



Donnington Wood Church of England Junior School

SEN Information report 2026-27

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 year groups 4, 5 and 6 and one class for year 3. 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 177 children on role (September 2026) with 44 children (24.9%) currently on our SEN register that have a range of needs from universal to complex. 7 of these children have an EHCP (3.95%) with a further 1 child currently under assessment, and a further 6 children receiving high needs funding (3.4%).

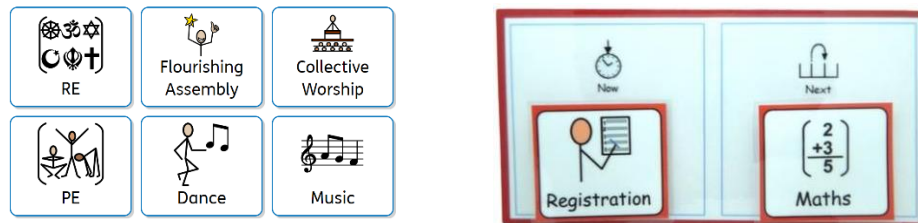
In keeping with our mission statement, we positively welcome all children. We support a range of additional needs, as described in the SEN Code of Practice catering for a wide range of Special Educational Needs and Disabilities (SEND) covering the four main areas:

	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 children may need help in more than one area. Children with more complex needs may have an Education, Health and Care Plan (EHCP).

Our teachers and teaching assistants work hard to help all children learn and succeed. They have special training to support children with different needs, including speech and language, autism, emotions and feelings, and social skills. We also run small groups to give children extra help when they need it.

We make sure our staff keep learning new skills and teaching ideas so they can give children the best support possible. We always look at the needs of the children in our school and choose the best ways to help every child learn, grow, and do their best.



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



Building relationships with parents and pupils from the outset.

We start getting to know children and their families before they join our school, whatever year group they are coming into. Mrs Jenks, our SENDCO (Special Educational Needs and Disabilities Coordinator), meets with families to talk about what their child enjoys, what they are good at, and any extra help they may need.

This helps us make sure every child has the best possible start at our school.

Mrs Jenks is available to discuss any additional needs or support a child may require. We work closely with parents and carers because we believe that working together helps children learn, grow, and thrive.



Transitions

From Infants to Juniors:



Most children come to Donnington Wood CE Junior School at the start of Year 3 after attending Donnington Wood Infants school. We know that moving to a new school can feel exciting, but it can also feel a little worrying. We work hard to make sure every child feels happy, safe, and ready to start their new adventure.

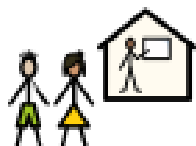
Before joining us, Year 2 children are invited to visit the school. They can meet their new teachers, explore their classrooms, and get to know the school. This helps children feel more confident and comfortable before their first day.

Parents and carers are also welcome to visit the school, meet staff, and learn more about life at Donnington Wood CE Junior School. We believe that working closely with families helps children settle in successfully.

For children who need extra support, the SENDCOs from both schools work together to make sure the move goes as smoothly as possible. Our pastoral team is also available to provide additional help and reassurance if needed.

Some children may benefit from extra visits or a personalised transition plan. These can be arranged with our local infant schools to help children become familiar with their new surroundings at their own pace. If you feel this would help your child, please contact us and we will be happy to discuss the support available.

We also work with Learn Telford, who run a "Moving Up to Juniors" programme during the summer term. This gives children and their families the chance to prepare for the move together and feel excited about starting junior school.



Transition to secondary school:

At the end of Year 6, our children move on to a local secondary school. We know that moving to a new school is a big step, so we work closely with families and the secondary schools to help make the move as easy and positive as possible.

During the summer term, children and their parents or carers are invited to visit their new secondary school. They can meet staff, find their way around the school, and learn about what life will be like there. The number of visits and activities may be different for each school, and we follow the agreed Telford and Wrekin transition arrangements.

For children with SEND, our SENDCO works closely with staff from the secondary schools to make sure the right support is in place before they start. We share important information, including support plans, reviews, assessment information, and reports from other professionals, so that the new school understands each child's strengths, needs, and the best ways to help them succeed.

