

## **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&LT) Service.

At Eyrescroft Primary School we are determined to meet the educational needs of all of our pupils. We believe that all children have equal rights to develop their skills and abilities regardless of gender, disability, social and cultural backgrounds and ethnic group.

Identification of SEND at our School	We believe in identifying difficulties early
Class teachers and school staff identify children with special educational needs/disability using;	<ul style="list-style-type: none"> <li>• Parental Knowledge</li> <li>• School assessments</li> <li>• Progress and attainment data</li> <li>• Observations by teaching staff and other professionals</li> <li>• Advice from outside agencies</li> <li>• Carrying out individual assessments on children</li> </ul>
We encourage you to raise any concerns that you may have by;	<ul style="list-style-type: none"> <li>• Discussing any issues that you have with your child's class teacher initially</li> <li>• Discussing your concerns with the school SENCO (Special Educational Needs Co-Ordinator) if necessary</li> <li>• Speaking with the Vice Principal with responsibility for Inclusion and SEND</li> </ul>
We provide support for a wide range of SEND including;	<ul style="list-style-type: none"> <li>• Speech and language difficulties including autism</li> <li>• Sensory and physical needs</li> <li>• Social, emotional and mental health difficulties including ADHD and foetal Alcohol Syndrome</li> <li>• Cognition and learning difficulties including dyslexia, dyscalculia and dyspraxia</li> </ul>
Support for your Child/Young Person	
The educational plan for your child will be developed in partnership with you and overseen by;	<ul style="list-style-type: none"> <li>• Your child's class teacher, monitored by SENCO as necessary</li> </ul>
Staff who may be working with your child or young person are;	<ul style="list-style-type: none"> <li>• Your child's class teacher</li> <li>• The SENCO or class TA</li> <li>• Headteacher</li> <li>• A member of the welfare team</li> <li>• Visiting specialist who may advise on your child's needs</li> <li>• Learning mentors</li> </ul>

<p>We monitor the effectiveness of our arrangements and provision for all pupils, including SEND by;</p>	<ul style="list-style-type: none"> <li>• Carrying out lesson observations and monitoring the support provided for individuals</li> <li>• Holding regular pupil progress meetings</li> <li>• Carrying out learning walks</li> <li>• Reviewing and measuring progress of children on any support programme given</li> <li>• Talking to your child about how they are progressing</li> <li>• Reviewing achievement with staff and parent's/carers at parent evening and at other meetings where necessary</li> </ul>
<p>The role and responsibilities of our governors are;</p>	<ul style="list-style-type: none"> <li>• To ask us questions about what we do, how effective it is and how we communicate with you</li> <li>• Liaise with our SENCO who reports annually to governors</li> <li>• Monitor the allocation of the SEN budget</li> </ul>
<p><b>Curriculum concerns;</b></p>	
<p>Our approach to differentiation is;</p>	<ul style="list-style-type: none"> <li>• Start with the individual needs of the child and match to their ability</li> <li>• Identify any barriers to learning and try to overcome them</li> <li>• Plan activities that enable the child to achieve and succeed</li> <li>• Provide resources to scaffold learning</li> <li>• Use of up to date research and information</li> </ul>
<p>Extra support is allocated according to;</p>	<ul style="list-style-type: none"> <li>• The individual needs of the child are identified by the class teacher and SENCO which is reflected on the class provision map.</li> </ul>
<p><b>Partnership: Planning, Monitoring and Review</b></p>	
<p>We offer the following opportunities, in addition to the normal reporting arrangements, to discuss progress, to plan and review support, specific approaches and/or programmes;</p>	<ul style="list-style-type: none"> <li>• Annual reviews for children with an Education, Health and Care Plan</li> <li>• Parents meetings</li> <li>• Meetings, as needed, between pre-schools, primary schools and secondary schools as settings change.</li> <li>• Parents evenings when additional appointments can be made with the Inclusion Team</li> <li>• Telephone based discussions</li> <li>• Where children's wider ranging needs have been recorded through the e CAF process, regular Team Around The Child meetings will take place</li> </ul>

