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# Ditton Lodge Primary

## School SEND Information

### Report September 2022

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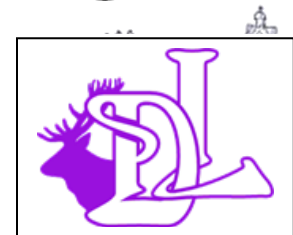
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Written and reviewed with the support of the Parents & Governors of Ditton Lodge School, September 2022

## Glossary of terms

Please find below a list of abbreviations and their associated explanations which you may come across in the following pages:

EHA – Early Help Assessment

CT- Class Teacher

EHCP- Educational Health & Care Plan

QFT—Quality First Teaching

SEND—Special Educational Needs & Disability

SENDCo—Special Educational Needs & Disability Co-ordinator



# 1. Types of SEND that we provide for

Below are the four broad areas of SEND and examples of how they may present:

Autistic Spectrum Conditions (inc. Asperger's Syndrome)

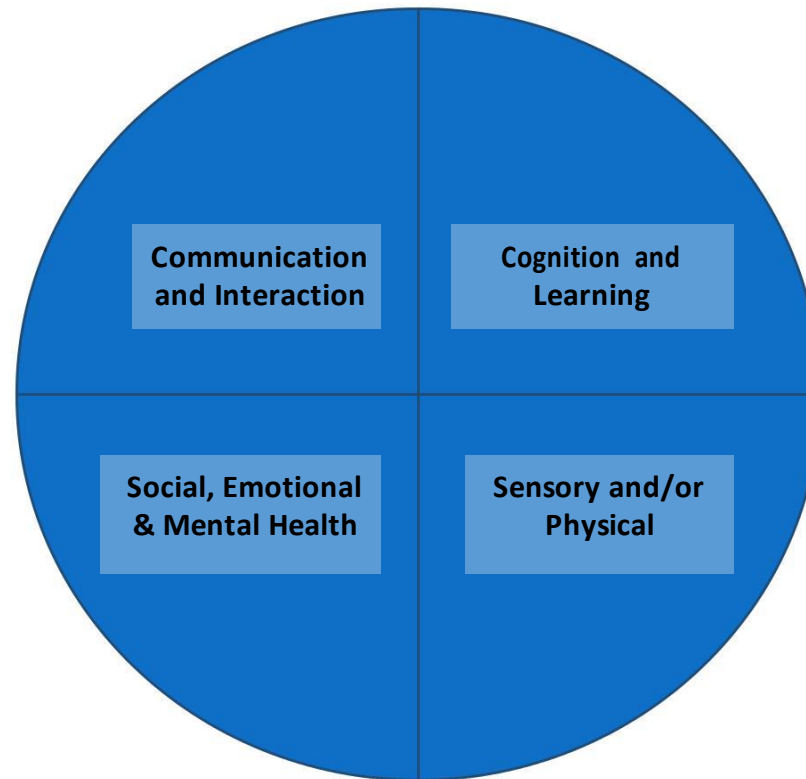
Speech and language difficulties

ADHD

Attachment disorder

Mental illness—

depression Self harm



Dyslexia

Dyscalculia

Dyspraxia

Moderate learning difficulties

Vision/hearing impairment

Motor skill difficulties



## 2. Stages of SEND provision

<p>Universal – has an identified additional need but is progressing well</p>	<p>Needs met through Quality First Teaching            Advice sought through SENDCo and other teachers            Progress monitored through half termly Pupil Progress Meetings and whole school provision map.</p> <p>Monitoring by SENDCo through learning walks/book scrutinies/pupil voice            Parents evenings used by Class Teacher as a time to share what is working well and next steps for the child            Access to training as appropriate            Whole school policies and procedures in place</p>
<p>Universal targeted – Needs are not being met through QFT</p>	<p>Teacher seeks advice from SENDCo            ‘Cycle of support’ put in place using resources from <u>within school</u></p> <p>Progress monitored closely in class intervention maps of any extra/additional support</p> <p>Pupil support plan in place and discussed with parents on a termly basis to discuss progress of child and next steps            Use of additional assessments, where needed</p>
<p>Targeted – child needs resources and support from one or more outside agencies</p>	<p>‘Cycle of support’ in place and reviewed regularly            SENDCo seeks advice from external agencies            Additional training may be needed to support the child in school            Additional arrangements and time will be needed in order for the child to receive specialist support            Monitoring by the SENDCO and other outside specialists            Consider EHA assessment</p>
<p>Targeted Specialist – child needs a range of outside specialist support</p>	<p>Child has multi agency involvement            Child will be working towards, or will already have, an EHCP            SENDCo to seek advice where necessary from outside specialists            Training for adults involved in the care of the child            Specialist assessments are used to recognise steps in learning            Monitoring of the support being provided            Regular communication with parents</p>



