



Ditton Primary
SEND Report 2023/2024

Please 'phone us to discuss any aspect of this report or if you require more information.

This is the school SEND information and responses to questions from Halton LA Local Offer. Ditton Primary School is a primary academy working in Warrington Primary Academy Trust, catering for children from Reception to Year 6 (age range: 4 - 11). We value the individuality of all children and are committed to giving all our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils.

Answers to Parent and Carer Questions	
1.	<p>Who is the school's SENDCo and how do I get in touch with them?</p> <p>Our SENDCo is Mrs. Danielle Pauls (Currently on maternity leave) Interim SENDco is Mrs. Paula Bate Contact details for Interim SENDco is pbate@wpat.uk telephone number 0151 424 5861</p> <p>You can also request an appointment via the school office.</p>
2.	<p>What kinds of Special Educational Needs and Disabilities are catered for at your setting?</p> <p>We provide support for pupils across the 4 areas of need as laid out in the SEN code of practice 2015:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and Learning • Social, emotional and mental health difficulties. • Sensory and/or physical needs.
3.	<p>Which policies relateto SEND children?</p> <ul style="list-style-type: none"> • SEND Policy • Equalities Policy • Mental Health and Emotional Well-being Policy • Behaviour Policy • Supporting Children with Medical Needs

4.	How does the school know if children/ young people need extra help?	<ul style="list-style-type: none"> • Information may be received from previous settings, parents/ carers and other professionals in external agencies. • Teachers' observations show pupil is struggling with a particular difficulty causing them to not be meeting age related expectations. • Observations of a particular difficulty meeting age related expectations. • Trained staff provide on-going teacher assessments and tracking of pupil progress which will identify possible areas of need. • Children may be identified as needing additional support through regular Pupil Progress meetings. • Concerns are raised by parents/ carers and these may lead to an assessment which identifies a particular need. • Staff identify a change in the pupil's behavior, attitude and /or progress in learning. • A pupil asks for help as they find an area of learning more difficult - this would be explored further by the class teacher.
5.	What do I do if I think my child has special educational needs?	<ul style="list-style-type: none"> • If there are any concerns, parents are encouraged to speak, in the first instance, to the child's class teacher. • Parents can also speak to our Special Educational Needs Coordinator (SENDCO), on their own, or with the child's class teacher. • If your child has not started at Ditton Primary, the SENCO would be the first point of contact.
6.	How will the education setting staff support my child/ young person?	<p>All of our class teachers are teachers of SEND and the school embraces an inclusive approach to whole school learning.</p> <ul style="list-style-type: none"> • The class teacher is responsible for daily lessons to suit all children's specific learning needs, including different learning materials. • All staff follow the graduated response to ensure the needs pupils are met. • If a pupil has additional needs related to more specific areas of their education, then an 'Individual learning Plan' may be implemented following discussion between you, class teacher, pupil and SENDCo. Parents/ carers will be asked to sign a copy of the document once prepared. This document will provide specific targets that will be reviewed termly at pupil progress meetings and ILP review meetings. SMART targets are used for targeted support for individuals or groups. SMART refers to <i>Specific, Measurable, Achievable, Relevant, and Time-Bound targets</i>. • Research based interventions will/may be set up by the class teacher and SENDCo to support learning within the classroom and these interventions will be monitored and evaluated by the class teacher, teaching assistant and SENDCo to ascertain the impact of the provision and to inform next steps. • Interventions are recorded on a provision map.

