



Donnington Primary School

SEN Information Report

Our Inclusion Team:

Ms Adae, Deputy Headteacher, SENCO, EAL Leader
Mrs Mannion, Assistant Headteacher, Behaviour Leader

This SEND Information Report will be updated annually to reflect changes within the School.

Introduction

Donnington Primary School is a fully inclusive school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). We welcome and celebrate diversity. The staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

This document provides information regarding the ways in which we ensure we support all of our pupils including those with Special Educational Needs and Disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children. We also work with outside agencies where it is felt their expertise can benefit our children.

Children at Donnington Primary School make good progress and achieve in line with other schools nationally with SEND. If you would like further information about what we offer here at Donnington Primary School then please do not hesitate to contact us directly.

At Donnington Primary School we currently provide support for children with hearing impairment, autism, ADHD, learning difficulties, language difficulties, mental health difficulties and physical difficulties.

Other useful documents such as our Inclusion policy and Disability Accessibility Plan are available on the school website.

What are Special Educational Needs and Disability?

The Special Educational Needs Code of Practice 2015 provides the following definition of Special Educational Needs:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools



Disability

Some children and young people who have SEND may have a disability under the Equality Act 2010-that is '... a physical or mental impairment which has a long-term and substantial adverse effect on their mental ability to carry out normal day-to-day activities'.

1. How are children with Special Educational Needs Identified?

If you have concerns about your child's progress you should:

- speak to your child's class teacher initially.
- If you are not happy that your concerns are being managed and that your child is still not making progress you should speak to Ms Adae (Inclusion Lead). An appointment can be made through the school office.

If a child is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

More details as to how children with SEND are identified can be found in the Inclusion Policy.

2. How is support allocated to children?

- The school budget, received from Brent LA, includes money for supporting children with SEND.
- The head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school. (More information about this can be seen on the school's website under the heading Annual Report to Parents on the Implementation of the Special Educational Needs).
- The budget is allocated on a needs basis. The children who have the most high level and complex needs are given the most support often involving 'in class support' from a TA and/or withdrawal for 1:1 or small group teaching.
- The head teacher and the Inclusion Lead discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
- All resources/training and support are reviewed regularly and changes made as needed.
- We have a team of qualified teachers and TA's who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs.



3. Who supports children with SEND in this school?

All staff support SEND.

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and we ensure that your child's needs are met.
- The Inclusion Lead and trained support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed in order to meet your child's learning needs.
- The Inclusion Lead attends training to ensure she is familiar with current SEND changes and support available.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as hearing impairment, ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class eg. Input from BOAT, from the Inclusion and Alternative Education Service. There are also online training materials such as the Inclusion Development Programme.

In addition:

Directly funded by the school:

- Interventions teacher & EAL support teacher provision
- Art Therapist
- Highly trained Teaching Assistants – including 2 qualified at Eklan Level 2 in Speech and Language support, 2 ELSA trained teaching assistants.
- Bereavement counselling (as needed)
- 2 Volunteer Readers
- Parent forum to offer support and advice to parents
- A trained teaching assistant leading Pastoral Support including: Social groups, Nature groups, Circle of Friends and peer mentoring programmes.

Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Complex Needs Consultant (physical/medical disabilities)
- Specific Learning Difficulties Consultant : Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia (assessments are paid for by the school)
- Speech and Language Therapy for those children with an Education Health Care Plan EHCP (provided by Health but paid for by the Local Authority).



- Brent Inclusion Support Service
- Social Services, including locality teams, Early Intervention workers and social workers.

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy
- Speech and language therapy at School Support level

This year staff training has included:

Hearing Impairment, Behaviour Management, Lego Therapy, Communication Keys

Other areas of trained Teaching Assistant Support include: Speech and language- Attention Autism(Bucket Therapy), Colourful Semantics, Social Skills Groups, Fussy Eaters (ASD), Phonics.

4. How is progress measured?

- All children's progress is continually monitored by his/her class teacher.
- For Year 1 and above, who are not yet at age-appropriate levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. We use 'Small Steps' where appropriate.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and Year 6 results are published nationally.
- Children identified as SEND will have an individual support plan (ISP) which will be reviewed, with the involvement of parents and children, every term.
- The progress of children with a Statement of SEND/ EHC Plan is formally reviewed at an annual review with the child and all adults and involved with the child's education.
- The Headteacher, Inclusion team and class teacher will check half termly in Pupil Progress meetings, that any support put in place for the children has a positive effect on progress. That includes improving social and emotional development.
- The school provides high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 1. Classroom observation by the senior leadership team, the SENCO, external verifiers,
 2. Ongoing assessment of progress made by pupils with SEND at Pupil Progress meetings,
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND,
 5. Pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. Attendance and behaviour records.



