



Amberley Primary School

SEN Information Report

Amberley Primary School is a fully inclusive school who ensures that **all** pupils achieve their potential personally, socially, emotionally, physically and educationally. We strive to ensure quality first teaching where the curriculum and resources are differentiated to meet the needs of all learners and where the highest level of pupil participation can be achieved.

Our SEN Information Report lets you understand how we support pupils with special educational needs and disabilities.

We consult with pupils and their families by meeting with parents regularly through termly SEN Support Plan reviews, parents' evenings and informal meetings. These can be prompted by parents, teachers or external agencies. Pupils will be involved in completing the SEN Support Plan reviews when appropriate.

How will school support my child and their additional needs?

Children will be identified as having a special educational need when their level of progress has become a cause for concern. Interventions are quickly put in place to cater for individual needs. Children's progress is monitored closely and if appropriate progress has not made, parents will be invited into school to discuss any concerns. A SEN Support Plan will then be implemented.

Who will explain this to me?

Our Inclusion Lead (SENDCO) oversees all support and progress of any child requiring additional support across the school.

We will let families know about any concerns about a pupil's learning by contacting and arranging an information meeting to discuss the next steps. Class teachers will liaise the Inclusion Lead (Mr Dawson) to discuss matters further.

Mr Dawson is responsible for:

- Developing the SEND policy to ensure all children receive quality first teaching to meet their needs.
- Ensure parents are involved in supporting their children and are kept informed about how well their child is doing.
- Provide specialist support to teachers and support staff in school so they can help children with SEND in the school achieve the best progress possible.

What support is provided for my child?

When a pupil is identified as having special educational needs, we support their development and progress by using a tracker to monitor the support given. We then review the use of resources to maximise the effectiveness. Quality teaching, small group work, individual support and support within the classroom should ensure your child meets their individual targets. Individual support plans will allow class teachers to differentiate work and provide support where needed. Individual support is used to teach, practise and develop

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skills related to targets on their support plans. Support staff will have a clear understanding of the child's targets and how to achieve them.

Support staff are placed where they are needed throughout the school to ensure children's progress and independence. One to one and small group work is encouraged where needed to support individual needs. Interventions are put into place and these are reviewed on a regular basis by the class teacher and the Inclusion Lead (SENDCo).

Who will support my child?

The other people / agencies and teams providing services to children with a special educational need / disability in school include:

- Children and Adolescent Mental Health Service (CAMHS)
- Dyslexia Referral Team
- Dene Communication Centre
- Educational Psychologist
- Family Gateway
- GPs
- Health Visitors
- Language and Communication Team
- Occupational Health
- Physiotherapy
- Public Health
- Early Years Portage Service
- Speech and Language
- Sensory Service
- Silverdale Outreach
- Safer Families
- Children Services

We will work in partnership with other education providers to ensure that pupils make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide scheduled transition days to the local secondary

schools and further visits for vulnerable children: we liaise with staff, including form teachers and SENCO/Inclusion Leads of the transitional schools. Should children need to transfer to a specialist provision: a transition plan will be put in place.

What training have the staff supporting children with additional needs had/are currently having?

All staff have completed, and will receive ongoing training in special educational needs and disabilities including:

- SENDCo - National Award for SEN Coordination Real Training December 2023
- First Class@writing
- Makaton
- Talkabout – Alex Kelly programme
- THRIVE
- ELKAN (communication)

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- Attachment training
- Memory training
- Whole school training on Dyslexia.
- Autism Spectrum Disorder.
- Managing medicines including epipens and inhalers.
- Precision Teaching
- Growth Mindset

Our Inclusion Lead (SENDCo) provides advice and guidance to staff in relation to any concerns which may arise.

How will my family be supported?

Amberley Primary School works in partnership with families to help them support their children's learning both inside and outside of school. We:

- Operate an open door policy
- Hold annual reviews of Education Health Care Plans (EHCP).
- Hold regular Early Help Assessment meetings

Families are also signposted to services / organisations through the SEND Information Report e.g. Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS) and North Tyneside's Local Offer.

What else may I need to know?