		<ul style="list-style-type: none"> Occasionally, a pupil may need expert support from an outside agency. If they meet the criteria, referral forms are then completed in co-production with parents/ carers and forwarded to the appropriate agency. That agency may conduct a series of assessments, and following these provide a program of support to the school and/ or parents/ carers. The recommendations from professionals will be included within the ILP targets and interventions. A record of the interventions is kept so that the impact and effectiveness of an intervention can be ascertained. Our Provision and Intervention Plan is reviewed termly by the SENDCo, senior leaders and class teachers. Training is provided throughout the year to teachers, support staff and whole school staff to ensure that all are up to date with the latest SEND policies and practices.
7.	How will the curriculum at your education setting be matched to my child/ young person's needs?	<p>At Ditton primary we set aspirational targets for all our children and will make reasonable adjustments to the curriculum and environment to ensure that children reach their full potential</p> <ul style="list-style-type: none"> All children identified as having a special educational need will primarily be taught in the classroom alongside their peers. Children will have a pupil passport and individual learning plan with smart targets written for them. Parents/carers will be informed in producing both passports and learning plans. Children will be placed on our SEN register. Targets and provision will be planned, delivered and reviewed regularly. Reasonable adjustments will be implemented by the class teacher to enable the child to access the curriculum in accordance to their own needs. Teaching Assistants may be allocated to work with individual children or small focus groups to target specific needs. Children may be provided with specialist equipment such as a wobble cushion, visual timetable or laptop with literacy support software installed. If the child has received support from outside agencies such as EP (Education Psychologist) or SALT (Speech and Language Therapy) support, these programmes and recommendations will be incorporated into the child's learning.
8.	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> Through regular discussions with the class teacher and any teaching assistants who work with your child's class/ group. Teaching staff are usually available at the end of the day for short informal discussions; longer appointments can be made with the class teacher, or the SENDCo, through the school office. For all year groups, curriculum overviews are produced. These are produced to outline the subject content and topic links children will cover each half term/ full term so that parents/ carers can support their child at

		<p>home. The children in EYFS have regular change of topics as they follow the children's interests and plan around them. These will be shared with parents/ carers regularly.</p> <ul style="list-style-type: none"> • SENDco attends pupil progress meetings and discusses the progress of children with SEND with class teacher and head teacher. Interventions are monitored regularly to ensure their effectiveness and to plan next steps for the pupils accessing them. • Parents' Evenings are held twice a year. If you have any concerns regarding your child, their teacher will be available to meet with you at any point during the year. • A full written report will be sent home during the summer term. • The class teacher may occasionally make extra notes in a home school link book or reading record, if the teacher or SENDCo feel this is necessary. • Pupil passports/Individual learning Plans (ILP's) are drawn-up in consultation with parents/ carers and children and will be reviewed with them every term at least. • Annual review meetings are held for children with an Education & Health Care Plan (EHCP). • If an external agency is coming into school to assess your child, provision will be made for you to meet with them and discuss your child and any thoughts you have about their progress, additional needs, aspirations, etc. • Recommendations received from an external agency are discussed with parents/ carers and pupils (at age appropriate level); copies of reports will be shared also. • If a child has specific medical needs, staff will always meet with you and a health worker (if involved) to write a medical care plan. • If your child has a Behaviour Provision Plan in place at the school, reviews of these plans are ongoing but will be reviewed twice during the half term with the class teacher, Pastoral manager and/or SENDco.
9.	<p>What support will there be for my child's overall emotional health and wellbeing?</p>	<ul style="list-style-type: none"> • All staff offer pastoral support for children. Every member of staff is committed to supporting the emotional health and well-being of all our children and their families. • Dependent on needs identified, some specific nurture work/ programmes may be implemented by support staff with support from the school's safeguarding team or SENDCO. • School have trained teaching assistants who can deliver ELSA (Emotional literacy support assistant programme) and Drawing and talking therapy. • Our Safeguarding Team support emotional health and wellbeing, and also support teaching staff as they support children. They all access regular update training. • We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines. • If all school support has been exhausted, the school has access to external agencies and professionals, to support with a range of needs.

10.	What specialist services and expertise are available at or accessed by the education setting?	<p>We are supported by a range of professionals who we can access support from as appropriate; some of these specialist services and experts are provided through the Local Authority, and some are independently resourced.</p> <p>The range includes:</p> <ul style="list-style-type: none"> • Educational Psychologist • Speech and Language team • Occupational Therapy • Inclusion teachers for learning • Sensory Support (Hearing and Visual Impairment) • SEN Orthoptist • School Health • Social Services • CAMHs (Child & Adolescent Mental Health Services) • Child protection/ safeguarding team • Physiotherapist • Medical professionals such as epilepsy team • ASD/ ADHD specialist nurse <p>Access to these services is prioritised according to need and availability. This would be dependent on school judging that the child meets the required criteria for this support.</p>
11.	What training are the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none"> • The SENDCo is a qualified teacher and has achieved the National Award for Special Educational Needs Co-ordination. The Interim SENDco is currently undertaking the award and is near completion of this qualification. • School has access to the local offer that provides support services. • Those staff working with children with speech and language difficulties will be supported by the SENDCo and are trained in speech and language programmes. They are also supported by speech therapists working for local authority and ones working at our school. • The SENDCo attends regular SEND training within the Local Authority and other clusters, including the WPAT SENco network meetings, to maintain up to date knowledge of SEND practice and to share and develop good practice. • Some staff have had specific training related to individual children, for example, to provide physiotherapy programmes or about medical conditions. • If a child has been supported by the visual impairment team or educational psychologist the year group will be supported by these services and the SENDCo to implement specific programmes and interventions.

