



Dinnington First School Annual SEND Report 2023-24

Evaluating the Effectiveness of Provision for Pupils with SEND

This report reflects how school has used SEN funding to meet pupils' needs and should be read in consultation with the SEN Information Report, the SEND Policy and the Accessibility Plan

Context

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 2023-2024 there were 295 children on roll with 14.2 % of children on the SEND register. This is above the national average. By the end of the year, there were 6 children with EHC plans.

The areas of need were as follows:

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



Profile of children with SEND

	School Population Number of Pupils with SEN	National Population Number of Pupils with SEN
Number of Pupils	42	
% of Pupils	14.23%	13.6%
EHCP	2.03%	4.8%
SEN Support	8.81%	13.6%

In order to preserve anonymity, we have made a decision to not publish the breakdown of SEN according to year group.

Areas of Need

Types of SEN	% of SEN Population
Cognition and Learning Difficulties	26.2%
Communication and Interaction	33.3%
Sensory/Physical	11.9%
Social Emotional and/or Mental Health Need	28.6%

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.



Data:

	SEND Pupils making expected progress at Dinnington	Pupils making expected progress Newcastle	Pupils making expected progress Nationally
EY GLD	44%	27%	25%
KS1 Phonics Screening	75%	52%	52%
KS1 (end of Y2) – Reading	50%	36.0%	36.1%
KS1 (end of Y2) - Writing	20%	23.1%	25%
KS1 (end of Y2) - Maths	60%	34.9%	39.4%
KS2 (end of Y4) - Reading	28.6%	49%	48%
KS2 (end of Y4) - Writing	14.3%	39%	36%
KS2 (end of Y4) - Maths	42.9%	47%	44%

- Data from 2023 - 2024 shows that progress for EY SEND pupils was significantly above national average for this cohort of children.
- KS1 SEND pupils was at or above national average for this cohort in Maths and reading areas, and just below in writing.
- Of KS2 pupils progress was just below national average in Maths and below in reading and writing.
- Attendance was good with an average of 94.06% (for children with an EHCP the attendance was 90.5%)
- There have been no exclusions, but three children had reduced timetables.
- Children with SEN attend the clubs that interest them and are not disadvantaged in attending due to their SEN.
- By the end of the year, 1 child had been allocated a place in specialist provision.



Next Steps

- Continue to track the outcomes, attendance, provision and inclusion of all SEND children, with a focus on KS2 children for reading and writing.

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.
- Dedicated programmes used to improve fine motor skills 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 fidget toys have been used to help prolonged concentration.
- 'Kalmer Counselling' sessions for individual children who are identified as benefitting from this service (with parental consent) have been offered.

Next Steps

- To continue to monitor the effectiveness of all resources and the deployment of staff in classes where their expertise can be utilised to maximum effect.

Staff Training and Expertise

- All teaching staff have attended Selective Mutism training delivered by the EP service, and Zones of Regulation training delivered by RISE.
- Teachers in specific year groups received training relevant to their cohorts – this included training from EBSNA, Trinity OS for SEMH, QTo D, stammering workshop, EY SEND training from CONTACT.
- The SENDCO has attended Gosforth Trust SENDCO training.
- The SENDCO has attended all network meetings.
- The SENDCO attended online training from CYPs/SPA.
- All class-based staff who had not received ASD training attended the course online



Next Steps:

- To continue to offer CPD to all new staff on autism and refreshers where needed.
- To offer CPD to staff focussing on children's needs within each class and identifying areas that require more knowledge/training.

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
- SEND outreach service
- Child and Adult Mental Health Service (CAMHS)
- The Children and Young Peoples Service (CYPS)
- Occupational Therapy Service
- Specialist Paediatric Nurse
- School Health
- Private Educational Psychology service
- Kalmer Counselling

Next Steps

- Continue to develop these links and share expertise within staff.
- Continue to work with Kalmer Counselling to address mental health needs of children.
- Continue work with Private EP to address the gap in LA EP time.
- Access further training from SEND Outreach Services.

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
- The Three Houses



Parents/Carers Views

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

- Support plans
- 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.pa.ge?localofferchan nel=0>