5. How can parents support their child?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Team are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual Support Plans (ISPs) will be reviewed and new targets set with you and your child's involvement each term.
- Home Learning will be adjusted as needed to suit your child's needs..
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Parent Partnership and to other parent support groups.

6. What support is there for my child's overall wellbeing?

- We are a small 1 form entry school where every child is known well by all staff.
- There are a team of Year 6 trained 'Red Hats'(Peer Mentors) who children can go to at play times if they have a worry or need someone to play with.
- We are an inclusive school; we welcome and celebrate diversity. The staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class/form teacher has overall responsibility for the pastoral, medical and social welfare of every child in their class; therefore this would be the parents' first point of contact.
- If further support is required the class teacher liaises with the Inclusion Lead for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

7. How are medical and physical needs met?

Medicines

- The school has a policy regarding the administration and managing of medicines on the school site. It is published on our website.
- Parents need to contact the class teacher and school office if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis Mrs McAllister in the school office oversees the administration of medicine.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.



- As a staff we have regular First Aid training.

Physical

- All children have an assessment on entry to the school.
- The building is accessible to children with physical disability via the front of the school. The ground and lower ground floor of the main building are accessible to those with physical disabilities as there is a lift in the hall. The Early Years block is accessible by a ramp and is all on one level.
- We ensure that teaching resources and equipment used are accessible to all children regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- Children are seated in the classroom to help support any needs.

8. How is transition supported?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Joining Donnington Primary School:

- If the child is at a nursery we will contact them and ensure we are aware of any special arrangements or support that needs to be made for the child.
- We will attend the school transition meeting with the staff, parents and Early Years Inclusion Team.
- We will make sure that all the records about your child are passed on to us as soon as possible.
- If the child has not attended nursery we will meet with the parents and child in the term before they start school so that the parents can make us aware of any SEND needs and we have the opportunity to plan for the child joining us.

Moving to another school:

- We will contact the school SENCO/Inclusion Lead and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- Where possible, we aim to have a face to face meeting where your child will meet the staff at their new school before they transfer.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher.
- If your child would be helped by a book to support them in understanding moving on then it will be made for them.



In Year 6/moving to secondary school:

Parents of children with SEND are advised to start the process of finding high schools in Year 5.

- The Inclusion Lead will attend the transition meetings to discuss the specific needs of your child with the SENCO/Inclusion Lead of their secondary school, and the specialist session for students with an ASD, as appropriate.
- We will have focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- We write social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, we arrange additional visits. Our 'feeder' school runs a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or EHC Plan an annual review will be planned as a transition meeting during which we will invite staff from both schools to attend.
- Staff from Donnington Primary School may attend 'taster' days with SEND children where we feel this would be beneficial.

9. How are the child's views known?

- There is a regular pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- We are a Rights Respecting School where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have Individual Support Plans (ISPs) discuss, assess and review targets and set their targets with their class teacher and parents/carers.
- Children's views and concerns are discussed as part of the PSHE curriculum.
- If your child has an EHC Plan their views will be sought before any review meetings and they will be invited to attend if this does not distress them.

10. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system of rewards and sanctions that is followed by all staff and pupils.
- If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. These targets are regularly monitored.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened



and what the child needs to do differently next time to change and improve their behaviour. Their behaviour is recorded in a behaviour log..

- Attendance of every child is monitored on a daily basis by the admin department. Lateness and absence are recorded and reported upon to the head teacher and followed up if attendance figures cause concern. We have a 'soft start' approach to morning school which allows pupils to arrive between 8:30 and 9:00 when registers close, this has reduced the number of lates.

11. How will my child be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.
- The Inclusion Lead is available to meet with parents to discuss additional needs or concerns and to devise a plan which will ensure your child can take part as fully as possible.

12. What specialist services and expertise are available at or accessed by the school?

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD, the Behaviour Support Team; Health including – GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists; Social Services including locality teams, and social workers.

