



Donnington Wood Infant School and Nursery

Special Education Needs and Disabilities (SEND)

INFORMATION REPORT

July 2025

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 need 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 scaffolded 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 2024/2025:

Communication and Interaction

- Speech and language assessments for children in school and nursery
- Working in collaboration with the Local Authority's Speech and Language team to provide support for children in school and nursery.
- SALT assessed and provided intervention for some children in Nursery, year 1 and year 2. Class TAs and teachers then implemented this in the classroom. Speech and language programmes to use with children – Information Carrying words, The Use of visuals, Colourful Semantics, Makaton, Contrastive Pairs
- The LSAT assessed children throughout the school. This provided staff with intervention-based activities to develop children's receptive and expressive language in school.
- Educational Psychologist assessed 3 children in school as part of their ECHNA
- Some families were signposted to PODs and BeeU
- SENCO attended training through the PINS (Partnership for Inclusion in Neurodiversity in Schools) around language and
- SENCO carried out language audits throughout key stage 1 classrooms.
- Whole school staff attended online training for the PINS project around communication.
- The SENCO held transition meetings with the Junior school SENCO to ensure a smooth transition for pupils with communication needs.
- 1 child attended language class and SENCO and Teacher attended one session to help support the child in their transition back into school.

Cognition and Learning

- The LSAT 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.
- The SENCO held transition meetings with the Junior school SENCO to ensure a smooth transition for pupils with Cognition and learning concerns.
- SENCO attended training through the PINS project to support neurodiverse children.
- Whole school staff attended online training through the PINS project to support neurodiverse children.
- SENCO and 3 TAs attended task basket reward system training to support the learning of children with more complex needs.
- Down Syndrome training for some teachers and TAs to help support 1 child in school.
- Progression Document training via The Bridge, for the SENCO, to support children with more complex needs.

Social, Mental and Emotional Health

- 3 members of staff attended Emotional Literacy Training to support child with SEMH needs.
- LSAT observed a group of children in reception, giving advice and strategies to teachers and support staff to use in school.
- BSAT worked with a year 2 pupil transitioning from another area, to ensure a smooth transition and gave teachers and TAs advice and strategies to use in school. This was then repeated at the end of the year to support the transition to junior school.
- The SENCO held transition meetings with the Junior school SENCO to ensure a smooth transition for pupils with SEMH.
- The SENCO and Head teacher carried out home visits for a pupil to support their transition into school.
- Whole school staff attended online training through the PINS project
- ISF funding was sort to support 1 child in reception.

Sensory and/or Physical

- SENCO attended Manual handling training.
- Sensory processing training for the whole school staff through the PINS project.
- OT came to observe a pupil in reception and advise staff on strategies to use in school

How do we identify and assess pupils with SEND?

We closely track the progress of all pupils through our school 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 2024/2025

- 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 or groups of children.
- Work has been done with the pastoral team and children in school
- We have worked in close partnership with outside agencies to monitor the needs of children in school and nursery.
- Where new children have joined school throughout the year conversations have been had with previous school/setting to ensure needs are being met appropriately.
- ECHNA referrals have been made for 2 children in school.
- Some children have accessed different year groups to support their learning needs.
- A SEND room was set up to support a small group of children with complex needs.

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 quality first teaching. In addition, pupils with special educational needs may be offered specific intervention strategies to support their learning, as well as scaffolding within lessons or adapting curriculum learning to suit the needs of the child. 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 deputy head teacher 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 Advisory Team;
- Behaviour Support;
- Health Services, including Health Visitors and School Nurse;
- Sensory Inclusion Service;
- Emotional Health and Wellbeing Service; and
- Social Care.
- Inclusive Schools Forum
- Outreach

During the academic year 2024/2025:

- Outside agencies have been in to support pupils with an EHCNA.
- Data has been used to identify children who are considered to not be making good progress and intervention has been put in place.
- Interventions have been put in place for any children who had gaps in their learning or where concerns over attainment were identified.
- Staff are continually reviewing the Key Stage One curriculum to ensure inclusive learning across the school.
- Speech and Language Therapy services have been contacted for several children. They have also been into school to 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.
- The LSAT team have been in to carry out screening tests on children and offer advice and strategies to staff. As well as observe whole classes and offer advice to class teachers.
- The BSAT team have been in to work with 1 child and offer advice and strategies.
- School have also taken part in the PINS project. This has given staff advice and strategies for different areas of neurodiversity, from other professionals.

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, to scaffold and adapt learning for some SEND pupils. Each classroom has a visual timetable, so all children are aware of what they are learning throughout the day. The accessibility plan is reviewed every two years to ensure school is accessible for all pupils and parents, this is undertaken with the advice from outside agencies.

