



**'Where we prepare for tomorrow by achieving today'**

## **Moat Farm Junior School Trust Special Education Needs Information Report**

### **Statement of Inclusion**

Moat Farm Junior School is a four-form entry, mainstream primary school; we admit children from years 3 to 6. We have very high expectations for all of our pupils, whatever their needs and abilities, and recognise that each child is unique.

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. Our aim is that all pupils will become successfully motivated citizens who are well equipped to face the challenges of the future.

Our last Ofsted rating was good, with SEN pupils making good progress – 18<sup>th</sup> May 2022. Our full report can be downloaded from the Ofsted website, please click the following link for further information.

<https://reports.ofsted.gov.uk/provider/21/103948>

## **How does school ensure that children who may need extra help are identified early?**

Children are identified as having a special educational through a variety of ways including the following:

- The child is performing below age related expectations
- Concerns raised by a parent
- 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.
- Half termly discussions between class teachers and the leadership team about data and progress
- Liaison with external agencies e.g. Sandwell Inclusion Support Services (learning and behaviour), Speech and Language Therapy, Hearing and Visual Impairment services.
- Health diagnosis through medical agencies or School Health (School Nurses)
- Liaison with previous school (Infant feeder school or previous Junior School)
- A child failing to close the attainment gap between themselves and their peers even when given extra support

School will use a number of assessment tools to find out where your child is experiencing difficulties.

## **What should I do if I think my child has Special Educational Needs?**

Talk to us – first of all talk to your child's class teacher, they are the people who work with your child all day and, after you, probably know them best.

If you still have concerns, talk to the Inclusion Manager/SENCO – Mrs Moulder, who can advise on the next steps to investigate your concerns.

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 you will feel able to talk to us and work with us.



Leading Parent  
Partnership Award

## **Who will explain my child's needs and progress to me, and what opportunities will there be for me to discuss my child's progress?**

We believe that your child's education should be a partnership between parents/carers and teachers. Therefore, we would hope to communicate with you regularly.

- We may talk informally at the start or end of the day to discuss how things are going.
- The class teacher will meet with parents termly – this could be part of the Parents' Evening Meeting – to discuss your child's needs, support and progress. You will also receive a report to show how your child is progressing at the end of the year. You may need to ring school to arrange an appointment as class teachers have commitments before and after school and may not always be available for long conversations.
- You are always welcome to contact the Inclusion Manager/SENCO - Mrs Moulder (contact reception to make an appointment 0121 552 1215)

## **How will school support my child?**

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

The school provides various interventions/support that meets the individual needs of the children. Children who may require higher levels of support, have access to appropriately trained support staff. Many support staff have specialisms in many areas of need and often help to plan and deliver interventions.

The school also has an experienced Learning Mentor and family support worker, who support social and emotional needs. The Learning Mentor runs a variety of activities to support self-esteem, bereavement, family issues, therapeutic mentoring, access to lessons and any other issues which arise.

**Please see the Provision Map accessed from the school web site.**

### **How will teachers match the Curriculum to my child's needs?**

Moat Farm Junior School prides itself in providing an exciting and motivating curriculum to engage your child, to ensure they enjoy learning and reach their full potential. Accurate assessments are completed to identify where your child is 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.

### **How is the decision made about the type and amount of support my child will need?**

The class teacher and members of the Inclusion Team will discuss the needs of the child and what support would be appropriate. Different children will require different levels of support in order to help them make progress. One important aim for every child is that they become an independent learner; this will be considered when arranging support.

School is allocated a notional SEN budget which is allocated on a needs basis. The pupils with the most complex needs are given the most support. We will ensure that all children with Special Needs are provided for to the best of the school's ability with the funds available. Should a child's needs exceed the funds available in school, then school (with parents' support) can apply for additional funding through an Educational Health and Care Plan. (EHCP)

Only children with the most complex and significant special educational needs will be considered for an EHC plan.

