

Special Education Needs and Disabilities (SEND)

INFORMATION REPORT

Updated October 2018

Introduction

Welcome to our SEND information report which is part of the Telford and Wrekin Local Offer for learners with Special Educational Needs and/or Disability (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision locally.

<http://www.telford.gov.uk/send>

What is the Special Education Needs Information Report?

Schools utilise the Local Authority Offer to meet the needs of SEND pupils as determined by the school's SEND policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

Below are questions and answers to provide parents with more information about SEND at Donnington Wood Infant School and Nursery.

What are the kinds of special educational needs for which provision is made at Donnington Wood Infant School and Nursery?

We embrace the fact that every child is different, and, therefore the educational needs of every child is different; this is certainly the case for children with Special Educational Needs and Disabilities. Children will be provided with an appropriately paced and differentiated curriculum.

The four areas of special educational need identified in the 2014 SEND Code of Practice are:

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

Children may have a special educational need which is incorporated in more than one of the above areas and indeed their needs may change over time. At Donnington Wood Infant School and Nursery we currently support children within all four of the above SEND categories.

Donnington Wood Infant School and Nursery makes provision for a variety of special educational needs as listed in the **School Offer**.

How does the school/setting know if pupils needs extra help and what should I do if I think that my child may have special educational needs?

At Donnington Wood Infant School and Nursery we closely track the progress of all pupils through our school target and tracking system. We have points of checking progress each half term. As a staff we also closely monitor pupil progress regularly through staff meetings, whole school moderation, year group moderation and termly assessment analysis. We then identify pupils that may need extra help within specific areas of their learning or who may need emotional support to enable their learning to progress. If it is felt a pupil was not making expected progress, or was struggling in a particular area, this would first be discussed with parents and carers and then would be actioned with pupils being identified by the school as to how support is allocated. Pupils may enter the 2's nursery as having already being identified as having a SEND by a health visitor or other professional. Our school will continue to seek advice and support, working closely with the parents.

SEND progress and matters are discussed at the Teaching and Learning Governors Committee and reported to the Full Governing Body and shared in the Head Teacher's report. The Head Teacher regularly tracks the progress of all pupils.

At present staff and governors refer to: progress data; intervention evaluations; pupil progress tracking and; information received from parents and carers, to make judgments about how a pupils is progressing. Some children may have a target plan which highlights specific targets to help a pupil make progress. These target plans compliment the 0-25 SEND Code of Practice 2014.

If you are concerned about your child's progress, please contact your child's class teacher or contact the Special Educational Needs Co-ordinator/Inclusion Manager, Mrs Pitt.

What are the school's policies for the identification and assessment of pupils attending the school?

In line with local authority guidance, the school follows the 'Assess, Plan, Do, Review' model. Every 9 weeks we **assess** the progress children are making. If a child has not made as much

progress as we had hoped, teachers **plan** what they are going to do to support the child and to hopefully assist them in making greater progress. Then we **do** what we have planned, for example in the form of an intervention, providing resources, or making a referral. Finally, after 9 weeks, we **review** how successful this has been and the progress the child has made.

Once this process has been completed we will assess again and it may be decided that we need to plan for further provision for that child to be put in place, or that no further support is required at this time. Some children's needs are such that their support will need to be on-going throughout their time in nursery or through school. If it is apparent that a child consistently requires a high level of support and resources to enable them to access the curriculum, the school or other professional may feel it is necessary to implement an Education, Health Care Plan (EHCP).

Please note: EHCPs were introduced under the new SEND Code of Practice 2014 and replace what were previously known as a Statement of Special Educational Needs.

Parents of children with an EHCP are invited to Annual Reviews to discuss their child's progress and future support. It is sometimes necessary to hold interim review meetings. These interim meetings may be at the request of parents/carers and may involve other professionals.

What is the provision for pupils at Donnington Wood Infant School and Nursery and how is it evaluated?

Provision provided within our school depends very much on the needs of individuals. For ALL pupils, the most crucial provision offered is that of good quality teaching (quality first teaching). In addition, pupils with special educational needs may be offered specific intervention strategies to support their learning. Please see the **SEND Policy** for more information.

At Donnington Wood Infant School and Nursery we believe that all staff have a responsibility to meet the needs of pupils with SEND. Standards of teaching and learning across the school are monitored by the head teacher and senior leaders at regular intervals during the academic year. Termly assessments of pupil attainment are made and any concerns over progress are discussed as part of this process.

What specialist services and expertise are available or accessed by Donnington Wood Infant School and Nursery?

We have links with a wide range of outside agencies who offer specific guidance and support to our school and families. These include:

- LSAT (Learning and Support Advisory Teacher);
- Educational Psychologist;
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Physiotherapy;
- Physical Disabilities Service;
- Local Authority Advisors;
- Early Years Intervention Team;
- Behaviour Support;
- Health Services, including Health Visitors and School Nurse;
- Sensory Inclusion Service;
- Emotional Health and Wellbeing Service; and
- Social Care.

We seek support from outside agencies for staff and families whenever it is needed.

What training have the staff supporting SEND?

The school SENCO has completed the National SENCO Award and regularly attends SEN update meetings offered by the local authority network. Many of our staff have attended specialist training courses including: Autism Spectrum Disorder, Cool Kids training, Early Bird Training (ASD), attachment issues, Makaton, Elklan (speech and language course), and Dyspraxia and Sensory Issues. This training is then passed on to other staff members during staff meetings, so the information is shared.

How will equipment and facilities be provided to support pupils at Donnington Wood Infant School and Nursery?