		<ul style="list-style-type: none"> • Also training staff to deal with specific needs such as ASD and ADHD. Staff regularly access appropriate training.
12.	How will my child be included in activities outside the classroom including school trips and provision for access to afterschool clubs?	<ul style="list-style-type: none"> • Ditton Primary endeavours to include all pupils in all activities and will work closely with parents/ carers to ensure barriers to participation are removed and reasonable adjustments made wherever possible. • A risk assessment will be carried out for individual's participation where required; this will be verbally shared with pupils and families where appropriate to ensure the correct provision is in place. • Trips and activities, including before/after school clubs are always available to all. • In some circumstances, we may ask a parent/ carer to accompany their child on a trip or activity to enable them to safely access it. This would be considered through the risk assessment process. • A risk assessment will be carried out for individual's participation where required; this will be verbally shared with pupils and families where appropriate to ensure the correct provision is in place. • Trips and activities are always available to all. • In some circumstances, we may ask a parent/ carer to accompany their child on a trip or activity to enable them to safely access it. This would be considered through the risk assessment process.
13.	How accessible is the Ditton school environment?	<p>Our building is accessible through:</p> <ul style="list-style-type: none"> • Accessibility plan • The main building is fully accessible and consists of a ground floor, with easy access to both the Office Entrance and other areas of the school. • There are a number of accessible toilets for children and adults situated around the school, including a designated disabled toilet. • As a school we are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible. • We carefully consider the layout and use of the building in relation to the needs of the individual child in order to meet their needs appropriately. • School carry out an Accessibility Audit annually or in response to a new need being identified.
14.	How will the education setting prepare and support my child to join Ditton primary, transfer to a new education	<p>The SENDCo liaises with other settings at the point of transition, both into school in the early years, and out of school to secondary education.</p> <p>Children entering Nursery:</p> <ul style="list-style-type: none"> • If the child is already known to an agency offering some support, e.g. speech and language, the SENDCo, or someone designated by them, will liaise with agency. Additional meetings may be arranged in advance of the child accessing the provision. <p>Child entering Reception:</p>

	<p>setting or the next stage of education and life?</p>	<ul style="list-style-type: none"> • When children enter Reception, there are a lot of visits between their nursery setting and school. Extra visits and meetings will be set up as required. The SENDco will attend some of these transition meetings. • Our minimum transition offer is a school visit - introduction and play in the setting, a home visit and a nursery provision visit from the EYFS team. • We host an induction evening to which all new starter parents and carers are invited to meet the staff, tour the school, watch a short presentation, ask questions, complete important documentation and pick up school prospectus / school handbook <p>Annual transition</p> <ul style="list-style-type: none"> • Transition within school from one year group to another is carefully planned with individual pupils needs discussed prior to visiting their new classroom; handover of certain documents for key information, such as one page profiles, data, record of interventions. Transition meetings focus on individual pupil needs. • At Ditton we offer transition days/week where children spend time with their new teacher and teaching assistants. • Year 6 pupils take part in transition days organised by their chosen high schools. High schools will often offer extra transition days to individual pupils to support them with transition. The SENDco has discussions and handover meetings with SENDcos from other schools. • When a child joins from another setting, the school makes contact with that setting to support transition. Similarly, if a child leaves during school, Ditton Primary staff will endeavour to liaise closely with the receiving setting. • The school endeavours to listen and take account of views of parents and carers regarding the needs of pupils with SEND when they join school.
15.	<p>How are Ditton's resources allocated and matched to children's special educational needs?</p>	<p>Children with an EHC plan will have their own budget to support them. Money is used to provide recommended resources or to deploy staff, or to access specialist training.</p> <ul style="list-style-type: none"> • The school's provision mapping identifies categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of pupils and spending is regularly reviewed. • Further support or resources may be allocated to your child following assessments by the SENDCo, or outside agencies (e.g. children's Speech and Language Therapy team).
16.	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • The Head teacher and SENDCo will allocate resources and support based on a child's individual needs, following discussions with the class teacher and where appropriate, advice from external professional agencies and parents/ carers. This will be in line with the SEND Code of Practice. • The allocation of support will be informed by the school's own internal assessment procedures and any external professional reports. Any plans or interventions will be discussed with parents/ carers and reviewed regularly.

