

Amble Links Primary School
Special Educational Needs and Disability Information Report



TYPE OF SCHOOL:	Local Authority Maintained Primary School
ACCESSIBILITY:	Physical Access Fully accessible for wheelchairs - ramps to all entrances, dropped kerbs, disabled parking, disabled toilet facilities, school on one level.
	Curriculum Access Staff trained in a range of intervention techniques/schemes. School nurse provides a range of additional interventions. Speech and language screening carried out with every Reception age child on starting school. Children taught in mixed ability groups. Ability streams and small intervention groups where appropriate. High levels of teaching assistant support. Emotional Literacy Support Assistant support where required. 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. SENDCO monitors and evaluates progress of SEND pupils. Detailed data tracking of SEND children using specialised assessments, assessing start and end points for each school year. Teaching based on assessment for learning – planning reflects needs of groups and individuals. SEND support plans tailored to each child's individual needs which is 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 Northumberland Inclusive Education Services as well as medical services and educational psychologist when needed.
	Children with Medical Needs Policy for pupils with medical needs. Named medical needs coordinator School nurse on site for 12 hours per week. Close liaison with community health services including school nurses, health visitor and own school nurse based in school. Individual health plans for children with more complex medical needs. Disabled toilet/shower/washing facilities/changing facilities All teaching assistants are first aid trained.
CORE OFFER:	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:

	● A systematic daily approach to the teaching of phonics through Monster Phonics. ● 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, rekenreks, 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 Monster Phonics and have additional training in Maths Makes Sense, Precision Teaching, 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 time given 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:	Areas of strength Early Years unit with large outdoor space supports smooth transition from Nursery into Reception. Use of Tapestry in the Early Years to communicate with parents and report progress online. School nurse to implement targeted speech and language 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 Monster Phonics. 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, KS1 Talk Boost and KS2 Talk Boost to develop early language and communication development. Open door policy for parents to speak to the SENDCO.
	Specialist Facilities/Equipment to support SEND Annual Y4 residential outdoor/adventurous activities visit and Y6 London visit with appropriate support. Ipads, tablets and chrome books available to all classes. Accessible computer room. 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 individual and small group work. Daily lunchtime access to the computer room with TA support for additional reading and homework catch up. A fully accessible library. All areas of school have disabled access.
	Input from Therapists/Advisory Teachers/other specialist support services Access to Learning and Training Consultancy. Services include - Early Years Team, Psychological Services, Communication Services - Speech, Language and Communication, Specific Learning Difficulties (Literacy and Maths), Emotional Wellbeing and Behaviour, and ASD Services. Regular use/referral to other services including: Speech and language therapists, children's social services, Primary Mental Health. Access to Local Authority Inclusion Service. Relevant medical services including health visitors, school nurses, Children and young people support services and occupational therapists. Onsite school nurse 12 hours a week. Onsite Children's Centre with access to family support worker and training for parents. Barndale House and Barndale by the Sea Special Schools are in our partnership and can be accessed for advice, support and training. Access to Early Help Support.
	Breakfast and After School support Daily Breakfast Club from 7.30am (Free from 8.00am) Daily after school activities until 6.00pm including a range of sporting activities and access to computing equipment. Sports coaches lead after school clubs.
INCLUSION:	How do you promote inclusion within the school? Including day and residential trips? All lessons are inclusive - additional support and intervention is provided where necessary. 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 English. High levels of Teaching Assistant Support across the school. All children are included in all trips and visits and take part in swimming lessons. Breakfast club and afterschool clubs are open to all children.

	What proportions of children have SEND support? School - 13.4% Nursery - 5.6% What proportions of children have an Education Health Care Plan (EHCP)? School - 1.6% Nursery – 0%
PARENT SUPPORT INVOLVEMENT/ LIAISON:	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? Intervention plans are discussed with parents. SEND support plans are reviewed termly with parents. Termly parental consultations 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 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 Early Years and Year One to record observations and share these with parents. How will school prepare children with SEND to join their next setting/college/stage of education or life? Liaison with local High School from Y7 teachers and SENDCO/Designated Safeguarding leads. Transition Meetings between parents, Amble Links and James Calvert Spence for SEND and/or vulnerable Y6 children. 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 opportunity for parents to meet with James Calvert Spence's SEND coordinator. Use of CPOMS to transfer SEND Information to next school.
OTHER INFORMATION:	What else do you think parents/carers would like to know about your school? 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 well-managed outdoor area with a variety of equipment for children to access including a gazebo and 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 computing suite which are staffed to offer support with additional reading and homework. Access to chrome books, tablets and ipads for all classes including the early years.

	All children have access to a wealth of online resources which they can access at both home and school including Doodle Maths, Spelling Shed and Lexia. School chrome books available for loan to families. An online system for choosing school lunch options and making online payments.
COMPLETED BY:	Paul Heeley (Headteacher) Debbie Smith (SEND CO)
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