Our aim is for every child to feel confident, well prepared, and excited about starting the next stage of their learning journey.

Class to Class transitions:

At the end of each school year, teachers share important information with the next class teacher to help every child have a smooth start in September. Information about children with SEND is also shared, so that their new teacher understands their strengths, needs, and the support that helps them learn best.

Parents and carers are welcome to meet with their child's new teacher if they would like to discuss any questions or concerns.

During the second half of the summer term, we hold transition days so that children can spend time in their new classroom and meet their new teacher. This gives them the chance to get to know new routines, make friends, and feel confident about moving into the next year group.

We know that change can sometimes feel a little worrying, so we do everything we can to help children feel happy, settled, and excited about the year ahead.

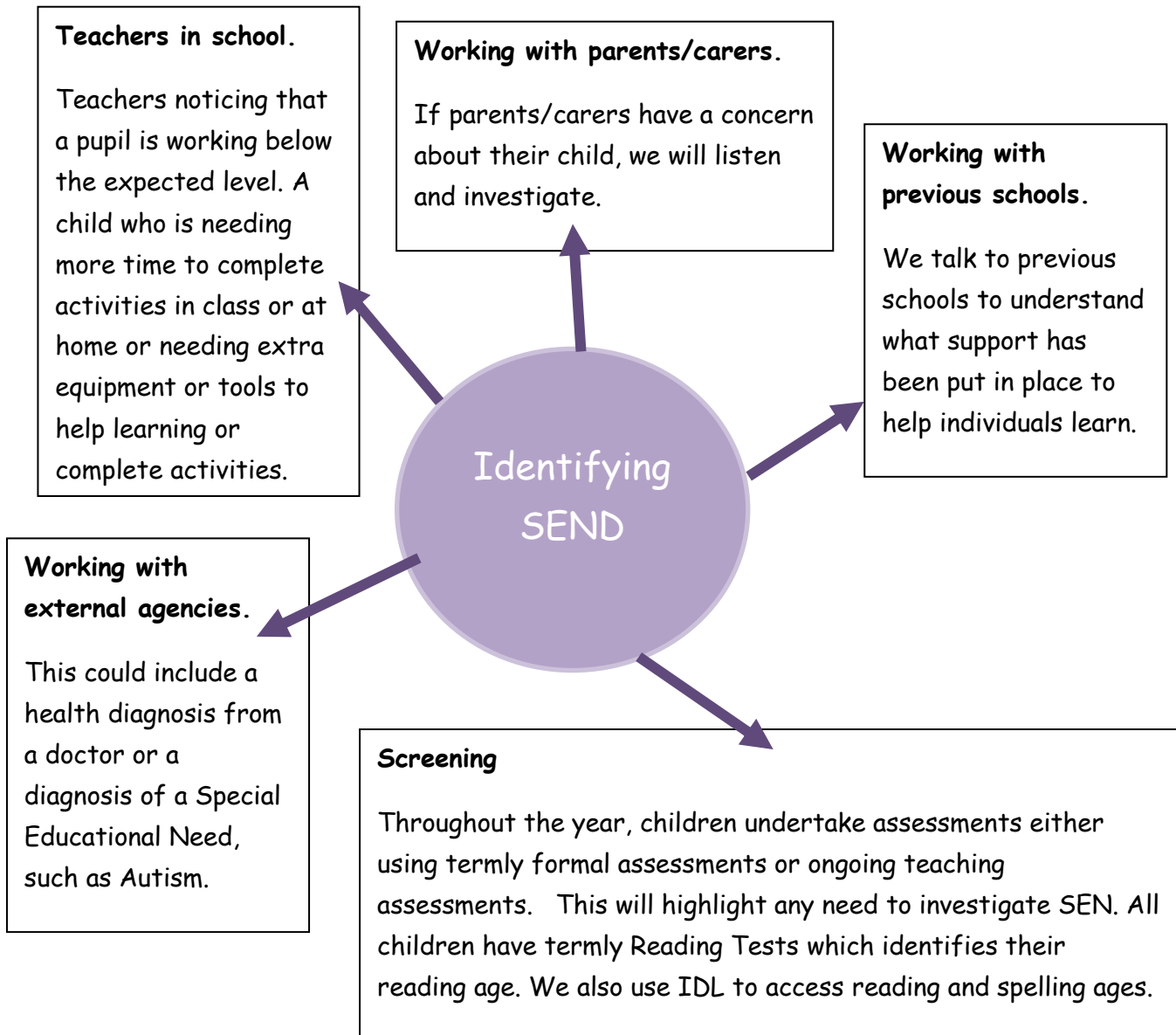


Identification of additional needs:

A child may have Special Educational Needs (SEND) if they need extra help with their learning or development that is different from, or additional to, the support given to most children in their class.



Every child learns in their own way and at their own pace. Sometimes children need extra support to help them succeed, feel confident, and enjoy learning. We work closely with children and their families to make sure they get the help they need to thrive and achieve their best.



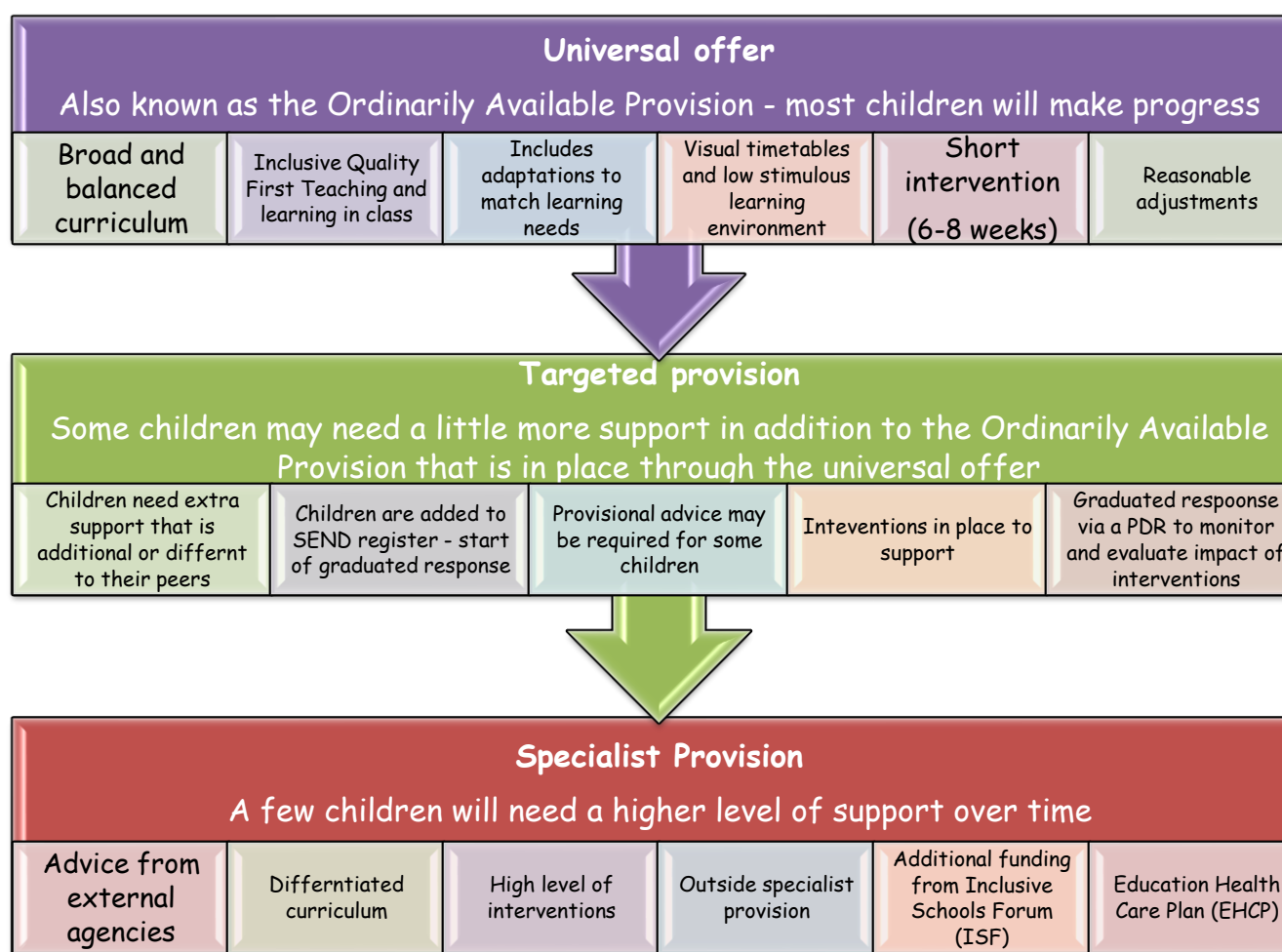
Our SENDCO works closely with teachers to make sure children get the support they need in class. We start by looking at ways to help children through high-quality teaching and, where needed, through small group activities or individual support.

