

Donnington Wood C of E Junior School: SEND Information report 2014-5

This SEN information report sets out the current provision made for pupils with special education needs at Donnington Wood C of E Junior School. The report will be updated annually to reflect changes made within the school.

What are the kinds of special educational needs for which provision is made at Donnington Wood Juniors?

Donnington Wood is a Church of England controlled Junior school catering for Key Stage 2 pupils aged between 7 & 11 years. All of our children follow the National Curriculum which is differentiated to meet the need of all pupils.

At times, some of our pupils require additional support in order to allow them to access the curriculum at an appropriate level.

We currently cater for the needs of children with a variety of needs as described in the SEND Code of Practice, including:

- * Difficulties with cognition and learning
- * Communication and Interaction difficulties (Including autistic spectrum disorders and speech & languages difficulties)
- * Social, emotional and mental health issues
- * Physical/Sensory difficulties (Including vision and/or hearing impairments)

Some of our children maybe experiencing difficulties from within more than one of the above categories. Those with more complex needs may have a Statement of Special Educational Needs or, from September 2014, an Education, Health and Care Plan. (EHCP)

What are the school's policies for the identification and assessment of pupils attending the school?

All class teachers regularly assess pupils and monitor progress. Where pupils are not making the progress a class teacher would expect, additional support may be offered within the classroom. If, having received such additional support, a pupil is still struggling to make sufficient progress, class teachers and the school SENCO would then work together to agree a programme of more specific intervention. Individual intervention programmes would have clearly defined, measureable targets against which the pupil's progress could be assessed and monitored. Targets are reviewed at least termly and, if a child is still failing to make adequate progress, the advice of external agencies (such as LSAT/OT) may be sought. For pupils with more complex needs, it may be necessary for us to apply for an Education, Health and Care plan which would ensure their needs are met both now and in future years.

What is the provision for pupils at Donnington Wood and how is it evaluated?

Provision provided within our school depends very much on the needs of individuals. For ALL pupils, the most crucial provision offered is that of good quality teaching. In addition, pupils with special needs may be offered specific intervention strategies to support their learning. Such interventions might include:

- * Additional support from the class teacher through focus teaching.
- * Clearly defined learning targets of which pupils are fully aware.
- * Differentiated work with learning objectives appropriately matched to their current level of development/attainment.
- * Small group support offered by Teaching Assistants/Pastoral Support Team.
- * Opportunities to consolidate learning through the practical application of skills taught.
- * 1-1 support with LSA and/or SENCO.

For those children with more complex needs, including those with a statement of SEN/EHC plan, more specialised and individual support is offered through our Mini-School (am sessions) and our Discovery Learning Group (pm sessions). This allows those children most in need of support to work in small groups with a high staff-pupil ratio in order to meet specific learning targets.

We also have a dedicated pastoral team who are available to offer support in this area as required.

At Donnington Wood we believe that all staff have a responsibility to meet the needs of pupils with SEN. Therefore, the SENCO works closely with class teachers, teaching assistants and our learning support assistant to plan appropriate support.

Standards of teaching and learning across the school are monitored by the head teacher on a termly basis. Regular assessments of pupil attainment are made and any concerns over progress are discussed as part of this process. The head teacher, SENCO and LSA are responsible for monitoring the effectiveness of intervention strategies and these are also reviewed at least once a term.

Subject co-ordinators are responsible for ensuring that work is planned and delivered at an appropriate level and both the SENCO and LSA are available to offer support with this in relation to children with special educational needs.

What training do staff have in relation to the needs of pupils at Donnington Wood?

All staff have clear job descriptions which clearly detail the required qualifications for each post within school. Staff are involved with regular CPD training in relation to their specific roles. Class teachers are offered support from senior staff in the areas of assessment, target setting and progress monitoring. The school SENCO is currently working towards achieving a National SENCO Award (due for completion May 2015) and regularly attends SEN update meetings offered by the local authority network.

How will equipment and facilities be provided to support pupils at Donnington Wood?

All class rooms 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. The SENCO/LSA also have a range of books and resources to support children with SEN. These resources are located within the mini-school class room and are readily available for use by all teachers and TAs to support individuals and/or groups. At Donnington Wood 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.

What are the arrangements for consulting parents of pupils and involving them in the education of their children?

At Donnington Wood, we work closely with parents and involve them fully with the education of their children.

This may include:

- * Initial visits to the school prior to transition from Key Stage 1.
- * Parents' welcome meeting with headteacher/Year 3 teaching staff.

(NB. Additional consultation may take place prior to transition if appropriate-See below)

- * Twice yearly parent/teacher meetings
- * Annual written report
- * Parental representation on governing body
- * Parent workshops and Lifelong Learning courses
- * Home/School books to exchange information and messages
- * Open afternoon and parent lunches

- * Informal meetings or contact via telephone as required
- * Homework books to keep parents in touch with their child's learning
- * Annual review of SEND provision for children with a Statement of SEN/EHC Plan.

What are the arrangements for consulting pupils at Donnington Wood and involving them in their own education?

At Donnington Wood Junior School we encourage all of our children to become active, independent learners who are fully involved with their own education. Teachers ensure that pupils are working towards targets which are appropriate to their individual levels of attainment and make sure that the children are aware of what their targets are and how they can be met. To achieve this, all lessons have clearly set out objectives for learning which are shared with children at the beginning of each session. In addition, clearly defined steps to success help children to appreciate the criteria they have to meet to be successful in their learning.

Our 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 Annual Statement/EHC Plan reviews, PeP meetings or TAC consultations.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Donnington Wood?

At Donnington Wood 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 can not be found, parents are invited to make a formal complaint, in writing, to the Chair of Governors.

The SENCO will also be available to deal with any concerns which relate specifically to the provision made for pupils with SEN.

How does the governing body involve others-including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils and in supporting their families.

The governing body, along with the head teacher, regularly monitor the provision made for SEN pupils within school. The involvement of health, social services and the support of the local authority is agreed through consultation with the SENCO and budgets are agreed to fund such support services.

The SENCO is required to submit an annual report to the governing body which outlines the provision made for SEN pupils and assesses the impact of intervention strategies currently being implemented.

There is a designated SEN governor who liaises with both the SENCO and the governing body to ensure that agreed procedures are followed and policies are updated regularly.

What are the school's arrangements for supporting pupils in transferring between phases of education?

Most children join Donnington Wood Juniors at the beginning of year 3, having transferred from the local infant school. Prior to the transition, year 2 pupils are invited to the Junior school to meet their new teachers and familiarise themselves with the school environment. Parents are also encouraged to visit the school to meet staff and discuss the arrangements for the transition between the two schools. The SENCOs from the two 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 our pastoral team if needed.

At the end of year 6, pupils transfer to one of several local secondary schools. During the summer term, pupils and their parents are invited to spend a number of sessions at their new schools. (Arrangements will vary depending on the school chosen)

Whenever possible, the SENCO will meet with secondary colleagues to ensure that adequate provision is made for pupils with special needs. Copies of provision maps, education 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 SEN pupils during the cross phase transition.