### **3. SEND Policy and Local Offer**

Links to our SEND Policy can be found on the school website at:

[www.dittonlodgeprimary.co.uk](http://www.dittonlodgeprimary.co.uk)

Our offer of SEND support is made in accordance with the Local Offer of the Cambridgeshire County Council Local Authority.

The local offer from Cambridgeshire County Council can be found here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>



#### 4. If you have a concern

Firstly, raise any concerns with your child's class teacher.

The SENDCo will always be happy to talk to you either face to face, by phone, or by e-mail.

If you are still not happy, please feel free to contact the Deputy Head or Head Teacher to discuss your concerns.





## 5. Identifying and assessing needs

The SEND Code of Practice uses the following definition:

*“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”*

We do this by:

Listening to parental concerns

Liaising with Class Teacher and additional adults

Listening to the child’s concerns

Observing the child

Carrying out additional assessments

Seeking advice from outside agencies

Gathering information provided by previous setting



## **6. Contacting the SENDCO**

Our SENDCo is Mrs Amanda Banks

Tel: 01638 613001      abanks@dittonlodgeprimary.co.uk

*As SENDCo, Mrs Banks oversees the needs of SEND children and supports the teachers in ensuring they are providing Quality First Teaching and the suitable support as and when it is required.*

She can:

- ▣ Offer advice about how to identify if your child has any special educational needs
- ▣ Suggest ways to support your child at home
- ▣ Make referrals to outside agencies
- ▣ Lead multi-agency meetings to make sure your child's needs are met in school
- ▣ Provide advice on any family needs and suggest who can help

If you would like to speak or meet with her, please ring the school office to make an appointment.

Our SEND Governor is Mrs Lisa King.

**7. Our primary aims** Our vision statement of “**Together we dream, believe, achieve and value forever,**” underpins all our policies and practices.

Work alongside the pupils,  
parents and specialist  
agencies to ensure the best  
for the child

We aim to ensure that our  
children are valued and  
develop into self-confident,  
tolerant, responsible,  
enthusiastic and capable life-  
long learners.

Value all children  
equally

Provide full access to a  
Rich, varied and  
relevant education



## 8. Teaching children with SEND

Teachers will be given regular training and support in addressing specific SEND, in order that pupils receive 'Quality First Teaching'.

All pupils with SEND will be taught a full range of subjects, which are accessible, enriching and challenging.

All classes will provide additional support in the classroom and targeted pupils may access additional learning opportunities to help them catch up or fill any gaps providing barriers to their learning.



## 9. Accessing the curriculum

Below is an example of the type of support that we may provide to support children in their learning, depending on their specific needs and requirements.

Adult support where appropriate

Flexible groupings

A wide range of visual and multi sensory resources

Appropriate teaching approach for a child's needs e.g. hands on, visual, multi sensory

A range of access strategies such as work in chunks, work breaks, extra processing time

Access to ICT devices e.g. laptop, voice recorder

Specialist equipment e.g. sloping boards, pencil grips, distraction boards, seating cushions, coloured overlays