Teachers regularly check how all children are learning and developing. If there are concerns about a child's progress, we will talk to parents and carers and work together to find the best ways to help.

Sometimes, with a parent or carer's agreement, we may ask for advice from other professionals. These might include speech and language therapists, occupational therapists, or learning support specialists. They can help us understand a child's needs and suggest ways to support them.

For a small number of children with more complex needs, the school and family may decide to ask the Local Authority to carry out an assessment for an Education, Health and Care Plan (EHCP). This can help ensure that the right support is in place to help the child learn, grow, and achieve their full potential.

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



We believe that working closely with families is the best way to support children and help them do their best at school.



You can also find our [Accessibility Plan](#) on the school website. This explains how we make sure that children with disabilities can take part in all areas of school life and enjoy the same opportunities as their friends. At Donnington Wood CE Junior School, we are committed to making our school welcoming, inclusive, and accessible for everyone.

Approach to teaching and the learning environment:

We use a simple step-by-step process to make sure children get the right help when they need it. This is called the graduated approach.

The graduated approach has four steps:

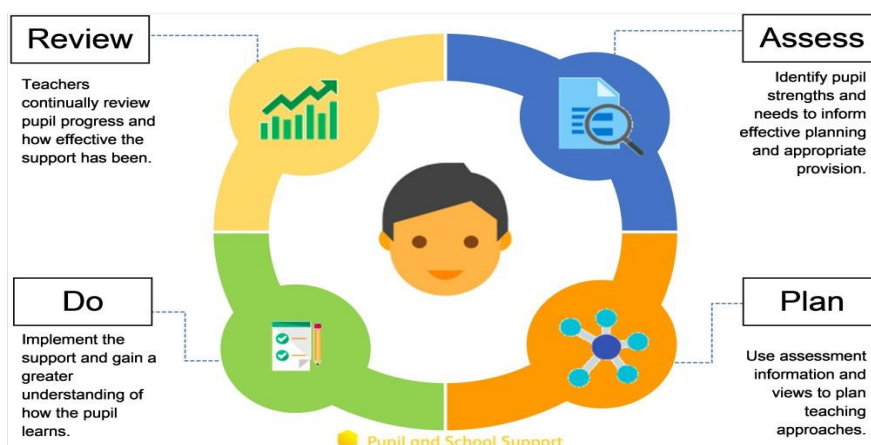
Assess - We look at what your child is doing well and where they may need some extra help.

Plan - We decide on the best support for your child and set clear goals to work towards.

Do - The support is put into place by teachers and other staff.

Review - We look at how well the support is working and talk about what to do next.

We repeat these steps as needed to make sure your child is getting the right support at the right time. We work closely with parents, carers, and children throughout the process so that everyone can help your child learn, grow, and succeed.



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.

Plan-Do-Review

Name	*****	Date of Birth	****
Year Group	*****	Class Teacher	****
Date	Spring Term 2024	Cycle Number	1
Level of support	School Based	Area of Need	Cognition and Learning

Plan to be reviewed: 11th March 2024.

