

Amble Links First School
Special Educational Needs and Disability Information Report 2018-19



TYPE OF SCHOOL:	Local Authority Maintained First School
ACCESSIBILITY:	<p>Physical Access Fully accessible for wheelchairs - ramps to all entrances, dropped kerbs, disabled parking, disabled toilet facilities, school on one level.</p> <p>Curriculum Access</p> <ul style="list-style-type: none"> • Staff trained in a range of intervention techniques/schemes. • Specialised speech and language teaching assistant 2 days per week. • Speech and language screening carried out with every nursery age child on starting school. • Children taught in mixed ability groups. • Small intervention groups where appropriate. • High levels of teaching assistant support. • Emotional Literacy Support Assistant support where required. • SENDCO monitors and evaluates progress of SEN pupils on a weekly basis. • Detailed data tracking of SEND children against challenging targets, assessing progress on an ongoing basis. • Teaching based on assessment for learning – planning reflects needs of groups and individuals. • SEND support plans tailored to each child's individual needs. These are implemented by all staff and monitored by the SENDCO. • Intervention records detail interventions used, ongoing evaluation and next steps. • Swift and easy access to additional services through the Linda Tallent Learning and Training Consultancy as well as medical services. <p>Children with Medical Needs</p> <ul style="list-style-type: none"> • Policy for pupils with medical needs. • Named medical needs coordinator • Close liaison with community health services including school nurses and health visitors. • Individual plans for children with more complex medical needs. • Disabled toilet/shower/washing facilities/changing facilities • All teaching assistants are first aid trained.
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school? 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 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.

	<ul style="list-style-type: none"> 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 daily '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 and a review of SEND support plans for all children on the SEND register. 		
POLICIES:	Are the school policies available on the website for:	SEN	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:	Areas of strength <ul style="list-style-type: none"> Early Years unit with large outdoor space supports smooth transition from Nursery into Reception. Provision for 2 year olds. Use of Tapestry in the Early Years to communicate with parents and report progress online. A qualified specialist speech and language assistant to assess and implement targeted interventions and liaise with both school staff and parents. Additional transition work ensures smooth transition between other year groups and key stages. Teaching Assistant support – TAs across the school are highly skilled and are trained in a range of intervention skills. Built in systems ensure clear communication between teachers and TAs as well as ongoing TA development through access to relevant training. Behaviour management/dealing with challenging behaviour, management of pupils with ASD. Development of early literacy/language phonics skills through the systematic teaching of Read, Write Inc (including in nursery). Strong relationships with parents. Break time and lunchtime provision is well managed and supported with a range of accessible equipment and activities. Relevant staff trained in Early Talk Boost, Talk Boost and KS2 Talk Boost to develop early language and communication delays. Open door policy for parents to speak to the SENDCO. 		
	Specialist Facilities/Equipment to support SEND <ul style="list-style-type: none"> Annual Y4 residential outdoor/adventurous activities visit. Ipads available in all classrooms. Accessible ICT room. Visual timetables in all classrooms. Quiet areas for children to access when needed. A range of small rooms, including the Rock Pool room and the Beach Hut room, especially designed for intervention groups and small group work. Daily lunchtime access to the ICT room with TA support for additional reading and homework catch up. A fully accessible library. All areas of school have disabled access. 		

	<p>Input from Therapists/Advisory Teachers/other specialist support services</p> <ul style="list-style-type: none"> • Access to Linda Tallent Learning and Training Consultancy. Services include Psychological Services, Communication Services - Speech, Language and Communication, Literacy & EAL and Behaviour and ASD Services. • Regular use/referral to other services including: Speech and language therapists, children's social services, Primary Mental Health. • Relevant medical services including health visitors, school nurses, Child and Young Peoples Services (CYPS) and occupational therapists. • Onsite Children's Centre with access to family support worker and training for parents. • Barndale House Special School is in our school partnership and can be accessed for advice, support and training. • Access to Early Help Support. <p>Breakfast and After School support</p> <ul style="list-style-type: none"> • Daily Subsidised Breakfast Club from 8.00am. • Daily after school activities until 5.15pm including a range of sporting activities (with trained coaches) and access to ICT equipment.
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <ul style="list-style-type: none"> • All lessons are inclusive - additional support and intervention is provided where necessary. • Children are only withdrawn from lessons for short interventions when it is felt that is most beneficial for the child e.g. speech therapy, targeted support for Maths and Literacy. • High levels of Teaching Assistant Support across the school. • Children with SEND are included in all trips and visits and have bi-weekly swimming lessons. • Breakfast club and afterschool clubs are open to all children from Reception to Y4. <p>What proportion of children currently at the school have SEND? School: 6.7% (September 2018) Nurse: 0% (September 2018)</p>
PARENT SUPPORT INVOLVEMENT & LIAISON:	<p>How do you involve/support the parents of pupils with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> • Intervention plans are routinely discussed with parents. • SEND support plans are reviewed termly with parents. • Termly parental consultation with SENDCO and Class Teacher for those with children with SEND including a written review report. • An annual written report to parents with the opportunity to discuss this with both the Class Teacher and SENDCO. • Parents invited to classrooms every half term to look through work with children. • Parents invited to weekly assemblies at which many children receive special awards for effort and achievement. • An 'open door' policy allowing quick and easy access to Headteacher and SENDCO. • Tapestry programme is used in the Foundation Stage and Key Stage One to record observations and share these with parents.

	<p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <ul style="list-style-type: none"> • Liaison with local Middle Schools from Y5 teachers, SENDCO and Designated Safeguarding Lead. • Smooth transition between Key Stages in school through close liaison and early preparatory work. • Consistently shared pupil data. • Additional visits to new schools/classes arranged for those pupils that are more anxious. • Additional opportunities for parents to meet with James Calvert Spence's SEND coordinator.
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <ul style="list-style-type: none"> • High staffing levels allow for small group and one-to-one interventions. • All teachers and TAs have up to date training in a range of methods to support and guide pupils. • A large, well-managed outdoor area with a variety of equipment for children to access including a newly installed gazebo and accessible path around the perimeter of the field. • A focus on increased levels of physical activity at play times and lunch times which is coordinated and managed by additional members of staff. • A library and ICT suite which are staffed to offer support with additional reading and homework. • Access to Ipads in all classes including the early years. • A class set of Chromebooks. • All children have access to a wealth of online resources which they can access at both home and school including School360, Purple Mash and Curriculum Visions. • An online system for choosing school lunch options and making online payments.
COMPLETED BY: (Name and position)	Paul Heeley (Headteacher) Sarah Black (SENDCO)
DATE COMPLETED:	September 2018
REVIEW DUE:	September 2019