



Donnington Wood Church of England Junior School

SEN Information report 2025-26

Special Educational Needs and Disability (SEND)

"A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

(Department for Education & Department of Health, 2015, p.15)

This Special Educational Needs and Disability (SEND) information report sets out the current provision made for pupils with special education needs and disabilities at Donnington Wood C of E Junior School. The report will be updated annually to reflect changes made within the school. This document includes the following information:

- Welcome to our school - an overview of Donnington Wood CE Junior School
- Building relationships with parents and pupils from the outset.
- Transitions from Infant to Junior, to Secondary Schools, Year to year transitions
- Identification of additional needs.
- Approach to teaching and the learning environment
- Adaptations and resources used to support children
- Interventions, 1:1 or small groups, that are used throughout school
- Parent Involvement
- Pupil Voice
- Staff Training
- Outside Agencies
- Evaluating the effectiveness of the provision made for children with Special Educational Needs
- Emotional and Social Development
- Looked After Children and Previously Looked After Children
- Complaints procedure
- Governance
- Further Information

Welcome to our School

Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.



At Donnington Wood CE Junior School the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

We are a junior school with children aged between 7 and 11. There are two classes for each year group. We offer a broad and creative curriculum that is exciting, and we pride ourselves on the inclusive nature of our mainstream offer that is accessible to every child through Quality First Teaching (QFT). However, at times, some of our pupils require additional support in order to allow them to access the curriculum at an appropriate level.

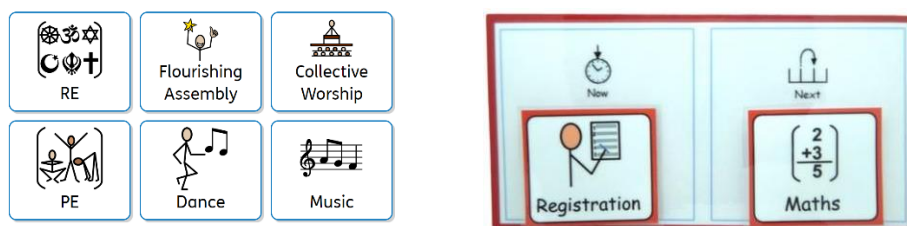
Donnington Wood CE Junior School currently has 205 children on role (March 2025) with 49 (23.9%) children currently on our SEN register that have a range of needs from universal to complex. 3 of these children have an EHCP (2.2%) with another 3 children under assessment, and 8 further children receive high level funding.

In keeping with our mission statement, we positively welcome all children. We support a range of additional needs, as described in the SEN Code of Practice catering for a wide range of Special Educational Needs and Disabilities (SEND) covering the four main areas:

	Cognition and Learning (Including Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulties (SpLD) - dyslexia, dyspraxia and dyscalculia)
	Communication and Interaction (Including Speech, Language and Communication Need (SLCN) Autism Spectrum Disorder / Condition (ASD / ASC))
	Social, Emotional and Mental Health (including Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder (AD))
	Sensory and Physical (including physical disability, hearing and/or visual impairment)

Some of our children may be experiencing difficulties from within more than one of the above categories, and those with more complex needs may have an Education, Health and Care Plan. (EHCP).

We offer support from teachers who can deliver high quality first teaching and teaching assistants who have training and expertise in a range of different areas including Speech and Language, Autism Spectrum Disorder, Cool Kids, ELSA and leading Nurture Groups. We are committed to keeping our staff up to date with teaching methods and new initiatives. We also respond to the needs of children on roll at any one time, ensuring that we can fully support them using the best strategies and systems.



Visual timetables are used in each class and some pupils have their own now and next boards.



Building relationships with parents and pupils from the outset.

We aim to begin building relationships with parents and pupils before they start school, whichever year group they are planning to join. The Deputy Headteacher - Mr Rawson - welcomes families into the school to discuss their child's strengths as well as the areas where they may need additional support prior to them starting school. Appointments can also be made with the SENDCO - Mrs Jenks.



Mr Rawson
Deputy Head



Mrs Jenks
SENDCO

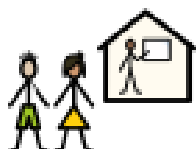
Transitions

From Infants to Juniors:



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.

Additional transition is set up for children with additional needs and this is co-ordinated between Donnington Wood Juniors and link infant schools. If you think that this is something your child would benefit from, please contact us. We also pair up with Learn Telford who have facilitated 'Moving up to Juniors' which is a parent and child transition programme in the summer term.