Individual timetables and schedules



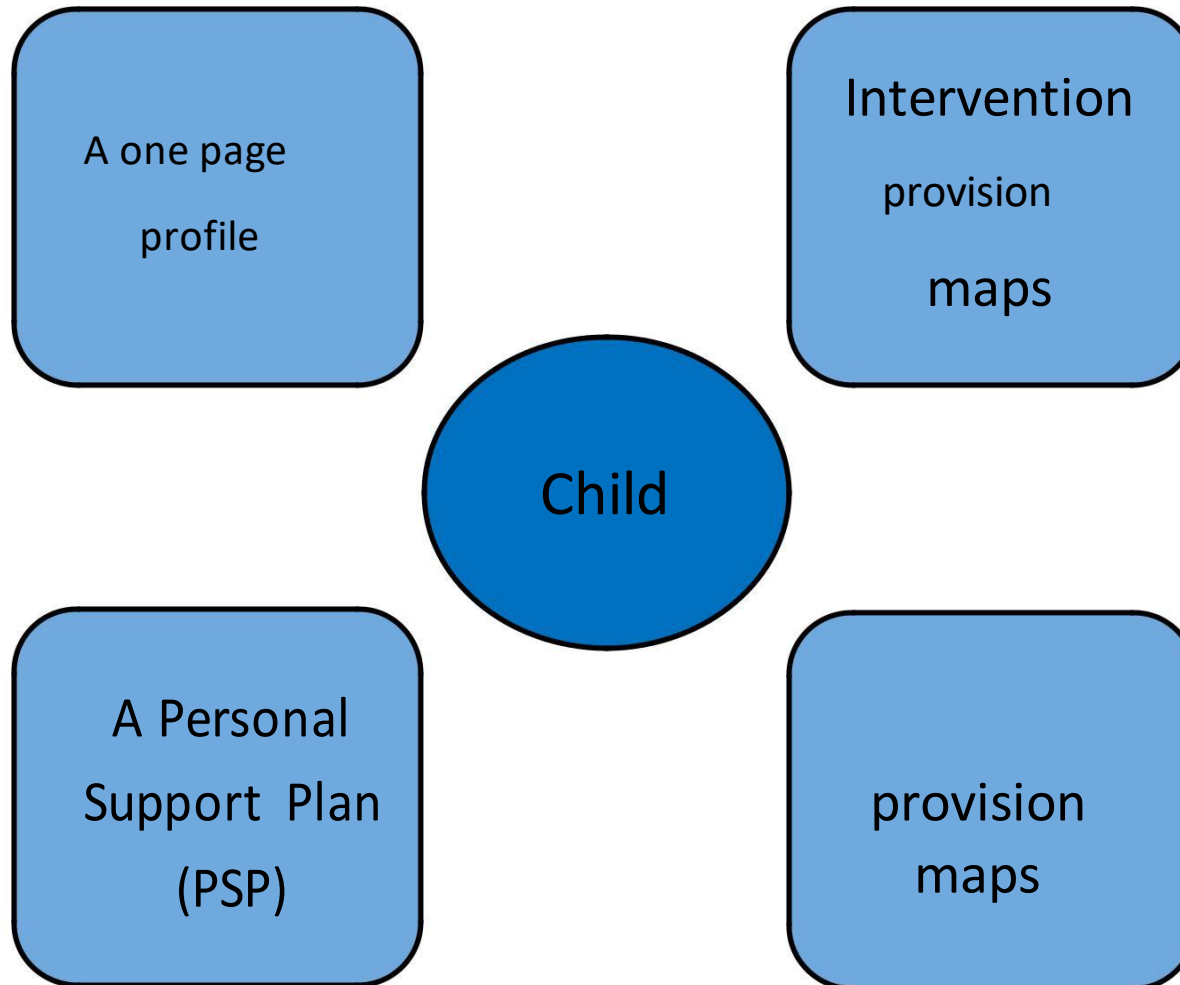
## 10. The SEND process

The SEND process follows a cyclical, graduated approach. This allows us to ensure each child is being catered for appropriately at the current time.



## 11. Assessing provision

To support your child we may assess and support them using:

