

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.

The following chart 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.

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.

LEVELS	EHC Plan		Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection	
		Highly Specialist	Where a child or young person's needs are highly complex and require a bespoke placement or highly individualised long term arrangements.	
		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.	
	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	

Ormiston Bushfield Academy, Peterborough

OBA is a secondary school for 11 – 18 years with a 6th form offering students a personalised post-16 experience where they develop an impressive academic profile and become confident, well rounded 21st Century learners. Our Nurture Group provision is designed to support students who have not reached Level 4 by the end of KS2 and provides intensive support in a small group environment.

At the heart of everything we do is a belief that every young person has the ability to achieve great things, coupled with a desire to provide the highest standards in teaching and learning. We have high expectations of all our students and are dedicated to creating an inclusive Academy where every student can feel safe, enjoy and achieve.

Academy Ethos & Values

Ormiston Bushfield Academy will act as a catalyst to further raising achievement in the Orton community and also make a positive contribution to the educational outcomes for the whole family of Peterborough schools. The Ormiston Bushfield Academy will create a learning environment where valuing and caring for the individual are at the centre of our priorities.

The focus is very much on providing learning opportunities which excites, motivates and challenges students and encourages lifelong learning and an interest in the world around them. We want students to be happy and able to realise their full potential whilst demonstrating diligence, self-discipline, good manners and a concern for others.

The Academy will take a student centered and personalised approach to learning which will recognise and value the skills and talents of each individual. The pervading culture of the Academy will be one in which every student feels that they can succeed and in which their aspiration to be lifelong learners will be supported and encouraged. In addition we believe in and are committed to the development of the whole child, nurturing their personal and social skills, sense of enquiry, as well as their resilience to face life's challenges.

The Academy and the Ormiston Trust, its sponsor, fully endorse the academic, vocational, social and moral development of students in such a way that they emerge as independent, responsible and co-operative young people, ready to make a positive contribution.

Identification of SEN at our school

Our school identifies special educational needs in a variety of different ways namely:

- Primary transition including attending EHCP review meetings, observation of students in primary settings and transitions visits
- Information provided by professionals outside school such as ASD Outreach Team, GP's, Educational Psychologists
- Parental concerns and/pupil self-referral
- Detailed screening and assessments upon entry
- Subject teachers concerns/observations

If you have concerns your child may have special education needs please contact the SENDCO Mr Jamie Jones.

OBA has specialist provision in

Autistic Spectrum Disorder

Dyslexia

Centre of Expertise SEMH Key Stage 4 Hub

How we support students with special educational needs (SEN)

The SENDCO manages a team of dedicated and skilled teaching assistants who hold a range of qualifications and who are supported by two Higher Level Teaching Assistants (HLTA's) who hold a range of qualifications including NVQ Level 3.

We also have a Specialist Nurture group Teacher who runs classes for a group of Year 7 pupils who are taught in class sizes of between 8 and 22. The provision is designed to support students who have not reached their age related expectations by the end of KS2 and provides intensive support and provision, small group and individual differentiation and consistency in a safe, supportive environment assisted by teaching assistants. We also have small classes for Year 8 students who are not yet ready to attend all mainstream classes.

Our Specialist Teacher is also qualified to assess an individual's entitlement to access arrangements for exams from Year 10 onwards.

The support we put in place is dependent on the level of "need" of a student and where appropriate we adapt the learning environment.

How we adapt our teaching for students with SEN

All staff in OBA are aware of pupil's special educational need and are given training and strategies to use in the classroom in order to meet the students' needs through Quality First Teaching. Effective differentiation/personalisation will enable your child to participate fully in all aspects of learning to make the best possible progress.

How we decide what resources to give to a student with SEN

The SENDCO works in conjunction with outside professionals, teachers and TAs to determine the level of need. TA support is allocated according to the level of need and the type of provision needed, as they are no longer quantified as 'hours of support'. This is based on discussions and guidance from the local authority. The school budget may be used to target individuals.

We monitor the effectiveness of our SEND provision by regular monitoring, contact with Heads of House, Tutors, tracking and observations and also at Education Health and Care Plan review meetings.

