

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

**INFORMATION REPORT**

**July 2021**

**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.

**What types of SEND do we provide for?**

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.

**During the academic year 2020/2021:**

**Communication and Interaction**

- During COVID-19 lockdown we arranged online Speech and Language sessions for 1 child
- Early Years staff have delivered the ELKLAN training to support some children in EYFS
- 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.
- SALT have assessed and provided intervention for some children in Reception. Class TAs and teachers have then implemented this in the classroom.
- Educational Psychologist has supported Nurse with 1 child and parent

**Cognition and Learning**

- The LSAT has assessed the cognitive ability of children whose progress has been a cause for concern. This provided staff with intervention-based activities the children could do in class or at home.
- Learning packs were made for individuals to help continue this work during the January/February Lockdown, for those not in school.

## **Social, Mental and Emotional Health**

- 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

## **Sensory and/or Physical**

- Autism training for staff to support two children in Reception and 1 child in year 2.
- 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

## **How do we identify and assess pupils with SEND?**

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. This may also include identifying pupils who may need emotional support to enable their learning to progress. Discussion with parents and carers take place when pupils are identified, as not making expected progress, or if they are struggling in a particular area. The discussion will inform the parent of the action that school feels appropriate and then action can be taken. Sometimes pupils may enter the 2's nursery as having already being identified as having a SEND by a health visitor or other professional. In this case we continue to seek advice and support, working closely with the parents and other outside professionals. We listen to concerns raised by parents and follow up on this, involving other agencies where appropriate.

## **During the academic year 2020/2021**

- Due to COVID 19 many pupils came back to in September with missed learning. This was identified by class teachers and where appropriate children were added to the SEN register, following conversations with parents.
- The LSAT has been in school regularly to assess the needs of children and provided reports for teachers and teaching assistants to use to inform them of how best to support the child.
- The Educational Psychologist has visited 3 children to assess their needs and develop plans of action.
- Work has been done with the pastoral team and 2 children in school
- Following conversations with a parent the LSAT worked with one child to assess their needs.  
- Following the report strategies have been put in place in the classroom.
- We have worked in close partnership with outside agencies to monitor the needs of children in school and nursery.

## **What is our approach to teaching pupils with SEND?**

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. The standards of teaching and learning across the school are monitored by the head teacher and senior leaders at regular intervals during the academic year and termly assessments of pupil attainment are made, any concerns over progress are discussed as part of this process. We also 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.

#### **During the academic year 2020/2021:**

- Outside agencies have been in to support a pupil with an EHCP.
- The Educational Psychologist has been in to offer support for 3 children, and these initial assessments have been reviewed via Teams in the Summer term.
- Data has been used to identify children who are considered to not be making good progress and intervention has been put in place. The usual pupil progress meeting did not take place this academic year due to COVID 19 restrictions.
- Interventions have been put in place for any children who had gaps in their learning or where concerns over attainment were identified.
- A new curriculum has been implemented in Key Stage One to ensure inclusive learning across the school
- Speech and Language Therapy services have been contacted for several children and where referrals were not appropriate a telephone consultation was made. They have also been into school to assess and review pupils
- Children have also attended Speech and Language appointments with parents and then reports have been sent to school to ensure a consistency of support.
- Children have attended Occupational Therapy, via stepping stones, after referral from the school.
- Sensory inclusion services have been contacted and involved with 2 children in reception
- The Early Years team were contacted about pupils in Nursery to assess their needs and offer advice to the school and parents.

## **How do we adapt the learning environment?**

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.

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. Where necessary or appropriate special resources are used within the learning environment. 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.) Each classroom has a visual timetable, so all children are aware of what they are learning throughout the day. The accessibility plan is reviewed each year to ensure school is accessible for all pupils and parents, this is undertaken with the LSAT

## **During the academic year 2020-2021:**

- We have made changes to the curriculum to ensure all pupils are able to contribute to their learning. We are using different ways of recording the children's ideas and thoughts, such as: videos capturing learning, adult scribing, more practical learning to get the children more involved
- Visual timetables are being used across school and nursery, with some new visuals added to adapt to the new curriculum and timetable.
- Special pencils, writing slopes and wobble cushions have been used to aid some children's learning
- Computers have been used to record where fine motor skills are impeding writing skills.
- Year 2 have an intervention teaching assistant to support learners with SEND and others who need support, both in and out of the classroom.
- The toilet access in Nursery is currently being reviewed and work will take place shortly to ensure its suitability for wheelchair access, to make pupils more independent.

## **How do we engage pupils with SEND in activities with other pupils who do not have SEND?**

All pupils, including those with SEND, are encouraged to engage fully with all aspects of school life. Where appropriate, some pupils may require additional assistance to achieve this. The school strives to ensure that all educational visits, extra-curricular activities and clubs are fully accessible to all pupils, regardless of need or ability. After school clubs are provided by external and internal providers are made accessible for all children. Parents are approached if it felt that a pupil would benefit from these clubs.

All children in school have access to taking part in school trips and visits. Parents and carers views would be asked for prior to any trip taking place, if appropriate and risk assessments of school trips are put in place, including additional needs of the pupil. 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.

### **During the academic year 2020-2021:**

- Children with SEND have taken part in clubs – crossbar and gardening club – alongside those who do not have SEND
- Trips have not taken place this year, although all the year 2 children walked to the local Aldi, children with SEND were given the appropriate support needed and risk assessments were put in place.
- Many classes have had educational visitors in school and all children took part alongside each other.
- A small number of children were supported, when first coming into reception, at lunchtime, by a teaching assistant.

### **How do we consult pupils and parents of pupils with SEND and involve them in their child's 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.)

