

Donnington Wood Infant School & Nursery



Special Education Needs and Disability (SEND) Policy

Date of Policy Creation	May 2021	Named Responsibility	Mrs V Jones
Date of review completion	October 2025	Named Responsibility	Teaching and Learning Committee
Inception of new Policy	November 2025	Named Responsibility	Mrs C Boddy
Date of Policy Adoption by Governing Body	November 2025	Next review due	September 2026

All staff and the wider school community will be given a copy of this policy. Copies are available from the office or via the website for parent carers and members of the wider community.

COMMITTMENT TO REVIEW

This policy will be flexible to change and will be reviewed on an on-going basis to reflect where there are any changes in Government Legislation or any changes in the duty of statutory agencies. If it is not appropriate to refine the policy during the year, then this will be done as a matter of course on a yearly basis by a named person responsible, who shall be accountable for that action.

SENCO: Mrs Vikki Jones

SEND Governor: Mrs Michelle Parker

Contact: 01952 386640 (school office) or a2041@taw.org.uk

1. Introduction

Donnington Wood Infant School and Nursery celebrates successes achievements, and cultural diversity, irrespective of individual differences. All members of the school community take a pride in making a positive contribution to the school and the wider community. Every member of staff at Donnington Wood Infant School and Nursery is a teacher of every child including those with SEND and aspire to them all achieving their best, whilst becoming confident learners and individuals. Through our inclusive teaching we ensure the pupils at Donnington Wood Infant School and Nursery are learning to their full potential, caring for each other and themselves and preparing for each stage of their lives.

‘Learning, Caring, Preparing’

This Policy has been developed through consultation with school stakeholders and reflects the 2015 SEND Code of Practice guidance.

2. Aims

At Donnington Wood Infant and Nursery, all children, including those with SEND, share the entitlement to access a broad and balanced curriculum, which embraces the Early Years Foundation Stage or National Curriculum, including extra-curricular activities. The school aims to raise the achievement of all children including those with SEND.

- To work within the guidance provided in the SEND Code of Practice, 2015.
- To monitor the progress of all children to facilitate the early identification of the need of children with SEND.
- To make appropriate provision to overcome all barriers to learning and ensure children with SEND have full access to the Early Years Foundation Stage Curriculum and National Curriculum.
- To work with parent carers to support their children.
- To work with and in support of outside agencies who are supporting children with SEND.
- To provide support and advice for all staff working with special educational needs children.
- Create a school environment where children can contribute to their own learning.
- To operate a ‘whole child, whole school’ approach to the management and provision of support for special education needs.
- To provide a Special Educational Needs Co-ordinator (SENCO)

3. Definition of SEND

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’*

‘For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers’

(Special Educational Needs and Disability Code of Practice, January 2015)

3.1 **The SEND Code of Practice, 2015**, describes the 4 broad categories of need;

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

3.2 **Disability**

Many children who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision, they will also be covered by the SEND definition.

3.3 Note that:

- Behavioural difficulties do not necessarily mean that a child or young person has a SEND need and should not automatically lead to a child being registered as having SEND.
- Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND.
- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND need.
- Identifying and assessing SEND for children whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not a SEND need.

4. **Identifying Need**

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. At Donnington Wood Infant School and Nursery the needs of children are identified by considering the needs of the whole child, which will include not just the special educational needs of the child.

4.1 **Quality First Teaching**

All children receive high quality first teaching in the classroom from the class teacher supported by a teaching assistant.

a) Any children who are falling significantly outside the range of age-related expectations will be monitored.

b) Once a child has been identified as possibly having difficulties or learning needs, they will be closely monitored by staff to gauge their level of learning and possible difficulties. The class teacher will place the child on an ‘**initial record of concern**’ (and intervention may take place within school, an IEP may be written).

c) The child's class teacher will take steps to provide scaffolded or adapted learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. These may be recorded on an **Individual Education Plan (IEP)**, a copy of which will be given to the parent carer and a copy kept in school.

d) The SENCO will be consulted as needed for support and advice and may observe the child in class.

e) Through monitoring and consultation with the SENCO the level of provision the child will need going forward can be determined.

f) A child who has recently been removed from the SEND register will also be at this stage of quality first teaching as continued monitoring will be necessary.

g) Parent carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

h) The child is recorded by the school as having an '**initial concern**' either by parent carer or teacher, but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parent carers informally or during parent teacher meetings.

i) Pupil progress meetings, class SEND review meetings and parent teacher meetings are used to monitor and assess the progress being made by children.

4.2 The SEND register

- The SENCO will hold and maintain the SEND register.
- IEPs will be written by the class teacher, supported by the SENCO. The targets on the IEP are based on collaboration between all the parties involved, i.e. teacher and teaching assistant, SENCO, specialist advice, the parent carer, and where appropriate the child.

