

**Amble Links First School**  
**Special Educational Needs and Disability Information Report 2016-17**



<b>TYPE OF SCHOOL:</b>	<b>Local Authority Maintained First School</b>
<b>ACCESSIBILITY:</b>	<p><b>Physical Access</b> Fully accessible for wheelchairs - ramps to all entrances, dropped kerbs, disabled parking, accessible toilet facilities, school on one level.</p>
	<p><b>Curriculum Access</b> Staff trained in a range of intervention techniques/scheme. Specialised speech and language assistant 2 days per week. Children taught in mixed ability groups. Ability streams and small intervention groups where appropriate. High levels of teaching assistant support. ELSA TA support where required. SENDCO monitors and evaluates progress of SEND pupils on a weekly basis. Detailed data tracking (including SEND group). Teaching based on assessment for learning – planning reflects needs of groups and individuals. Intervention records detail all interventions used, ongoing evaluation and next steps. Swift and easy access to additional services through the Northumberland school support team and medical services.</p>
	<p><b>Children with Medical Needs</b> Policy for pupils with medical needs. Close liaison with community health services including school nurses and health visitors. Individual plans for children with more complex medical needs. Accessible toilet/shower/washing facilities/changing facilities All teaching assistants are first aid trained.</p>
<b>CORE OFFER:</b>	<p><b>Are you currently able to deliver your core offer consistently over all areas of your school?</b> 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 for their starting points. This includes:</p> <ul style="list-style-type: none"> <li>• A systematic daily approach to the teaching of phonics through Read, Write, Inc.</li> <li>• Visual maths aids are displayed across the school. Maths Makes Sense is used to support the teaching of Maths. Resources such as Numicon and base ten are available to support children across the school</li> <li>• Flexible staffing based on the needs to the children.</li> <li>• Teaching assistants who are trained in Read, Write Inc and have additional training in Precision Teaching and Project X reading intervention.</li> </ul>

	<ul style="list-style-type: none"> <li>• A qualified Emotional Literacy Support Assistant (ELSA) who works across the school to provide emotional support.</li> <li>• 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.</li> <li>• Individual feedback to all children on how to improve their work and daily 'COW time' (correct our work) for children to carry out improvements.</li> <li>• Close links with parents to ensure a commitment to learning from all.</li> </ul>		
<b>POLICIES:</b>	Are the school policies available on the website for:	SEND	<b>YES</b>
		SAFEGUARDING	<b>YES</b>
		BEHAVIOUR	<b>YES</b>
		EQUALITY & DIVERSITY	<b>YES</b>
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		<b>YES</b>
<b>RANGE OF PROVISION:</b>	<b>Areas of strength</b> Foundation stage unit with large outdoor space supports smooth transition from Nursery into Reception.  A qualified 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.  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.		
	<b>Specialist Facilities/Equipment to support SEND</b> Annual Y4 residential outdoor/adventurous activities visit.  Ips available in all classrooms.  Accessible ICT room.  Daily lunchtime access to the ICT room with TA support.  All areas of school have disabled access.		
	<b>Input from Therapists/Advisory Teachers/other specialist support services</b>		

	<p>Close links with the local SEND support services including Psychological Services, Communication Services - Speech, Language and Communication, Literacy &amp; EAL and Behaviour and ASD Services.</p> <p>Regular use/referral to other services including: Speech and language therapists, children's social services, Targeted Youth Support Panel, Primary Mental Health.</p> <p>Relevant medical services including health visitors, school nurses and CYPs.</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><b>INCLUSION:</b></p>	<p><b>Breakfast and After School support</b> 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> <p><b>How do you promote inclusion within the school? Including day and residential trips?</b> 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. High levels of Teaching Assistant Support across the school.</p> <p>Children with SEND are included in all trips and visits and have weekly swimming lessons.</p> <p>Breakfast club and afterschool clubs are open to all children.</p> <p><b>What proportion of children currently at the school have SEND?</b> Main school 9% Nursery 9%</p>
<p><b>PARENT SUPPORT INVOLVEMENT/LIAISON:</b></p>	<p><b>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</b> Intervention plans are discussed with parents.</p> <p>Termly parental consultations for those with children with SEND.</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>A programme called Tapestry used in the Foundation Stage to record observations and share these with parents.</p>
	<p><b>How will school prepare children with SEND to join their next setting/college/stage of education or life?</b></p> <p>Liaison with local Middle Schools from Y5 teachers and SENDCO/CP 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>
<b>OTHER INFORMATION:</b>	<p><b>What else do you think parents carers would like to know about your school?</b></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.</p> <p>A library and ICT suite.</p> <p>Access to Ipads.</p> <p>All children have access to a wealth of online resources which they can access at both home and school including Mathletics, Purple Mash and Curriculum Visions.</p>
<b>COMPLETED BY: (Name and position)</b>	<p>Paul Heeley (Headteacher)</p> <p>Sarah Black (SENDCO)</p>
<b>DATE COMPLETED:</b>	<p>September 2016</p>
<b>REVIEW DUE:</b>	<p>September 2017</p>