



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 three 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).

Most children are of White British Heritage. The proportion of disadvantaged pupils for whom the pupil premium provides support is slightly above the national average. The proportion of disabled pupils and those with special educational needs is below the national average.

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.

At the end of the academic year 2017-2018 there were 167 on roll with 11.2% of children on the SEND register. This is below the local and national average.

The areas of need were as follows:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health

### Profile of children with SEND

Year Group	SEN Support	EHCP
Reception Class	0	
Year 1	18%	
Year 2	7%	
Year 3	14%	
Year 4	24%	



### Areas of Need

	General Learning Difficulties	Specific Learning Difficulties	Autistic Spectrum Disorders	Social Emotional Mental Health	Speech and Language difficulties.	Attention Deficit Hyperactivity Disorder	Communication Difficulties
Number of Pupils	9	3	1	1	1	2	1

### Data

Attendance for children with SEND was 95.2%

For children without SEND it was 96.7%

### Progress of children with SEND

Year Group	% expected progress in reading writing and maths	EHCP
Reception Class		
Year 1	80%	
Year 2	50%	
Year 3	50%	
Year 4	71%	

The progress of children with SEND is reviewed half termly. Teacher assessments are analysed along with any intervention data available. This information is reported to parents during reviews.

### Deployment of Staff and Resources

- Visual timetables to support children in understanding what will happen and when have been used.
- Emotional story telling / friendship group have been run to develop their emotional literacy and coping strategies for situations which they find challenging.



- 'Social Stories' have been used to help individual children develop their understanding of expected behaviour in the playground or in the school building.
- Speech and Language programmes that are recommended for individual children by outside agencies have been delivered in school by experienced teaching assistants.
- Specific one to one support sessions have been offered (e.g. 5 minute box time) according to the needs of individual children.
- ICT has been used where appropriate, e.g. use of the iPads.
- 'Talk Boost' was used to support language development in Key Stage 1
- 'Write Away Together' was used to support writing.
- LEXIA was used to help support reading.
- Dedicated programmes used to improve fine motor skill were used
- Small group support for English and Maths were provided in all classes.
- Learning aids such as coloured overlays have been made available. Special seats / cushions and fiddle toys have been used to help prolonged concentration. Writing slopes have been provided for children to help with muscular development.
- 'Kalmer Counselling' sessions for individual children who are identified as benefitting from this service (with parental consent) have been offered this year.
- The itkit intervention has been used in Early Years.

## **Staff Training and Expertise**

- A member of the Early Years team has attended ELKAN language training.
- All teaching staff have attended training on 'Quality Teach First'
- The SENDCO has attended Gosforth Trust SENDCO training.
- The SENDCO has attended training on Attachment Awareness.
- A member of support staff has attended training on Initial Difficulty Screening.
- A member of the support staff has attended Itkit training.
- All class based staff attended a conference on ASD.

## **Working with Outside Agencies**

The following services have been used by the school to support children with SEND this year.

- Speech and Language Service
- SENTASS SpLD



- Child and Adult Mental Health Service (CAMHS)
- The Children and Young Peoples Service (CYPS)
- SENTASS Motor Co-ordination
- Occupational Therapy Service
- Specialist Paediatric Nurse
- School Health
- Educational Psychology Service

## **Pupils Views**

Children's views are really important to us. Throughout the year, children have been asked about their successes and areas where they need support

Children's views are gathered through:

- Pupil reviews
- School Council

## **Parents/Carers Views**

Parents views have been collected in a variety of ways this year.

Parent's views have been gathered through:

- Parents evenings
- Parent reviews
- School based questionnaires
- Ofsted Parent View.

## **Newcastle Local Offer**

Please find below the link to Newcastle Local Offer for further information on other services linked to SEN and Disability in Newcastle.

<https://newcastlesupportdirectory.org.uk/kb5/newcastle/fsd/localoffer.page?localofferchannel=0>