	<ul style="list-style-type: none"> <li>• Provision Mapping. Teachers create and review these each term. They highlight children who are involved in specific intervention and support programmes; describe the programmes and the adults responsible for them. The programmes are reviewed each term to evaluate progress and effectiveness.</li> </ul>
<b>General support for Well being</b>	
Our school offers pastoral, medical and social support to the children/young people by;	<ul style="list-style-type: none"> <li>• Talking and listening to children</li> <li>• Using worry boxes in classes</li> <li>• Forming partnerships with parents and carers</li> <li>• Support of Learning Mentors</li> <li>• Liaising with outside agencies</li> <li>• Access to the school nurse at the request of the parent/carer, individual care plans provided by the school nurse as appropriate.</li> <li>• Seeking advice through other Health Care Professionals</li> <li>• Ensuring that all staff are up to date with Safeguarding procedures</li> <li>• Providing a fortnightly hydrotherapy swimming session at St George's swimming pool for selected children.</li> <li>• Ensuring that all TAs are first Aid trained.</li> </ul>
We encourage children to contribute their views by;	<ul style="list-style-type: none"> <li>• Involving them in discussions</li> <li>• Discussing and reviewing their targets with their class teacher</li> <li>• Responding to marking</li> <li>• Using peer and self- assessment where ever appropriate</li> <li>• Being involved in School Council discussions</li> <li>• Completing pupil questionnaires</li> </ul>
<b>Specialist Services/ Expertise Available</b>	
We employ specialist staff in the areas of;	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Class @Number – maths intervention</li> <li>• Project X- Reading intervention</li> <li>• Talk for maths</li> <li>• BRP</li> </ul>
Our school accesses the following services;	<ul style="list-style-type: none"> <li>• Speech and Language Therapists (SALT)</li> <li>• Educational Psychologists</li> <li>• Occupational Therapy</li> </ul>

	<ul style="list-style-type: none"> <li>• Autism Outreach</li> <li>• Community Paediatrician</li> <li>• Child and adolescent mental health (CAMHS)</li> <li>• School Nurse</li> <li>• Pupil Referral units for social and emotional needs</li> <li>• Southfields Enhanced Resource for Speech and Language Therapy</li> </ul>
<b>Training</b>	
We have staff who have the following qualifications;	<ul style="list-style-type: none"> <li>• 4 Higher Level Teaching Assistants</li> <li>• All teaching assistants are first aid trained</li> <li>• Mrs Chambers has a degree in speech and language therapy</li> <li>• Mrs Chambers has the OCR qualification</li> <li>• Mrs Gibson has a diploma in Specialist Support for Teaching and Learning in Schools. She also has a Level 1 qualification Making Sense of Autism and is a Wise Behaviour Facilitator</li> </ul>
Staff have recently attended the following training;	<ul style="list-style-type: none"> <li>• Mrs E Panton – Southfields pack update</li> <li>• Training for All staff on the SEN reforms</li> <li>• Teaching Assistants have all received training in their intervention – Project X, Number Counts and BSP</li> <li>• e CAF Training – L Sibthorpe, B Gibson, E Panton</li> <li>• Wise Behaviour nurture group facilitators- N Morcotto, B Gibson, L Sibthorpe, D Harfield-Harrison</li> </ul>
We plan to undertake the following training;	<ul style="list-style-type: none"> <li>• SENCO OCR qualification – E Panton</li> <li>• SEN and EAL provision mapping – E Panton</li> <li>• Whole staff training on provision mapping and new Code of Practice.</li> </ul>
<b>Accessibility</b>	
We provide the following to ensure that all children in our school can access the activities offered;	<ul style="list-style-type: none"> <li>• Wheel chair access to all classrooms</li> <li>• Two disabled toilets</li> <li>• One level site, no steps</li> <li>• Coloured overlays and paper to support dyslexic learners where appropriate</li> <li>• Application for exam concessions when appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of readers, scribes and translators for national testing when appropriate</li> <li>• Differentiating tasks to suit the needs of the children</li> <li>• Targeted use of resources including adults and technology</li> </ul>
We involve parents and carers in the planning by;	<ul style="list-style-type: none"> <li>• Meeting with parents to discuss the needs of their child on an individual basis</li> </ul>
Parents and carers can give their feedback by;	<ul style="list-style-type: none"> <li>• Informal and formal discussions with class teachers and SENCO</li> <li>• Parent questionnaires</li> <li>• Parents Evenings</li> <li>• Reports cards throughout the year.</li> <li>• Professional meetings and review meetings as appropriate</li> </ul>
We value working with parents but parents/carers can raise concerns or make a complaint by;	<ul style="list-style-type: none"> <li>• Talking to the class teacher in the first instance</li> <li>• Following the Schools Complaints Policy</li> </ul>
<b>Transition</b>	
Transition to and from our school setting can be difficult for everyone concerned so we try to support this through;	<ul style="list-style-type: none"> <li>• Transition meetings with pre-schools prior to starting date</li> <li>• Nursery visits and additional visits to school</li> <li>• Liaison with parents/carers</li> <li>• Home visits for reception children</li> <li>• Transition meetings with Secondary schools prior to start date</li> <li>• Part time induction for newly arrived children</li> <li>• Visits to secondary schools where appropriate</li> <li>• Transition meetings between current and future teachers</li> </ul>
We prepare children and young people to make their next move by;	<ul style="list-style-type: none"> <li>• Organising 'move up' day for all children</li> <li>• Organising individual transition packages as needed</li> <li>• Working with outside agencies to support the move</li> <li>• Where helpful, releasing TAs to accompany children on additional visits</li> <li>• Visiting children in their preschool settings</li> <li>• Arranging for former pupils to return to school to discuss their positive secondary school experiences with y6 children.</li> </ul>
<b>Resource Allocation</b>	

