



PETERBOROUGH SCHOOLS: SEND PROVISION / LOCAL OFFER
Discovery Primary School Updated July 2016

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible provision 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.

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.
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	
EHC Plan	
SEN SUPPORT	
Co-ordinated Plan	

<p>Identification of SEND at our School</p> <p>Our school identifies children/ young people with special educational needs/ disability (SEND) by</p>	<ul style="list-style-type: none"> • Information from preschool and/or parental concerns. • Reports from other professional observations. • Assessments carried out by other professionals and within school.
<p>We encourage you to raise your concerns by</p>	<ul style="list-style-type: none"> • Speaking to the class teacher in the first instance • Then the Inclusion Manager (Senco)
<p>Support for your Child/ Young Person</p>	
<p>The education plan for your child/ young person will be explained to you and overseen by</p>	<ul style="list-style-type: none"> • The class teacher and the Inclusion Manager
<p>Staff who may be working with your child/ young person are</p>	<ul style="list-style-type: none"> • Class teacher • Teaching assistants • Inclusion Manager • Learning mentor
<p>We monitor the effectiveness of our SEND arrangements/ provision by</p>	<ul style="list-style-type: none"> • Looking at pupil progress data • Discussions with class teachers and parents
<p>The roles and responsibilities of our governors are</p>	<ul style="list-style-type: none"> • To ensure that the SEND arrangements are fulfilled • To allocate a named SEND governor.
<p>Curriculum Concerns</p>	
<p>Our approach to differentiation is to</p>	<ul style="list-style-type: none"> • Use resources effectively • Deploy all staff according to need • To ensure all children achieve their true potential
<p>Extra support is allocated according to</p>	<ul style="list-style-type: none"> • The need of the individual

<p>Partnership: Planning, Monitoring and Review</p>	<p>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 programmes.</p>	<p>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.</p>
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<p>General Support for Wellbeing</p>	<p>Our school offers pastoral, medical and social support to the children/ young people by</p>	<ul style="list-style-type: none"> • Trained teachers. • Teaching Assistants • Qualified first aiders. • School nurse. • Assemblies. • Social stories. • Extracurricular clubs. • Liaison with outside agencies. • Life Education Centre.
<p>We encourage the children/ young people to contribute their views by</p>	<ul style="list-style-type: none"> • School council meetings. • Pupil questionnaires. • By listening to children and valuing their contributions. 	<hr/>
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<p>Specialist Services/ Expertise Available</p>	<p>Our school accesses the following services</p>	<ul style="list-style-type: none"> • 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
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<p>Training</p> <p>We have staff who have the following qualifications.</p>	<ul style="list-style-type: none"> • All teachers have Qualified Teaching Status • Inclusion Manager - National SENCo award, • Every Child a Reader, • Better Reading Partnership • Maths and Literacy Interventions
<p>Staff have recently attended the following training.</p>	<ul style="list-style-type: none"> • First Aid • Better Reading Partnership • Teaching Assistant Training (making a difference to pupils learning) • Safeguarding training • Writing interventions • Behaviour programme • Prevent training
<p>We plan to undertake the following training/ disability awareness sessions(s).</p>	<ul style="list-style-type: none"> • Induction Plan for new staff • Diabetes training for specific TAs • 1st Class @ Number 1
<p>Accessibility</p>	
<p>We provide the following to ensure that all children/ young people in our school can access all of the activities offered.</p>	<ul style="list-style-type: none"> • Internal and external ramps for wheelchair access • Internal lift where ramps are not in available • Differentiated curriculum (if required) information from outside agencies
<p>We enable children/ young people to access all activities by</p>	<ul style="list-style-type: none"> • Making reasonable adjustments (if necessary) to learning environment so that the buildings and the classrooms are accessible to all children
<p>We involve parents and carers in the planning by</p>	<ul style="list-style-type: none"> • Discussing individual needs with the parent/carer
<p>Parents and carers can give their feedback by;</p>	<ul style="list-style-type: none"> • Speaking to the class teacher in the first instance
<p>Parents/carers can make a complaint by</p>	<ul style="list-style-type: none"> • Speaking to the class teacher in the first instance • following our complaints procedure
<p>Transitions</p>	
<p>The following arrangements help children/</p>	<p>New intake evenings for Foundation Children</p>

young people and their parents/ carers to make a successful transfer to our setting/ school.	Home visits to Foundation Children <ul style="list-style-type: none"> • Transitional arrangements between previous educational settings • Visiting pupils in their pre-school settings • Year 6 transitional arrangements • Building Bridges Programme with Voyager Secondary school for specific children
We prepare children and young people to make their next move by	<ul style="list-style-type: none"> • Pre visits to secondary school • School SENCO and class teacher liaising with secondary schools
Resource Allocation	
Our SEND budget is allocated according to	<ul style="list-style-type: none"> • The need of the pupils in school
Our decision making process when matching support to need is	<ul style="list-style-type: none"> • Discussed at Senior Leadership Meetings and Governors • Discussions with outside agencies
Parents/ carers are involved through	<ul style="list-style-type: none"> • 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