

Approved by: Governing Body

Date: April 2018

Last reviewed on: April 2018

Next review due
by: April 2019

About Amble First School	We are a friendly, happy school nestled in the heart of Amble. Our youngest children are just two years old and can continue with us all the way up to year four (Aged 8-9). Our core values of Respect, Happiness and Growth are the key values. We use them to encourage every child to reach their full potential in all areas of their school life, and to prepare them for life beyond Amble First.
Accessibility	We have a 3 year accessibility plan in place to review and adapt our facilities where required. You can find it here: http://www.amblefirst.northumberland.sch.uk/website/accessibility_plan/339777
Who do we contact about SEND at Amble First?	Sarah Forsey, SENCo. Helen Bruce, Headteacher. Suzanne Falkous, SEND Governor. The school telephone number is 01665 710388.
Policies	Our information report has been written with reference to the following guidance and documents: <ul style="list-style-type: none">• SEND Code of Practice 0-25 (2014)• Equality Act 2014: Advice for schools. DfE Feb 2013• Schools SEN Information Report Regulations (2014)• Safeguarding Policy• Accessibility Plan• Teachers Standards 2013
What is the Local Offer and where can I find out about it?	The Local Offer is information and advice about the services for children and young people with special educational needs and disabilities (SEND) and their families living in Northumberland. You can find out about Northumberland County Council's Local Offer here: http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx



<p>How do we identify SEND?</p>	<p>All children receive quality first teaching. Pupil progress is assessed every half term. Where a pupil has not made expected progress in a particular area, intervention is put in place at the earliest opportunity. Parents meet with class teachers from the outset, and together we put in place a support plan as outlined below.</p> <p>We draw on a range of activities to assess whether a child needs additional support. We use progress data, observe children in class, and gather evidence from a range of lessons. We can use a variety of additional assessments to precisely measure progress of children with SEND, including The Sandwell test for maths, the New Salford test for reading, the Northumberland Screening Tool for literacy, and PIVATS to show small steps of progress using P scales.</p> <p>We can also call on outside services to carry out further assessments, such as Educational Psychologists, specialist teachers, or health professionals. We obtain parental consent to do this.</p>
<p>The Amble First Core Offer</p>	<p>We are able to deliver our core offer across all areas of school:</p> <ul style="list-style-type: none"> • Quality First Teaching is available in every class. Lessons are adapted to ensure all pupils can make progress. • Support is differentiated to match the needs of every child, either individually or in small groups. • Read Write Inc Phonics is taught throughout school from reception to Year 3. • Teaching Assistants are used in every class to support the learning of different groups of children. • iPads and laptops are available in all classrooms.
<p>What kinds of Special Educational needs do we cater for at Amble First School?</p>	<ul style="list-style-type: none"> • Communication & interaction • Cognition & learning • Social, emotional & mental health • Sensory & physical needs
<p>What is our approach to teaching children with SEND?</p>	<p>At Amble First, we provide three levels of support:</p> <p>Level 1: Quality First Teaching.</p> <p>All children receive inclusive, quality first teaching which includes the provision of differentiated work. At level one, some children may be monitored more closely and their progress will be carefully tracked and reviewed. Staff have the highest expectations for every child in their class. All teaching is based on assessing what each child already knows, understands and can do. Lots of different teaching strategies are used throughout school. Specific support strategies can be put in place, for example small group maths interventions.</p>



	<p>Level 2: School Support</p> <p>Where there are concerns about a child's learning, they may receive additional, targeted, time-limited interventions to accelerate their progress. This can include one to one and small group support. Parents are invited to meet regularly with staff to review progress and plan next steps. Teachers work closely with support staff and the SENCo to plan, carry out, assess and review strategies. We can also seek the support of other agencies, which means a child can be assessed by specialists and additional support can be put in place to close any gaps in their learning. This could be in the form of individual or group sessions, delivered inside or outside the classroom.</p> <p>Level 3: High Needs</p> <p>If a child continues to make less than expected progress despite additional interventions, we will seek further help from an outside agency to help us put in place effective strategies and possibly select appropriate equipment to support their learning.</p> <p>Where there is still significant concern, school can consult with parents and request additional funding and/or an Education, Health and Care (EHC) assessment from the Local Authority (Northumberland County Council). Parents can also request an EHC assessment.</p> <p>Children in receipt of High Needs funding or an EHC plan have been identified as needing a particularly high level of support which cannot be provided from the resources normally available in school. They will usually need support from a professional outside Amble First School, such as:</p> <p>Northumberland County Council's SEND Services or NHS services. The specialist professional will work with your child and school staff to understand their needs and make specific recommendations. This can include:</p> <ul style="list-style-type: none"> • Support to set targets specific to their area of expertise • Making changes to how your child is supported in class • Small group support run by school staff under the guidance of the outside professional • Individual support strategies in school
<p>How do we ensure everyone is included at Amble First School?</p>	<p>At Amble First School we can make adaptations to the curriculum, with any required adjustments being made according to need. Adaptations may include the use of ICT equipment, or alterations to the classroom layout (where children may have Visual or Hearing impairments for example). We are always happy to discuss individual requests for additional adaptations. Further information is also available in our Accessibility Plan. All children are included in trips, residentials and adventurous activities, and we arrange staffing and support to ensure this.</p> <p>15.5% of our children are on our special educational needs register in the year 2017-18. We have children on roll who are in receipt of Top Up Funding/ an Education, Health and Care Plan (EHCP).</p>