Transition to secondary school:

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 and we follow the agreed T&W guidelines.

The, SENCO will meet with secondary colleagues to ensure that adequate provision is made for pupils with special needs. Copies of Assess, Plan, Do, Reviews and any other relevant paperwork (including reports from external agencies) 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.

Class to Class transitions:

At the end of each school year, teachers share information with the next class teacher. All SEND records are passed on to the appropriate teacher at the beginning of the school year along with all key information. Parents can arrange to meet with their child's new teacher, should they wish to do so. Usually, transition mornings are arranged in the second half of the summer term, so that all children spend two days in the classroom which will be theirs at the start of the next academic year, and they begin to get to know their new class teacher. Children who have particular needs work on a transition booklet so they can refer to it over the school holidays.

All About My New Class


My name: _____

My new classes name: _____

My School Uniform

My Head teacher My class teacher

I will start my new class on _____



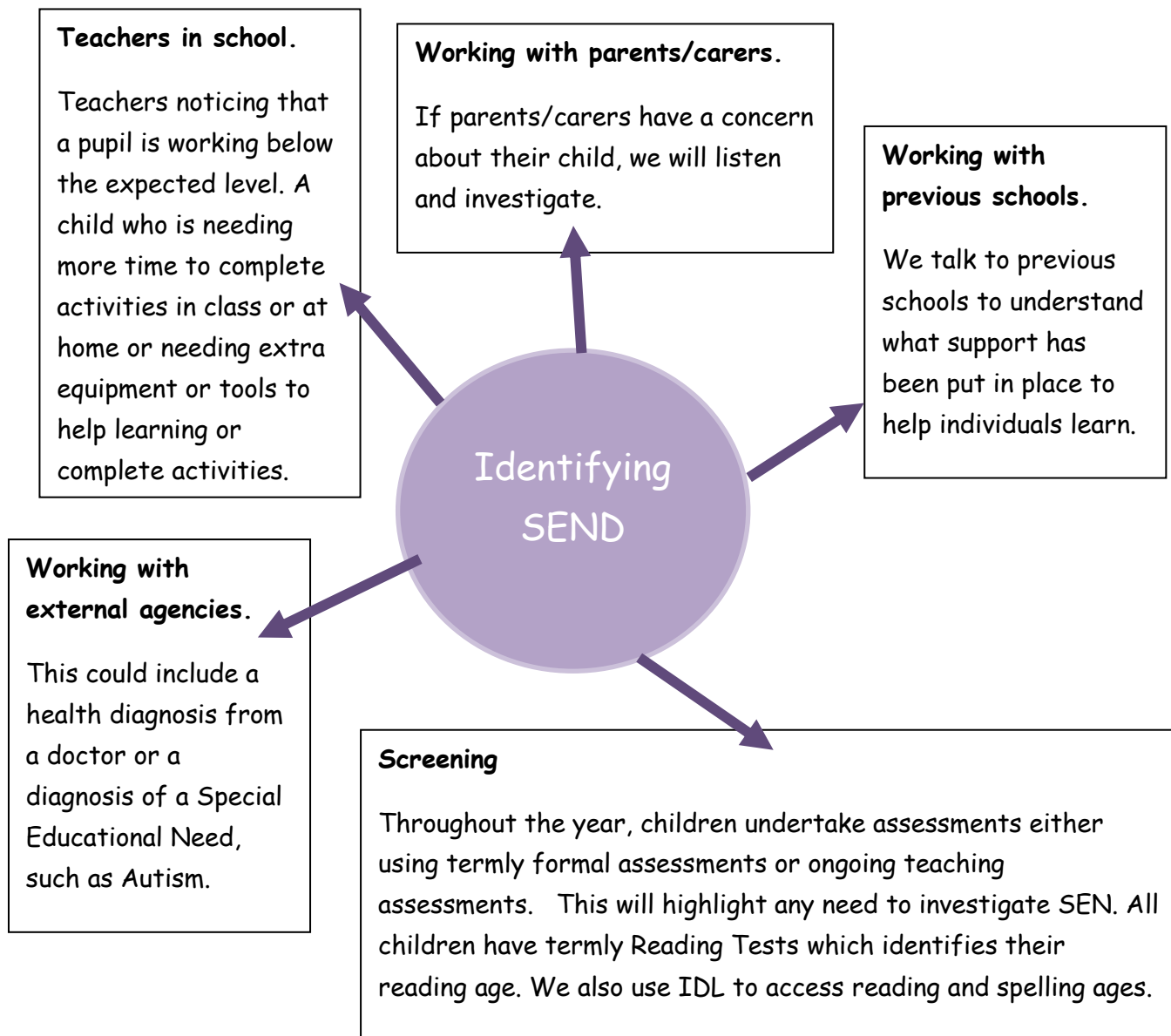
All About My New Class

Donnington Wood CE Junior School

Identification of additional needs:

Pupils are defined as having a Special Educational Need when they require provision that is additional to and different from that which is available to all pupils.





