

PETERBOROUGH SCHOOLS: SEND Information Report / 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	

A GUIDE TO OUR PROVISION - Ormiston Bushfield Academy

Identification of SEND at our School			
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 & 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 or email SEND@Bushfield.co.uk</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>		
Support for your Child/ Young Person			
The education plan for your child/ young person will be explained to you and overseen by	The SEN department.		
Staff who may be working with your child/ young person are	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <p>SENDCO.</p> <p>Classroom teacher.</p> <p>Higher Level Teaching Assistants.</p> <p>Teaching Assistants.</p> <p>House/Year Support Assistants.</p> <p>Attendance officer.</p> <p>Outside Agencies.</p> </td> <td style="vertical-align: top; padding-left: 20px;"> <p>Form tutors.</p> <p>Pastoral Team.</p> <p>Intervention Support Assistant.</p> </td> </tr> </table>	<p>SENDCO.</p> <p>Classroom teacher.</p> <p>Higher Level Teaching Assistants.</p> <p>Teaching Assistants.</p> <p>House/Year Support Assistants.</p> <p>Attendance officer.</p> <p>Outside Agencies.</p>	<p>Form tutors.</p> <p>Pastoral Team.</p> <p>Intervention Support Assistant.</p>
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We monitor the effectiveness of our SEND arrangements/ provision by	<p>Regular monitoring.</p> <p>Tracking.</p> <p>Reviews.</p>		
The roles and responsibilities of our governors are	To overview and monitor the quality and effectiveness of the provision.		

Curriculum Concerns	
Our approach to differentiation is to	Plan according to pupil's needs and requirement in the classroom using Edukey Provision Map. 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. Effective differentiation and scaffolding / personalisation will enable your child to participate in all aspects of learning, to make the best possible progress.
Extra support is allocated according to	The needs of the individual.
Partnership: Planning, Monitoring and Review	
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.	Annual reviews, parent/carers meeting, email, parents evening. Contact with tutors. Review of provision with parent/carers. Termly telephone calls home
General Support for Wellbeing	
Our school offers pastoral, medical and social support to the children/ young people by	Access to Tutors, Heads of Year, Year Support Assistants, TAs as Keyworkers. First Aider, School Nurse, Welfare Team. Links with outside agencies. School Clubs. Engage Participate Interact & Communication (EPIC) clubs. Small group interventions and workshops. Breakfast clubs
We encourage the children/ young people to contribute their views by	Discussing their concerns with: Student council Tutor group/year representatives. Meetings with key contact member of staff – updating and sharing their Pupil Passport

Specialist Services/ Expertise Available	
We employ specialist staff in the areas of	SENCO
Our school accesses the following services	<p>ASD Outreach Teacher Educational Psychologist PCSO/Police School Nurse CAMHS (Child & Adolescent Mental Health) Services Sensory Support Services Occupational Therapist Social Care on an individual student needs basis.</p> <p>Their services will be allocated according to need.</p>
Teachers	New Code of Practice states that all Teachers are Teachers of SEND students.
Training	
We have staff that have the following qualifications.	<p>NASENCo qualification (3 teaching staff) Higher Level Teaching Assistants, NVQ Level 3. Specialist Teacher (Exam Access Arrangements)</p>
Staff have recently attended the following training.	<p>The inclusive Classroom Safeguarding Mental Health PREVENT & Child Protection Dyslexia Making sense of autism SEN staff complete relevant training as required.</p>
We plan to undertake the following training/ disability awareness sessions(s).	<p>Sensory Difficulties Relevant training for new staff. SENCO specific training.</p>
Accessibility	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	A structured group for those children who have additional needs academically and 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. All pupils and families on the SEN register have an allocated key contact home (3 times per year)
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 Principal by email or by phone 01733 233014
Transitions	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	Open evening, primary day. Additional school visits. Contact is made with our primary feeder schools around April. The SENCO meets and identifies students that require extra support with primary school visits, visits by SLT/Head of Year and Year Support Assistant. OBA SENCO attends year 6 Annual Review Meetings Arrangements are put in place for additional visits to the school for those students most in need. Visits can extend into July. The 'move up' days are 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.

Resource Allocation	
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.
Contact Details	
Your first point of contact is	Mr Leigh Drew – SENDCo for new admissions and OBA SEN students already on roll. 01733 233014 SEND@Bushfield.co.uk Carla Jones- Deputy SENCo 01733 233014 SEND@Bushfield.co.uk Sarah-Jane Bartlett – Key-stage Transition Support 01733 233014 Sarah-jane.Bartlett@Bushfield.co.uk
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 Mrs Carla Jones – Deputy SENDCo For students already on roll at OBA please contact: Head of Year Form Tutor
External support services for information/ advice are conference	SEND Information Advice Service 01733 863979 or e-mail pps@peterborough.gov.uk Peterborough City Council website Schools & education - Peterborough City Council Family Voice 01733 313184 www.familyvoice.org Educational Psychology Open Access Consultation Service 01733 863689

Student Voice	Student voice representative: All students are encouraged to be involved in the running of the school by attending Student Voice meetings with key staff including the Principal.