



Dinnington First School

Annual SEND Report 2024-25

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).

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 2024-2025 there were 298 children on roll with 18.1% of children on the SEND register. This is just below 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	54	
% of Pupils	18.1%	19.6%
EHCP	2%	5.3%
SEN Support	16.1%	14.2%

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	25%
Communication and Interaction	32.6%
Sensory/Physical	9.6%
Social Emotional and/or Mental Health Need	34.6%

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



Data:

- Data from 2024 - 2025 shows that progress for EY SEND pupils were significantly above average for Newcastle and nationally in Reading and Mathematics and above for Writing.
- KS1 SEND pupils were above Newcastle/national average for Reading Writing and Mathematics.
- KS2 SEND pupils progress was above Newcastle/national average in the multiplication tables check.
- As a First school our results can not be compared to KS2 data but when the year 4 reached the end of the academic year results showed that from our trackers all children had made good progress in reading and only 2.7% of children had not made expected progress in Mathematics and writing.
- Attendance was good with an average of 92.53% (for children with an EHCP the attendance was 91.89%)
- There have been no exclusions, but one child had a reduced timetable, one began the year with a reduced timetable but is now able to access full time education.
- 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, our focus will be on writing for all SEND children.

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 epilepsy awareness training and trauma based training.
- Teachers in specific year groups received training relevant to their cohorts – this included training passport training for EY, Makaton training, Tacpac training, and RWI individual training,
- The SENDCO has attended Gosforth Trust SENDCO training.
- The SENDCO has attended all network meetings.
- The SENDCO attended training for moderating alongside the descriptors of need, virtual schools, and EHCP panel and process information training.

Next Steps:

- 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
 - SEMH team
 - 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.
- Access further training from SEND Outreach Services.
- Continue to access support from the SEMH team

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.
- SEND parent forum

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.



NEWCASTLE LOCAL OFFER



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