

SEN Information

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

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy on the school website.

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)

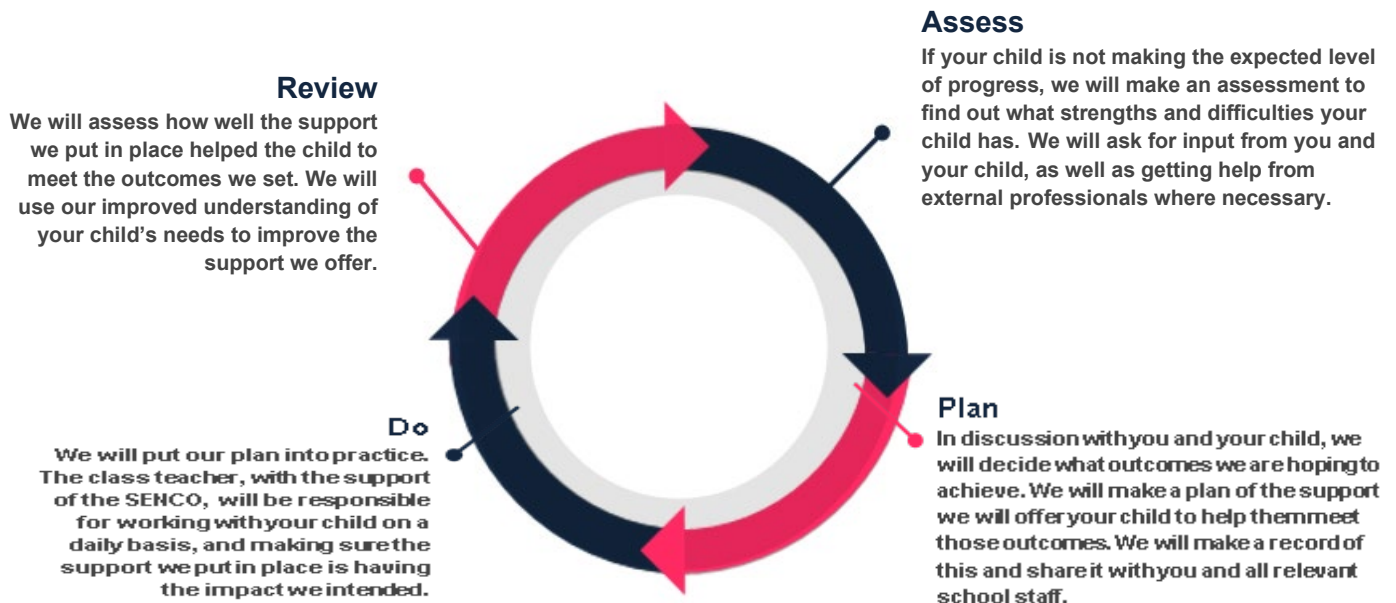
Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Mental health difficulties such as anxiety and depression
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

In addition to this the following is also used to identify if a child may have a SEND 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)

What provision is made for children with SEN; with and without an EHC Plan -

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

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.

“Regular updates are sent and also on some occasions the class teacher when able at the door speak with me to keep me updated” (Year 2 parent, 2025)

“I'm always kept informed from the teachers of my children's progress” (Year 1 parent, 2025)

“They always contact us when they believe there to be an issue with ways to resolve the issues” (Reception parent, 2024)

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

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

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We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when necessary
- Teaching assistants will support pupils in small groups when necessary
- We may also provide specific interventions

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 finds it difficult to control emotions. When is learning more about how to understand different emotions he has started to display all ways of emotions" (Year 2 parent, 2025)

"They have a plan accordingly to their needs which is relevant to them and caters for their needs. I think it is relevant" (Year 1 parent, 2025)

"My child has a number of sensory issues, and thus, the SENCO arranged for a professional to assess in order to determine how these issues can be managed at school. The strategies implemented are relevant to ... needs, and they appear to have been successful, as ... still wakes up every day feeling excited to go to school". (Reception parent, 2025)

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 and Nursery 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 and Nursery 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.

“He has joined in the xmas party, Santa and now valentine party” (Reception parent, 2025)

“My child always receives various letters for extra activities, she enjoys the discos although she isn’t keen on after school club as she can find them a little overwhelming” (Year 2 parent, 2025)

“My child always receives letters/ invites for trips and clubs which her peers do. She attends all trips”. (Year 1 parent, 2024)

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

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN may be part of Lego club to promote teamwork/building friendships
- Time spent with ‘Lottie’ our school dog to support emotional and social needs
- We provide extra pastoral support for listening to the views and feelings of pupils with SEN
- We use “Go for Gold” to build self-esteem and reward exceptional learning
- We are a nurturing school and provide extra support with social or emotional development when needed
- Pupils may have specific intervention such as drawing and talking
- We have a ‘zero tolerance’ approach to bullying

Who is the named SEN contact?

