate - limiting frustrations

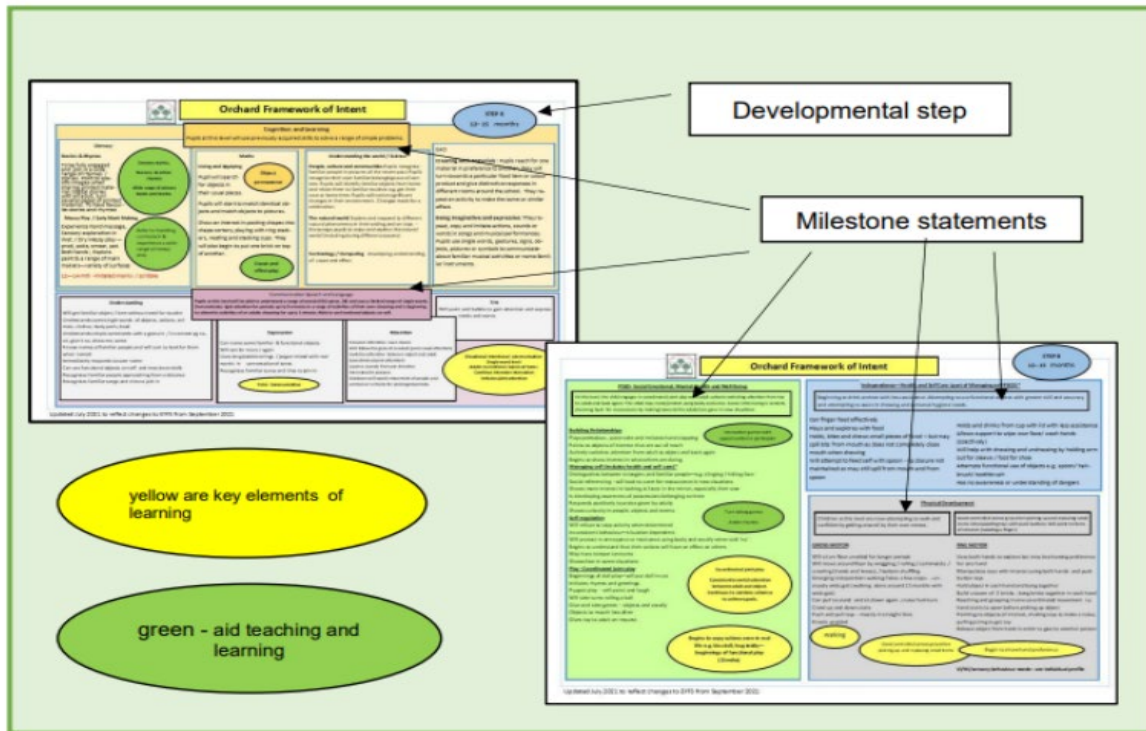
The Curriculum

The Orchard Curriculum links directly to the key areas of the EHCP.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Independence and Self-Care
- Physical and/or Sensory

The Small Steps Framework is laid out as developmental steps with a milestone statement at each key area and each developmental level.

Currently, there are 19 steps as shown below.



Each developmental 'STEP' of the framework gives an overview of 'typical' development at a specific age band, and this provides a good guide to ensure that teaching and learning is developmentally appropriate and relevant, being pitched at just the right level for each child. Behind each 'STEP' there are a block of outcomes to achieve. These provide the focus for teaching and learning in each of the five areas and link to the key goals as outlined in each child's EHCP.

The following chart gives an approximate reference to the old P levels and show the age bands for each developmental STEP. Steps 17-19, equate to learning at year 1 level at mainstream.

Overview of assessment level comparison.

