

Donnington Wood Infant School and Nursery
Special Education Needs and Disabilities (SEND)

INFORMATION REPORT

Updated December 2020

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). 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. You can access the local offer by visiting

<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 is more information about SEND at Donnington Wood Infant School and Nursery.

Provision made for Special Educational Needs

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 2015 SEND Code of Practice are:

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

An explanation of how the Department for Education describes these areas is in the attached appendix at the end of this document.

In the past year, for children with additional needs, we have:

Communication and Interaction

- During COVID-19 lockdown we arranged online Speech and Language sessions for 1 child
- Early Years staff have undertaken the ELKLAN training and are currently assessing children to see who needs to support
- Early Years staff have been trained in Listen with Lucy and this has been implemented across Foundation Stage
- Early Acquisition Training has taken place for Early Years staff and SENCOs
- Online Down Syndrome training for staff working with a child in Nursery and the SENCOs, this was provided by the Educational Psychologist and Portage
- Working in collaboration with the Local Authority's Speech and Language team to provide support for seven children in school and nursery

Cognition and Learning

- Staff have undertaken memory training with the LSAT and staff at Donnington Wood Junior School
- Educational Psychologist has provided training for Teaching Assistants on Precision Teaching, this has been implemented through interventions in class
- The LSAT has assessed the cognitive ability of children whose progress has been a cause for concern

Social, Mental and Emotional Health

- Behaviour support have been in to advise on two pupils
- All staff have attended Attachment training, to help support children across the school.
- Educational Psychologist has supported school and parents with SMEH of 2 children
- All staff have undertaken online training to deal with children SMEH after lockdown 'Psychological First Aid'

Sensory and/or Physical

- Autism training for staff to support two children in Reception and 1 child in year 2.
- A learning walk across school and nursery, by the LSAT, to look at the environment in relation to being ASC friendly
- Families have been signposted to BEAM
- All staff have attended Epi-Pen training
- All staff have attended Asthma training
- The occupational therapy and physiotherapy teams have been in to support staff with 2 children in nursery
- Nursery staff have received moving and handling training for 1 child with physical needs

All staff have also undertaken online training during lockdown to update their knowledge on SEN

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 we identify if pupils need extra help

- we closely track the progress of all pupils through our school target and tracking system to identify pupils who are below age-related expectations.
- staff closely monitor pupil progress regularly through staff meetings, whole school moderation, year group moderation and termly assessment analysis.
- We identify pupils who may need emotional support to enable their learning to progress.
- Discussion with parents and carers when pupils are identified, as not making expected progress, or struggling in a particular area
- Pupils may enter the 2's nursery as having already being identified as having a SEND by a health visitor or other professional. We will continue to seek advice and support, working closely with the parents.

- We listen to concerns raised by parents and follow up on this, involving other agencies where appropriate

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 2015.

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**, through the school office.

School's Policies for the identification and Assessment

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).

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.

Provision for pupils at Donnington Wood Infant School and Nursery and how it is 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.

- 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.
- We seek support from outside agencies, who offer specific guidance and support for staff and families whenever it is needed. 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.

Staff training supporting SEND

- school SENCO has completed the National SENCO Award and regularly attends SEN update meetings offered by the local authority network.
- Many 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.
- Training is passed on to other staff members during staff meetings, so the information is shared.

Equipment and facility provision, 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.
- School 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.

Arrangements for consulting parents and pupils and involvement in their education

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

Pupils

- Children are encouraged to become active, independent learners who are fully involved with their own education.
- Targets which are appropriate to the child's individual levels of attainment
- Children aware of their targets and how they can be met.
- 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.
- 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 decisions 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.)

Inclusion in activities outside the classroom, including school trips

- After school clubs are provided by external providers are made accessible for all children.
- Parents and carers views would be asked for prior to any trip taking place.
- Risk assessment of school trips are put in place, additional to the needs of the pupil and the rest of the group.
- Support at break times, lunchtimes, before or after school is discussed with parents and carers as to how best to implement this support and a decision is made by the head teacher as to how best to deploy support from our staff.

The Governor's responsibilities in the school's SEND Provision

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. Reports to governors do not refer to individual children and confidentiality is always maintained.

Donnington Wood Infant School and Nursery have one governor who is responsible for SEN, and meetings between the named governor and the SENCo happen regularly to keep them informed.

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.

Complaints and concerns

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.

Preparing and supporting children 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. Parents are invited 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 and where necessary extra sessions are provided. 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, target 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.

Contact details of support services for parents of pupils with special educational needs

The overall aim of the Information Advice Support Service (IASS) 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.org.uk/>

Contact information: info@iass.org.uk
Telephone: 01952 457176

Appendix

Department of Education's descriptions of the four areas of need from the SEN code of Practice

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.