### **How will school monitor the effectiveness of the support offered to my child?**

Children who are identified as benefiting from additional support or intervention are monitored through regular assessment, termly target reviews, pupil progress meetings, SEN review meetings and at regular assessment points throughout the year. Class teachers are also responsible for monitoring progress during lessons to ensure any consistent concerns are addressed. Progress will be monitored against national/ age related expectations and a copy of the outcomes desired will be given to parents so that they too can support at home. (Parents can be involved in the setting and monitoring of the targets.)

The Leadership Team will monitor the effectiveness and quality of teaching, differentiation and provision.

**What training and expertise do staff have to support the additional needs of my child?  
What specialist services and expertise are available at (or accessed by) the school?**

Pupils with additional needs will have access to appropriately trained support staff. Many support staff have specialisms in areas of need and often help to plan and deliver interventions.

These specialisms include:

- Autism Spectrum Disorder and ADHD
- Speech and Language including Developmental Language Disorder
- Fun Fit
- SpLD (Specific learning Difficulty)
- Social and Emotional Support
- Crisis management (Child)
- Maths and English Intervention
- Handling People with Special Needs in Education
- Hearing Impaired
- Visual impaired

Specific staff receive updated training in ASD when they need to support a pupil. All of our support staff access whole school training on English and Maths teaching and interventions, along with teaching staff. All support staff regularly receive whole school or specific support training, to update current skills or to prepare for any new interventions available.

All staff access training on safeguarding, Epipen use and First Aid on a 12 monthly basis. If a child starts school with specific needs, appropriate staff receive training to ensure their needs are met accordingly.

We also work closely with external agencies that we feel are relevant to a child's needs within our school. They may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech and Language Therapist, Educational Psychologist, Behaviour and Learning Support (Inclusion Support), Complex Communication and Autism Team (CCAT), the Child and Adolescent Mental Health Service (CAMHS), Social Services and Early Help services.

### **How are parents involved in the school? How can I get involved in supporting my child?**

Parents are actively encouraged to be involved in their children's education through informal discussions, telephone contact, invitation to planned meetings, parent evenings and written reports and attendance at workshop activities. Each year group will provide opportunities for family learning during the school year, where parents/carers learn and work alongside the pupils of the school.

Parents of children receiving awards are also invited to attend our weekly Celebration Assembly every Monday where we celebrate everything that is good about our school.

Teachers are more than happy to share any ideas with you so that you can support learning at home.

### **How will my child contribute their views?**

We consider the views and perceptions of pupils to be of the utmost importance. All pupils, regardless of SEN, are aware of the next steps. Pupils with additional needs have targets which are shared, discussed and worked upon with members of staff who are providing their additional support. We regularly complete perception interviews 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.

### **What support will there be for my child's overall well-being?**

The well-being of all of our pupils is our primary concern at Moat Farm Junior. We pride ourselves on providing an extensive network of support to help remove any potential barriers to learning. Pupils are supported with their social and emotional development throughout the day, across the curriculum and in extra-curricular activities.

We run the "Behaviour Recovery" support programme throughout the school, which not only supports children with behaviour difficulties but also encourages and rewards good behaviour. There are incentives given on a weekly and half-termly basis, with good attendance and behaviour being rewarded in Celebration Assemblies.

Children with additional needs may also take part in small pastoral groups which provide nurturing support and aim to develop key social and communication skills in addition to emotional and behaviour management support.

All pupils and families can access a variety of outside agency support should it be needed:

- Health services – School Nurse, Child and Adolescent Mental Health Services (CAHMS), Speech and Language.
- Social Services, Early Help Services,
- Inclusion Support advice for behaviour and learning support.

## **How will school prepare and support my child when joining or transferring to a new school?**

**Transition from another school** - As a new pupil your child will be welcomed by school staff on their first visit and if possible, introduced to their class teacher. A buddy will be put in place to help your child get to know the school and settle in. Information on any needs your child may have will be shared to make sure support is put into place. Where appropriate, the Inclusion Manager will contact the previous school.

