

September 2018

PETERBOROUGH SCHOOLS: SEND PROVISION / LOCAL OFFER

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting.

All Peterborough's schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities. Maintained schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD. Academies and Free Schools within the city also have access to these services though the funding mechanisms differ to those in place for maintained schools.

An inclusive school may offer the following 'additional and different' arrangements to support children with SEND. This provision is over and above 'Quality First Teaching' which is the entitlement for all children.

Children/ Young People in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Advice and support from the School's Special Educational Needs Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (S<) Service.

The chart on page 2 provides some general information about the different approaches, interventions and professionals who may be involved where children present with different levels of difficulty and complexity.

		Note of any additional considerations e.g. Looked After Child/English as an Additional Language/Child in Need/Child Protection	
		EHC Plan	
EHC Plan		Specialist Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals. Children with long term complex needs who are educated in mainstream settings who are supported by relevant specialist services through consultation, advice or intervention as appropriate.	
LEVELS	SEN SUPPORT	Co-ordinated Plan	Targeted Specialist Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy, Consultation, Intervention advice and training, Pupil Referral Units.
		Targeted Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Involvement of professionals from outside the school (e.g. Educational Psychologists, Speech and Language Therapists, Paediatricians) through consultation, assessment and training. Evidence based interventions and child specific approaches in place and reviewed.	
	Universal Targeted Quality first teaching. School's best endeavours. Differentiated curriculum. Class teacher in receipt of advice and support from the Special Educational Needs Coordinator. Evidence -based interventions run in class and in small groups (plan, do, review cycle). Personalised learning. Consultation. Training.		
	Universal		

Identification of SEND at our College	
Our College identifies children/young people with Special Educational Needs and Disability (SEND) by:	Screening incoming Year 7's through a series of Cognitive Abilities testing, Literacy and Numeracy assessments. Monitoring progress termly and reassessing those in interventions during Key Stage 3, then assessing for exam access arrangements at the end of Year 9. A proactive SEN referral system in AMVC that encourages teachers to proactively identify students whom they feel have underlying difficulties. Based on this referral, class observations are carried out, parents are duly called and a meeting occurs. Diagnostic testing/specific cognitive testing is also carried out on student to further identify potential underlying needs. If necessary referral is made to the EHA coordinator in the school for potential formal diagnosis.
We encourage you to raise your concerns by:	Phone, 01733 252235 or email SEN@arthurmellows.org Mrs B Harrison: SENCo of AMVC.
What kinds of SEN are provided for:	VI students, ASD, ADHD/ADD, SLD,MLD, SpLD, PLMD, SLCN, HI, SEMH.
Our school has specialist provision for children/ young people with:	AMVC has a specialist provision for VI.
Support for your Child/Young Person	
The Education Plan for your child/young person will be explained to you and overseen by:	Members of the SEND department: the Special Educational Needs Co-ordinator (SENCO), Higher Level Learning Support Assistants (HLLSAs).
Staff who may be working with your child/ young person are:	Include: Form Tutors and Heads of Year, Pastoral Support Staff, Intervention Support Assistants and members of the SEND department (SENCO, HLLSA's and LSA's).
We monitor the effectiveness of our SEND arrangements/ provision by:	Regular monitoring and review termly of provisions, seeking the views of parents and students at points throughout the year and listening to and acting on feedback.
The roles and responsibilities of our governors are:	To strategically oversee the quality and effectiveness of the departments work fulfilling their statutory duties.
Curriculum Concerns	
Our approach to differentiation is to:	Staff have access to information and support strategies to meet the needs of the students in their care through Quality First Teaching staff, liaise with the classroom teacher and Head of Department at monitoring points to review progress and ensure all are able to participate fully in learning. Quality monitoring week which occurs twice a year also looks at the quality of differentiation and lessons are rated outstanding/good based on the quality of differentiation.

	<p>The Teaching and Learning group in AMVC of which SEN is represented also have taken differentiation as a focus to share outstanding practice with colleagues. AMVC also organises the master classes for the Teaching School Alliance with differentiation being a main theme for discussion.</p> <p>CPD training/INSET is provided on areas of SEND differentiation and support as required. One Page Profiles are sent out to all teachers suggesting various differentiation techniques that work for individual students based on their need, our observations and ideas from the primary school that has worked.</p>
Extra support is allocated according to:	Levels of need based on the analysis of progress at assessment points in discussion with the Classroom Teacher/Head of Department/Head of Year.
Partnership: Planning, Monitoring and Review	
We offer the following opportunities, in addition to the normal reporting arrangements, to parents/carers, students and young people to discuss progress, to plan and review support, specific approaches and/or programmes:	<p>Annual EHC Plan reviews, half termly target reviews for identified students, with termly review of provisions for those on 'SEN Support'. SEN annual reports are also sent home to parents.</p> <p>The College encourages parental contact via phone/email to the SEND Department Tel. 01733 252235 SEN@arthurmellows.org Pastoral Team, Heads of Year and Form Tutors to discuss individual students at any point within the year office@arthurmellows.org Tel 01733 252235</p>
General Support for Wellbeing	
Our College offers pastoral, medical and social support to the children/ young people by:	Access to the following staff: Heads of Year, Pastoral Manager, SENCO, School Counsellor, School Nurse, EHA Coordinator, Intervention Officer, Attendance and Alternate Provision Officer, Family Voice Clinics, PCSO, Me, my Brain and I Initiative.
We encourage the children/young people to contribute their views by:	Representing their views and opinions at the Student Council. Allowing students to give their opinions at The Voice college newsletter, attending Annual EHC Plan reviews, discussing progress in termly provision reviews, attending Parents' Evenings. We have a very open door policy in the SEN department. Students will regularly do drop in. Every year group has access to a well-being group called the Guinea Pig club which allows them to express their concerns, worries to a member of staff once a week.
Specialist Services/ Expertise Available	
We employ specialist staff in the areas of:	SENCO, EHA, VI, School Counsellor, Exams Access Officer.
Our school accesses the following services:	Health Professionals, including the School Nurse and Community Paediatrician, Education Outreach Services and Social Care on an individual student needs basis