### **During the academic year 2020-2021:**

- Phone calls to parents and children during the Jan/Feb lockdown to monitor needs and support given where appropriate.

- Annual reports were written at the end of the academic year.
- Joint meetings with the parents and the educational psychologist for 3 children
- Where phone calls were not necessary the SENCo spoke to the parents before or after school on the playground in line with government COVID-19 guidance.
- Senior staff have been available on the playgrounds at the start and the end of the day for parents to share concerns with, and then has been followed up by the relevant member of staff.

## **How do we assess and review pupil's progress towards their outcomes?**

### **Assess Plan Do Review**

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.

### **During the academic year 2020-2021:**

- Children on the SEN register have a target plan, which was reviewed when we returned from Lockdown and targets adapted where necessary. These were reviewed again in the summer term.
- Any new children added to the register throughout the year had a target plan written and this was shared with parents as soon as possible.
- An EHCP review took place for a child in Nursery. This attended by outside agencies, the parents and school staff. It took place via Teams.
- Each year has had an intervention teaching assistant, to allow intervention to take place either within the classroom or outside the classroom environment (which ever was more appropriate for the pupil). This also allowed bubbles to remain in place.

## **How do we support pupils moving between phases and preparing for adulthood?**

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. Nursery 2s and 3s often mix throughout the sessions, so the transition is much smoother, due to the familiarity of the space and staff.

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.

When children move to the next year group in school (reception to year 1, or year 1 to year 2) a meeting is held between the giving and receiving teacher to discuss all children, often the new teaching assistants are involved in this meeting too. Where appropriate pupils may be introduced to their new teacher through informal meeting, such as going to show them work or taking them a message.

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.

Other transitions within school time are also considered. These might be the transition from home to school, break time to lesson time, lunch time to lesson time, or carpet time to tables. Different approaches are taken to these dependants on the pupil and their needs.

### **During the academic year 2020-2021:**

- A video tour of school was recorded and was put on the website for children entering Reception 2020, as due to COVID 19 they were unable to come for the usual transition.
- Parents were sent transition information via email due to COVID-19 restrictions.
- Transition at break time for some pupils has been adapted to ensure they are calm and ready for learning once back in the classroom. This might include coming inside a few minutes before others, having a special job to do or having a friend they can go to if needed.
- Some children have had reward charts to ensure a smooth transition from home to school.
- Meetings have taken place between staff in school about their new class.

- Meetings took place with both the SENCo and class teachers of receiving school, for those moving to year 3. This took place via Teams.

### **How do we support pupils with SEND to improve their emotional and social development?**

The pastoral team support all pupils in school who need help with their emotional and social development. Each class also do calm brain, an interactive mental health tool, twice a day and more if necessary. The pastoral team can also use this on an individual basis, setting up a tailored program for individual needs. Our PSHE curriculum also covers many aspects of mental health and wellbeing. 'Jigsaw' focuses on health and relationships with a strong emphasis on building resilience, nurturing mental health and forming positive relationships.

#### **During the academic year 2020-2021:**

- The pastoral team have worked with pupils and parents to support their emotional and social developments.
- The pastoral support worker has worked with individual children and small groups
- Calm brain has had a prominent position in class, especially after lockdown, and has taken place twice a day in each classroom.
- We have ensured that we continued with Jigsaw for pupils attending school during lockdown and for those at home other activities were given that related to mental health and wellbeing.
- Jigsaw happens every week and has been part of assemblies.

### **What expertise and training do our staff have to support pupils with SEND?**

All staff have clear job descriptions which detail the required qualifications for each post within school. Staff are involved with regular CPD training in relation to their specific roles. The school SENCO (up to April 2021) has completed the National SENCO Award and the new SENCO (April 2021) is currently completing this award. They both regularly attend SEN update meetings offered by the local authority network. Class teachers are offered support from senior staff in the areas of assessment, target setting and progress monitoring. Staff are also advised by the SENCO in relation to meeting the needs of SEND pupils within their class. 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.

#### **During the academic year 2020-2021:**

- The SENCo has regularly attended SEN update meetings offered by the local authority network.
- The new SENCO (from April 2021) is currently undergoing her National SENCO Award
- The new SENCO regularly attends SEN update meetings run by the Local Authority Network.
- The new SENCO shadowed the old SENCo from October until April, to ensure continuity
- All staff attended a training session on SEN and EAL at the start of the year, this was delivered via Teams.



- All staff have also undertaken online training during lockdown to update their knowledge on SEN
- Nursery staff have had manual handling training related to a child attending Nursery
- The Educational Psychologist and Portage also gave some staff training on Downs Syndrome.
- The LSAT has also given training to the reception teachers and SENCOs on Autism.
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### **How will we involve other organisations in meeting the needs of the pupils with SEND and supporting their families?**

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.

### **During the academic year 2020-2021:**

- Regular termly meetings have taken place between the SEN governor and the SENCOs. This continued during Lockdown.
- SENCOs attended the Full Governors Meeting in the Autumn term to feedback on the SEN Governors report.

### **How do we handle complaints from parents of children with SEND about provision made at the school?**

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.

### **During the academic year 2020-2021:**

- Parents have spoken to senior staff members on the playground at the start and the end about any concerns and where necessary the class teacher has come out to talk with them to resolve issues.
- Some concerns have been raised via email. Which have been responded to as soon as possible.
- Other concerns have involved a phone call to school from the parent or guardian. These have been passed on to the appropriate member of staff to deal with – class teacher, SENCo or SLT.
- No complaints have been made
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### **Where can the LA's Local Offer be found?**

[www.telfordsend.org.uk](http://www.telfordsend.org.uk)

### **IASS**

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](mailto: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.