March 24

Orchard Framework Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19					
Engagement Aspect	Exploration								Engagement with ambiguity															
	realisation																							
	Anticipation																							
	Persistence																							
	Initiation																							
Approx NC level / P level																L1c Foundati on of expected standard	L1b Early develop ment of expected standard	L1a Growing develop ment of expected standard						
Developmental age	Pre-0-1mth	0-1 mth	1-2 mth	2-4 mth	4-6 mth	6-9 mth	9-12mth	12-15mth / 15-18mth	18-24mth	24-30mth / 30-36mth	3-3.5yrs / 3.5-4yrs	P8		4-5yrs		5yrs ELG	5-6yrs Yr1	6-7yrs Yr1	6-7yrs Yr2					
Phonics stages	PHASE 1															Phase 2	Phases 4 & 5		Phase 6					
Elklan level of communication	Pre-Intentional 0-5 mth				Anticipatory 5-8mth			Intentional 8-12-18mth		Joining words and ideas 18mth- 3yrs			Abstract words & reasoning 3-5yrs											
new EYFS 2021	Birth to 3yrs								3-4 yrs				end rec 5yrs											
EYFS age bands	0-11mth																							
	emerging			developing			secure																	
	8-20 mth																							
	Emerging			Developing			Secure																	
	16-20mth																							
	Emerging			Developing			Secure																	
	22-36mth																							
Emerging			Developing			Secure																		
30-50mth																								
Emerging			Developing			Secure																		
40-60mth																								
Emerging			Developing			Secure																		
New pre-KS standard	Pre-Subject-Specific P1i - P4								Subject - Specific															
									Standards 1&2 (working towards foundations of expected standard)															
									Standard 1			Standard 2								Standard 3&4 foundations of expected standard		Standard 5-6		
Sandwell Skills Ladders	Maths	building concepts																						
	Reading	building concept			early 1			early 2			early 3													
	Writing	building concepts			early 1			early 2																
Pre KS standard 1 - reading comp linked to steps 10 & 11																								
Pre KS standard 2 - reading comp linked to steps 12-16																								
Pre-KS standard 1 - composition & transition linked to steps 10&11																								
Pre-KS Standard 2 composition & transcription linked to Steps 12-16																								
Pre-KS Standard 1 - Maths linked to Steps 10&11																								
Pre- KS standard 2 maths linked to 12-16																								

The Children as Learners

Within the hub, we recognise that due to the complex nature and needs of the pupils, their progress does not follow a linear pathway and a spikey profile is expected. This may mean that they will acquire skills in some areas more quickly than others and will need a series of repeated and varied planned experiences in order to broaden and deepen their understanding.

PRE-SUBJECT SPECIFIC:

Those pupils working from STEPS 1- 9 are taught through topic-based activities, combining curriculum areas through supported, multi-sensory led learning experiences and play.

SUBJECT SPECIFIC:

Those pupils working from STEPS 10-19 increasingly have more opportunities for subject led teaching and group learning. Using indepth knowledge of the pupils, the teacher will decide upon the best approach for each child. The topic themes guide planning and delivery but there will be more focused lessons for some subjects such as science. As pupils progress through steps 10 onwards there will be increased encouragement and expectation for pupils to become more active in their own learning.

By Step 13/14 some children will have their own workbooks for maths and literacy. Within steps 17-19, teaching will include broader topics and children working at these levels may be grouped together across school for specific subjects.

Curriculum areas

Communication and Language

Communication and language skills are developed in the following areas for all pupils:

- Speaking (expression)
- Listening (understanding)
- Attention
- Use (of language)

All pupils need to access an effective mode of communication that can be understood and supported by a range of other people with whom the pupil will interact. This might be supported with a range of communication methods; intensive interaction, symbols, Makaton signing, eye gaze, aided language displays or communication books.

Speech and Language Therapists support the teaching of communication to ensure that each child's mode of communication is appropriate and developed and embedded effectively.

Cognition and Learning

Reading

Moat Farm Infant School believes that every child, will together with home and school, develop the skills they need to become future readers. The emphasis of our reading curriculum is on promoting a love of stories and rhymes and providing a wide breadth of experiences, in addition to our phonics programme. All children at whatever their starting point in reading will be provided with an aspirational, challenging and exciting reading experience which will support them not only with life skills at home but in the community. Reading will be taught across all subjects and as part of other elements of learning. We support children to develop reading skills in a shared and supportive way and believe that through this approach children can recognise and celebrate achievements alongside their peers.

Pupils have planned activities to develop their literacy and phonic skills by experiencing and engaging with a wide range of opportunities that develop reading skills and promote a love of books.

This will include:

- Sensory stories
- Listening to stories for enjoyment

- Book skills
- Comprehension
- Narrative
- Whole word reading
- Phonological Awareness and when ready, phonics work*

*Phonological awareness is developed through opportunities to explore environmental sounds and work with an adult to explore songs, rhymes, poems, stories, and written texts.

