

## **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&LT) Service.

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

## A GUIDE TO OUR PROVISION - Ormiston Bushfield Academy

<b>Identification of SEND at our School</b>		
Our school identifies children/ young people with special educational needs/ disability (SEND) by using:	<p>Primary transition information – managed by Senior Leadership Team, SENCO and Transition Teacher.</p> <p>Parental concerns and/or pupil self-referral.</p> <p>Information via professionals i.e. ASD Outreach worker, ADHD outreach worker GPs, Educational Psychologists.</p> <p>Detailed screening and assessments upon entry.</p> <p>Education Health &amp; Care plans.</p> <p>Information via professionals and stakeholders.</p> <p>Assessing for exam access arrangements.</p>	
We encourage you to raise your concerns by	<p>Parents evening OR Contact SEN Department – 01733 233014.</p> <p>Parents/carers may Email staff or request a meeting.</p> <p>Concerns can also be raised at review meetings or via tutor contact.</p>	
Our school has specialist provision for children/ young people with	<p>Attachment Dyslexia</p>	
<b>Support for your Child/ Young Person</b>		
The education plan for your child/ young person will be explained to you and overseen by	<p>The SEN department.</p>	
Staff who may be working with your child/ young person are	<p>SENCO. Classroom teacher. Higher Level Teaching Assistants. Teaching Assistants. House/Year Support Assistants. Attendance officer. Outside Agencies.</p>	<p>Form tutors. Pastoral Team. Intervention Support Assistant.</p>
We monitor the effectiveness of our SEND arrangements/ provision by	<p>Regular monitoring. Tracking. Reviews.</p>	
The roles and responsibilities of our governors are	<p>To overview and monitor the quality and effectiveness of the provision.</p>	

<b>Curriculum Concerns</b>	
Our approach to differentiation is to	<p>Plan according to pupil's needs and requirement in the classroom.  All staff in the school are aware of pupils requirements through information provided.  Staff are able to meet the needs of our pupils by applying the strategies suggested in meetings, professional reports and in training sessions through Quality First Teaching.</p> <p>Effective differentiation / personalisation will enable your child to participate in all aspects of learning, to make the best possible progress.</p>
Extra support is allocated according to	The needs of the individual.
<b>Partnership: Planning, Monitoring and Review</b>	
We offer the following opportunities, 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 or programmes.	<p>Annual reviews, parent/carers meeting, email, parents evening.  On-line google drive learning platform.  Contact with tutors.  Review of provision with parent/carers.</p>
<b>General Support for Wellbeing</b>	
Our school offers pastoral, medical and social support to the children/ young people by	Access to Tutors, Heads of House, House Support Assistants, TAs as Keyworkers. First Aider, School Nurse, Welfare Team. Links with outside agencies. School Clubs. Me, My Brain & I Intervention.
We encourage the children/ young people to contribute their views by	<p>Discussing their concerns with:  Student council  Tutor group/year representatives.</p>
<b>Specialist Services/ Expertise Available</b>	
We employ specialist staff in the areas of	Dyslexia Specialist. SENCO

<p>Our school accesses the following services</p>	<p>ASD Outreach Teacher  Educational Psychologist  PCSO  School Nurse  CAMH (Child &amp; Adolescent Mental Health)  Sensory Support Services  Occupational Therapist  Social Care on an individual student needs basis.</p> <p>Their services will be allocated according to need.</p>
<p><b>Teachers</b></p>	<p>New Code of Practice states that all Teachers are Teachers of SEND students.</p>
<p><b>Training</b></p>	
<p>We have staff that have the following qualifications.</p>	<p>SEND  Higher Level Teaching Assistants, NVQ Level 3.  Specialist Teacher (Exam Access Arrangements)</p>
<p>Staff have recently attended the following training.</p>	<p>Attachment theory.  Relationships and appropriate sexual behaviour.  Epilepsy  Safeguarding  Brain Injury  Mental Health  PREVENT &amp; Child Protection</p> <p>SEN staff complete relevant training as required.</p>
<p>We plan to undertake the following training/ disability awareness sessions(s).</p>	<p>Sensory Difficulties  Relevant training for new staff.  SENCO specific training.</p>
<p><b>Accessibility</b></p>	
<p>We provide the following to ensure that all children/ young people in our school can access all of the activities offered.</p>	<p>A KS3 nurture group for our most vulnerable students.  A KS4 alternative curriculum.  A structured group for those children who have additional needs academically and</p>

	emotionally that requires intervention to accelerate progress. OBA is a building which is accessible to students with physical disabilities and has a lift to access all floors. We also have an Evacuation Chair, disabled toilets on both floors, a time out card for students who need to leave the class early for medical reasons.
We enable children/ young people to access all activities by	Providing emotional support. Providing TA support. Providing differentiated activities.
We involve parents and carers in the planning by	SENCO can arrange personal contact, phone or email contact for SEN children.
Parents and carers can give their feedback by;	Through meetings, by letter, e-mail or phone.
Parents/carers can make a complaint by	Contacting the Operational Principal by email or by phone 01733 233014
<b>Transitions</b>	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	Open evening, primary day. Contact is made with our primary feeder schools around April. The SENCO meet and identify students that require extra support with primary school visits, visits by SLT/House Team or Nurture Group Teacher. OBA SENCO attends year 6 Annual Review Meetings Arrangements are put in place for visits to the school for those students most in need. Visits can extend into July. The 'move up' day is monitored by our staff and support is in place for our SEN students.
We prepare children and young people to make their next move by	Issuing a booklet incorporating important information for OBA, photographs of key members of staff and any individual information a specific student may need. Providing opportunities for students to visit and take part in activities. All students are given Post 16 advice. Help with College applications, option choices and taking students to employment and careers fair and visiting Universities.
<b>Resource Allocation</b>	
Our SEND budget is allocated according to	Governors and Finance planning and level of need.
Funding is matched to SEND by	Local authority funding is provided for individual student's level of need.

Our decision making process when matching support to need is	Based on the need of the child.
Parents/ carers are involved through	Meetings, reviews, phone calls, letters and Newsletters.
<b>Contact Details</b>	
Your first point of contact is	Mr Leigh Drew – SENCO for new admissions and OBA SEN students already on roll. 01733 233014
Our Special Educational Needs Co-ordinator is	Mr Leigh Drew
Other people in our setting/ school who might be contacted include	Mrs Helen Colbran – Deputy Head Mr Dennis Kirwan – Principal  <b>For students already on roll at OBA please contact:</b> Head of Year Form Tutor
External support services for information/ advice are	SEND Information Advice Service 01733 863979 or e-mail pps@peterborough.gov.uk  Peterborough City Council website <a href="https://www.peterborough.gov.uk/residents/schools-and-education">https://www.peterborough.gov.uk/residents/schools-and-education</a>  Family Voice 01733 313184 <a href="http://www.familyvoice.org">www.familyvoice.org</a>  Educational Psychology Open Access Consultation Service 01733 863689