Challenging support/Interventions: Green wobble cushion Task organiser Edible Individual Timer Focus groups Star reader assessment 1:1 Occasional use of Rainbow Room at lunchtimes
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Plan	Do	Review
SMART Outcome? Which professional group/agency informed this target/outcome? To improve spelling score by 25% from baseline Baseline score -	What intervention? What level of support? How often will this happen and for how long? Who will do this? SDP 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 abc Group 30 mins 1 x abc 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 PODS (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

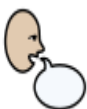


Chew toys



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:



Some of the interventions taking place throughout the school.

Specialist Interventions:

Some children may need extra support from specialist professionals to help them with their emotional wellbeing, communication, learning, or sensory needs.

We work closely with three external specialist providers who offer therapeutic support for children in school. These services provide targeted support to help children develop confidence, manage their emotions, improve their wellbeing, and overcome barriers to learning.

School staff work closely with these specialists to ensure that support is tailored to each child's individual needs and that strategies can be used consistently throughout the school day.

By working together with families and specialist professionals, we aim to make sure that every child receives the support they need to thrive, feel successful, and enjoy school.



Some children may be working at a level that is significantly below others of the same age. To help us understand their progress and plan the right support, we use the Bridge Assessment Framework to closely monitor their learning and development.

These children may sometimes work in smaller groups and follow learning activities that focus on earlier skills and knowledge. This allows them to learn at the right level, build confidence, and strengthen the important foundation skills needed for future learning.

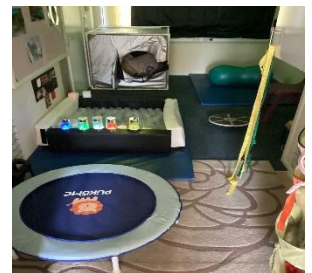
We use practical, hands-on activities wherever possible to help children develop their communication, independence, literacy, numeracy, and social skills. Our aim is to help every child make progress from their individual starting points and experience success in their learning.



Sensory Room

We have a sensory room where children can go if they need some quiet time. It is a calm and safe space that helps children relax, manage their feelings, and get ready to learn.

Some children also join in with sensory circuits during the school day. These are fun movement activities that help children feel calm, focused, and ready for learning. They can also help children take part more easily in lessons and other school activities.



Parent Involvement

At Donnington Wood, we know that parents and carers know their children best. We work closely with families to make sure they are involved in their child's learning and support.

We regularly invite parents into school to learn alongside their child, attend workshops, and take part in support sessions. These sessions provide helpful advice and simple strategies that can be used at home. We also work with professionals, such as the Learning Support Advisory Teacher (LSAT), Educational Psychologist (EP), School Nurse, and Behaviour Support Team, who can offer advice and support to families when needed.



We value the views of parents and carers and encourage them to share their thoughts and ideas. We gather feedback through questionnaires and regular conversations. We keep parents up to date through parents' evenings, reviews of Personalised Learning Plans (PLPs), reports from outside agencies, and informal discussions throughout the year.

Parents and carers of children with SEND are offered:

- Termly Plan, Do, Review meetings to talk about progress and agree next steps.

- An annual review for children with an Education, Health and Care Plan (EHCP).
- Phone calls, meetings, or support from school staff whenever it is needed.
- Opportunities to attend parent workshops and family learning sessions.

If you have any worries or concerns about your child, please speak to their class teacher first. If you would like to talk to the SENDCo, you can arrange an appointment through the school office or on Arbor.

We are always happy to listen, answer questions, and work together to help your child do their very best.



We know that having a child with additional needs can sometimes be challenging. We are here to support families as well as children and will work with you to find the right help when it is needed.

Our Early Help offer provides advice, guidance, and practical support for families. This can help you access the right services and support at the right time.

For more information, please read our [Early Help Offer leaflet](#) or visit the [Early Help](#) section of our school website. You can also contact Miss Ganderton through the school office. She will be happy to talk with you about how we can support you and your family.



Pupil Voice

At Donnington Wood Junior School, we listen to our pupils and value what they have to say. Children have regular chances to talk about their learning, celebrate their successes, and share any worries or support they may need.