Phonics

The emphasis of our reading curriculum is on promoting a love of stories and rhymes and providing a wide breadth of reading experiences. Children at all stages of development are taught systematic phonics through our whole school's phonic scheme 'Little Wandle' starting at foundation for phonics. The foundation for early phonological awareness includes being able to listen and discriminate between sounds, to be able to identify words that do and do not rhyme, that do and do not begin or end with the same sound and to understand the concept of syllables within words. Phonics is one of the links between spoken language and learning to decode in literacy. It means; being able to hear, recognise and play with the sounds of a spoken language. We recognise that a grasp of foundation for phonics is vital to ensure that children achieve success with reading. Foundation for phonics is the first stage of phonics and lays the foundation for future phonics learning. The primary focus is on developing speaking and listening skills to enable children to become ready for developing oral blending and segmenting skills. These skills are fundamental for effective communication and language development, as children learn to distinguish and produce different sounds, which is the basis for understanding and using language. Foundation for phonics is taught right from entry into school until they are ready to access phonics at phase two and beyond. We focus on the foundational listening skills that children will need to build upon in order to learn to read and later, write.

Foundation for phonics is taught from step 1 to step 14 of the Orchard curriculum. All children have daily phonics lessons across the school week. Children at the foundation for phonics level will be supported to progress through lots of different approaches that meet their individual learning and communication needs. Children access phase two phonics and onwards when they reach step 15 within our curriculum and then carry on their reading journey through the use of the Little Wandle scheme. Our approach to teaching phonics is through play, sensory learning, games, intensive interaction, rhymes and songs in conjunction with more formal learning styles - revisit, review, teach and apply.

Engagement profile learners (Step 1-10): Children working at steps 1-9 work on the foundation for phonics curriculum daily through a bespoke format that supports sensory learning, intensive interaction, developing communication and strengthening children's auditory skills. These areas of learning are the early stages of the foundation to phonics study.

Semi-Formal Learners (Steps 10+): Children working at step 10 through to 14 work more formally on the foundation for phonics and access specific Little Wandle resources. When children reach step 15 they begin phase two phonics.

Writing

Pupils working at steps 1-10 have activities planned to develop fine motor skills and the pre-writing skills. This is achieved by experiencing and engaging with a wide range of messy play and mark making experiences using a wide range of tools and media on a wide range of surfaces, moving through to making marks with meaning and then on to forming letters, words and sentences. For those pupils working above step 10, skills are broken down into the following categories:

- Grips - using appropriate tools
- Purposeful motor movements
- Surfaces and tools (paper, pencils, paint, chalk etc)
- Mark making with meaning
- Composition

Maths

All pupils are taught knowledge and skills from the 'Using and Applying' strand of Mathematics. Pupils have planned activities designed to develop their understanding of objects, explore cause and effect, problem solving and the application of mathematical concepts. To tailor learning to each child's needs, teachers also use resources from the Learning Trajectories website. Learning trajectories outline a natural path for children's mathematical development, showing how they progress in understanding math concepts step by step. This approach ensures that children build on each stage of understanding naturally and effectively, helping them gain a strong mathematical foundation for future learning.

Pupils working at Steps 1-10 develop their understanding of characteristics of objects and materials through activities around relational play. This encourages problem solving and active exploration of the function of objects. From step 11 onwards, there is a wider breadth of teaching and learning covering three strands:

- Using and applying - understanding of the characteristics of objects and materials, exploring cause and effect, problem solving and application of mathematical concepts

- Number and numerical patterns - counting, understanding and using numbers, calculating simple addition and subtraction problems
- Shape, Space and Measure - describing and using shapes, space and measures in different contexts

Understanding the World

Understanding the world involves guiding children to make sense of their physical surroundings and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

The Natural World - Science and Geography

Specific outcomes for science enquiry begin at Step 11. Prior to that science is embedded into learning through exploring and discovering via first-hand experience of materials and the physical world around.

Geography covers locations and environments in, around and beyond the school.

People, Culture and Communities (RE and History)

RE aims to expose the children to elements of all religions celebrating festivals/events. Experiences and learning for the pupils is explored through special words, colours, sounds and patterns; special people, stories and places; special things such as symbolic items to use, to wear to eat.

Past and Present (History) is taught in a way that is appropriate for the pupils and links to key points in time within their own lives, as well as learning about significant historical events across the year.

Technology

The pupils explore a variety of technology and learn skills to support their learning across the curriculum. Access to technology is provided in a variety of ways; for example, by accessing cause and effect toys and equipment, iPads and cameras.

Expressive Arts and design (Creative Curriculum)

- Creating with materials
- Being Imaginative and expressive

Expressive Arts and Design involve enabling children to explore and use a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design & technology.

The school's music lead provides opportunities for the children to experiment with different sounds, instruments and musical technologies.

Social and Emotional Development and Wellbeing

Development of pupils social and emotional wellbeing runs through the whole of the curriculum in the hub and is central to all teaching and learning.

