

# Ambleside Academy

SEN Information Report (Special Educational Needs and Disability (SEND) information report)

Written by L Hastie (SENCo)

What kinds of  
Special needs  
are provided for  
in our academy?

We are committed to providing a quality education for ALL the children in our academy. We believe that ALL children are entitled to a broad and balanced curriculum and to be fully included into all aspects of school life. We are committed to maximising inclusion whilst ensuring the needs of the children in our care are met.

This encompasses the 4 main areas of SEND

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

In line with school ethos and with current legislative requirements from the Children and Families Act 2014, Equality Act 2010 and the SEND code of Practice 2014, Ambleside academy make provision for children identified as having SEND.

As a school we strive to ensure all children receive high quality first teaching in their class. If staff believe that your child has additional needs we will observe them; we will carry out further assessment involving the class teacher and other staff in the class, the SENCo, parent, pupil and outside agencies if necessary.

When Children have already been identified as having SEND before starting at Ambleside academy, we work closely with the people who already know them and use any information available to us to identify and make provision for them in our school. We recognise the benefits of early identification and seek to identify a child's need(s) as soon as possible to enable us to make the most effective provision so that the child reaches their full potential.

How do you identify children who may have special needs?  
How do I know if my child has SEND?

What is the school's approach to teaching pupils with SEN?

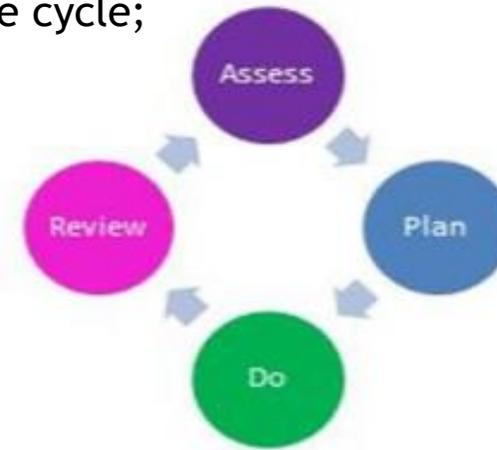
Once the needs of a child have been identified we work closely with relevant support services to ensure we comply with all relevant accessibility requirements as soon as possible. For example:

- Physical environments
- Assistive technology
- Increased access to the curriculum and assistance during formal assessments (tests)
- School transport for curriculum activities.

Provision is implemented using the cycle;

This is an ongoing cycle to enable the provision to be revised and refined as the understanding of the needs of the pupil grows. It allows us to identify the most suitable interventions to promote good progress and outcomes.

All children receiving HLN funding and/or specialist intervention (SEN support) will have a provision and learning plan (PLP) which identifies and outlines personalised provision which may include; support within the classroom, work in small focus groups or 1:1 inside or outside of the classroom.



Further information may be found on the school's Accessibility plan and the SEND policy.

Where can I find out what is available locally for me, my family and for my child?

Nottingham city council has published a local offer outlining what is available, it can be found via the link below.

[Nottingham City Council Local offer](#)

As a school, we work alongside the local authority to review provision and to develop the local offer.

# Who is involved in supporting children with SEN in our academy?

## SENCo

Responsible for:

- ✓ Co-ordinating the support for all children with SEN or disabilities and developing the academy's SEND policy to ensure children have access to a consistent, high quality response to meeting their needs whilst at school

Ensuring you are:

- ✓ Involved in supporting your child's learning
- ✓ Informed about the support your child receives
- ✓ Involved in reviewing how they are doing and any future planning for their provision.
  
- ✓ Liaising with other professionals who may support you child's learning e.g. Speech and language therapists, the inclusive education service (IES), Behaviour support team, Educational psychologists, physio and occupational therapists.
- ✓ Updating the school's SEND register and making sure there are detailed and accurate records of your child's progress and needs.
- ✓ Providing specialist support and training for teachers and support staff in the school so they can help children reach their full potential.
- ✓ Monitoring the impact and effectiveness of policy and provision, adapting when necessary.
- ✓ Liaising with the SEN governor
- ✓ Working with the local authority and external consultants to implement, monitor and adapt provision.