Targets set are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime limited

5. Graduated Response

Where it is determined that a child does have SEND needs, parent carers will be formally advised of this and the decision made to add the child to the SEND register. The aim of formally identifying a child with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

5.1 **Assess**

This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parent carers. We assess each child's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. The child's views and where relevant, advice from external support services may also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the child is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parent carers.

5.2 **Plan**

Planning will involve consultation between the teacher, SENCO and parent carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

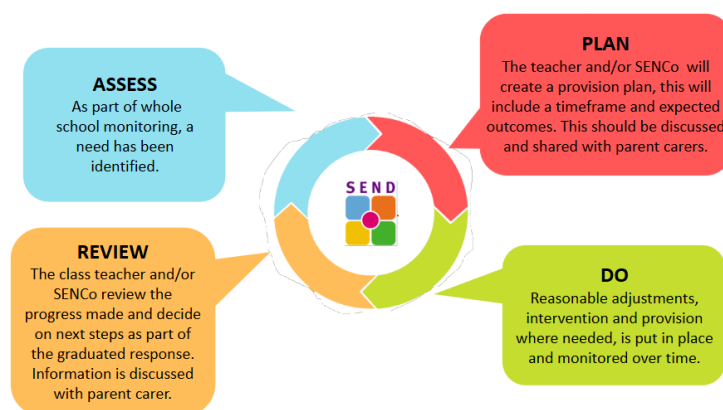
All those working with the child, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. The plan will be recorded on an **Individual Education plan (IEP)**, which will be signed by, and given to the parent carer, and a copy kept in school.

5.3 **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

5.4 **Review**

Reviews of a child's progress will be made regularly as part of classroom planning for teaching and learning and at least termly as part of the class SEND review meetings. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and where necessary their parent carers. The class teacher, in conjunction with the teaching assistant and SENCO, where necessary, will revise the support and outcomes based on the child's progress and development making any necessary amendments going forward, in consultation with parent carers and the child. IEP's will be updated regularly as part of this review process.



5.5 Inclusive Schools Forum (ISF)

The Inclusive School Forum is a school led forum within Telford and Wrekin that provides support and challenge to mainstream schools regarding the provision and practice they deliver for children with Special Educational Needs and Disability (SEND). It aims to provide an opportunity to network and deliver peer to peer guidance. The focus is, through sharing best practice, to develop an inclusive education system within Telford and Wrekin whereby children with increasingly complex needs achieve and succeed within mainstream schools.

A key function of the forum will be to support a school's delivery of its graduated approach, through assess, plan, do and review cycles. To enable schools to intervene early and with pace the forum has an allocation of high need top up funding (to be known as Additional Inclusion Funding or AIF) from the Local Authority which can be accessed where criteria is met and documentation required has been completed.

All schools must work with parent carers, children and young people in a person-centred way, including them in the application and review process.

Which children can be discussed at the Inclusive School Forum?

- The child's home address must be in Telford and Wrekin.
- Children must **not** have an EHC plan or have an EHC needs assessment underway.
- Children do not receive support via FAP, or a request has not been made for FAP resource.
- The school can demonstrate that they are already supporting a child's special educational need using quality first teaching and a high-quality graduated approach (this must involve evidence that outside agencies have been used during cycles of assess, plan, do and review) at SEN support.
- There is evidence that the school has used their normally available resources (i.e. element 2 funding of £6,000 per child per annum) over time to support the child's special educational need via a provision map.
- The school can provide evidence of progress over time and the impact of current provision.
- The school has set out what they require AIF for (based on recommendations from outside professionals), what needs they aim to address, what provision they would put in place, the cost of it and expected outcomes

5.6 Education, Health and Care Plan (EHCP)

Most children and young people with Special Educational Needs and Disabilities (SEND) will have their needs met in a mainstream setting. However, some children may not make expected progress, despite these efforts to identify, assess and meet the special educational need. In these cases, schools or parent carers should consider requesting an Education, Health and Care Needs Assessment (EHCNA).

This assessment involves a process of gathering information from the relevant people or agencies, including the views, interests and aspirations of the parent carers and child.

The needs assessment will help to determine whether additional provision needs to be made through an EHC Plan.

It should not take more than 20 weeks from requesting an assessment to a final EHC Plan being issued. Requesting an EHCNA does not always lead to an EHCP being implemented.

5.7 Criteria for exiting the SEND register

When a child is making at least expected progress and is no longer identified as needing support additional and different from the rest of their cohort, a review of the child's progress will take place to confirm progress, including consulting parent carers and they will be taken off the SEND register.

All records will be kept until the child leaves the school (and passed to the next setting). The child will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the child requires additional assistance, then the procedures set out in this policy will be followed.