In the first instance, the SENDCo works closely with class teachers to develop strategies for supporting pupils through Quality First Teaching (QFT) and, where appropriate, small group or one-to-one support. (For more detail, please see below.) School staff regularly review all children's progress and monitor children for whom there may be concerns. With the permission of parents, those children with ongoing concerns may be referred to the appropriate agency (e.g.: speech and language therapy, occupational therapy, learning support) for more formal targeted assessment, advice, strategies and support. For some children, it will be appropriate for school to request statutory assessment for an Education and Health Care Plan (EHCP) by the LA, with the consent of parents.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.



The school's SEND policy can be found on the school's website by clicking [here](#). The school's Special Educational Needs Co-ordinator is Mrs Jenks and she can be contacted by making an appointment via the school office (phone, in person or via ParentPay) or speaking to your child's class teacher.

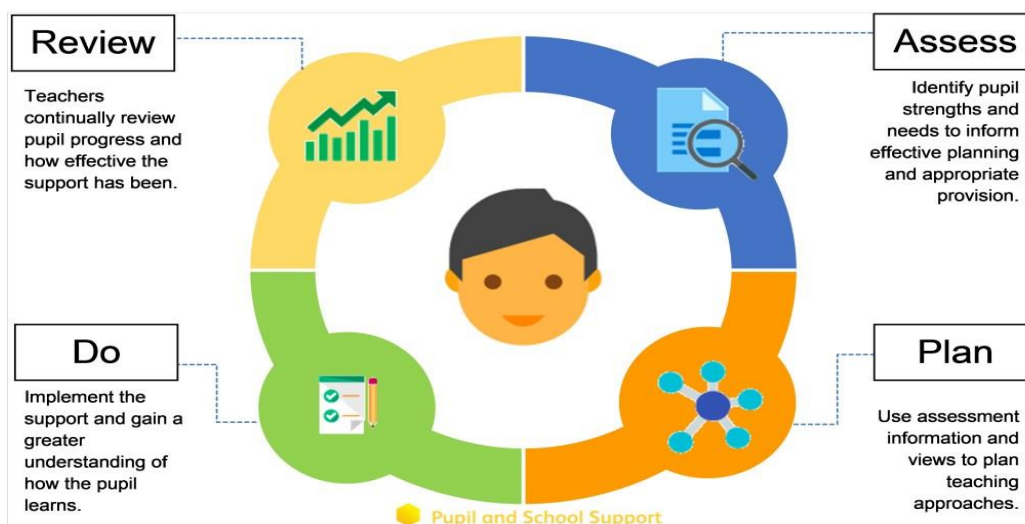


Please also see the school's accessibility plan [here](#) which covers increasing the extent to which disabled pupils can participate in the curriculum here at Donnington Wood Junior School

Approach to teaching and the learning environment:

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of assess, plan, do, review.




Teachers, pupils and the SENDCo work closely to plan an appropriate programme of intervention and support and consult with parents. Pupil progress meetings are scheduled, into the staff meeting timetable, throughout each term, allowing teachers to monitor progress and identify children requiring additional support. All teaching staff, senior leaders and the SENDCo monitor and review the progress of all children on an ongoing basis. Staff use observations, evidence in books, tracking grids and pupil voice to monitor progress and achievement.

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. We pride ourselves on Quality First Teaching (QFT) which facilitates inclusive teaching and learning for all. Class teachers are aware of the pupils, within their class, who have particular learning requirements that may potentially create barriers to learning. Where appropriate, the SENDCo works closely with the class teacher to put in place appropriate interventions and support, as outlined below in

Provision and interventions. These might include the pre- and post-tutoring of vocabulary and/or concepts to ensure the full participation of a pupil or group of pupils in particular lessons.