How we work with parents

In addition to the normal reporting arrangements to parents/carers, children and young people to discuss progress, to plan and review support, specific approaches and/or programmes we offer:

- Annual review meetings, parent/carers meetings, email, parents evening
- On-line google drive learning platform
- Contact with tutors

Support we offer for Wellbeing

Our school offers pastoral, medical and social support to students by:

- Tutor who oversees the well-being of your child on a daily basis along with a Keyworker for children with EHCP's / Statements
- Head of House
- House support assistants
- Teaching Assistants
- Keyworkers (children with EHCP's / Statements)
- Pastoral support
- First Aider – who offers medical advice and assistance and administers medicines as authorised and directed by parents/carers
- School Nurse
- Student Support Officer
- Links with outside agencies
- Extra-curricular activities
- Assemblies
- PCSO

We encourage our students to contribute their views by discussing their concerns with House Support Team, student council, their tutor or year group representatives.

Specialist services and expertise available or accessed by OBA

Within the SEN base we have staff with considerable experience in working with students of SEN. Our SENDCO has a Level 5 qualification with Northampton University and the British Dyslexia Association.

We also have access to the following services:

- Autism Spectrum Disorder Team
- Educational Psychologist
- School Nurse
- Hearing Impaired Service
- Occupational Therapist
- CAMH (Child & Adolescent Mental Health)
- PCSO

Their services will be allocated according to the need of a child.

Training

We have staff with a range of training including:

- Mental Health First Aid
- Attachment Theory
- Relationships and appropriate sexual behaviour
- Epilepsy
- Safeguarding
- Prevent & Child Protection
- Brain Injury
- Epi Pen training
- Raising Boys Attainment
- Literacy in Schools Level 1 & 2
- Supported Spelling Level 1 & 2
- Asperger's and ASD training

Our Higher Level Teaching Assistants are qualified to NVQ Level 3.

Our SENDCO holds a qualification in NPQML, Level 3 on The Autism Spectrum: Next Steps Programme and is qualified in the National Awareness of SEND Co-Ordination with the University of Bedfordshire.

Staff across the school is involved in continuous professional development both internally and externally as required.

Accessibility within our school

We have wheelchair access to all teaching areas within the school including the upper floor where there is access via a lift. There are disabled toilet and changing facilities on both floors. We have access to outside agencies to secure particular equipment for students.

How we prepare for children/young people joining our school

Moving from Primary to Secondary is a huge step for most children and OBA are committed to ensuring that children settle quickly and feel happy and safe, we therefore promote:

- Year 6 Open Evening in September
- Positive transition planning with Primary Schools
- Key members of staff including Senior Leaders visit all primary schools
- Additional SEN transition days are offered for students with SEN or who are anxious and will benefit from an additional visit
- The SENDCO will also attend any Year 6 review meetings when invited

We issue a booklet for transition visits incorporating important information for OBA, photographs of key members of staff and any individual information a specific student may need.

In preparing for adulthood we offer:

- Options Guidance Evening for Year 8 students
- Academy Open Evenings for Year 6 and Sixth Form students
- Please see our link on the main OBA page outlining what we offer for 6th form.
- All students are given Post 16 advice
- Visit to Employment and Careers Fair as well as visiting universities.

How we communicate with parents/carers

We involve parents/carers through personal contact via the SENDCO through phone or email and meetings where appropriate.

Contact Details

Your first point of contact should be your child's Head of House or their Form Tutor
For SEN contact Our Special Educational Needs Co-Ordinator Mr Jamie Jones on 01733 404370

Other key contacts are:

Mrs Helen Colbran – Assistant Principal of Learning Support Department

Mr Dennis Kirwan – Principal

Mr James Fuller – Deputy Principal

The above can be contacted via our reception staff on 01733 233014 or via email on mailbox@bushfield.co.uk

External support services for information/advice are:

SEND Information Advice Service 01733 863979 or email pp2@peterborough.gov.uk

Peterborough City Council website <http://www.peterborough.gov.uk/education>

Family Voice 01733 313184 or www.familyvoice.org

Educational Psychology Open Access Consultation Service 01733 863689

Peterborough Speech and Language Therapy Service 01733 863702

Occupational Therapy Service 01733 847166

Autism Specialist Teacher Team 01733 864009