6. Supporting Children and Families

The school information report is available on the website, copies can be printed out on request at the school office. The information report details the SEND provision at Donnington Wood Infant School and Nursery, including contacts with other agencies and links to Telford and Wrekin's Local Offer.

6.1 Working with parent carers

We believe that parent carers know their children best and that working with parent carers as partners is vital in helping children with SEND needs get the most out of their education.

At Donnington Wood Infant School and Nursery parents are involved and supported through:

- IEP review meetings for SEND
- parent teacher meetings
- organised training courses for parent carers
- an 'open door' ethos towards parent carers which welcomes and values their views
- SENCO available to meet/speak with parent carers
- sharing information about their child
- opportunities to contribute to policies and procedures through parent carer groups

6.2 Working with children

It is important to listen to and act upon what children say about their needs and what sort of help they would like.

At Donnington Wood Infant School and Nursery children are involved and supported through:

- setting their targets, where appropriate
- enabling children to express their feelings about how their needs are being met in curriculum time and outside of this
- ensuring that the views of the child are sought and recorded in reports produced by both the school and other agencies where appropriate
- encouraging children to become involved in the wider life of the school
- encouraging pupil voice through the School Council and focus groups
- planning carefully for transition from class to class and between schools, including entering school from Nursery
- opportunities to talk to adults in the school including the Pupil and Family Support Worker
- pupil voice on their education, via talks with the SENCO

6.3 Supporting children at school with medical conditions

Donnington Wood Infant School and Nursery recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Details on Admission arrangements and managing the Medical Conditions of Children can be found on the school website.

7. Monitoring and evaluation of SEND

SEND pupils at Donnington Wood Infant School and Nursery are monitored by the SLT, SENCO and the SEND Governor. The quality of provision offered to all children is evaluated through monitoring of the quality first teaching, analysis of progress for all children and specifically for identified groups including those with SEND needs. Audits of provision and monitoring of the impact of interventions and provision, sampling of parent carer views, children's views and staff views also enable the Leadership team to assess the SEND provision in the school. The Teaching and Learning Committee/Governing Body monitor SEND through reports from the named SEND Governor and SENCO/Headteacher. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all children.

8. Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. We recognise the need to train all our staff on SEND issues. All teachers and support staff undertake induction on taking up a post and this includes explaining the systems and structures in place

around the school's SEND provision and practice, and to discuss the needs of individual children where appropriate or relevant.

Training needs across the school are identified as part of the School Development Plan priorities and through individual performance management. School staff are kept up to date with relevant training in relation to the needs of the children with SEND through staff meetings, school training days and relevant external courses.

The school's SENCO regularly attends the Local Authority SEND network meetings to keep up to date with local and national updates in SEND. This is fed back to staff through staff meetings, where appropriate.

9. Role and Responsibilities

9.1 Role of the SENCO

The SENCO (Mrs Vikki Jones) is responsible for coordinating all the support for children with SEND needs and developing the school's SEND Policy to make sure all children have a consistent, high quality response to meeting their needs in school.

Specific duties include:

- effectively supporting class teachers and teaching assistants in identifying, planning for and assessing SEND children's learning;
- ensuring that parent carers are effectively involved in supporting their child's learning and are kept informed about the support their child is receiving in school;
- liaising with outside agencies that come into school to support children's learning;
- keeping and updating the school's SEND register in order to make sure that there are accurate records of SEND children's progress and needs;
- ordering appropriate specialist resources for the support of SEND children in school (such as intervention programmes, physical support resources, visual support resources);
- provide specialist training and support for teachers and teaching assistants in school so that they can support SEND children achieve the best possible progress; and
- writing and updating the school's SEND Policy and Information Report.

9.2 Role of the Headteacher

The headteacher has responsibility for all children with SEND needs across school and nursery.

Specific duties include:

- effectively working with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in school.
- have overall responsibility for the provision and progress of learners with SEND and/or disabilities.
- Monitoring the cost and impact of additional support and specialist services for SEND pupils

9.3 Role of the SEND Governor

This governor has delegated responsibility to oversee the SEND provision in the school and will, together with the Headteacher as the responsible person, report to the Teaching and Learning Committee as the Committee responsible for SEND and in turn the Governing Body.