All classrooms have a wide range of practical resources available to support teaching and learning. Resources are easily accessible and children are actively encouraged to select appropriate equipment to help them to be successful in their work. The school also has a range of books and resources to support children with SEND. These resources are located in the planning room and are readily available for use by all teachers and teaching assistants to support individuals and/or groups. Please see **school offer** for more details.

At Donnington Wood Infant School and Nursery we strive to offer all pupils opportunities to consolidate their learning by applying their skills to practical activities and investigations.

Practical resources and equipment are made available for investigative activities and good use is made of the school's extensive outdoor areas.

What are the arrangements for consulting parents of pupils and involving them in the education of their children?

At Donnington Wood Infant School and Nursery we work closely with parents and involve them fully with the education of their children.

This may include:

- Nursery induction, 'All About Me' booklet;
- Initial visits to the school prior to starting school;
- Parents' welcome meetings at the beginning of each year;
- Twice yearly parent/teacher meetings;
- Annual written reports for school aged children;
- Parental representation on governing body;
- Parent workshops and Lifelong Learning courses;
- Open afternoon and parent lunches;
- Informal meetings or contact via telephone as required;
- Homework books to keep parents in touch with their child's learning; and
- Annual review of SEND provision for children with an EHCP.

What are the arrangements for consulting pupils at Donnington Wood Infant School and Nursery and involving them in their own education?

At Donnington Wood Infant School and Nursery we encourage all of our children to become active, independent learners who are fully involved with their own education. Teachers ensure that pupils are working towards targets which are appropriate to their individual levels of attainment and make sure that the children are aware of what their targets are and how they can be met. To achieve this, all lessons have clearly set out objectives for learning which are shared with children at the beginning of each session and discussed at the end of each lesson.

Our school council meets regularly to share ideas and contributes the views of pupils to decisions made within school.

Individual pupils are asked to contribute their opinions to decision which may affect their education. This may be done verbally, by children completing a questionnaire or by them attending meetings which have been arranged such as EHCP reviews.

How will my child be included in activities outside the classroom including school trips?

Our after school clubs are provided by school staff or external providers and will be made accessible for all children. For school trips we would ask for the views of parents and carers prior to the trip. This would be based on a careful risk assessment of the trip, additional to the needs of the pupil and the rest of the group. If a child needs support at break times, lunchtimes, before or after school it would be discussed with parents and carers as to how best to implement this support and then a decision would be made by the head teacher as to how best to deploy support from our staff.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Donnington Wood Infant School and Nursery?

At our school we usually find that most issues can be resolved quickly through informal discussions between parents and teachers. Therefore, in the first instance, any concerns or complaints should be discussed with the child's class teacher. If, following discussions, it is felt that the matter has not been sufficiently dealt with; the next step would be to make an appointment to discuss the situation more formally with the head teacher. The head teacher would then investigate the issues raised and take the necessary action to ensure the problem is resolved. In the unlikely event that a mutually acceptable solution cannot be found, parents are invited to make a formal complaint, in writing, to the Chair of Governors.

The SENCO is also available to deal with any concerns which relate specifically to the provision made for pupils with SEND.

How does the governing body involve others, including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils and in supporting their families?

The governing body, along with the head teacher, regularly monitor the provision made for pupils with SEND within school. The involvement of health, social services and the support of the local authority is agreed through consultation with the family support manager/worker, SENCO or head teacher and budgets are agreed to fund such support services.

The SENCO is required to submit an annual report to the governing body which outlines the provision made for pupils with SEND and assesses the impact of intervention strategies currently being implemented.

Our school designated SEND governor, liaises with both the SENCO and the governing body to ensure that agreed procedures are followed and policies are updated regularly. Please refer to the **SEND Policy** for more details.

How will the school prepare and support my child to join the nursery/school or transfer to a new setting?

On entry into the Nursery 3's, the children will have opportunities to stay with their parents for shorter nursery sessions to allow them to become familiar with the setting. Children who already attend the Nursery 2's will start transition sessions into the Nursery 3's once they are 3 years old to allow them time to build new relationships with the staff and children, ready for starting the planned transition at the start of Nursery 3's.

The school engages parents in a full transition programme for the Reception pupils. It starts where we invite parents in to a pre-school meeting in the Summer Term, to give them lots of information about the school. We may arrange a specific transition meeting for pupils who need specific help with the move into school. These may be conducted with the help of pre-school practitioner key workers and key members of staff who will be working with the child once they start school.

As children move onto the next school in Year 3 we liaise closely with the receiving school staff and if necessary arrange a transition meeting that is specific to the child, and invite parents and key professionals along.

The children in Year 2 also get opportunities as part of our transition sessions to visit their next school. Individual plans would be reviewed with the staff from the receiving school.

The SENCO's from both schools, work together to ensure that the transition runs smoothly for pupils who may need additional support during this period. Further support is also available from the pupil and family support manager and worker.

Copies of provision maps, education plans and any other relevant paper work will be forwarded to the SENCO of the new school; along with recent assessment data and any additional information which may support SEND pupils during the cross phase transition.

What are the contact details of support services for the parents of pupils with special educational needs?

The overall aim of the Information Advice Support Service (IASS), formally known as Parent Partnership Service, is to provide a menu of flexible services for parents whose children

have SEND in order to empower them to play an active and informed role in their child's education. This service throughout the UK is free, impartial and confidential.

For further information, please go to:

<http://www.telfordsendiass.or.uk/>

Contact information: info@pps-shropshireandtelford.or.uk

Telephone: 01952 457176