As part of their Personalised Learning Plan (PLP), children are encouraged to talk about their targets, the progress they are making, and the support that helps them. This helps children to understand their learning and take an active role in reaching their goals.



Children are regularly encouraged to:

Share their views about their learning and support.	Talk about what they are proud of and what they would like help with.	Help set and review their learning targets.	Share their ideas through class discussions and pupil voice activities.	Contribute to the School Council and help make decisions about school life.

Our School Council meets regularly to share ideas and make sure that children's voices are heard. Members of the School Council talk about ways to improve our school and share the views of their classmates. This helps children play an active role in school life and contribute to decisions that make Donnington Wood Junior School an even better place to learn.

We believe that every child should feel heard, valued, and involved in their learning journey.

Staff Training

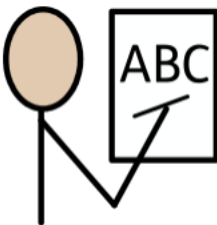


All staff receive regular training to help them support children and carry out their roles well. Our SENDCo and Assistant Headteacher for Inclusion have specialist SEND qualifications and regularly attend training to keep their knowledge and skills up to date.

Teachers and teaching assistants take part in ongoing training in areas such as SEND, reading, phonics, writing, and maths. They are also supported by senior leaders and the SENDCo to help make sure every child gets the support they need to be successful.

Several members of staff hold First Aid or Paediatric First Aid qualifications. Staff also work closely with specialist services and attend a wide range of training to develop their knowledge and skills in supporting children with different needs, including:

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)	ELSA Emotional Literacy Support	Emotion Coaching	Target Spelling Intervention Programme	Colourful Semantics

In the last year, we were delighted to be nominated for the National Attachment Research Community (ARC) Alex Timpson Attachment Awards in recognition of our commitment to relational and attachment-aware practice. We were incredibly proud to be named the National Primary School Winner for 2026.

This award celebrates the caring, inclusive culture we have created and reflects our commitment to ensuring that every child feels valued, understood, and supported. We strive to provide the encouragement, care, and opportunities that all children need to thrive and achieve their full potential.



Outside Agencies

Sometimes we need extra help to make sure our pupils receive the right support. When needed, we work closely with a range of external professionals and services to support children with SEND and their families. These specialists provide advice, assessments, and targeted support to help us meet each child's individual needs.

These services may include, but are 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
- Oyster Interventions (Play Therapy)
- Wren Support (Play Therapy, Articulate)
- Bee U 0-25 Emotional Health and Wellbeing Service (now known as CAMHS)

- Education welfare officers
- Family Hubs 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 are regularly checked by school leaders to make sure all pupils are making good progress. Children's learning is assessed throughout the year, and any concerns are discussed so that the right support can be put in place.

The Senior Leadership Team, including the SENDCo, regularly reviews the support and interventions in place to make sure they are helping children achieve their best. Subject leaders and the SENDCo also work with staff to ensure learning is matched to pupils' needs.

To make sure all children receive the support they need, school leaders meet regularly to discuss pupils' learning, wellbeing, attendance, behaviour, safeguarding, and SEND needs. This helps us identify any concerns early and put the right support in place.



Accessibility

Donnington Wood Junior School is all on one level, making it easy for children to move around the building and access all areas of the school.

We are committed to making sure that every child can take part in all aspects of school life. When needed, children are provided with additional support, specialist equipment, or adapted teaching to help them access learning. Lessons are planned to use a range of practical and hands-on activities to support different learning styles.

We want all children to enjoy the opportunities that school has to offer. School trips, visits, clubs, and after-school activities are open to all pupils, and support is provided where needed to help children take part safely and successfully. We offer a wide range of clubs and activities to ensure there is something for everyone, including children with SEND. Risk assessments are completed where appropriate to ensure all children can participate safely.

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



At Donnington Wood Junior School, supporting children's social, emotional, and mental health is an important part of school life. We use a whole-school approach to help children feel happy, safe, and ready to learn.