Specific duties include:

- ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve the NPQ for SENCOs within three years of appointment;
- ensure the school has arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014). The responsible person is the Headteacher;
- ensure the school produce and publish online its School SEND Information Report in accordance with section 69 of the Children and Families Act 2014 and cooperates with the local authority in developing the local offer;
- ensure the school takes account of the 'SEND Code of Practice' when carrying out their duties towards all children with SEND;
- ensure the school uses their best endeavours to confirm that the necessary special educational provision is made for any child who has SEND;
- oversee the school procedures to notify parent carers when special educational provision is being made for their child, because it is considered that he or she has SEND needs;
- oversee school procedures to make sure that teachers in the school are aware of the importance of identifying children who have SEND needs, are aware of children with specific SEND needs and are providing appropriate teaching;
- ensure that all staff working with children have received appropriate training and this training is kept current;
- ensure that children with SEND needs join in the everyday activities of the school together with children without SEND needs, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other children; and the efficient use of resources;
- ensure the school has appropriate resources for SEND pupils and evaluate the deployment and impact of resources to ensure value for money;
- monitor the impact of the school's provision on the progress of all children with SEND;
- review all external monitoring reports on SEND practice;
- access training on issues involving SEND; and
- review annually the school's policy, procedures and approach to meeting children and young people's SEND needs, including those with and without an Education, Health and Care plan (EHCP).

9.4 **Role of the Class Teacher**

The class teacher has responsibility for all the SEND children in their class and they should ensure that they follow the school's SEND Policy with regard to these children.

Specific duties include:

- checking on the progress of all SEND children in their class, identifying, planning and delivering any additional support a child may need;
- ensuring that all staff working with the child in school are aware of their needs in order for the child to achieve the best possible progress;
- providing appropriate resources to support the needs of an individual;
- liaise with the SENCO over individual education plans (IEP) and any additional support from outside agencies that may be needed;
- write and review individual education plans termly and share them with parent carers; and
- share any outside agency work with parent carers, including reports and reviews.

9.5 Role of Teaching Assistants

Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Some teaching assistants have specific roles or areas of expertise.

Specific duties include:

- to work under the direction of the class teacher who is ultimately responsible for the children's learning;
- to support the teacher to meet the needs of individuals or groups of children with SEND, including those with EHC plan either 1:1, in a group or as part of the whole class;
- to deliver specific intervention programmes to identified children and report to the teacher and/or SENCO regarding the progress of these programmes;
- to liaise with outside agencies where required; and
- to work with the teacher and/or SENCO to plan, deliver, monitor and review IEPs and where appropriate contribute to Annual Reviews.

10. Bullying

Support for vulnerable pupils, including those with special educational needs, is clearly defined within our Anti-bullying Policy. We aim to prevent and tackle any unpleasant and intimidating behaviour to ensure all pupils are able to fulfil their potential. Bullying is dealt with seriously. By challenging bullying effectively we improve the safety, happiness and performance of our pupils.

It is vital that our children acquire the knowledge, understanding and skills they need to manage their lives – now and in the future. We use the 'Jigsaw' programme to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Jigsaw has two aims for all children :

- to build their capacity for learning
- to equip them for life

Jigsaw is designed as a whole school approach, with all year groups, including nursery, working on the same theme (Puzzle) at the same time. Each Puzzle starts with an introductory assembly so there is a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lesson across the school and encourages children to reflect that learning in their behaviour and attitudes.

11. Dealing with complaints

Parent carers (and others) are encouraged to raise complaints or concerns initially with their child's teacher, a Senior Member of staff or the Headteacher who will be able to discuss with them either there and then or at a mutually agreed time. If the Headteacher is unable to resolve the concern, parent carers should follow our Complaints Procedure which can be found on the school's website.

12. Storing and managing information

The school understands its responsibility under the Data Protection Act 2018. It commits to ensure that the information is:

- used fairly, lawfully and transparently

- used for specified, explicit purposes
- used in a way that is adequate, relevant and limited to only what is necessary
- accurate and, where necessary, kept up to date
- kept for no longer than is necessary
- handled in a way that ensures appropriate security, including protection against unlawful or unauthorised processing, access, loss, destruction or damage

13. Accessibility Statutory Responsibilities

The school's Accessibility Plan clearly sets out the proposals of the Governing Body to increase access to education for all disabled pupils in three areas required by the planning duties in the Disability Discrimination Act:

- To increase the extent to which all disabled pupils can participate in the school curriculum;
- To improve the environment of the school to increase the extent to which all disabled pupils can take advantage of education and associated services;
- To improve the delivery to all disabled pupils of information which is provided in writing for all pupils who are not disabled.

APPENDICES

Telford and Wrekin's Local Offer - <https://www.telfordsend.org.uk/site/index.php>

DFE: Special Educational Needs: A Guide for Parents and Carers - <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Information, Advice and Support Services (IASS) - <http://www.telfordsendiass.org.uk/>
 School Information Report, School Offer, Data protection, Anti- Bullying, Accessibility and Disability Policies available on the school website - <http://donningtonwoodinfants.co.uk/>

DFE: SEND code of Practice: 0 to 25 years <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>