<p>How are parents involved and supported at Amble First School?</p>	<p>Where a pupil is not making expected progress, parents are invited to meet with class teachers and a short support plan is put in place. This is reviewed after a term, and together we will agree next steps. This could be to conclude the plan, to adapt the plan, or to move on to a Special Educational Needs and Disabilities support plan.</p> <p>Parents of children with SEND are invited to meet with class teachers as soon as a need is identified. Together, a pupil profile, inclusion wheel and support plan are drawn up. These are reviewed termly with parents.</p> <p>In addition to termly SEND meetings, parent consultation evenings for all children are held in the Autumn and Spring terms, with a summary of progress and targets shared at this point. In the summer term a full written report is provided.</p> <p>We always have an open door for parents to discuss needs as and when they arise.</p> <p>Regular events and celebrations (coffee mornings, termly class assemblies, sports day, Harvest, Easter, Christmas) involve parents in the life of the school, as do fundraising events.</p> <p>We believe in regularly consulting parents for their views on school (Parent surveys, SEND surveys, consultations on school developments), and views are considered in any major changes.</p>
<p>Transition information</p>	<p>Pupils in each class have the opportunity to experience transition days before a change of year group, and meetings with parents support this. Edwin Street nursery is on-site. Additional visits and support for SEND pupils are arranged with our middle schools on the basis of individual need. Where a pupil with SEND joins Amble First from another school, every effort is made to obtain a full and accurate picture of their needs from their previous school.</p>
<p>What training do staff supporting children with SEND have at Amble First School?</p>	<p>We continually invest in staff professional development to ensure provision is high quality and up to date. All teaching staff hold Qualified Teacher Status. Our SENCo holds the National Award in Special Educational Needs. We have teaching and support staff who have received training in specific areas, such as:</p> <ul style="list-style-type: none"> • Specialist Teacher for Dyslexia • Emotional Literacy Support • ASD support • Speech, communication and language interventions <p>Staff attend regular training sessions which enable us to deliver specific interventions. In 2017-18 for example, staff took part in maths, literacy, and speech, language and communication training.</p>



<p>What SEND support services are available at Amble First School?</p>	<p>We have access to a wide range of external support services via a referral with parental consent, for example:</p> <ul style="list-style-type: none"> Literacy Support Service Behaviour Support Service ASD Support Service Speech, Language and Communication Service Psychological Services English as an Additional Language Support Service School Health Northumberland Parent Partnership Service NHS Speech and Language Therapy (SALT) Hearing and Visual Impairment Services Occupational Therapy Service Educational Welfare Childrens and Young People's Services (CYPS) Children's Services Bereavement Counselling
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>Teachers continually assess and review the progress that children in their class make and how effective their SEND provision is. Strategies and resources are evaluated in termly meetings between class teachers and the Headteacher.</p> <p>Teachers also meet with teaching assistants on a weekly basis to review support groups and interventions. In addition, where children are in receipt of High Needs funding or an EHC plan, their support is reviewed annually in conjunction with the Local Authority.</p> <p>In September 2017, 19.5% of our children were on the SEND register. By March 2018, 6 children had been removed from the register because of good progress.</p> <p>We conduct a regular SEND Parent Survey. The results from March 2018 showed that 100% of respondents felt their children were well supported by school, and 100% felt their children were happy at Amble First School. We use feedback from parents to actively improve our SEND service to parents.</p>



How can I make a complaint about SEND provision at Amble First School?	<p>In the first instance, please contact Sarah Forsey, SENCo. sarah.forsey@amblefirst.northumberland.sch.uk</p> <p>If you are not satisfied with the outcome of that consultation then contact Helen Bruce, Headteacher: helen.bruce@amblefirst.northumberland.sch.uk</p> <p>Taking a concern to the next level depends on the nature of the concern but it could include the school governing body, the Local Authority or external organisations. We would ask the Local Authority to support school to provide this advice to you.</p>
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