



SEND Information Report 2019-2020

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (Appendix A of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

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| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	DITTON PRIMARY SCHOOL
School website address:	https://www.dittonprimary.co.uk/halton/primary/ditton
Type of school:	Primary
Description of school:	This is a large two form entry school with 31% of pupils accessing free school meals and 37% Pupil Premium. Ditton Primary has extended school provision which facilitates Breakfast and After School Clubs.
Does our school have resource base? Yes or No If Yes please provide a brief description.	No The school has a Nurture Room – The Tree House. Children who are identified as needing some additional support as part of the school’s ‘wave 3 – alternative support’ approach are considered for the Nurture Programme with hopes to increase vulnerable students’ access to learning. The Tree House is designed to: - Progressively reduce, and where possible remove more persistent barriers to learning – by equipping and empowering students in core learning skills and habits. - Provide strategies that help vulnerable students to cope with the emotional & social demands of a large school community namely, relationships with adults and peers. - Improve the attainment, and in turn the longer term prospects of those students at greatest risk of underachievement & exclusion.
Number on roll:	389
% of children at the school with SEND:	17%
Date of last Ofsted:	16 th October 2018
Awards that the school holds:	Nurture Quality Mark Award School Games Bronze Award Forest School Award Healthy Schools
Accessibility information about the school:	The building is accessible as it is single level throughout. Access into all classrooms, hall, toilets and the outdoors is ground level and appropriate for use with wheelchairs and walking aids. There are disabled toilets and shower facilities. We ensure, wherever possible, that equipment used is accessible to all

	<p>children regardless of their needs. Breakfast and after school activity clubs are accessible to all children including those with SEND. School day trips and residential trips are accessible for children with SEND.</p>		
Please provide a web link to your school's Accessibility Strategy			
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	<ul style="list-style-type: none"> - All class teachers are experienced practitioners in providing quality first teaching to all pupils, including those with SEND. - The school provides in house, Local Authority and other training to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), speech, language and communication difficulties, attachment and resilience difficulties, mental health awareness and medical training as appropriate. - Nurture Quality Mark Award - SENDCO is accredited for National Award for SEN Coordination. - Pastoral Leader is Mental Health First Aid trained. - Whole school Hearing and Visual Impairment training - The Theory and Practice of Nurture Groups 		
Documentation available:	Are the following documents available on the schools website? If yes please insert the link to the documents page.	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:	
How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<p>At Ditton Primary School children are identified as having SEN through a variety of ways including the following:-</p> <ul style="list-style-type: none"> - Liaison with Nursery / previous school - Children performing below age related expected levels - Concerns raised by Parents - Concerns raised by teacher for example behaviour or self-esteem is affecting performance - Liaison with external agencies i.e. Education Psychologist - Health diagnosis through paediatrician <p>Parents are contacted regularly. We use Twitter regularly as a way of updated parents and celebrating achievements. Parents have been invited to various forums to have the opportunity to voice concerns, make suggestions and contribute to change. Parents and pupils are involved in regular planning meeting</p>

	<p>for the identified children. Here, learning plans are designed and reviewed, plan-do-review meetings are organised. All involved are encouraged to voice their opinions and views and these are captured in the regular meetings. As side from these more formal meetings, parents are encouraged to arrange to me with the SENDCo or Head Teacher regularly to share any concerns. The SENDCo's email address is also a useful communication tool.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example health, social care, local authority support services and voluntary sector organisations.</p>	<p>We are supported by a range of professionals who we can access support from as appropriate; some of these specialist services and experts are provided through the Local Authority, and some are independently resourced. The range includes:</p> <ul style="list-style-type: none"> - Educational Psychologist - Speech and Language team - Occupational Therapy - Sensory Support (Hearing and Visual Impairment) - School Health - Social Services - CAMHs (Child & Adolescent Mental Health Services) - Child protection/ safeguarding team - Play therapy - Physiotherapist - Medical professionals such as epilepsy / allergy team - ASD/ ADHD specialist teachers <p>Access to these services is prioritised according to need and availability. This would be dependent on school judging that the child meets the required criteria for this support.</p> <p>The SENDCO attends half termly Group Consultations, led by two Educational Psychologists and various other agencies such as the Hearing Improvement Team (HIT) and CAMHS, where individual pupils are discussed and advice is given and strategies shared with the SENCO or school staff attending.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> - Writing slopes - Move 'n sit cushions - Stabilo ergonomic handwriting pens / pencil grips - Variety of ICT equipment – laptop, iPads, notepads, SEN software and programs - Disabled toilet and shower - Fully accessible building for wheelchair users - Individual work stations can be provided when required - Visual prompts and reminder cards for organisation are frequently used (visual timetables, now/next cards)