As stated above, for pupils who have a specific learning need, a PDR is developed with the pupil and in consultation with parents. Outcomes are identified and progress towards these outcomes is measured and reviewed each term. Where appropriate, pupils with additional needs may be referred to the relevant agencies.

 **DONNINGTON WOOD CHURCH OF ENGLAND JUNIOR SCHOOL**



Plan-Do-Review

Name: *****	Date of Birth: *****	
Year Group: *****	Class Teacher: *****	
Date: Spring Term 2024	Cycle Number: *****	
Level of support: School Based	Area of Need: Cognition and Learning	

Plan to be reviewed: 11th March 2024.

Existing support/strategies: Green wobble cushion Table organiser Goals: Individual Timer Focus groups Star reader assessment 5.1 Occasional use of Rainrow Room at lunchtimes

Plan	Do	Review
SMART Outcome? Which professional group/agency informed this target/outcome? To improve spelling score by 25% from baseline Baseline score -	SNP 3 spellings daily 15 minutes x 5 days Daily flashbacks during English	Evaluation of progress? What progress has been made, if any? What was the impact?
To access sensory support to lower his arousal with the support of an adult at least once each day	Regulation chart Timer Wobble cushions Fidget toy	
To verbalise to adults how he is feeling using the zones of regulation at least once per day.	Zones of regulation on desk Sit close to teacher/desk to encourage regular conversation with adult in class. Socially speaking intervention - Friday AM Time out space/ Quiet area	

Cool Kids Fidget Toy To print 50% of lower-case letters of the alphabet with accuracy when writing independently	Speed Up Handwriting - daily 5 mins - 5 x  Group 30 mins 1 x  Letter formation sheet - to refer to during lessons	
Support at Home Read at home at least 3 times per week Complete weekly homework activities set Encourage use of wider vocabulary during discussions Remind of rules/expectations. Use the zones of regulation at home to discuss how he is feeling. POPS (Parents Opening Doors) Calming activities sent home		

Signed: _____ (Class Teacher) Signed: _____ (SENCO)

I agree to the targets for my child:
 Signed (parent/guardian): _____

An example of a PDR

Sometimes, interventions may be used to support a child without specific difficulties but who may simply need a boost in a particular area or support to pre-empt future difficulties. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. In certain exceptional circumstances, it may be appropriate to implement a bespoke learning programme for a particular child in order to meet their specific needs. The effectiveness of provision is monitored and evaluated throughout the year. Planning and other evidence are monitored to ensure that all children with SEND are receiving a full and inclusive entitlement.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.



Adaptations and Resources used to support children

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

For those children with more complex needs, including those with an EHC plan, more specialised and individual support is offered through our inclusion-hub. This allows those children most in need of support to work in small groups with a high staff-pupil ratio to meet specific learning targets.

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



Some of the visual prompts and resources that the children are encouraged to access independently throughout the day and some examples of where they are being used.

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

We are regularly adding to the range of resources specifically designed to support children with SEND. Pupils currently have access to:

- Writing slopes
- Ergonomically designed pencils and pencil grips
- Different styles of scissors
- Coloured overlays
- Handled rulers
- Wobble cushions
- Lap weights
- Gross and fine motor skills equipment
- ICT resources, including iPads, tablets and laptops
- Toolboxes for the children to access independently in lessons
- Fiddle toys
- Chew toys



Wobble Cushion



Lap Weights



Coloured overlays

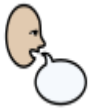


Chew toys



Chair Bands

Interventions, 1:1 or small groups, that are used throughout school.



Typically, areas of concern might include maths, reading and writing, but also include broader developmental areas such as speech, language and communication and physical coordination, many of which may also have a secondary impact on learning.

Examples of interventions we use in school:

- Read Write Inc (integrated phonics programme)
- Fresh Start Read Write Inc (KS2 integrated phonics programme delivered in age-appropriate format)
- Pre- and post-teaching of vocabulary and/or concepts where appropriate
- Literacy Pathway intervention - Targeted Reading Intervention Programme (TRIP)
- SNIP Spelling Programme
- Cool kids (physical co-ordination, confidence, listening and following instructions and focus)
- Socially Speaking (language and communication)
- Speed Up handwriting
- Auditory Memory programme (also helps with attention and listening skills)
- Widget vocabulary support
- IDL support for English skills
- Dynamo maths
- ELSA
- Sensory Support - Sensory Circuits and Sensory Room
- Use of the Rainbow or Sunflower Rooms as a safe space
- Talk Boost
- Colourful Semantics
- Fine Motor



Some of the interventions taking place throughout the school.