SENCO

Our SENCO is Mrs Natalie Anslow

They have 7 years’ experience in this role and have worked as a qualified teacher for 16 years.

They achieved the National Award in Special Educational Needs Co-ordination in 2019 and has a BA (Hons) in Special Needs and Inclusion.

They are allocated 5 days a week to manage SEN provision.

Deputy SENCO

Our deputy SENCO is Mrs Sophie Ashmore

They have worked as a qualified teacher for 13 years.

They are currently completing the NPQ for Special Educational Needs Co-ordination.

Contact details

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

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 authority SENCO updates and Stour Vale SENCO groups
- 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 school dog, 'Lottie', who will work with children with social and emotional needs
- 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 Drawing and Talking
- Staff trained in COSST-Communication and Literacy using Symbol Supported Text
- Staff trained in PECS
- Staff trained in Wellcomm
- Staff trained in Intensive interaction
- All staff delivering other interventions are appropriately trained

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.

"We are thrilled with the work done to allow to 'speak' through his communication book. This has been a big success in allowing new areas of the curriculum to be opened to ...". (Year 2 parent, 2025)

"Provisions have been put in place to help with her physio etc" (Year 1 parent, 2025)

"I believe these are sensory circuits, ALD's, a sensory room". (Reception parent, 2025)

"I am aware of a now/next system to help with routine" (Year 2 parent, 2025)

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

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.

We will provide annual reports on your child's progress.

Your child's class teacher will meet you at a minimum 3 times a year, to:

- Set clear outcomes for your child's progress

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- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher.

"Marvellous me - It updates me on what is doing/learning" (Year 2 parent, 2025)

"The class teachers are approachable and if they need to check anything I'm asking I'm confident they will seek the advice from the correct person" (Year 2 parent, 2025)

"Miss Skidmore is very friendly and has always helped with any queries I've had promptly" (Year 1 parent, 2025)

"All staff throughout infants, past classes and current have always listened and addressed any concerns or issues I have raised" (Year 2 parent, 2025)

"Staff and SENCO is friendly, helpful and approachable. My kid is happy going to school and we feel involved and consulted about our child's progress. Staff and SENCO are very professional and we couldn't have asked for a better team." (Reception parent, 2025)

"His teachers and his amazing 1 – 1 always keep us updated. His SENCO lead is also very informative if I have any queries" (Nursery parent, 2025)

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

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views on what is working well, what needs changing and what more we can do by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

89% of SEND children thought that school was good and 11% thought that school was ok. None of the children thought that school was not good. (February, 2025)

66% of SEND children said they get to work with the class teacher and class support. 34% of SEND children were unable to answer the question (February, 2025)

78% of SEND children said they feel happy in the classroom, 11% said they felt ok in the classroom. (February, 2025)

“They make me feel like I can do it!” (Year 1 child, 2025)

“I think they are fun” (Year 1 child, 2025)

“All the teachers are really nice” (Year 2 child, 2024)

“I love Lego club” (Year 2 child, 2024)

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

Where parents/carers have concerns about our school’s SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If parents/carers feel that their concerns have not been dealt with appropriately then they should raise their concerns with the SENCO. If this does not resolve their concerns, parents are welcome to submit their complaint formally in line with the school’s complaints policy.

If you are not satisfied with the school’s response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, please see: [Family Information Service Hub | Resolving a disagreement](#)

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.

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

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Sandwell’s local offer. Sandwell publishes information about the local offer on their website: [Family Information Service Hub | Sandwell SEND Local Offer](#)

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: [Sandwell Sendiass :: Home](#) 0121 289 2566

Local charities that offer information and support to families of children with SEN are: [Family Information Service Hub | Sandwell SEND Organisations](#)

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

Speech & Language Services 0121 612 2010

Sandwell Inclusion Support 0121 569 2777

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.
- SENCO visits children at nursery settings or at home prior to starting school if they have identified SEN needs.
- 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.

"I'm very grateful for Miss Skidmore's help in navigating the next steps I need to take in finding a suitable specialist school, she has provided useful information without me having to ask for it, she is always very approachable, and she kindly makes herself available if I need guidance" (Year 1 parent, 2024)

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
<p><i>Cognition and learning</i></p>	<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 • 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 	<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 12 children
<p><i>Communication and interaction</i></p>	<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 	<ul style="list-style-type: none"> • Speech and language therapy programme 1:1 sessions • PECS support • Makaton as main communication tool • Aided language displays • Now & Next boards • Communication book
<p><i>Emotional, behavioural and social</i></p>	<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
<p><i>Sensory and physical</i></p>	<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