Children take part in the Jigsaw and No Outsiders programmes, which help them learn about feelings, friendships, respect, and belonging. These sessions give children opportunities to share their thoughts, discuss important topics, and learn from one another. We also hold regular anti-bullying assemblies and teach children how to stay safe online through our e-safety curriculum. We encourage children to talk to a trusted adult if they have any worries or concerns. Our staff are always available to listen and help.

Our school values of Friendship, Hope, and Perseverance are at the heart of everything we do. These values help children build positive relationships, develop confidence, and show kindness and respect to others.

The SEND and Pastoral Teams work closely together to make sure the right support is in place for children who may be experiencing emotional or mental health difficulties. Our pastoral team provides support for individual children and small groups, helping to develop self-esteem, confidence, emotional wellbeing, and positive relationships. More information can be found in our Mental Health and Wellbeing Policy.



Miss Ganderton
Deputy Head for
Inclusion



Mrs Billingham
Behaviour
support



Mrs Rutherford
Emotional
Literacy
Assistant



Mrs Jones
Think Bricks
Practitioner

We work closely with a range of outside agencies to support children's emotional wellbeing and mental health. This helps us provide the right support for children and their families when it is needed.

Lisa from Bedazzle and the Educational Mental Health Practitioner (EMHP), work with individual children and families to provide additional support and advice. They help children develop positive strategies for managing their feelings, building resilience, and improving their emotional wellbeing.

By working together with specialist professionals, families, and school staff, we can make sure that children receive the support they need to feel happy, confident, and ready to learn.

Looked After Children and Previously Looked After Children

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

We work closely together to make sure that all staff understand each child's individual needs and how their experiences may affect their learning, wellbeing, and development. This helps us provide the right support so that every child can achieve their best.

Children who are looked-after or previously looked-after and have SEND are supported in the same way as other pupils with additional needs. We carefully plan support to help them make progress and feel happy, safe, and included in school.

Looked-after children also have a Personal Education Plan (PEP). We ensure that any SEND support plans, Personalised Learning Plans (PLPs), or Education, Health and Care Plans (EHCPs) work alongside the PEP so that everyone is working towards the same goals and providing consistent support for the child.



Mr Fox
Headteacher



Miss Ganderton
Deputy Head for Inclusion



Mrs Jenks
SENCO



Mrs Bradburn
Class Teacher -
Year 6

Complaints Procedures

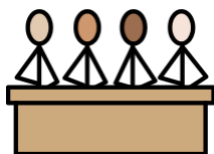


At Donnington Wood Junior School, we work closely with parents and carers and find that most concerns can be sorted out quickly through a conversation with school staff.

If you have a worry or concern, please speak to your child's class teacher first. They will be happy to listen and work with you to find a solution. If the concern is not resolved, you can arrange a meeting with the Headteacher to discuss it further. The Headteacher will look into the matter and take any necessary action.

If, after these discussions, the issue remains unresolved, parents and carers can make a formal complaint in writing to the Chair of Governors in line with the school's complaints procedure. The SENDCo is also available to discuss any concerns relating specifically to the support and provision in place for children with Special Educational Needs and Disabilities (SEND).

We are committed to working in partnership with families and will always do our best to listen, support, and find a positive way forward.



Governance

The Governing Body and Headteacher regularly review the support and provision available for children with SEND to make sure it is meeting pupils' needs and helping them make progress.

The SENDCo works closely with school leaders, governors, the Local Authority, health services, and other professionals to ensure that the right support is available for children when it is needed. Funding and resources are carefully planned to provide effective support for pupils with SEND.

Each year, the SENDCo provides a report to the Governing Body. This report outlines the support and provision in place for children with SEND and reviews the impact of the strategies and interventions being used across the school.

Mr Jones is the school's dedicated SEND Governor. He works closely with the SENDCo and Governing Body to help monitor SEND provision, ensure agreed procedures are followed, and support the regular review of SEND policies and practices.



Through this ongoing monitoring and evaluation, we aim to ensure that all children receive the support they need to achieve their best and fully participate in school life.



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:
donnington-wood-c-of-e-send-policy-summer-term-2025.pdf

The Special Educational Needs and Disability Code of Practice can be viewed 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.