<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<ul style="list-style-type: none"> - Quality first teaching across all key stages - Small group and 1:1 support in lessons as required - Small group speech and language KS1 interventions - Whole school support and advice received from Chatterbug - Support for individual speech and language needs received by Chatterbug - Access to quiet/safe areas when needed - Black Sheep resources are used with individuals to support pupils with social and communication difficulties around a variety of social situations in school/home - Visual timetables, 'Now and Next' cards, interactive games, social stories are some of the resources used regularly with individuals -
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<ul style="list-style-type: none"> - Regular link meetings are regularly held with the Speech and Language Service, Chatterbug - We also have a designated 'speech and language ambassador' who is a skilled teaching assistant able to assess, plan and deliver daily speech and language intervention. - Delivery of personal speech and language programme, as specified by speech and language therapist - Identified support from teaching assistant within class for pre-learning vocabulary - Identified support from teacher/ TA for small group or individuals - Range of language resources and programme materials including Blacksheep and others provided by Chatterbug services
<p>Strategies to support the development of literacy (reading /writing).</p>	<ul style="list-style-type: none"> - Quality first teaching – differentiated to meet the child's needs - Small group support in class for guided reading / writing - Withdrawal into target groups for targeted intervention programmes aimed at developing reading / writing skills - Phonics interventions - Read to Write Literacy Programme - Extra targeted guided reading sessions delivered by teacher / teaching assistant - Individually targeted daily reading with teacher / teaching assistant - Upper Key Stage 2 tutor for English
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> - Quality first teaching – differentiated to meet the child's needs - Small group support in class through guided teaching

	<ul style="list-style-type: none"> - Withdrawal in a small group for 'catch up' maths activities - Targeted gap task teaching, carried out by teachers / teaching assistants - Upper Key Stage 2 Tutor for numeracy - Basic skills interventions
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>Small group support for learning activities working with specific adult. Some children are withdrawn from whole class sessions for intervention groups. The curriculum is designed to be accessible for all. Teachers and SENDCo design individual learning plans for children with personalised targets and strategies to support these. Children receive at least 60 minutes of support a week focusing on their tailored plan with the support of a specific adult. Recommendations for specialist services implemented and monitored. Specialist equipment as necessary, specified by SEND services.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> - Individual targets are set on a termly basis by class teachers and monitored by SENDCo. Targets are adapted before the end of term if necessary. - Pupil Support Plans reviewed each term. Pupil and parents invited and their views actively sought - Observations of individual pupils take place regularly by SLT and external agencies undertaking assessment - Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews and book scrutinies - Pupil Support Plans recommend ways that parents/carers can work towards targets at home - Whole School data tracking system - Pupil Progress meetings - SLT has a flexible approach towards provision and work with all staff to deliver the best provision for all SEND pupils dependent on needs and resources - SENDCo analyses pre and post intervention data.
<p>Strategies/support to develop independent learning.</p>	<p>The design of the curriculum and the way the activities are delivered with individual success criteria allow independent learning. Setting realistic and achievable targets for each individual child. Challenge is increased as confidence and independence builds. Use of visual timetables, visual prompts, now and next cards, personalised success criteria.</p>
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<ul style="list-style-type: none"> - Where appropriate, named midday supervisor at Lunchtimes - Where needed, we use individual support plans which specify break and lunchtime targets and provision - Nurture Lunch club led by pastoral assistant