Sensory Room

A recent addition to our provision is a sensory room, which children access as part of their provision. Furthermore, some children have scheduled movement breaks through sensory circuits, where they engage in various activities designed to calm, alert, and organize them.



Parent Involvement

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

Arrangements for consulting with parents of children with SEND include half termly tea and talk sessions with specific SEND focus. We also work in partnership with charity organisations such as Parents opening Doors (PODS) to offer support groups for our parents.



Building on the relationship between school and families, we value the opinions and input of parents; a questionnaire is conducted annually to obtain feedback from parents.

On a more personal level, the progress and needs of individuals are discussed with class teachers on a termly basis; these discussions may form part of parent consultation meetings; or via the review of a child's personalised learning plan (PLP); sharing reports from external agencies; or other informal meetings.

Parents of children with SEND will also be offered:

- Termly parent/teacher meetings where Plan Do Review targets will be reviewed and shared.
- Annual review of SEND provision for children with an Education, Health Care Plan.
- Informal meetings or contact via telephone as required
- Parent workshops offered by Telford learn (family learning)

If you, as parents, have a concern, please talk to us. In the first instance, it may be useful to speak to the class teacher; if you wish to speak with the SENDCo, you may make an appointment via the school office or send a message via ParentPay.



We also recognise that having a child with additional needs can be challenging at home, we offer support to our families through the Early Help Process. For more information, please see the attached leaflet.

[donnington-wood-junior-early-help-offer.pdf \(wordpress.com\)](#) Or contact Miss

Ganderton via the school office. Alternatively, information can be found n

the school website at: [What is early Help? - Donnington Wood Church of England Junior School](#)



Pupil Voice

At Donnington Wood Junior, we encourage the opinions of our pupils and allow regular opportunities for the children to discuss their learning within different subjects. When completing a personalised

learning plan, pupils are invited to comment and reflect on their own learning and the support in place. This is empowering for the children, as they learn to take responsibility for their own learning and develop valuable self-awareness.

Children are regularly invited to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

Our school council meets regularly to share ideas and contributes the views of pupils to decisions made within school.











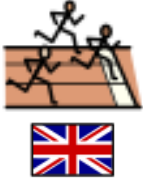


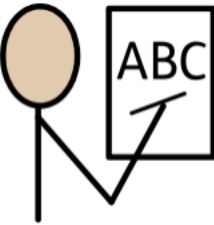


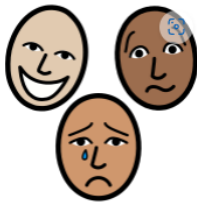



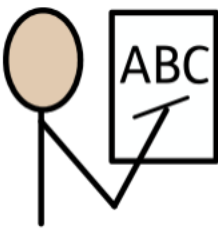

Staff Training

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 SENDCO and the Assistant Head

for Inclusion both hold a recognised Post Graduate qualification in Special Needs and Inclusion and they regularly attend SEND 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.

Several staff at Donnington Wood Junior School hold a basic or paediatric first aid certificate. Regular training in the delivery of English (particularly for writing, phonics and grammar) and mathematics has been available to teachers and teaching assistants. Many of our staff have also attended a wide variety of courses, received training, or worked with the relevant agencies, in the following areas:

				
RWI Phonics	Making Sense of Autism	Attachment	Cool Kids	Behaviour as Communication

				
Speech and Language	Complex Needs training (as and where needed)	Specific Learning Difficulties	Racing to English	Talk Boost
				
Precision Teaching	SNIP spelling	De-escalation	Sensory needs	Future in Mind
				
Targeted Reading Intervention Programme (TRIP)	Nurture support ELSA Emotional Literacy Support	Emotion Coaching	Target Spelling Intervention Programme	Colourful Semantics

In addition, our teaching assistants receive training on the delivery of specific speech and language programmes following the assessments of children from the Speech and Language team.