		<ul style="list-style-type: none"> • Support will be reviewed and change according to the ongoing review of need which will be discussed with staff, parents/ carers and child. • Through Pupil Progress Meetings and discussions between school based staff around the child. • For pupils with an EHC plan, further consultation will take place with all stakeholders to determine support 'addition to and different from' that which is available to school. • EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person. • The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.
17.	How are parents involved at Ditton Primary? How can I be involved?	<p>All parents/ carers are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • Discussions with the class teacher. • During parents' evenings or other arranged meetings. • During discussions with the SENDCo, or other professionals. • Parents/ carers are encouraged to comment on their child's pupil passport and Individual learning/behaviour Plan. • Parents/ carers are warmly encouraged to support and help with school activities, or to volunteer/ help out in the classrooms (subject to DBS). • We offer concerts, assemblies, sporting events, and curriculum workshops to which parents/ carers are invited.
18.	Who can I contact for further information?	<p>If you wish to discuss your child's educational needs, please contact one of the following:</p> <ul style="list-style-type: none"> • Your child's class teacher or the Teaching Assistant who works in their classroom or with your child. • Interim SENDCo - Mrs. Paula Bate • Head teacher - Mrs. Janette Pyne • SEND Link Governor - Mrs. Deborah Sharples <p>Appointments can be made with any of these people through the school office.</p> <p>There are a number of LA contacts who can provide more information including:</p> <ul style="list-style-type: none"> • Parent Partnership (SENDIASS) • School Health advisers • Parent and Carer Forum

19.	What should I do if I have a complaint?	If you feel that your concerns are not being dealt with appropriately, please follow the schools Graduated Response procedure, as outlined by our Complaints policy, by speaking to the class teacher before speaking to the SENDCo, Deputy Head teacher or Head teacher. Failing this, an appointment can be made to see the SEND Governor via the school office.
20.	Local Offer	https://localoffer.haltonchildrenstrust.co.uk/schools-colleges-post16/

Answers to Children's Questions

1.	How does the school know if I need extra help?	<ul style="list-style-type: none"> • Through something that you or your parents/ carers have told us. • We might have noticed that you are struggling with work in class. Your behaviour or attitude might tell us that you need support. • You may not be making the usual progress in your work.
2.	What should I do if I think I need extra help?	<ul style="list-style-type: none"> • Speak to your parents/ carers and ask them to have a word with your teacher. • Speak to your teacher or another adult who works in your class. • Speak to the SENDco and/or pastoral manager. • You can add a comment to your work to tell the teacher. • All adults in school will want to help and support you, including other teachers you have worked with, including our support staff and members of the safeguarding team.
3.	How will my work be organised to meet my individual needs?	<ul style="list-style-type: none"> • We can differentiate your work in different ways. • We can give you different resources to help you. • We can break your work into smaller chunks. • You can monitor your own progress and see your successes. • We can give you some extra work on a new topic before you start it so you feel more confident. • We may give you help in a small group to help you learn a new skill. • We will listen to you and understand what you find difficult so that we can offer the right kind of support. • We will give you additional support should you need it.
4.	How will I be involved in planning for my needs and who will explain it and help me?	<ul style="list-style-type: none"> • Your class teachers and Teaching Assistants will speak to you. • You will be involved in reviewing and planning targets. You will discuss how you learn best using your pupil profiles. • You will create your passport or plan if one is needed alongside staff • We may ask for your opinion through surveys and questionnaires. • You will be included in annual reviews if you have an EHCP.

