

Meeting national curriculum requirements for swimming and water safety	2017-18	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	0%	
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	0%	
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	0%	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No	
<p>Pupils who attend Amwell View school and specialist have reduced mental cognitive ability, which is life-long. Pupils operate in the early stages of development and many have a recognised medical diagnosis or congenital condition such as Down’s syndrome or other lesser known specific diagnoses, whilst others have a non-specific diagnosis of Global Developmental Delay. There is a growing population of pupils with a diagnosis of Autistic Spectrum Disorder (ASD). There are also many children who have a sensory impairment, either singularly or dually affected. Children may have a visual difficulty and/or a hearing difficulty. An added complication for some children can be when their brain damage impacts on the cortical pathways of the brain, resulting in cortical visual impairment. Many children have reduced mobility and are dependent on a wheelchair for any opportunity to move around the school.</p> <p>Children with Severe Learning Difficulties operate at very early stages of development, usually at the first centile. Many of the children in the school are not able to speak, read or write and therefore they rely heavily on the opportunities that are provided for them to learn, which includes alternative methods of communication. Many of the children use visual timetables, real life pictures, symbols, tactile cues and specialist communication aids instead of words. The complexity of communication difficulty creates frustration and anxiety, which needs greater creativity on the part of staff to provide specialist and flexible responses for the children and young children to make their needs known.</p>		