## Class Teacher

Responsible for:

- ✓ The progress of your child and identifying, planning and delivering any additional help your child may need (e.g. targeted work, group work with an adult) and informing the SENCo as necessary
- ✓ Writing PLPs and keeping them up to date.
- ✓ Ensuring that all staff working with your child in school are supported to deliver the planned work/intervention so they can achieve their potential and make the best possible progress.
- ✓ Ensuring the school's SEND policy is followed in their classroom and for all the children they teach with any identified SEND

## Support Staff

Responsible for:

- ✓ Supporting any children, as directed by the class teacher or SENCO, to ensure they meet their full potential. This may involve supporting a small group, an individual or within a whole class situation.
- ✓ A teaching assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities for specific amounts of time or tasks.
- ✓ As a school we welcome regular dialogue between parents/carers and teacher/TAs on how a child's day has been and we actively seek and encourage this regular feedback.

How accessible is Ambleside Academy?

All of our school building and the majority of the playground is accessible for a child in a wheelchair.

- The school has accessible toilets and a changing plinth
- Teachers adapt the classroom to accommodate children with different Special Needs and Disabilities.
- Coloured overlays are available for children with dyslexic tendencies
- Laptops and ipads are available for children who benefit from the use of ICT to support their learning.
- (see also accessibility plan)

- Our SENCo has completed the National Award for SEN coordination and is completing an MA in special and inclusive education. The SENCo continues to develop their knowledge attending appropriate training. This is then shared with relevant staff.
- The SENCO supports class teachers and TAs with planning and provision for children with SEN.
- Training needs are identified and included on the school development plan to improve teaching and learning for ALL children including those with specific identified SEN e.g. Autism.
- There are regular staff meetings and these are used to disseminate knowledge and share good practice across the school. This ensures a consistency of approach for children with SEND
- Individual staff members attend training run by outside agencies that are relevant to children in their class.

What skills and expertise do staff have to meet my child's needs?

How will I know how my child is doing at Ambleside Academy?

At Ambleside Academy your child's progress is continually monitored by their class teacher, support staff, SENCo and other members of the Leadership Team.

- Children with an identified SEND are monitored against national curriculum standards or using Bsquared for reading writing and maths.
- If children are able to access SATS at the end of year 2 and 6, they are formally assessed using these.
- The progress of children with an EHCP (Education Health and Care plan) is formally reviewed at an annual review with all the adults involved in their education.
- The SENCo regularly checks that your child is making good progress with any individual or group intervention they take part in.
- You are encouraged to attend parent's evenings where the class teacher will discuss your child's progress and any next steps.
- The SENCo holds termly meetings for any children who have additional funding (HLN) or outside agency support.
- The SENCO is available to discuss your child's progress at termly drop-in sessions where you can make an appointment.

What do I do if I am worried about my child?

If you are concerned about any aspect of your child's development or wellbeing we encourage you to initially speak to the class teacher. Together, with the SENCo, we will discuss this with you further and will investigate your concerns. We will share openly with you what we find and agree with you what we will do next to help your child.

Only a very small percentage of children with SEND need an EHCP in order to get the right support and provision. An EHCP brings your child's education, health and social care needs together in one legal document. It clearly outlines the outcomes you want for your child and what support is needed to achieve this.

See link below for information on EHCPs.

[Information on EHCPs in Nottingham City](#)

What if I think my child needs more help than the school can provide?

### Autism East Midlands

A specialist parent charity providing support for individuals and their families with autism.

Where can I or my child get further information and support?

ADHD Solutions Provide help, support, family coaching and resources for children, young people and adults affected by ADHD and their families. Provide up to date information about services available to adults / families. Provide resources and training about ADHD to other institutions / service providers in both the statutory and voluntary sectors

### The Special Educational Needs Team

THE SEN team provides information to parents/carers to ensure that children with SEND get the most out of their school life and maximise their achievements.

### Ask Us

Ask Us offer one-to-one advice on a range of topics, including education, EHCPs and welfare, while IRIS provides information on local events, groups and news to help young people with additional needs, as well as parents of children with SEND.

How do I complain if I am not happy with what is happening for my child?

We value partnership between parents/carers and staff but should a problem arise parents/carers are asked to discuss this fully, initially with the class teacher. Subsequently, if any issue is not resolved it should be discussed with the SENCo and if still not resolved with the Principal.

Any complaints will be treated in accordance with our complaints procedure.

If you have any further questions then please contact the school and we will be more than happy to help you.

Tel 0115 9003610

SENCO: Mrs Laura Hastie.