<p>Extended school provision available; before and after school, holidays etc.</p>	<ul style="list-style-type: none"> - Range of after school clubs across year groups - Weekly homework club - Morning breakfast club - After school club
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>All children are part of a house team in which they can earn points for various things throughout the school year. Winning house rewarding collectively. Termly attendance awards. Recognition systems in classrooms mean children work collaboratively and efforts are praised and rewarded collectively as a group or class.</p>
<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<ul style="list-style-type: none"> - Morning and transition greeting introduced throughout the school. For example a handshake. Some children choose a high five, smile or hug. - Referral to outside agencies, including UK Child Bereavement and CAMHS - Nurture support for targeted pupils - Targeted support from Pastoral Workers - Wishes and Feelings captured and reviewed - Attendance of Multi-Agency meetings – targets set, monitored, reviewed and shared and meetings - Yoga and mindfulness activities at transition or high stress points of the school day - Nurture Lunch club – structured environment for identified children. - Individual rewards and consequences are used alongside whole school / class reward systems for those children who need a more personal approach - Individual Pathway Timetables and Provision offered to children struggling to access the classroom full time
<p>What strategies can be put in place to support behaviour management?</p>	<ul style="list-style-type: none"> - Nurture style groups - Individual Behaviour Plans - Personalised Behaviour Steps for children who need a more personalised approach - Family support through CAFs and children centres - Support from Attendance and Behaviour Team - The school has a whole school behaviour policy that focuses on rewards and incentives for children for example, earning golden time - Some children have been identified as needing some additional support with behaviour. These children will have a personalised behaviour plan. This is based on the Boxall assessment which identifies areas for development and strategies to work towards these targets

	<ul style="list-style-type: none"> - Each classroom has a reward system designed around the children's interests including a class recognition system
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> - Regular meetings with parents - Transition plans for individual children - EYFS Teachers carry out transition meetings and observations at nursery/preschool settings - Risk assessments completed - Work with Parent Partnership - Social stories and visual prompts for pupils - Individual Transition Passports - Work through PSHCE on managing and preparing for change - Programme of visits – specifically tailored to individual pupils - Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> - Liaise with specialist teachers in visual and hearing impairments - Specialist workers from Brookfield Outreach Service for mobility needs - Delivery of care plans written by different specialist agencies, e.g. continence, physiotherapy and occupational therapy - Regular whole staff training on a variety of medical needs, e.g. asthma, allergies and epilepsy - Liaison with a range of health professionals from Woodview Child Development Centre - Various teachers, teaching assistant and mid day assistant first aid trained - 3 staff trained in diabetes management
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<p>Children's views captured and listened to regularly including through pupil conference. The school holds regular meetings with parents to review individual targets and action plans. Liaise with school pastoral manager. Pastoral Lead leads open door policy to discuss any concerns with parents including referrals and information around services available to support parents. The school offers an open-door policy where parents are encouraged to arrange to discuss any concerns or seek support. These are also arranged by SENDCo, Head Teacher and teaching staff. Through the Halton website, the school will signpost appropriate groups and organisations to you, which are relevant for your family's needs. The school works closely with the local authorities and other outside agencies and can support families through a CAF or referral to Nurturing Parenting or Triple P Parenting course</p>

<p>How additional funding for SEND is used within the school with individual pupils.</p>	<p>School's SEND budget is used to fund provision for pupils with a range of special educational needs and disability. It may be used to provide extra support in class, deliver group interventions or buy specialist equipment. More significant special educational needs and disability may require 1:1 support including the use of a Learning Support Assistant.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<ul style="list-style-type: none"> - SENCO and Family Support Worker attend termly PEP meetings - SENCO and Family Support Worker consult with pupils, carers and staff prior to writing PEP plans. These are reviewed termly and new targets set - Staff training in and delivering of, specific intervention programmes - To purchase specific interventions and resources meet the needs of individuals or groups of pupils
<p>SENCO name/contact: Danielle Pauls – dpauls@wpat.uk</p>	
<p>Headteacher name/contact: Emma Fenton – ditton.head@wpat.uk</p>	
<p>ANNUAL REVIEW 2019-2020</p>	
<p>Completed by: <u> Danielle Pauls </u></p>	<p>Date: <u>15th October 2019</u></p>

SEND Broad Areas of Need**Communication and Interaction**

6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties

6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
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Sensory and/or Physical Needs

6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.