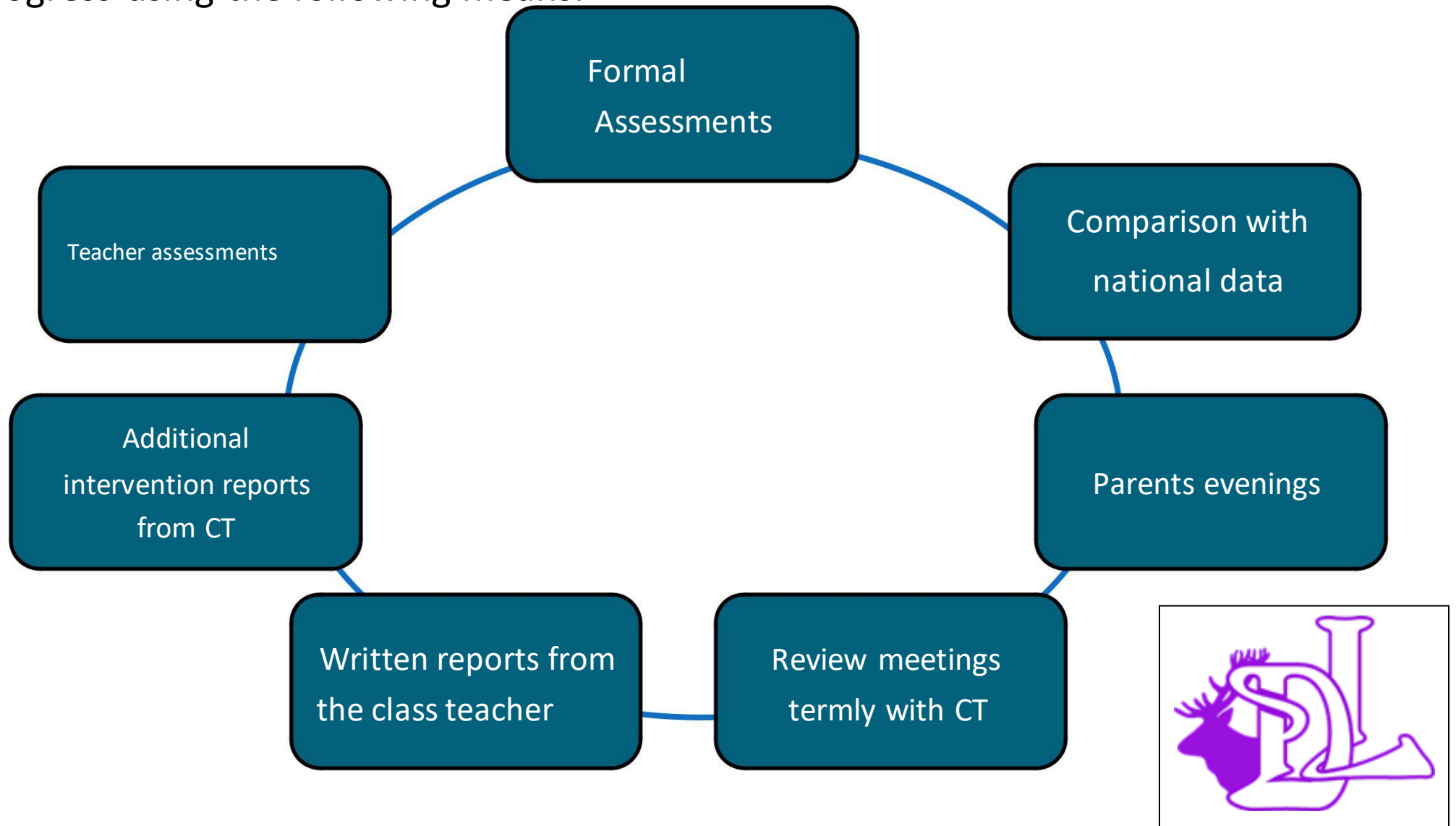


This process allows us to constantly evaluate the effectiveness of the provision made for our children with SEND, alongside our cyclical, graduated approach.



