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# Ditton Lodge Primary

## School SEND Information

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## 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

Written and reviewed with the support of the Parents & Governors of Ditton Lodge School, March 2025



# 1. Types of SEND that we provide for

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

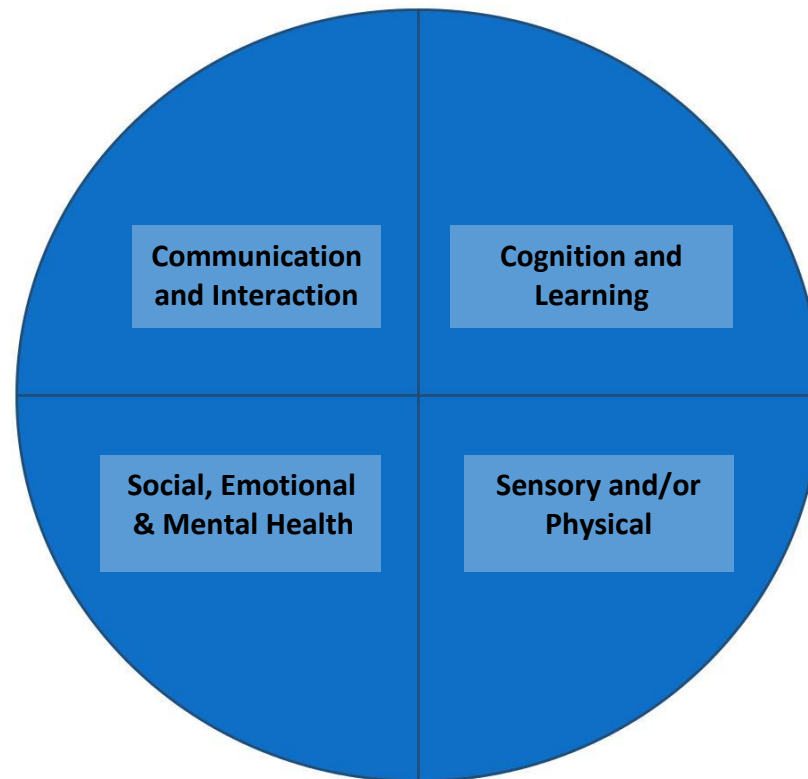
Autistic Spectrum Conditions (inc. Asperger's Syndrome)

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 scrutiny/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. Progress and next steps discussed with parents/carers at least termly.</p> <p>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 still have concerns, please feel free to contact the Deputy Head or Head Teacher to discuss this further.



## 5. Identifying and assessing needs

The SEND Code of Practice uses the following definition:

*“A child has a special educational need if they have a learning difficulty or disability 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 Miss Anna Shicluna

Tel: 01638 613001      office@dittonlodgeprimary.co.uk

*As SENDCo, Miss Shicluna oversees the needs of children with SEND and supports the teachers to provide Quality First Teaching and additional support, as and when it is needed.*

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 Dr Anna Hardiman-McCartney.



**7. Our primary aims** Our vision statement of, “**Together, we succeed as lifelong learners,**” 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 all  
children at Ditton Lodge have a  
sense of belonging, are  
ambitious to succeed and  
develop into resilient life-long  
learners.

Value all children  
equally

Provide full access to a  
rich, varied and  
relevant education

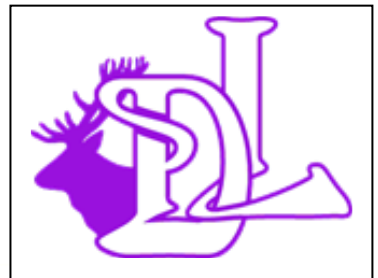


## 8. Teaching children with SEND

Teachers will be given regular training and support in addressing specific SEND needs, 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.

