

Donnington Wood C of E Junior School



"The ones who plant and the ones who water work together as a team with the same purpose." 1 Corinthians 3:8

Special Educational Needs and Disability (SEND) Policy

Date policy amended: **Summer term 2025**

Next review date: **Summer term 2025**

Our School Vision

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.

Our Mission (INTENT)

At Donnington Wood CE Junior School we will

- put the safety of everyone as a priority so we can work in **trust** and **peace**.
- encourage everyone to understand the true meaning of **friendship**, **fellowship** and community by acting with **humility**, **compassion** and in **service** to each other.
- be inclusive so everyone is valued and respected and where **tolerance** and diversity are celebrated.
- seek out every opportunity to ensure that all of us flourish in all that we do, developing **wisdom** and **creativity**, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.
- empower pupils and adults to develop **hope** and **perseverance**, so that they are able to engage/explore the challenges of school and the wider world.
- nurture the spiritual development of our school **fellowship**, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.
- champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (**justice**).

CONTENTS:**PAGE NO:**

Defining Special Educational Needs and Disabilities	4
Principles and Aims of the Policy	5
Admission Arrangements	5
Working in Partnership with Parents	6
Pupil Participation	6
Educational inclusion	7
Assessment	7
External Support	8
Funding	8
Resources	9
Allocation of resources	9
Transition Arrangements	10
The role of the Special Educational and/or Disability Needs Coordinator (SENDCO)	10
Class teacher responsibilities	11
The role of the TAs	11
Staff Professional Development	12
Dispute Resolution	12
Confidentiality and General Data Protection Regulations	12
Links	12

Special Educational Needs and Disability (SEND) Policy

Defining Special Educational Needs and Disabilities

As defined in the Special Educational Needs and Disability Code of Practice 0-25
(Published January 2015):

"A child or young person has SEN 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"

We recognise there is a wide spectrum of SEND covering the four main areas of need:

	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 Anxiety, Depression, Withdrawal, Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder (AD))
	Sensory and Physical (including physical disability, hearing and/or visual impairment)

Principles and Aims of the Policy

- To provide information to governors, teachers, support staff and parents about the school's philosophy and practice in relation to pupils with special educational needs and/or disabilities.
- To create an environment that meets the special educational and/or disability needs of each child.
- To ensure that the special educational and/or disability needs of children are identified, assessed and provided for.
- To integrate children with additional needs, taking into account the needs of the individual, the needs of other children and the efficient use of resources.
- To enable all children to have full access to all elements of a broad and balanced curriculum and participate in all areas of school life.
- To work in partnership with the child and their family.
- To ensure close co-ordination and co-operation between staff and other professional agencies (such as Learning Support Advisory Teachers, Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Social Services, Health Authority agencies etc) in order to fulfil our responsibilities towards the individual child.
- To assess, monitor and review the child's progress carefully and to keep records of the 'Assess, Plan, Do, Review' cycles and teaching strategies which facilitate progress.
- To support children with educational needs to ensure the efficient use of resources and review teaching styles and strategies.

Admission Arrangements

Our admissions procedures are fully in line with the LA Policy and the school's agreed admissions policy. Each case is considered individually, in consultation with the parents and/or the LA to provide the optimum outcome for the child, and we admit pupils who are already identified as having special educational needs, both with or without an EHCP. An assessment of the school's premises may be required to ensure suitability for any prospective SEND children; this may be an ongoing assessment as a child with SEND moves up school. We work closely with parents and professional agencies to meet the child's special educational needs. We ensure continuity of provision through liaison with pre-school settings and staff from other schools, where necessary.

Working in Partnership with Parents

We acknowledge that the parents hold key information and have a crucial role to play in the education of their child. We actively encourage parents to make an active contribution to their child's education. At all stages, the school keeps parents fully informed and involved taking account of the wishes, feelings and knowledge of parents in the following ways:

- The progress of children with special educational needs or disability is discussed between parents and class teachers twice a year at parent consultations.
- Open door policy, so parents can speak to the Class Teacher and/or SENDCO about any concerns or for advice
- Termly drop-in sessions for parents to form relationships with the SENCO and each other
- Giving out Advice Leaflets on how parents can support their child's learning at home and guidance as to SEND procedures and practice
- Plan, Do, Review learning plans (PDRs), identifying a child's specific targets and support (termly)
- Annual Reviews for children with EHCP's
- Termly newsletters giving updates on the school's and the local offer
- Weekly drop-in sessions where parents can come and discuss any concerns

Parents can view the school offer within the SEND Information Report and the SEND Policy on the website. [dwj-information-report-25-26.pdf](#) [SEND OFFER \(Special Educational Needs and Disability\) - Donnington Wood Church of England Junior School](#)

The Governing Body conform to the requirements of this document as stated in the Special Educational Needs and Disability Code of Practice 0-25 (published Jan 2015), section 6.79

Please note that parental permission is always sought before the child is referred to any outside agency.

