

Amble Links First School

Special Educational Needs and Disability Information Report



TYPE OF SCHOOL:	Local Authority Maintained First School
ACCESSIBILITY:	<p>Physical Access</p> <p>Fully accessible for wheelchairs - ramps to all entrances, dropped kerbs, disabled parking, disabled toilet facilities, school on one level.</p>
	<p>Curriculum Access</p> <p>Staff trained in a range of intervention techniques/schemes.</p> <p>School nurse provides additional speech and language intervention.</p> <p>Speech and language screening carried out with every nursery age child on starting school.</p> <p>Children taught in mixed ability groups.</p> <p>Ability streams and small intervention groups where appropriate.</p> <p>High levels of teaching assistant support.</p> <p>Emotional Literacy Support Assistant support where required.</p> <p>School nurse 12 hours per week used for observations, medical referrals to OT and CYPS, parent workshops including fussy eaters and understanding your child's behaviour.</p> <p>SENDCO monitors and evaluates progress of SEND pupils.</p> <p>Detailed data tracking of SEND children using specialised assessments, assessing start and end points for each school year.</p> <p>Teaching based on assessment for learning – planning reflects needs of groups and individuals.</p> <p>SEND support plans tailored to each child's individual needs which is implemented by all staff and monitored by the SENDCO.</p> <p>Intervention records detail interventions used, ongoing evaluation and next steps.</p> <p>Swift and easy access to additional services through Toucan Education as well as medical services and educational psychologist when needed.</p>
	<p>Children with Medical Needs</p> <p>Policy for pupils with medical needs.</p> <p>Named medical needs coordinator</p> <p>School nurse on site for 12 hours per week.</p> <p>Close liaison with community health services including school nurses, health visitor and own school nurse based in school.</p> <p>Individual healthcare plans for children with more complex medical needs.</p> <p>Disabled toilet/shower/washing facilities/changing facilities</p> <p>All teaching assistants are first aid trained.</p>
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes. All children in our school receive quality first teaching, including those with SEND. We use many different strategies to ensure that all children make</p>

	<p>good progress from their starting points. This includes:</p> <ul style="list-style-type: none"> • A systematic daily approach to the teaching of phonics through Read, Write, Inc. • Visual maths aids are displayed across the school. A concrete, pictorial, abstract approach is used to support the teaching of Maths. Resources such as Numicon, base ten and place value counters are available to support children across the school • Flexible staffing based on the needs of the children. • Teaching assistants who are trained in Read, Write Inc and have additional training in Maths Makes Sense, Precision Teaching, Project X reading intervention and Talk Boost across all Key stages. • A qualified ELSA who works across the school to provide emotional support. • Members of staff with additional training in: Speech and Language, Behaviour management, ADHD training, ASD training, Dyslexia training, joint special school placements and Talk Boost. • Individual feedback to all children on how to improve their work and 'COW time' (correct our work) for children to carry out improvements. • Close links with parents to ensure a commitment to learning from all. • Additional termly meetings with parents and a review of SEND support plans for all children on the SEND register. 		
POLICIES:	Are the school policies available on the website for:	SEND	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		YES
RANGE OF PROVISION:	<p>Areas of strength</p> <p>Early Years unit with large outdoor space supports smooth transition from Nursery into Reception.</p> <p>Use of Tapestry in the Early Years and Year One to communicate with parents and report progress online.</p> <p>School nurse to implement targeted speech and language interventions and liaise with both school staff and parents.</p> <p>Additional transition work ensures smooth transition between other year groups and key stages.</p> <p>Teaching Assistant support – TAs across the school are highly skilled and are trained in a range of intervention skills.</p> <p>Built in systems ensure clear communication between teachers and TAs as well as ongoing TA development through access to relevant training.</p> <p>Behaviour management/dealing with challenging behaviour, management of pupils with ASD.</p>		