Our SEND budget is allocated by;	<ul style="list-style-type: none"> <li>Looking at the needs of children and allocating support according to need</li> </ul>
Funding is matched to SEND by;	<ul style="list-style-type: none"> <li>Reviewing an individual's progress and additional needs through pupil progress discussions with school staff, children and parents and analysis of progress data</li> </ul>
Our decision making process when matching support to need is;	<ul style="list-style-type: none"> <li>Through discussion between class teacher, parents, SENCO and Senior Leaders</li> </ul>
Parents/Carers are involved through;	<ul style="list-style-type: none"> <li>Annual Reviews for children</li> <li>Education and Health Care planning and reviewing with parents and children</li> <li>Co-Ordinated Planning and reviewing</li> <li>Parents Evenings</li> <li>Additional meetings between parents and school where necessary</li> </ul>
<b>Contact Details</b>	
Your first point of contact is;	<ul style="list-style-type: none"> <li>Your child's class teacher</li> </ul>
Our Special Educational Needs co-ordinator is;	<ul style="list-style-type: none"> <li>Mrs E Panton</li> </ul>
Other people in our school who might be contacted include;	<ul style="list-style-type: none"> <li>Inclusion and Welfare Manager – Mrs L Sibthorpe</li> <li>Head of School – Miss S Dines</li> <li>Executive Headteacher – Mrs E Ward</li> </ul>
External support services for information/advice;	<ul style="list-style-type: none"> <li>Parent Partnership Officer – Mrs Marion Deeley Bayard Place Tel no 01733 863979</li> <li>Educational Psychologist drop ins for parents Tel no 01733 863879</li> <li>Little Miracles Tel no 01733 262226</li> <li>City council website <a href="http://www.peterborough.gov.uk/education">www.peterborough.gov.uk/education</a></li> <li>Dyslexia Association <a href="http://www.bdadyslexia.org.uk">www.bdadyslexia.org.uk</a></li> <li>The Dyspraxia Foundation <a href="http://www.Dyspraxiafoundation.org.uk">www. Dyspraxiafoundation.org.uk</a></li> <li>The National Autistic Society <a href="http://www.autism.org.uk">www.autism.org.uk</a></li> </ul>