Training	
We have staff who have the following qualifications:	SENCO – QTS, BA(Hons), Med, SEN Award, Specialist Teacher (Exam Access Arrangements)
Staff have recently attended the following training:	Teaching staff attend a range of INSET to ensure delivery of courses to maximise all student outcomes. Annual updates are given on Safeguarding, Exam Special Arrangements, Basic First Aid and general SEN support Key staff attend regular enhanced Child Protection Training. ASD training. PREVENT
We plan to undertake the following training/disability awareness sessions(s):	Determined yearly by the needs of our students
Accessibility	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered:	Lift, Evacuation Chair, access ramps, some automatic doors, disabled toilet/showering facilities, bank of VI resources. Photocopying of lessons so students have copies of PowerPoints. Time out cards to students to leave classes early so as to access the building in a safe way. A VI room has been adapted for our VI students A Sensory room is also currently been adapted and designed for our SEN students.
What adaptations are made to the curriculum and the learning environment?	For VI students, all material is adapted and modified to meet the needs of VI students. Keyboards have been adapted. SOW have been adapted. VI room for VI students. Time out cards, sensory room to allow students to decompress in quiet environment, Sensory garden.
We enable children/young people to access all activities by:	Communicating with parents on an individual needs basis, adapting/supporting activities where possible. Risk assessment paperwork is completed with parent's involvement.
We involve parents and carers in the planning by	A conversation with the activity organiser.
Parents and carers can give their feedback by:	Email, telephone, arranging a meeting with a member of staff, completing questionnaires.
Parents/carers can make a complaint by:	Contacting the college by email office@arthurmellows.org or SEN@arthurmellows.org , writing to the Headteacher
Transitions	
The following arrangements help children/ young people and their parents/carers to make a successful transfer to our setting/College:	Head of Year 7 and Pastoral Manager and SENCo visits to Primary Schools. Primary Transfer Days with two extra days provided for SEN students. Open Evening, Parental Welcome meeting in Year 6, Year 7 Information Evening. Attendance at Annual Reviews (on the request of the Primary School). Additional visits by arrangement with the College; Parental meetings

	(by request). Reviews of various Year 7 students four weeks into their first year, either in person or by telephone call.
We prepare children and young people to make their next move by:	Individual transition planning which can include: supporting Work Experience applications, College applications, option choices and Connexions meetings (EHC Plan/Statemented Students). Driving of students to various College Open Evenings.
Resource Allocation	
Our SEND budget is allocated according to:	Devolved SEN funding from the LA with additional needs block funding allocated to individual students with an EHC Plan.
Funding is matched to SEND by:	Assessment and monitoring of student progress termly
Our decision making process when matching support to need is:	Based on assessment of need and cost effectiveness of support available
Parents/Carers are involved through:	EHC Plan/Statement Review Meetings, Termly School Support Plans, Surveys.
Contact Details	
Your first point of contact is:	the SEND Department SEN@arthurmellows.org 01733 252235 www.arthurmellows.org
Our Special Educational Needs Co-ordinator is:	Ms B Harrison
Other people in our setting/ school who might be contacted include:	The Pastoral Manager, Heads of Year, Heads of specific departments, Form Tutors.
External support services for information/ advice are:	<ul style="list-style-type: none"> • SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk • Marion Deeley: Parent Partnership Officer – Tel. 01733 863979 Email marion.deeley@peterborough.gov.uk • Educational Psychology Open Access Consultation Service – Tel. 01733 863689 • Mandy Sykes:S.E.N. Casework Officer – Tel. 01733 863733 Email mandy.sykes@peterborough.gov.uk • Additional Learning Needs Team (Connexions) - Tel. 01733 864500 • Peterborough Neurodevelopmental Service (ADHD, ASD) - Tel. 01733 777939 • City Council Website www.peterborough.gov.uk/education • Peterborough Safeguarding Children Team – Safeguarding Children’s Administrator Tel. 01733 777937

	<ul style="list-style-type: none">• Sara Brierton-Manager: Sensory and Physical Support Service - SEN and Inclusion Services, Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY sara.brierton@peterborough.gov.uk• Autisms Outreach Service: Jill Groutage: jill.groutage@peterborough.gov.uk• Educational Psychologist, Alison Tolson: Senior Educational Psychologist: alison.tolson@peterborough.gov.uk
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