**Transition from one year group to another** - We will make sure that, as soon as staffing arrangements are announced, your child will visit their new classroom and meet their teacher to ensure a successful transition in September. For pupils with 1:1 support, we will endeavour to keep support staff in place so that the trusting relationship is maintained and supports a successful transition throughout the years.

**Transition from another school into Year 3** – We work closely with Moat Farm Infants in preparation for their move from Key Stage 1 to Key Stage 2. Members of the leadership team will visit the Infants to meet with staff and discuss the needs of individual pupils. We also contact schools regarding pupils joining us from elsewhere, to ensure a good start to Year 3. Parents and carers will also be invited to induction meetings you will have the opportunity to meet key members of staff and find out key information about your child joining the school. For pupils with additional needs our SENCO, Mrs Moulder, and the Senior Leadership Team will liaise with your child's current school and other agencies involved to ensure we have all the information required for a smooth transition. If you feel you need to discuss your child's needs further, please contact us to make an appointment with the SENCO, Mrs Moulder.

**Transition to High School** – We work closely with local High School staff in preparation for their move to Key Stage 3. This includes visits from High School staff to meet the children at Moat Farm, and children visiting their High School for 2 days in the Summer term. Your child will complete focused learning activities about aspects of their transition, to support their understanding of the changes ahead. High schools also hold open evenings for parents to attend, in order to support you in making the right choice for your child. For pupils with more specific needs or EHCPs, a higher level of support will be provided to ensure a successful transition to high school. Specific transition plans will be put in place, with additional support from outside agencies. Our SENCO, Mrs Moulder, and the Senior Leadership Team will liaise closely with members of the SEN team from the chosen high schools to ensure we have all the information required for a smooth transition.

**Transition to another Primary School** – We will contact the school/ SENCO to verbally pass on all relevant information. Your child's support records will also be forwarded to your child's new school.

### **How accessible is the school both indoors and outdoors?**

At Moat Farm Juniors 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 whole of the school is on one level, with access ramps available to the main and rear entrance. We also have a (lightweight) mobile ramp which can be easily moved to any entrances or exits throughout the building. The school is well maintained to support pupils with physical disabilities and/or sensory needs and all classrooms can be easily accessed by a wheelchair. We also have disabled toilet facilities which can also be used for changing and washing.

### **How will my child be included in activities outside of the school including school trips?**

Pupils 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 your child is 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.

### **Who do I contact if I am not happy with the support provided to my child?**

At Moat Farm Juniors we actively invite and welcome all parental comments and opinions. We believe that education is a joint venture between school, parents and the child. If you have any concerns about the support provided for your child, your first point of contact would be to speak to the class teacher. After you, they probably know the child best and can often allay your fears and put actions in place to sort the problem.

There is a range of information available on our website including the Special Educational Needs policy. If you would like to speak to our Inclusion Manager/SENCO, Mrs Moulder, you can contact the school on 0121 552 1215 to make an appointment.

Sandwell also provide a support service for parents, SENDIASS, that are able offer advice and information for parents and carers of pupils with special educational needs.

SENDIASS Group - Hotline – 0121 289 2566 – Mon to Fri – 9am to 5pm

email: [SandwellSENDIASS@barnardos.org.uk](mailto:SandwellSENDIASS@barnardos.org.uk)

Website: <https://www.sandwellsendiass.co.uk/>



**Who in school is the named SEND contact in school?**

The Inclusion Manager/SENCO is Mrs Moulder.  
Moat Farm Junior School  
Brookfields Road  
Oldbury  
West Midlands  
B68 9QR  
Tel: 0121 552 1215

The named SEND governor is Miss L. Pritchard

**Where will I find Sandwell's Local Offer?**

There is a link to Sandwell's Local offer on our website. You can also access it at <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>