5.	Who will tell me what I can do to help myself and be more independent?	<ul style="list-style-type: none"> • The adults who work with you will support you. You might have a list of what you need to do written for you or a visual timetable. • Your teacher and TA will set you targets to help you and break big tasks into smaller ones. • We do lots of lessons and assemblies in school to develop resilience, risk taking, resourcefulness, reflection and good relationships. Everyone has targets (e.g. written feedback from teacher, specific targets from teacher) to get better at these things and so will you (with lots of help along the way).
6.	What should I do if I am worried about something?	<ul style="list-style-type: none"> • Speak to a friend, a parent or carer, or an adult in school - we all care and want to help! If you worry a lot, you may have a worry book/ diary and use that to communicate with adults at home. • Specific strategies may be used as appropriate, e.g. worry boxes may be in place.
7.	How will I know if I am doing as well as I should?	<ul style="list-style-type: none"> • We will talk to you regularly. • When your teachers mark your work, they will tell you. • Your teacher and TAs will give you feedback during lessons. • Adults will review your targets with you. • You can ask your teacher if you are doing well.
8.	How can I get help if I am worried about things other than my work?	<ul style="list-style-type: none"> • Talk to us about what is worrying you and we will work with you and find people to support you. • You can tell your teacher, TA, or any member of the school staff.
9.	Are there staff in school that have had special training to help young people who need extra help?	<ul style="list-style-type: none"> • All of our teaching staff have regular training in areas of SEND. • Staff are trained in lots of intervention programmes to help you with your learning. • We have lovely teachers and Teaching Assistants who are trained to help you when you feel sad, worried, anxious, or unconfident.
10.	Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical	<p>Yes, we can! We can get help from lots of different professionals to help with your needs as appropriate, including:</p> <ul style="list-style-type: none"> • Educational Psychologist • School Health Adviser • Occupational Therapist • Parent Partnership • Early Help team

	conditions)	<ul style="list-style-type: none"> • CAMHs • Counselling services, such as St Joseph's, NSPCC • Visual and Hearing Impairment team • Speech and Language team • Orthoptist • Physiotherapist • ASD/ ADHD specialist nurses • Play therapy • Art therapy • Medical professionals such as epilepsy team <p>And more!</p>
11.	If I have difficulty in taking part in school activities what different arrangements can be made?	<p>How will I know who can help me?</p> <ul style="list-style-type: none"> • Talk to a member of staff with your parents/ carers or on your own <p>Who can I talk to about getting involved in student activities if I need extra help?</p> <ul style="list-style-type: none"> • If you want to get involved in an activity, we will make sure that you can and give you the help you need. • Talk to one of the adults in your classroom.
12.	What help is there to help me get ready to start school?	<ul style="list-style-type: none"> • We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information. • We will usually hold a meeting with the people who help you now so that we have everything in place to help you. • We will speak to your new school before you start. • We will make sure that you can visit and meet the people who will help you before you start. • We will keep you in touch with your new school to make sure they know how to help you.
13.	I am coming to school to prepare for employment - how will I be supported?	<p>We will listen to your dreams and aspirations.</p> <p>We will regularly invite people from the world of work into school to tell you about their jobs, and to inspire you to be prepared for employment.</p> <p>We will encourage and support you.</p> <p>We will help you develop social skills, good relationships, resilience, and confidence to take risks, resourcefulness, and independence and reflection skills.</p> <p>We will see you as an individual.</p>

Glossary

TA	Teaching Assistant	Classroom support staff.
SEND	Special Educational Needs and Disabilities	
SENDCo	Special Educational Needs and Disabilities Coordinator	
EHCP	Education, Health and Care Plan	Document devised by the Local Authority - based on information and reports from parents/carers, school staff and external agencies- outlining the identified needs of individual children and recommendations to support their learning.
ILP/IBP/Passport	Individual Learning Plan Individual Behaviour Plan	Document completed by a child with the support of a member of staff, states areas of strengths and concerns and how they can be supported at school.
SEMH	Social, Emotional and Mental Health	
CYPMHs	Children and Young People Mental Health Services	

The SEND graduated approach is illustrated below





