

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.

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SEN SUPPORT	Specialist provision	<p>Where a child or young person's needs are highly complex and require a bespoke placement or</p>
		<p>Specialist provision</p>
SEN SUPPORT	Specialist provision	<p>Specialist provision</p>
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		<p>Specialist provision</p>
		<p>Specialist provision</p>
		<p>Specialist provision</p>
SEN SUPPORT	Specialist provision	<p>Quality first teaching. School's best endeavours. Differentiated curriculum. Class teacher in receipt</p>
SEN SUPPORT	Specialist provision	<p>Specialist provision</p>

A GUIDE TO OUR PROVISION AT

St Andrew's Primary School

Identification of SEND at our School	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	Looking at the information received from pre-school and/ or parental concerns Assessing information from the class teacher and other professionals
We encourage you to raise your concerns by	Speaking to the class teacher in the first instance, who will then speak to the Inclusion Manager
Our school has provision for children/ young people with	
Support for your Child/ Young Person	
The education plan for your child/ young person will be explained to you and overseen by	The class teacher and the Inclusion Manager
Staff who may be working with your child/ young person are	The class teacher, the class teaching assistant, the Inclusion Manager and Learning mentor
We monitor the effectiveness of our SEND arrangements/ provision by	Looking at pupil progress data and discussions with class teachers and parents
The roles and responsibilities of our governors are	To ensure that the SEND arrangements are fulfilled. There is a named SEND governor.
Curriculum Concerns	
Our approach to differentiation is to	Use resources, deploy staff according to need and ensure all children achieve their true potential. We produce an annual provision map to track the children.
Extra support is allocated according to	The need 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	We have an open door policy and parents may speak to the class teacher at the end of the day or by phone at a mutually convenient time. Each child has a home-school book which is used for communication between the teacher and the parent. For some children there will be annual reviews and reviews of the co-ordinated plans.

plan and review support, specific approaches and/or programmes.	
General Support for Wellbeing	
Our school offers pastoral, medical and social support to the children/ young people by	Using the skills of our Learning Mentor and Parent Partnership Officer Support from the school nurse Support from outside agencies Work in the classroom delivered by trained teachers
We encourage the children/ young people to contribute their views by	Speaking to school council members, completing pupil questionnaires, speaking to adults in school, Learning Mentor, and their peers. Valuing the contributions the children make.
Specialist Services/ Expertise Available	
Our school accesses the following services	School nurse Educational psychologist Children's health Children's social care Speech and Language department Autism outreach service Support for learning Children's mental health department
Training	
We have staff who have the following qualifications.	Inclusion Manager is training on the National SENCo award, Every Child a Reader, Every Child Counts, Better Reading Partnership, Maths and Literacy Intervention trained,
Staff have recently attended the following training.	First Aid, Better Reading Partnership, Teaching Assistant Training (making a difference to pupils learning), Safeguarding training
We plan to undertake the following training/ disability awareness sessions(s).	Induction Plan for new staff, New Curriculum training, Maximising the Impact of Teaching Assistants
Accessibility	
We provide the following to ensure that all children/ young people in our school can	Internal and external ramps, differentiated curriculum (if required), information from outside agencies

access all of the activities offered.	
We enable children/ young people to access all activities by	Making reasonable adjustments (if necessary) to learning environment, visual timetables
We involve parents and carers in the planning by	Discussing individual needs with the parent/carer
Parents and carers can give their feedback by;	Speaking to the class teacher in the first instance
Parents/carers can make a complaint by	Speaking to the class teacher in the first instance and following our complaints procedure
Transitions	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	New intake evenings for Foundation Children Home visits to Foundation Children Transitional arrangements between previous educational settings Visiting pupils in their pre-school settings Year 6 transitional arrangements
We prepare children and young people to make their next move by	Secondary staff are encouraged to visit the children in school Primary School transfer day
Resource Allocation	
Our SEND budget is allocated according to	The need of the pupils in school
Our decision making process when matching support to need is	Discussed at Senior Leadership Meetings and Governors. Discussions with outside agencies.
Parents/ carers are involved through	Meetings with professionals and class teacher
Contact Details	
Your first point of contact is	The class teacher
Our Special Educational Needs Co-ordinator is	Mrs Claire Freeman
Other people in our setting/ school who might be contacted include	Mrs Jane Waliszewski Mr Mark Siggery
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 • Educational Psychology Open Access Consultation Service – Tel. 01733 863689 • City Council Website http://www.peterborough.gov.uk/education