13. What training have the staff supporting children with SEND had ?

- A number of teaching assistants have been trained in paired reading and how to deliver effective interventions.
- Two members of staff have had training in delivering speech & language programmes from speech & language therapists and gained the Elkan Level 2 award.
- Three members of staff are ELSA trained.
- All Teaching Assistants are trained to deliver the Lego Therapy programme.
- Four teaching assistants are trained to deliver Attention Autism-Bucket Therapy.
- One teaching assistant is trained to support ASD pupils who are 'fussy eaters'.
- One teaching assistant is trained in the Red Hat Mentoring programme and trains our Year 6 students each year to complete this role.
- A number of the staff are First Aid trained



14. How does the school evaluate the effectiveness of the provision made for children with SEND?

The school evaluates the effectiveness of provision for pupils with SEND by :

- Gathering and reviewing feedback from parent and pupil surveys
- Regular meetings to discuss pupil progress towards outcomes
- Monitoring planning and other evidence to ensure that children with SEND are receiving a full and inclusive entitlement
- Monitoring the impact of interventions and support provided through the provision map on pupil outcomes
- Analysis of progress data for SEND pupils to ensure they make at least expected progress

Data for progress and attainment is compared to those achieved nationally. This data is shared termly with governors and will be judged by external moderators such as Ofsted.

15. What If I need to complain?

If you wish to discuss your child’s special educational needs or are unhappy about any issues regarding the school’s response to meeting these needs please contact:

- The class teacher
- The Inclusion Lead
- The Headteacher

For complaints please contact the School Governor with responsibility for SEN, Mrs N Hussain. She can be contacted via the school office.

- The school’s or LA’s complaints procedure (available on the website)
- The disagreement resolution service (for disagreements between parents/Young People and the LA or parents/Young People and the educational provider)

Provision at Donnington Primary School

We offer a range of interventions tailored to meet the needs of each pupil. The table below gives some examples of how we may support the needs of SEND children

Area of Need	Inclusive Quality First Teaching	Targeted Support	External services
Communication & Interaction	Differentiated curriculum Differentiation in planning and matched tasks Range of recording methods Modelling	In class support from teaching assistant-focussing on language Additional use of IT Social skills groups 5 minute boxes Social stories	Speech & Language support from S.A.L.T Input from BOAT Brent Hearing Impairment services Educational Psychology services



	<p>Visual timetable</p> <p>Repetition</p> <p>Pre-teaching</p>	<p>Specialist S&L trained TA's- Colourful semantics, Word Aware</p> <p>Attention Autism-Bucket Therapy</p> <p>Lego Therapy</p> <p>Talk Partners</p> <p>Maths Games</p>	<p>Art Therapy</p>
<p>Cognition & Learning</p>	<p>Differentiated curriculum</p> <p>Differentiation in planning, matched tasks, delivery and outcome</p> <p>Variation in groupings</p> <p>Range of recording methods</p> <p>Modelling</p> <p>Scaffolding learning</p> <p>Pre-teaching</p> <p>Word banks</p> <p>manipulatives</p> <p>Success criteria/steps to success & prompts</p> <p>Learning walls</p>	<p>In class support from teaching assistant</p> <p>Additional use of IT</p> <p>Withdrawal for 1:1 or small group led activities</p> <p>Maths Passports</p> <p>5 minute boxes</p> <p>Easyread</p> <p>PAT</p>	<p>Input from BOAT</p> <p>Brent Hearing Impairment services</p> <p>Educational Psychology services</p> <p>CAMHS involvement</p>
<p>Social, Emotional & Mental Health</p>	<p>Whole school behaviour policy</p> <p>Behaviour escalation procedure- rewards & sanctions</p> <p>Share successes</p> <p>Individual reward/behaviour charts</p>	<p>Circle time/PSHCE</p> <p>Lego Therapy</p> <p>Social Skills groups</p> <p>Nuture Lunch Group</p> <p>Circle of Friends groups</p> <p>Red Hats- peer mentors</p>	<p>CAMHS involvement</p> <p>Brent Inclusion Service (Inclusion and Alternative Education services)</p> <p>Art Therapy</p>



	Head teachers Commendations Annual Prize Giving Anti- Bullying event PSHCE Curriculum covers friendships, bullying and safety	Young Leaders	
Sensory & Physical	Multi-sensory teaching approach	Access to specialised equipment; writing slant, wobble cushion/fidget seat, pencil grips and a range of writing pencils & pens	Occupational therapy Physiotherapy

What other services are available for families with SEND in Brent?

The SEND information, advice and support service (SENDIASS) can be found at <http://www.brent.gov.uk/sendias> and contacted on 020 8937 3434
 Brent has a full list of advice and services available for children with SEND in their Local Offer document available at www.brent.gov.uk/services-for-residents/children-and-family-support/the-brent-local-offer/