During the academic year 2024-2025:

- We continue to make changes to the curriculum to ensure all pupils are able to contribute to their learning. We used different ways of recording the children's ideas and thoughts, such as: videos capturing learning, adult scribing, more practical learning to ensure all children are more involved.
- Visual timetables are being used across school and nursery, with some new visuals added to adapt to curriculum needs and timetable changes.
- Special pencils, wobble cushions, weighted blankets and regulation areas have been used to aid some children's learning. Along with other specialist resources.
- Interventions happen within the classroom with the class teaching assistant to support learners with SEND and others who need support throughout the year.
- Movement breaks have been added to lessons to support some learners.
- Calm brain has been used in every classroom on a daily basis and at other times when needed.
- Some children have accessed specialist provision in school to ensure the learning is appropriate for their learning needs and is accessible for all.

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 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 involved in conversations with staff prior to any visit taking place, if appropriate. Risk assessments of school visits are put in place, including the 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 2024-2025:

- Children with SEND have taken part in clubs alongside those who do not have SEND
- Visits have taken place and 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.

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;
- Initial visits to the school prior to starting school;
- Adapted induction to suit some pupils needs;
- Parents' welcome meetings at the beginning of each year;
- Twice yearly parent/teacher meetings in school and nursery;
- Annual written reports for school aged children and those leaving nursery;
- Parental representation on governing body;
- Parent workshops and Family Learning courses;
- Open afternoon and parent activity sessions;
- Informal meetings or contact via telephone as required;
- Joint parent and outside agency meetings, as needed;
- Communication via Tapestry to keep parents in touch with their child's daily activities in nursery and reception;
- Review of individual education plans (IEPs) and discussion between parents and teacher, three times a year
- 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.
- 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)
- Pupil voice across all areas of the curriculum and SEND

During the academic year 2024-2025:

- School parent meetings were held either face to face or via phone call, depending on the parents' preference.
- Annual reports were written at the end of the academic year.
- Joint meetings with the parents and the educational psychologist for children going through the EHCNA process.
- SENCo spoke to the parents before or after school on the playground, where necessary
- 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.
- Individual education plans (IEP) reviewed by teachers and then discussed with parents, either via a phone call or face to face. New targets discussed with both parents and children, where appropriate.
- Induction period adapted to suit the needs of one child entering reception

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 assist them in making greater progress. Then we **do** what we have planned, for example in the form of an intervention, providing resources or scaffolding or adapting learning, 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 2024-2025:

- Children on the SEN register have an IEP. These are reviewed 3 times a year.
- Any new children added to the register throughout the year had an IEP written and this was shared with parents as soon as possible.
- Some pupils had an IEP but were not on the SEN register, as a form of monitoring progress
- Interventions have taken place in class with the class teaching assistant and/or teacher.
- Catch-up and keep-up programmes have been used by teaching assistants for phonics progression.
- 2 EHCNA were submitted to the Local Authority.

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 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. Where a child has more complex needs the SENCO is involved in these transition meetings to ensure all provisions are understood and can be put in place in the new environment.

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.

The SENCOs from both schools, work together in the summer term, 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 IEPs and any other relevant SEN paperwork 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 transitions, depending on the pupil and their needs.

During the academic year 2024-2025:

- Transition at break time for some pupils has been adapted to ensure they are calm and ready for learning once back in the classroom.
- Some children had reward charts to ensure a smooth transition from home to school.
- Some children had reward charts for transitions within school, such as break times or carpet to table
- Meetings have taken place between staff in school about their new class.
- Meetings took place with both the SENCo and SENCO of receiving school, for those moving to year 3.
- Phone conversations between the SENCo and previous school/setting SENCo of children entering mid-year.
- Conversations were had between the SENCO and the class teacher of 2 children moving to a specialist school setting.

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 2024-2025:

- The pastoral team worked with pupils and parents to support their emotional and social developments.
- The pastoral support worker worked with individual children and small groups
- Calm brain had a prominent position in class and has taken place at least twice a day in each classroom.
- 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 has completed the National SENCO Award and regularly attends 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, ADHD, 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 2024-2025:

- The SENCo has regularly attended SEN update meetings offered by the local authority network.
- Some staff have attended speech and language training specific to children in their class.
- SENCO attended moving and handling training update.
- All staff attended training through the PINS project to support neurodiverse children.

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.

The governing body, along with the headteacher, 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 headteacher and budgets are agreed to fund such support services.

During the academic year 2024-2025:

- The LSAT and Educational Psychologist have made visits to school to assess children or give advice to staff
- Speech and Language Therapist have attended school to monitor the progress of some pupils in school and advice has been given to staff.
- The BSAT team have made visits to school to support a pupil transitioning into school.
- Monthly Coffee mornings have been set up for parents of SEND children.
- PODs have been in to support parents through coffee mornings and workshops.

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 headteacher. The headteacher 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 2024-2025:

- Parents spoke 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.
- Parents spoke to the nursery staff on entry to nursery, or as the children are leaving
- Some concerns were raised via email. Which were responded to as soon as possible.
- Other concerns 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.

Where can the LA's Local Offer be found?

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

Telephone: 01952 457176

PODs (Parent Opening Doors)

PODS is a parent carer/peer led charity with staff and volunteers who have the relevant 'real life' experience to support families who have a child with a disability or additional need (aged 0 – 25 years). Parent participation is at the heart of the forum.

<https://www.podstelford.org/>

Contact information: info@podstelford.org

Telephone: 01952 458047

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.