Outside Agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include (but is not limited to):

- Learning Support Advisory Teachers (LSAT)
- Speech and language therapists (SALT)
- Educational psychologists (EP)
- Occupational therapists (OT)
- Bedazzle (Social, Emotional and Mental Health Support)
- GPs or paediatricians
- School nurses

- Education Mental Health Practitioner
- Beanstalk Readers
- Bee U 0-25 Emotional Health and Wellbeing Service (formerly known as CAMHS)
- Education welfare officers
- Strengthening Families Practitioners
- Social services and other LA-provided support services
- Voluntary sector organisations (Such as PODS - Parents Opening Doors)
- Inclusive Schools Forum (ISF)
- Fair Access Panel (FAP)
- Sensory Inclusion Service (SIS)
- Behaviour support (BSAT)
- Linden Centre for behaviour support
- Virtual School

Details of these services are available through Telford and Wrekin's 'local offer' which can be found here: <http://www.telfordsend.org.uk/>



Evaluating the effectiveness of the provision made for children with Special Educational Needs.

Standards of teaching and learning across the school are monitored by the head teacher and SLT 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 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 are available to offer support with this in relation to children with special educational needs.

To ensure we are considering all needs, senior leaders in the school meet regularly to 'triage' behaviour, pastoral, safeguarding and SEN needs.



Accessibility

Donnington Wood Junior is situated on one level with all classrooms accessed from both the playgrounds and from inside of the school.

Where pupils have additional needs, they will receive support to ensure access to the full curriculum, through appropriate teaching strategies, specialist equipment and/or human resources. The whole curriculum is planned to be multi-sensory to support children's differing learning styles.

Care is taken to ensure that all children have access to school trips, with support assistants accompanying pupils where appropriate; likewise, extra-curricular activities are encouraged for all pupils, with a suitable adult-pupil ratio in place. Class teachers liaise

with coaches to ensure continuity of care and support during extra-curricular activities. Risk assessments are carried out.

All our extra-curricular activities are available to all our children, including our before-and after-school clubs. We are mindful to offer a range of different clubs that appeal to a broad spectrum of children including those with SEND.



All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. as well as being encouraged to apply for roles of responsibility in school e.g. school council, playground buddies etc. No child is ever excluded from taking part in these activities because of their SEN or disability.



Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.

Emotional and Social Development



Supporting Social, Emotional and Mental Health (SEMH) is a key priority for us here at Donnington Wood Junior School. Forming part of a whole school approach, the JIGSAW and No Outsiders programmes are used to help children discuss their social learning and share their ideas with their classmates. School also holds regular "anti-bullying" assemblies. E-safety is actively promoted as part of the school curriculum.

Children are encouraged to share any worries they have with member of the teaching staff,

The school's code of conduct is based on the Christian values of Friendship, Hope and Perseverance, and they are actively promoted within school and throughout the curriculum.

The SEND and pastoral team work closely to ensure the correct provision is in place for each individual child who experiences difficulties with their mental health. This is outlined further in our Mental Health and Wellbeing Policy. Our pastoral support team has dedicated time each week to work with individuals and small groups: the aims include improving self-esteem, confidence and emotional wellbeing.

We work closely with outside agencies to support the children's emotional and mental health. Ben, from Bedazzle and Sarah Partington, an Educational Education Mental Health Practitioner work with specific children and their families to increase support and information around mental health in school.



Miss Ganderton
Assistant Head of
Inclusion



Mrs Billingham
Behaviour
support



Mrs Rutherford
Emotional
Literacy
Assistant



Mr Ben Cole
Bedazzle

Looked After Children and Previously Looked After Children

Mr Fox and Miss Ganderton are the designated teachers for looked-after children and previously looked-after children here at Donnington Wood Junior School.

We work together to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

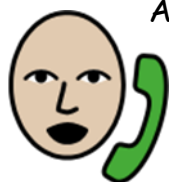


Mr Fox
Headteacher



Miss Ganderton
Assistant Head of Inclusion

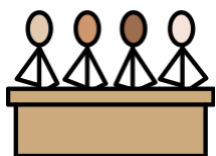
Complaints Procedures



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 cannot 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 SEND.



Governance

The governing body, along with the head teacher, regularly monitor the provision made for SEND 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 SEND pupils and assesses the impact of intervention strategies currently being implemented.

Mr Jones is the dedicated SEND governor who liaises with both the SENCO and the governing body to ensure that agreed procedures are followed and policies are updated regularly.



Further Information

This report is part of the Telford and Wrekin 'local offer' which provides information about education, health and social care services in Telford and Wrekin. The local offer can be viewed here:

<http://www.telfordsend.org.uk/>



The SEND policy for Donnington Wood Junior School can be viewed here: [dwj-send-policy-2024-2025.pdf](#)

The Special Educational Needs and Disability Code of Practice can view ed here:

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

For any other queries regarding SEND, please contact the SENDCo at 01952 386660 or via ParentPay.