## 12. Assessing and reviewing pupil progress

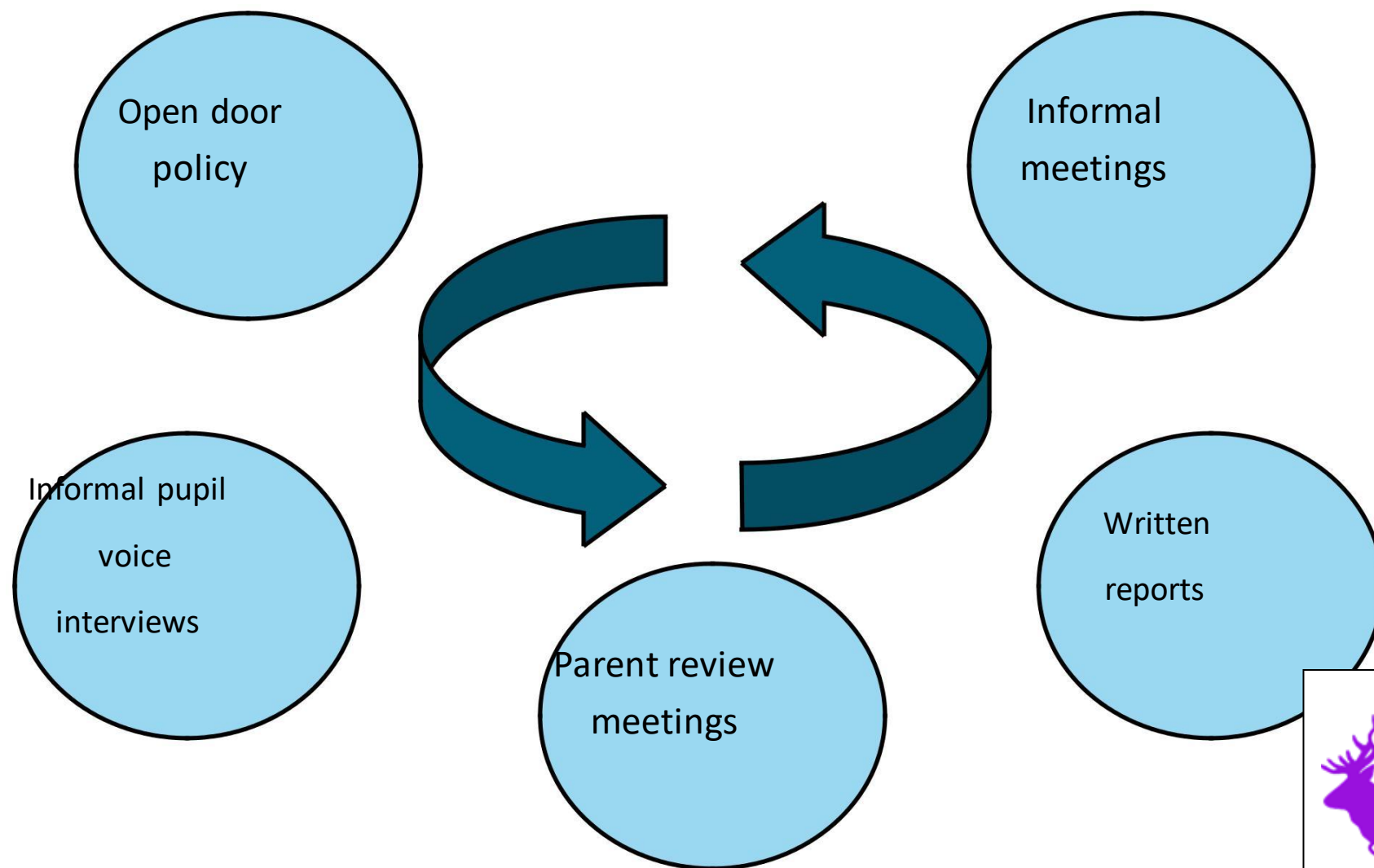
In addition to reviewing provision, we will assess and review children's progress using the following means:





### 13. How is everyone kept in the loop?

We will ensure that we discuss any additional needs your child may have with all the right people. This will include you, as the parents or carers, and the children themselves.



## 14. Accessing Enrichment opportunities

We will provide skilled additional adults to support children, where appropriate

Accessing enrichment opportunities will be discussed with parents/carers and any other external agencies so that accessibility needs are met

We will look at additional resources that may be needed to support individual children when out of school for an educational or residential visit

We will have flexible arrangements to meet the individual needs of the children who attend enrichment opportunities

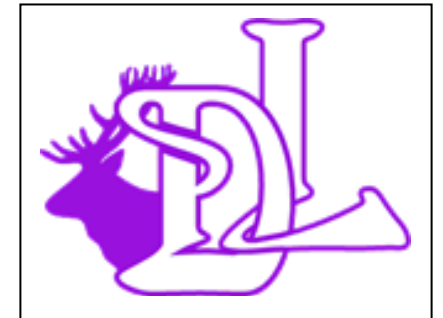
We will carry out additional risk assessments and training for all adults who work with children who have specific needs



## **15. Supporting emotional and social development**

We support the emotional and social development of our children through:

- ▣ House Points
- ▣ Play leaders
- ▣ 1 to 1 support in class
- ▣ 1 to 1 support out of class
- ▣ Lunchtime clubs
- ▣ School council
- ▣ PSHE lessons
- ▣ Counselling and support
- ▣ Clear communication between home and school
- ▣ Lego therapy
- ▣ Excellent communication with MDSA's
- ▣ Assemblies



## 16. Admission and transfer arrangements

Children may join or leave our school for reasons such as; pre-school, year group moves, transfer to/ from other primary schools, transfer to Secondary School.

At Ditton Lodge we ensure a smooth transition .

The child makes extra visits to the school, if deemed appropriate

Information gathering from all professionals involved with the child

The child visits the school with parents/carers

SENDCO contacts the school to discuss particular needs and support for the child

Transition meetings with the parents and any other agencies working with the child

SENDCo may visit previous or new schools of children with SEN.  
Appropriate paper-work is transferred