Class teachers will use strategies to support SEND needs in the classroom and pupils may access additional learning opportunities to help them catch up or fill any gaps that act as 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. keyboard, voice recording

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

Individual timetables and bespoke curriculum



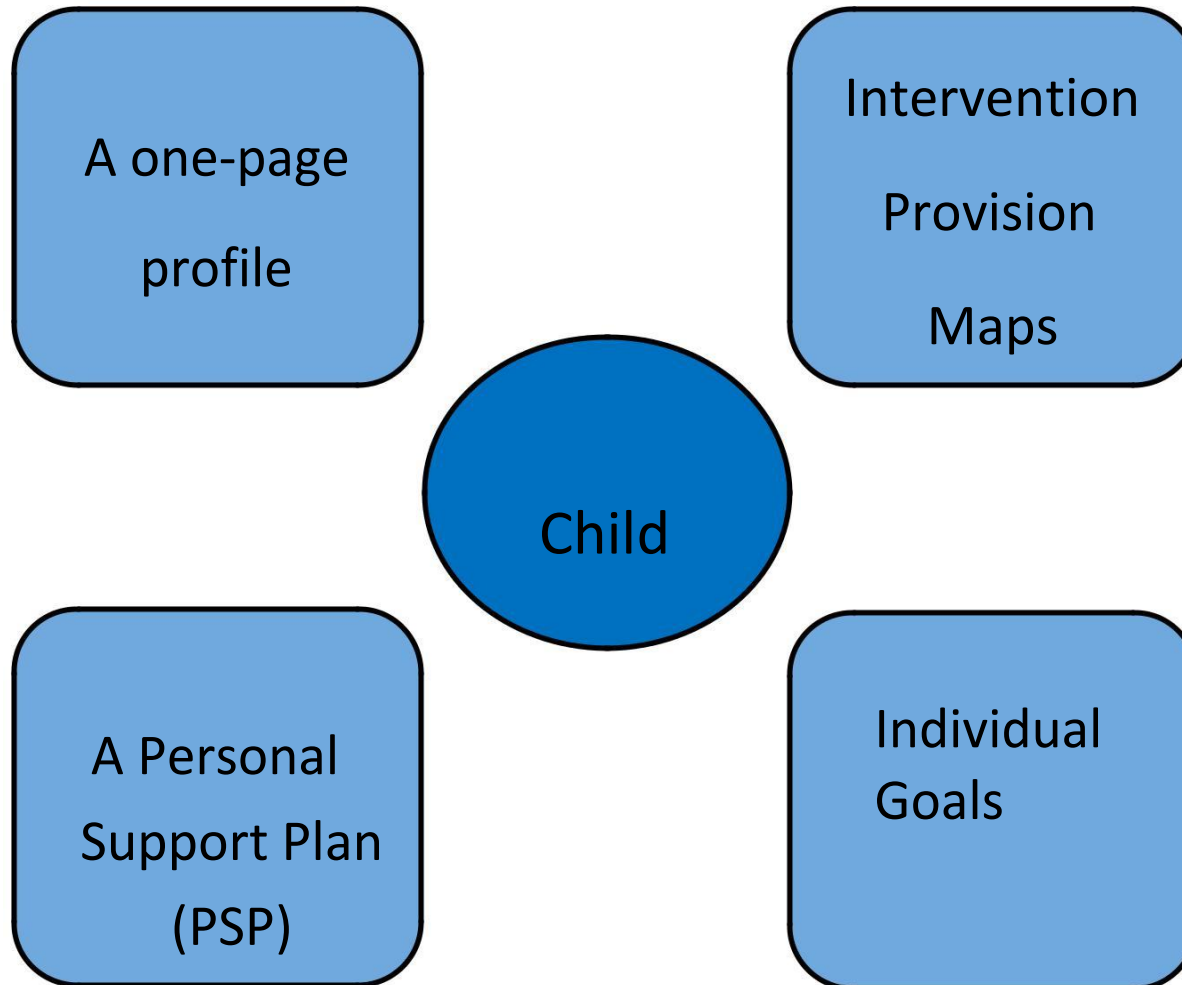
## 10. The SEND process

The SEND process follows a graduated approach to assess and provide support. A cycle of Assess, Plan, Do, Review allows us to regularly review and meet the needs of the child.