Pupil Participation

All children in our school are encouraged to share in the monitoring of their work and in evaluating their progress. Their views are sought when writing and reviewing the targets on their Plan Do Review and participate in writing their SEND Pupil Profile. For children who have an EHCP, their targets will reflect work objectives set by outside agencies involved in the provision made for the child and will be linked to the

objectives of the plan. Children will be asked to express their views during the Annual Review and other processes.

Educational Inclusion

'Every teacher is a teacher of every child or young person, including those with SEN'
(Code of Practice January 2015)

Through appropriate provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences
- may require adaptation to the environment

Staff respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, and to take part in learning.
- Teaching may be in a group or on an individual basis and where appropriate by withdrawal or in the classroom.
- Teaching may involve the use of extra resources, manipulatives, visual prompts or arrangements that support the needs of the children.

Assessment

The class teacher and the SENDCO assess, track and monitor the children's progress in line with existing school practices. This is done on a termly basis when formal conventional assessments have been completed. Plan Do Reviews (PDRs) are also reviewed termly; progress is measured against Specific, Measurable, Achievable, Realistic, Timed and Agreed (SMARTA) targets. With appropriate guidance from teaching and/or support staff, pupils take an active, central role in the setting of new targets as well as the review of these targets.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the

assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. This may include Progression Documents for pupils with complex needs; Pre-Key Stage Standards for children working significantly below the expected standard of the National Curriculum; SMARTA targets on PLPs for children on the SEND register; SMARTA targets and long-term objectives on detailed PDRs for children with EHC and ISP Plans. Assessments are quantitative and qualitative, where appropriate.

The teacher works closely with parents, the child and the SENDCO to plan an appropriate programme of intervention and support.

In line with the revised Code of Practice (September 2015) the school has adopted the Graduated Response for children with Special Educational Needs or Disability. This enables the school to decide whether a request for ISF funding or a request for an assessment for an EHC plan is appropriate:

- Request for Statutory Assessment may be initiated by the school with a view to developing an Educational Health Care plan (EHC plan). Parents are actively involved and supported in this process.
- The Local Authority (LA) considers the need for statutory assessment and can order multi-disciplinary assessment. It may then issue a formal EHC plan.
- The LA seeks a range of advice before making a formal decision. The needs of the child are considered to be paramount in this.

External Support

The school, when necessary, will consult with specialist teachers, the Behaviour and Learning Support Service, educational psychologists and advisers to provide for the needs of the children. The school also works in close partnership with the LA which provides information about the range of services locally available.

Funding

A few pupils will experience special educational difficulties that will require additional resourcing. These pupils will have an Education and Health Care Plan (EHCP) and the school will receive some additional resources to provide for these needs. Other children may access funding through the Inclusive Schools Forum (ISF).

The allocation of funding received for pupils who do not have an EHCP will be based on the response to their needs at the discretion of the governing body in collaboration with the Head and Special Educational Needs Co-ordinator.

Where it is felt that a child does not need an EHCP but may need access to some extra funding (additional to the £6000 notional budget), the SENDCo may consider an application to the Inclusive School Forum. 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 provided.

Resources

There are substantial resources, including ICT, which are used in every classroom as part of our normal classroom practice. We also have additional resources used for interventions taking place outside the classroom such as:

- Sensory Circuit resources
- Speed up / Write from the start handwriting resources
- TalkBoost
- Phonics
- Max's Marvellous Maths
- NCTEM Number Sense
- Colourful Semantics
- ELSA
- Targeted Reading Intervention Programme (TRIP)
- SNIP spelling

Allocation of Resources

- Equipment and other resources are available to all staff.
- TA time is allocated to the individual needs of children with an EHCP, ISF and those children with more complex needs
- TA time is allocated to work with pupils on specific programmes as required by the intervention timetable.
- TA time is allocated to assist the class teacher in meeting the Special Educational Needs of pupils within the class.

The allocation of funding received for pupils who do not have an EHCP or access to ISF will be based on a graduated approach to their needs at the discretion of the Headteacher and SENDCo. The school is allocated a specific allowance of money for SEND. Most of it is used to provide additional hours for the TAs as best to support the children through Quality First Teaching in the classroom.

Transition Arrangements

Provision for smooth transition from year 2 to year 3 is in place; the SENDCO and/or the class teacher meets with the year 2 staff at Donnington Wood Infant School prior to the child attending school. Parents are also invited to meet with the SENDCO and/or class teacher.