Behaviour and anti-bullying policies are regularly reviewed with a focus on how they affect pupils' with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

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The school's self-evaluation process will look at teaching and learning for pupils with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of pupils with special educational needs and disabilities.

If you would like further information about what we offer here at **Amberley Primary School**, then please contact the Inclusion Lead (Mr Dawson) on **(0191) 8140970**.

School entitlement offer to pupils with special educational needs or disabilities	
	Support Available Within School
Communication and Interaction Needs(CI): e.g. • Autistic Spectrum Disorders • Speech, Language and Communication Needs • Social communication difficulties	• Visual timetables • Areas of low distraction • Support / supervision at unstructured times of the day (Break/lunch) • Social skills programmes/ support including strategies to enhance self-esteem. • Small group work to improve skills. • ICT is used to support learning where appropriate. • Strategies / programmes to support speech and language development. • Strategies to reduce anxiety / promote

Visual Timetables 	emotional wellbeing (Friendship groups, Invention Shed, THRIVE). - Where appropriate we will use support and advice from other partners to meet the needs of pupils (e.g. SALT, Language & Communication). - Planning, assessment and review. - Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. - Teaching resources are routinely evaluated to ensure they are accessible to all pupils. - Differentiated curriculum and resources
Cognition and Learning Needs(CL): e.g. Moderate Learning Difficulties Lexia  "I get help when I am stuck on something or when I don't know what to do." (child)	- Strategies to promote/develop literacy and numeracy. - Provision to support access to the curriculum and to develop independent learning. - Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. - ICT is used to reduce barriers to learning where possible. - Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. - Planning, assessment and review. - Access to teaching and learning for pupils with special educational needs is monitored through the schools self-evaluation process. - Teaching resources are routinely evaluated to ensure they are accessible to all pupils. - Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil. - Differentiated curriculum and resources
Social, Mental and Emotional Health(SEMH) e.g. - Behavioural needs - Social need - Mental health needs - Emotional Health and Wellbeing 'Great to see Amberley promoting & educating us on mental wellbeing'	- The school ethos values all pupils. - Behaviour management systems encourage pupils to make positive decisions about behavioural choices. - The schools behaviour policy identifies where reasonable changes can be made to minimise the need for exclusions. - Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. - The school provides effective pastoral care for all pupils. - Support and advice is sought from outside

(parent)	agencies to support pupils, where appropriate.
	• Small group programmes are used to improve social skills and help them deal more effectively with stressful situations. • Outdoor learning is used to offer a different approach to the curriculum. • There is a nurture group at lunch times / break times to support pupils. • Information and support is available within school for behavioural, emotional and social needs.
Sensory and Physical Needs(SP): e.g. • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs	• Support and advice is sought from outside agencies to support pupils, where appropriate. • ICT is used to increase access to the curriculum. • Support to access the curriculum and to develop independent learning. • Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs. • Access to Medical Interventions. • Access to programmes to support Occupational Therapy / Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The Inclusion Lead (SENDCo) completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • Some entrances to the school have ramps fitted to allow wheelchair access. • The school has 2 accessible toilets and a moving changing table for all ages of children in a room which provides an appropriate level of privacy. • The school is all on one level.

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we would ask that you to come into school and discuss matters further with your child's class teacher and / or the Inclusion Lead, Mr Dawson.

Complaints

Although school complaints procedures are in place and can be accessed through our website we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact Special Education Needs and Disabilities Information Advice and Support Service (SENDIASS) for impartial information, advice and support in relation to their child's special educational need and / or disability on tel. 0191 6438313 Email: SENDIASS@northtyneside.gov.uk

North Tyneside Council website: www.northtyneside.gov.uk

The North Tyneside Local Offer can be found at the following link:

http://www.northtyneside.gov.uk/browse-sub-cat.shtml?p_subjectCategory=1618

Click [here](#) to see our SEND policy, Accessibility policy, Medical policy,

Contact Information

Inclusion Lead: Mr Dawson

Telephone Number: 0191 8140970

Email: office@amberleyprimary.co.uk

Website: www.amberley.co.uk

SEND Governor: Miss Lewis

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