- Building Relationships
- Managing Self
- Self-regulation
- Independence and self-care

The school's policy for PSHE including RSHE is implemented within the hub appropriate to the children's developmental level. The school uses the 'Jigsaw' programme to ensure breadth of learning.

Independence Skills

Independence skills are promoted throughout the day in the following categories:

- Dressing and undressing
- Personal hygiene
- Eating and drinking
- Being healthy and keeping safe (from step 12)

Physical Development

Moving - Gross Motor skills - Developing larger movements of the arms, legs, feet or whole body.

Pupils at Step 10 and above will take part in planned PE sessions once a week. following set units for PE covering dance, yoga, gymnastics, balance and team games. Pupils below Step 10 have a range of movement lessons to support their learning, some of these include; yoga and climbing equipment.

Handling - Fine Motor Skills - Developing the coordination of small movements, involving synchronisation of the hands and fingers with the eyes, (referred to as hand-eye coordination). The development of handling skills is an important aspect of promoting independence and the ability to actively engage in the world by exploring and handling a range of materials and objects.

STEPS 17-19

Some pupils may reach the end of the steps 1-16 curriculum for a few strands of their learning. Therefore, there are now extended steps in place to support their curriculum access and ensure challenge is provided and is consistent for all pupils. Within these

strands, there are assessment criteria and set topics. These relate to the learning outcomes at a year 1 NC level.

Sensory Processing /Sensory Integration

For some pupils there can be real challenges in processing the world around them. Some pupils require support for specific sensory processing needs. The activities provided enable the sensory input they seek but in a more appropriate way and this helps pupils to regulate throughout the day. Support provided is tailored to the pupil's needs and shared with families so that similar routines can be followed at home. The sensory room is used with specific children on a 1:1 basis in order to support regulation and develop sensory integration. Where appropriate, pupils may have a behaviour plan which outlines positive strategies to support the pupil in managing difficult times and aim at teaching more appropriate responses. The plan ensures consistency of supportive strategies both at school and at home. Our philosophy is that if pupils are engaged in their learning with adults providing appropriate environments and positive relationships, in addition to consistent communication and sensory integration input there are often less challenges to pupils learning

Implementation - Planning teaching and learning

Long-term planning - This is taken from the outcomes from the children's EHCPs.

Medium Term planning - Sets out topics for each half term for the year, for each learning area. Each topic then has a pre-completed Medium Term Plan that states a learning overview. It ensures all pupils meet all strands of learning across the year at a level that is appropriate to them, providing breadth and challenge.

Short Term planning- is the ongoing, weekly planning that drives daily teaching and learning. This provides a working document that will be used to evidence progress made, gaps in learning and next steps for each pupil.

Impact - Assessing learning

Teaching staff use formative assessment on an on-going basis in order to assess within the lesson, provide challenge within and for the next lesson. This takes place through teacher and support staff assessment, questioning, observations, through play, games, challenges and other activities.

Summative assessment allows teaching staff, middle leaders and senior leaders to analyse progress made. Teachers use evidence gathered, professional judgement and knowledge of the pupil's learning to match to a STEP descriptor for all curriculum areas. This is then reported each term and progress is monitored through this.

At the time of data collection; senior leaders meet with teaching staff to reflect on what is working well and what areas require modification and where support is needed e.g., in-school training/intervention groups.

Observations - staff record observations of key moments of learning that have been observed as WOW moments. WOW moments are recorded, using 'Learning Journeys', through photographs or videos with comments linking them to the steps in the framework. This adds to the pupils learning profile and supports teacher judgements. It may also contain examples of work, comments from parents and other professionals as appropriate and this will provide further evidence of learning, e.g., a skill that have been successfully transferred to home context or that has been learned at home and can be transferred to school.

Continuity and Progression

Progression for children with SEND is not simply attainment of skills and therefore must be viewed as a broader picture. Some children make progress through the acquisition of attainment - vertical progression. However, for some children, progression can be viewed horizontally, whereby a skill needs to be generalised and reinforced through a repeated series of planned and varied contexts, thus broadening and widening the experiences presented to a child to embed their learning. The complexity of the learning difficulties presented means that the pace of learning can be very varied from pupil to pupil and makes the individual and personalised journey of learning even more important. Progression may be seen in the following ways and needs to be credited for each child:

- Vertical, linear progression
- Horizontal, lateral progression- including levels of engagement in their learning.
- Progress in a particular area
- Maintenance of skills
- Significant reduction of staff support
- Generalisation of skill
- Sustainability of a skill
- Reduction of regression
- Length of time to make progress
- Increased length of concentration and persistence in learning tasks.