The SENDCO and Assistant Head Teacher for Inclusion also attend any relevant Early Help meetings for SEN children in the summer term.

Provision for smooth transition to secondary school is in place. This involves SENDCO's from secondary schools meeting with the Year 6 class teacher, SENDCO, Assistant Head Teacher for Inclusion, child and parents at an appropriate point within the child's final year. Support assistants from the secondary schools are also invited to attend and are encouraged to spend some time with the child. In the Summer Term, the children are given the opportunity to spend a morning with their new class and teacher. In addition, the teachers will have a meeting to ensure a smooth transition from year-to-year group.

For transition to our school from other schools at other times within the primary school calendar, parents are encouraged to share any concerns or information pertaining to SEND, so that adequate provision is in place from the first day. A transition meeting may be appropriate.

The role of the Special Educational and/or Disability Needs Coordinator (SENDCO)

The SENDCO at Donnington Wood CE Junior School is Mrs Joanne Jenks who holds the National Special Educational Needs Coordination Award (NASENCo). The SENDCO is responsible for:

- Ensuring all statutory duties are met with regards to SEND.
- Keeping up to date with current legislation.
- Managing the day-to-day operation of the policy.
- Co-ordinating the provision for and managing the responses to children's special needs and disability.
- Supporting and advising colleagues.
- Attending Continued Professional Development (CPD) and contributing to staff CPD in school to ensure the SEN needs in school are being met.
- Maintaining the school's SEND register.
- Contributing to and managing the records of all children with special educational needs or disability.

- Managing the school-based tracking and assessment and completes the documentation required by outside agencies and the Local Authority (LA).
- Liaising with parents with regard to SEND.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Liaising with external agencies and other support agencies.
- Monitoring and evaluating the special educational needs provision and reporting to the governing body, working alongside the SEND governor.
- Managing a range of resources, people and material, linked to children with special educational needs or disability.

The Class Teacher is responsible for:

- Identifying children with special educational needs
- Assessing children's needs and creating bespoke targets for the children's interventions
- Liaising closely with teaching assistants and HLTA's through effective communication
- Planning and delivering an adapted curriculum according to the needs of the children in their care
- Monitoring progress
- Discussing children's progress with parents

The role of teaching assistants:

- To work as part of a team, supporting children with special educational needs in school
- To help the child with special educational needs benefit from all the activities undertaken by the other children in the class, depending upon the difficulties experienced by the child
- To support the delivery of the curriculum as requested by the class teacher
- To respond to tasks which they have supported in a way that informs future planning
- To assist in producing support materials for the benefit of children with special educational needs
- To ensure a consistency of approach and methodology between the experiences offered by the class teacher
- To support children in the classroom
- To support any concerns they have about the children, their progress or their work to the class teacher, Special Educational Needs Co-ordinator or Head Teacher as soon as possible

- To monitor behaviour as soon as possible and record any incidents on CPOMs
- To support the child as a member of a collaborative group and to help develop social and organisational skills
- There will be occasions when it is necessary to attend training as part of continued professional development

Staff Professional Development

The SENDCO attends appropriate courses to enable them to keep up to date with developments in special educational needs and identifies staff to attend appropriate training so they can support the children in their class.

The SENDCO attends a local SEN group meeting every half term.

Training for teaching and teaching assistants is arranged in response to meet the needs of the children in the school.

Dispute Resolution

Any parent who is dissatisfied with any aspect of SEND provision should first seek to discuss this with the class teacher or SENDCO or in the second instance, with the headteacher. Appointment can be made through the school office. If concerns remain, the governor with responsibility for SEND will bring the dispute to the attention of the governors, if appropriate. The Governor can be contacted, in confidence through the school.

Confidentiality and General Data Protection Regulations

In line with our confidentiality policy, all information about children with SEND is treated accordingly. SEND information is stored securely on the school system in a password-locked folder and only accessible to the Senior Leadership team. Hard copies of documents are stored in a locked cupboard.

Links

It may also be useful to view the following:

- SEND page of the school website [SEND OFFER \(Special Educational Needs and Disability\) - Donnington Wood Church of England Junior School](#)
- SEND Information Report [dwj-information-report-25-26.pdf](#)
- Equality, Diversity and Inclusion Policy [equality-diversity-and-inclusion-policy-2025-2026.pdf](#)

- Accessibility plan 2024-2027 - <https://donningtonwood.com/wp-content/uploads/2024/01/dwj-accessibility-and-disability-plan-2024.doc>
- Link to Local Offer: <https://www.telfordsend.org.uk/site/index.php>
- Children and Families Act (2014) [Children and Families Act 2014 \(legislation.gov.uk\)](https://www.legislation.gov.uk)
- Equality Act (2010) [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk)