



# SEND Information

## *Our School*

Dinnington First School is situated in a residential area close to Newcastle upon Tyne. We are part of the Gosforth Pyramid Family of Schools and the Gosforth Schools' Trust. The Pyramid gives a smooth transition for our children across the 3 tier system of schools and establishing a trust means that there is even more natural progression in learning for our children. As a First School our children are between the ages of 3 and 9 (Nursery to Year 4).

At Dinnington we are extremely proud of our school, its work and its outcomes. We work hard to create and sustain a warm, welcoming and caring atmosphere within which staff, children, their families and visitors to the school feel accepted and secure. The very positive and inclusive ethos is characterised by excellent relationships within school and between the school and each child's home. We want everyone who works in or visits our school to enjoy the experience and to feel the satisfaction of making a positive and valued contribution.

Our most recent Ofsted report said that...

***“Pupils are proud of their school and of what they achieve. They are confident and quick to tell visitors how much they enjoy their learning and how much they like their teachers. Pupils know that teachers, teaching assistants and lunchtime staff all take great care of them.”***

***“Staff have excellent relationships with parents and the school is highly regarded in the local community.”***

***“Pupils of all abilities make good and sometimes outstanding progress because they are taught well and are given effective support to catch up if they fall behind.”***



## Our Aims

We aim for all our children to have inquisitive minds and be highly motivated learners, while being kind and considerate to others. Most of all we want our pupils to look forward to school and be happy and confident about themselves.

We do this by:

- Providing a happy, safe, secure and well-ordered environment;
- Valuing and continuously promoting a love of learning – we renewed our membership of the ‘*Investing In Children*’ initiative in 2016;
- Devising and presenting a relevant and stimulating curriculum which encourages creative thinking, problem solving and enterprise to build skills and knowledge;
- Valuing and ensuring the highest possible achievements in all aspects of the curriculum and school life for all learners;
- Rewarding success and celebrating achievement;
- Ensuring equality of opportunity, respect for all and tolerance for difference;
- Believing in and fostering an ethos of high expectations and high self-esteem for all;
- Encouraging and supporting the continuing professional development of all staff;
- Working with parents and carers as partners in their child’s education;
- Working with all stakeholders and outside agencies in order to safeguard children and provide the best chances of success for all;
- Working together to ensure continuity and utilise all skills;
- Supporting learners in their development of understanding right and wrong, self discipline and the respect for the rights and needs of others;
- Encouraging all to become independent decision makers;
- Preparing children to become global citizens and to achieve economic well-being;
- Being proud of our school, its work and its community.

All the staff work together as a team to help every child achieve their full potential and this includes a range of education and pastoral support. There is a dedicated SENDCO (Special Education Needs Coordinator) who is a qualified teacher and responsible for leading on SEND provision throughout the whole school. There is also a team of skilled and dedicated learning support assistants who work alongside the teachers to provide effective support, tailored to the needs of individual children with additional needs.



Outlined below are the types of things we do to support all of our children with additional needs as well as targeted types of support that we are able to provide in relation specific areas of SEND.

**For all children at Dinnington First School who have an additional need:**

- We value and recognise the role families play in their children's lives and work closely in partnership with them.
- We support our families with children with SEND, formally through review meetings and informally through our "open door" approach. Support is offered through liaison with the SENDCO and school staff, as well as any outside agencies working with the child. We are also able to signpost to services and organisations which may offer appropriate input or advice via the Local Offer from Newcastle City Council.
- We deliver high quality teaching, adapting the curriculum and our resources to support access to learning.
- We use pupil-friendly targets and tailored education support plans. We involve pupils, parents and staff to write, implement and review them. We use this information to inform future planning, teaching and provision.
- We use a school wide provision map to plan for additional provision and ensure there is consistency in provision according to need.
- We seek support and advice from outside agencies such as: SENTASS, Community Paediatrics, CYPS, Speech and Language Therapy and the Educational Psychology Service etc to ensure any barriers to success are fully identified and responded to.
- We support access to teaching and learning for children with SEND, monitored through the schools self-evaluation process.
- Teaching resources are routinely evaluated to ensure they are accessible to all pupils.
- We use ICT resources (both hardware and software) to promote access to the curriculum. This includes specialist programmes to support specific needs.
- Activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEND.
- Support staff are placed where they are needed throughout the school to promote pupil progress and independence.
- Staff receive on-going training in relation to meeting pupils' needs in the classroom.



Specific provision is also provided for different areas of need. The table below explains some of the details of support, however this is not a comprehensive list. If you require further information we would encourage you to contact the school and make an appointment to discuss any specific needs.

Type of SEND for which provision is currently made at Dinnington First School	Type of support/provision that is currently available in our school
<p><b>Communication and Interaction</b></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorder (ASD)</li> <li>• Social Communication Disorders</li> <li>• Attention Deficit Hyperactivity Disorder</li> <li>• Speech, Language and Communication Needs</li> </ul>	<ul style="list-style-type: none"> <li>• We use visual timetables to support children in understanding what will happen and when.</li> <li>• An emotional story telling / friendship group can be run to develop their emotional literacy and coping strategies for situations which they find challenging.</li> <li>• ‘Social Stories’ are used to help individual children develop their understanding of expected behaviour in the playground or in the school building.</li> <li>• Speech and Language programmes that are recommended for individual children by outside agencies are delivered in school by experienced teaching assistants.</li> <li>• A member of the Early Years team has received extensive training in language development and works with identified children in Early Years</li> <li>• Specific one to one support sessions can be offered (e.g. box time) according to the needs of individual children.</li> <li>• We make use of ICT where appropriate, e.g. use of the iPads.</li> <li>• We have a member of staff with specialist Elkan training to help identify problems with and help plan improved communication skills.</li> <li>• The intervention programme ‘Talk Boost’ is used to support language development in Key Stage 1</li> <li>• Special seats / cushions and fiddle toys are used to help prolonged concentration.</li> </ul>
<p><b>Cognition and Learning Needs</b></p> <p>For example:</p>	<ul style="list-style-type: none"> <li>• All staff have completed Dyslexia awareness training.</li> <li>• All teaching staff have recently had training in</li> </ul>



- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

- ‘Quality Teach First’.
- There has been a whole school focus on developing memory skills.
  - Programmes such as ‘Write Away Together’ are used to support writing.
  - We have staff trained in the specialist use of LEXIA to help support reading.
  - Dedicated programmes are used to improve fine motor skills with groups or individual children.
  - Additional individual programmes to develop skills relating to reading, spelling and short term memory offered by SENTASS or other outside agencies can also be delivered by our experienced Teaching Assistants.
  - Support to access the curriculum and develop skills for independent learning are also given, for by example through changes to the classroom environment, the use of ICT and the role of support staff.
  - Where appropriate learning aids such as coloured overlays are made available.

**Social, emotional and mental health issues**  
 For example:

- Social Difficulties
- Mental Health Conditions
- Emotional Difficulties

Our Behaviour Management policy provides support for all children in school to develop the skills and awareness needed to recognise the need to behave appropriately in different situations.

- If required, a behaviour plan can be written for individual children to support their development of this awareness.
- Children in school take on roles as Buddies and Play-leaders to support the development of social interaction skills in others as well as themselves.
- According to the needs of the individual and the task involved, we offer one to one or group (up to 4 children) sessions to help develop or improve social interaction skills and emotional resilience.
- An emotional story telling / friendship group can be run to develop emotional literacy and coping strategies for situations which a child may find challenging.
- ‘Kalmer Counselling’ run sessions for individual children who are identified as benefitting from this service (with parental consent).
- Tailored support can be made available for individual children should they have a special



	<p>emotional need e.g. bereavement.</p> <ul style="list-style-type: none"> <li>• We seek support from outside agencies such as School Health, Community Paediatricians and the Children and Young People’s Service (CYPS).</li> </ul>
<p><b>Sensory and/or Physical Needs</b>  For example:</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> <li>• Physical Disabilities</li> <li>• Medical Needs</li> </ul>	<p>Advice and guidance from relevant agencies such as physiotherapists, occupational therapists, the Newcastle Children’s Vision team and Hearing Impairment team is sought and acted upon to ensure barriers to success are reduced or removed.</p> <ul style="list-style-type: none"> <li>• Fine and Gross Motor Skills Therapy Programmes are delivered by an experienced Teaching Assistant.</li> <li>• Specialist small group support to develop motor co-ordination is delivered by a member of the SENTASS team.</li> <li>• Special seats / cushions and fiddle toys are used to help prolonged concentration.</li> <li>• Writing slopes are provided for pupils to help with muscular development.</li> <li>• All staff understand and apply the school’s Managing Medical Conditions policy.</li> <li>• There is a team of first aiders who work across the school providing first aid cover throughout the school day and on school visits.</li> <li>• We can provide a private space if necessary for administration of some medicines.</li> <li>• All first aiders and some other key staff are trained in supporting children with diabetes and they have received Jext administration training.</li> <li>• They are also trained to support the children in using their asthma inhalers correctly.</li> <li>• Personal and intimate care can be offered if needed and in discussion with parents.</li> </ul>

If you have any concerns about your child’s SEND progress or provision we would urge you to come into school and discuss matters further with your child’s class teacher, the SENDCO or the Headteacher. Although we would always hope to resolve any issues or concerns informally by working in partnership with parents, school complaints procedures are in place. If you would like further information about the support that Dinnington First School can offer, then please contact Allyson Farrar (Headteacher and SENDCO) on 01661 822457 .



## Other useful information/contacts

**Northeast Special Needs Network** (supports families with disabled children/young people from birth to 25 years).

Contact details:

Northeast Special Needs Network

Northern Counties Site

Tankerville Terrace

Jesmond

Newcastle upon Tyne NE2 3BB

Phone and fax Admin: 0191 281 2485

Family Advice Workers: 0191 281 2255

Email: [admin@nsnn.org.uk](mailto:admin@nsnn.org.uk)

Parents can contact their local **SENDIASS** (SEND information, support and advice service) for impartial information, advice and support in relation to their child's SEN and/or disability. Contact details: 0191 277 4650

### **The National Autistic Society**

Web: [www.autism.org.uk](http://www.autism.org.uk)

Email: [mailto:nas@nas.org.uk](mailto:mailto:nas@nas.org.uk)

Autism Helpline Tel: 0808 800 4104 (open 10.00am-4.00pm, Monday-Friday)

Text: 07903 200 200

### **ADHD Foundation**

Web: <https://www.adhdfoundation.org.uk/>

### **Newcastle Families Information Service**

<http://www.newcastlefis.org.uk/kb5/newcastle/fsd/home.page>