

School Offer for Pupils with Special Educational Needs and/or Disabilities (SEND)

Donnington Wood Infant School and Nursery is an inclusive school and offers the following range of provision and support for children with SEND.

At Donnington Wood Infant School and Nursery we follow a graduated response.

Regular assessments of all pupils are carried out by class teachers. Class teachers then meet with the senior leadership team and SENCO in order to assess progress. Where children may be making less than expected progress for their age and individual circumstances, plans are then put in place to target high quality teaching to target areas of weakness. Concerns around a child's progress are discussed with parents and strategies for support are agreed through interventions. (Small group or 1:1 intervention may be put in place to give extra teaching in order to secure better progress).

If a child has been identified as needing **more** specialist input instead of, or in addition to, first quality classroom teaching and initial intervention groups, referrals will be made to outside agencies to advise and support the school in enabling them to make progress.

Before referrals are made, there is a discussion with parents, to discuss their child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, parent will be asked to give permission for the school to refer their child to a specialist professional e.g. a Learning Support Advisory Teacher, or Educational Psychologist. This will help the school and parents understand a child's particular needs better.

The specialist professional will work with a child to understand their needs and make recommendations, which may include:

- Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional area of expertise
- A child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- Group or individual work with the outside professional

We will then work with parents in putting these recommendations in place. Children accessing this level of support will be placed on the SEN register in school and an **Individual Education Plan** put in place, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.

There may be times when specified individual support for a child is required of more than 15 hours in school. This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means a child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 15 hours a week), which cannot be provided from the resources already delegated in school. This level of support is appropriate for children whose learning needs are severe, complex and lifelong. Usually, if a child requires this high level of support they may already have had specialist support in school from a professional outside the school e.g. Child and Adolescent Mental Health

Service (CAMHS), Occupational Therapy (OT), Speech and Language Therapist (SALT), Learning Support Advisory Teacher (LSAT).

At this point we work with parents and other professionals to request that the Local Authority carry out a statutory assessment of a child's needs. This is a legal process and more details about this in the Local Authority (LA) based [Local Offer](#), on the Telford and Wrekin web site.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, we would continue with support on their IEP and review this in order to put any other support in place, as necessary. The EHCP will outline the amount of funding a child will receive from the Local Authority and how the support should be used and what strategies must be put in place.

School specific offers:

Quality First Teaching across Nursery and School.

A broad and balanced curriculum.

Visual aids and visual timetables across school.

All staff in school are Makaton trained.

Pupil and Family Support team to support personal, social and emotional needs, for small groups and some 1:1 support.

Teaching Assistants have the role of supporting and delivering academic interventions across year groups during the afternoons, or when appropriate.

Pupils are supported in short, small group sessions or 1:1 situation depending on their identified need.

Children are encouraged to self-assess work regularly and celebrate their own success.

Children have a good awareness of their strengths and areas for development.

We have weekly Golden Book Assemblies to reward effort, achievement, being a good citizen or sportsperson and so on, celebrating our own and others achievements.

We use a PSHE programme, Jigsaw, across school in assemblies and in weekly timetabled PSHE lessons.

Each class has 2 representatives on the school council.

Access to a supportive environment – ICT facilities/equipment/resources.

Access to computers and laptops as part of normal class provision.

A school library.

Devices for additional recording e.g. Cameras, video recorders, voice recorders, sentence recording boards/buttons.

SEND TA trained to deliver speech and language programmes – 'Sounds Fun', Colourful Semantics.

We deliver programmes provided by Speech and Language Therapists, in conjunction with support provided by the child's parents at home in a 1:1 or individual setting (as suggested by the therapist).

ELKLAN trained TA's and support materials to deliver programmes advised by speech and language therapy services.

In class strategies such as talking partners, peer marking.

Playground Buddies – Year 2 children – to support friendship, play and games during playtimes and lunchtimes.

Behaviour Management in accordance with our school policy. Clear expectations of good learning behaviour throughout the school. High standards enforced by ALL members of staff, including lunchtime assistants

SENCo, plus one other qualified teachers, holding NASENCo certificates.

Learning Support Interventions.

SNIP literacy - spelling and dyslexia based support.

'Write from the start' – handwriting programme.

'Penpals – whole class and small group handwriting programme.

Letter and Sounds – phonic programme.

ELKLAN speech and language programme.

'Listen with Lucy' – listening and attention programme.

Breakfast Club.

Positive relationships with our LSAT, EP, Speech and Language Therapist and School Nurse.

Teaching Assistants trained to deliver the Occupational Therapy programme 'Cool Kids'.