	<p>Development of early literacy/language phonics skills through the systematic teaching of Read, Write Inc (including in nursery).</p> <p>Strong relationships with parents.</p> <p>Break time and lunchtime provision is well managed and supported with a range of accessible equipment and activities.</p> <p>Relevant staff trained in Early Talk Boost, Talk Boost and KS2 Talk Boost to develop early language and communication delays.</p> <p>Open door policy for parents to speak to the SENDCO.</p>
	<p>Specialist Facilities/Equipment to support SEND</p> <p>Annual Y4 residential outdoor/adventurous activities visit with appropriate support.</p> <p>I pads available in all classrooms.</p> <p>Accessible ICT room.</p> <p>Class set of chrome books.</p> <p>Visual timetables available in all classrooms.</p> <p>Quiet areas for children to access when needed.</p> <p>A range of small rooms, including the Rock Pool room and the Beach Hut room, especially designed for intervention groups and small group work.</p> <p>Daily lunchtime access to the ICT room with TA support for additional reading and homework catch up.</p> <p>A fully accessible library.</p> <p>All areas of school have disabled access.</p> <p>Small groups for the teaching of reading and writing through Read, write inc.</p>
	<p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>Access to Learning and Training Consultancy. Services include - Psychological Services, Communication Services - Speech, Language and Communication, Literacy & EAL and Behaviour and ASD Services.</p> <p>Regular use/referral to other services including: Speech and language therapists, children's social services, Primary Mental Health.</p> <p>Access to Local Authority Inclusion Services.</p> <p>Relevant medical services including health visitors, school nurses, Child and young people services and occupational therapists.</p> <p>Onsite school nurse 12 hours a week.</p> <p>Onsite Children's Centre with access to family support worker and training for parents.</p> <p>Barndale House Special School is in our partnership and can be accessed for advice, support and training.</p> <p>Access to Early Help Support.</p>
	<p>Breakfast and After School support</p> <p>Daily Subsidised Breakfast Club from 8.00am.</p> <p>Daily after school activities until 5.15pm including a range of sporting activities and access to ICT equipment.</p>

	Sports coaches and dance instructor lead after school clubs.
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <p>All lessons are inclusive - additional support and intervention is provided where necessary.</p> <p>Children are only withdrawn from lessons for interventions when it is felt that is most beneficial for the child e.g. speech therapy, targeted support for Maths and Literacy.</p> <p>High levels of Teaching Assistant Support across the school.</p> <p>Children with SEND are included in all trips and visits and take part in swimming lessons.</p> <p>Breakfast club and afterschool clubs are open to all children.</p>
	<p>What proportions of children have SEND support?</p> <p>School- 2.2% (national average 12.5%)</p> <p>Nursery – 0%</p> <p>What proportions of children have an Education Health Care Plan (EHCP)?</p> <p>School – 0.7%</p> <p>Nursery – 0%</p>
PARENT SUPPORT INVOLVEMENT/ LIAISON:	<p>How do you involve/support the parents of children/YP with SEND regarding meeting their needs? How do you communicate their progress and areas of difficulty?</p> <p>Intervention plans are discussed with parents.</p> <p>SEND support plans are reviewed termly with parents.</p> <p>Termly parental consultations for those with children with SEND including a written review report.</p> <p>An annual written report to parents with the opportunity to discuss this with both the class teacher and SENDCO.</p> <p>Parents invited to classrooms every half term to look through work with children.</p> <p>Parents invited to weekly assemblies at which many children receive special awards for effort and achievement.</p> <p>An 'open door' policy allowing quick and easy access to Headteacher and SENDCO.</p> <p>Tapestry programme is used in the Early Years and Year One to record observations and share these with parents.</p>
	<p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <p>Liaison with local Middle Schools from Y5 teachers and SENDCO/Designated</p>

	<p>Safeguarding leads.</p> <p>Smooth transition between Key Stages in school through close liaison and early preparatory work.</p> <p>Consistently shared pupil data.</p> <p>Additional visits to new schools/classes arranged for those pupils that are more anxious.</p> <p>Additional opportunity for parents to meet with James Calvert Spence's SEND coordinator.</p> <p>Use of CPOMS to transfer SEND Information to Barndale House.</p>
OTHER INFORMATION:	<p>What else do you think parents/carers would like to know about your school?</p> <p>High staffing levels allow for small group and one-to-one interventions.</p> <p>All teachers and TAs have up to date training in a range of methods to support and guide pupils.</p> <p>A well-managed outdoor area with a variety of equipment for children to access including a gazebo and path around the perimeter of the field.</p> <p>A focus on increased levels of physical activity at play times and lunch times which is coordinated and managed by additional members of staff.</p> <p>A library and ICT suite which are staffed to offer support with additional reading and homework.</p> <p>Access to Ipads in all classes including the early years.</p> <p>A class set of Chrome books.</p> <p>All children have access to a wealth of online resources which they can access at both home and school including Sumdog, Purple Mash and Curriculum Visions.</p> <p>An online system for choosing school lunch options and making online payments.</p>
COMPLETED BY: (Name and position)	<p>Paul Heeley (Headteacher)</p> <p>Debbie Smith (SENDCO)</p>
DATE COMPLETED:	September 2020
REVIEW DUE:	September 2021