## 11. Assessing provision

We may assess and support a child with SEND using:

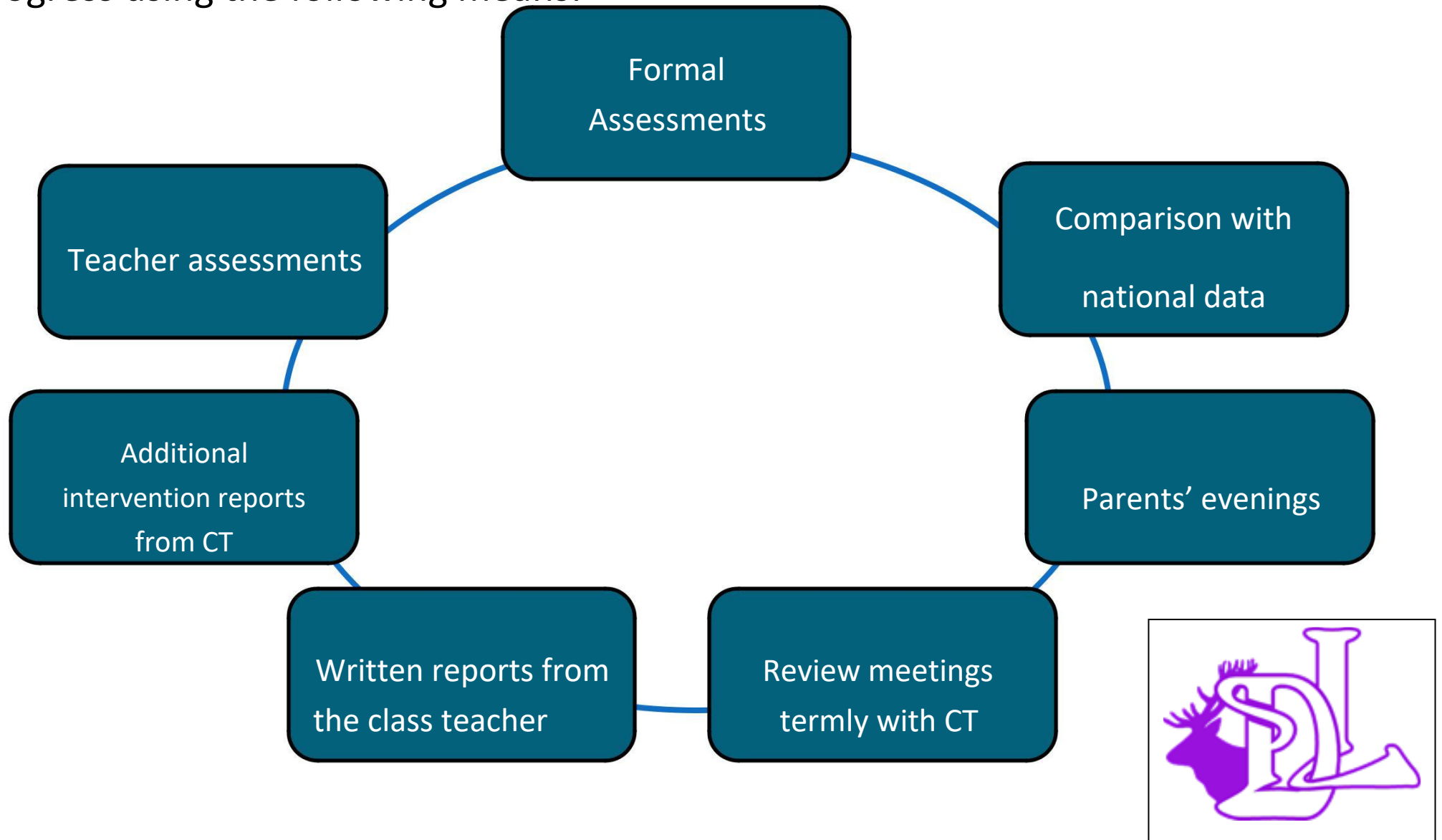


This process allows us to constantly evaluate the effectiveness of the provision in place for our children with SEND, alongside our cyclical, graduated approach.



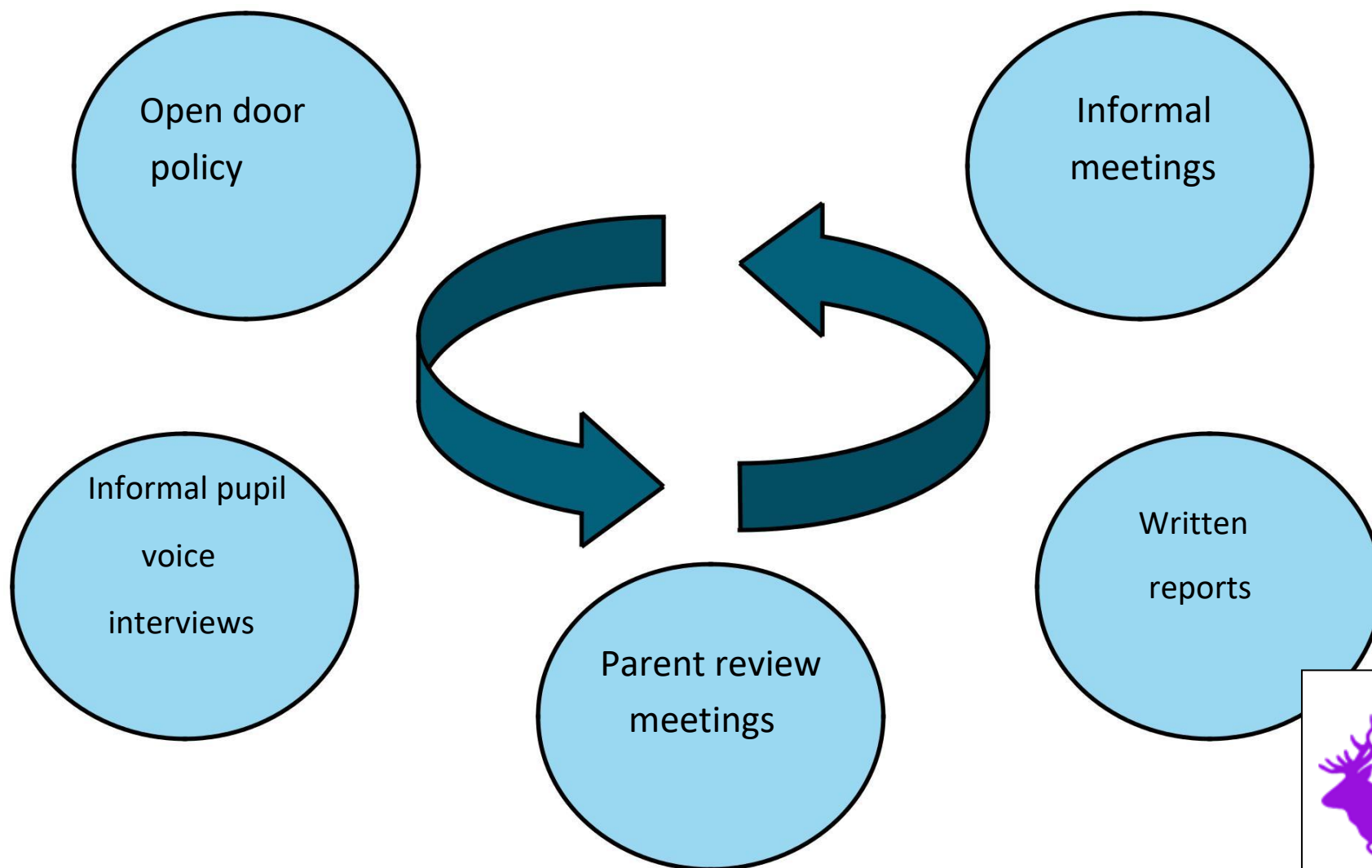
## 12. Assessing and reviewing pupil progress

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
- ❑ Lunchtime Wellbeing Club
- ❑ Opportunities for leadership including School Council
- ❑ P.S.H.E. lessons and Assemblies
- ❑ Emotional Literacy Support Assistant (ELSA)
- ❑ Clear communication between home, school and amongst staff
- ❑ Lego therapy
- ❑ Wellness Curriculum
- ❑ Zones of Regulation Curriculum
- ❑ 1:1 staff members and support from class teacher



## 16. Admission and transfer arrangements

Children may join our school in Early Years, transfer to/ from other primary schools, or move on to secondary school.

At Ditton Lodge we ensure a smooth transition.

The child visits the school  
with parents/carers.

Information gathering  
from all professionals  
involved with the child.

The child makes additional  
visits to the school if deemed  
appropriate.

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 SEND.

Appropriate paperwork  
is transferred

