

## 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&LT) 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.

<b>LEVELS</b>	<b>EHC Plan</b>		<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.	
		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>SEN SUPPORT</b>	<b>Co-ordinated Plan</b>	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 at Southfields Primary School

<p><b>Identification of SEND</b></p>	 <p>Southfields Primary School</p>
<p>Our school identifies children/ young people with special educational needs/ disability (SEND) by</p>	<ul style="list-style-type: none"> <li>• Information from Pre-school and/or Parental communication</li> <li>• Professional Reports, Assessments and Observations</li> <li>• School Initial base-line and entry assessments and observations</li> <li>• Specialist Speech and Language assessments</li> <li>• School based Mathematics assessments</li> </ul>
<p>We encourage you to raise your concerns by</p>	<ul style="list-style-type: none"> <li>• In the first instance through Communication with your children's class teacher</li> </ul> <p>Or by:-</p> <ul style="list-style-type: none"> <li>• Communicating directly with a member of the Special Education Needs and Disability team</li> <li>• Attending the regular Multi-Agency Professionals Welfare drop-in sessions for Parents - see dates in the Monthly Health and Well-being Newsletter</li> <li>• Booking an appointment with the Enhanced Resource Manager for Speech and Language</li> <li>• Booking an appointment with a Head of Year or Deputy Head</li> </ul>
<p>Our school has specialist provision for children/ young people with</p>	<ul style="list-style-type: none"> <li>• A specific speech and language disability – Where children access specialist support from highly trained staff and speech therapists</li> <li>• In addition to this we have specialist support for interventions within our own setting and outreach to other schools through prior agreement to support children with speech and language disabilities with proven success.</li> </ul>

<p><b>Support for your Child/ Young Person</b></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"> <li>• Class Teacher</li> <li>• Head of Year and Phase Leader</li> <li>• Special Educational Needs Disability Team (SEND)</li> <li>• Enhance Resource Provision Manager (Where appropriate)</li> </ul>
<p>Staff who may be working with your child/ young person are</p>	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Teaching Assistant</li> <li>• Specialist Teachers and Teaching Assistants</li> <li>• Educational Psychologist</li> <li>• Speech and Language Therapist</li> <li>• Occupational Therapist or Physiotherapist</li> <li>• Other health professionals</li> <li>• Specialist Teachers Service (ASD, ADHD, Visual impairment, Hearing Impairment, Physical disability)</li> <li>• Counsellors</li> </ul>
<p>We monitor the effectiveness of our SEND arrangements/ provision by</p>	<ul style="list-style-type: none"> <li>• On-going daily assessments and regular pupil progress meetings</li> <li>• Assessments of the quality of interventions and impact on pupils</li> <li>• Observations within the classroom</li> <li>• Monitoring of interventions, book scrutiny and pupil records</li> <li>• Termly Pupil consultations meetings</li> <li>• Parent consultation meetings and 'Big Strides' (IEP) reviews</li> <li>• Comparing how well pupils do compared to national trends in end of year results in year 1, 2 and 6. In addition to this we also use end of year teacher assessments and optional tests in year R,3,4 and 5 to monitor progress of SEND pupils</li> <li>• Using standardised tests in reading, spelling and mathematics</li> <li>• Using specific professional tests to capture progress that would not be measured in generic tests e.g. speech and language/dyslexia/motor skills/communication</li> </ul>

<p>The roles and responsibilities of our governors are</p>	<ul style="list-style-type: none"> <li>• The governors fulfil their statutory duties by:-</li> <li>• Ensuring a SEND policy reflects the current Code of Practice</li> <li>• Support and Challenge the school to ensure the school has an outstanding provision for pupils with SEND needs.</li> <li>• Delegating responsibility to a named governor to lead work on behalf of the Governing Body on monitoring the Quality of the provision</li> <li>• Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced</li> <li>• Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployed</li> <li>• Ensuring they participate in appropriate training to enhance their role to support the strategic development of the school.</li> <li>• Meeting with the Senior Team and SEND team to oversee Statements of Special Educational Needs and Educational Health Care Plans</li> </ul>
<p><b>Curriculum Concerns</b></p>	
<p>Our approach to differentiation is to</p>	<ul style="list-style-type: none"> <li>• Differentiation and scaffolding to success at Southfields begins with first quality teaching where teachers ensure they are;</li> <li>• Consistently planning and delivering lessons which are good or better</li> <li>• Setting suitable learning challenges, targets and learning experiences</li> <li>• Responding to pupils needs</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils</li> <li>• Adapting where possible the curriculum to meet individual pupils needs</li> <li>• Take account of the best practice nationally as well as using guidance in the SEN Code of Practice.</li> <li>• Involve parents in supporting pupils to further access the curriculum</li> <li>• Ensure pupils have a multi-sensory approach to teaching and learning in a vibrant visually rich learning environment</li> </ul>

Extra support is allocated according to	<ul style="list-style-type: none"> <li>• Meetings with the SEND/Senior Team following assessment/observation/professional reports of the pupils this includes guidance in Educational Health Care plans.</li> <li>• We also consider recommendations made by other professionals which the school feels would benefit the pupil whilst remaining a main stream setting.</li> </ul>
<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 programmes.	<ul style="list-style-type: none"> <li>• Cohesive on-going partnership with parents</li> <li>• Annual reports</li> <li>• Consultation meetings to discuss pupil progress and 'Big Strides' targets</li> <li>• Welfare drop-in sessions with school and other professionals</li> <li>• Parent cafes</li> </ul>
<b>General Support for Wellbeing</b>	
Our school offers pastoral, medical and social support to the children/ young people by	<ul style="list-style-type: none"> <li>• Inclusion team (including welfare officers)</li> <li>• Sensory Integration support</li> <li>• School Nurse and school qualified paediatric first aid and first aiders</li> <li>• Successful links with Health and Police</li> <li>• Trained Counsellor</li> <li>• Behaviour Team</li> <li>• Additional Clubs and Coaches</li> <li>• Active Healthy School</li> <li>• Forest School</li> <li>• National Leader work with other schools and settings</li> </ul>
We encourage the children/ young people to contribute their views by	<ul style="list-style-type: none"> <li>• School council</li> <li>• Class council</li> <li>• Interfaith Council</li> <li>• Team Captains</li> <li>• CAREs child support welfare team</li> <li>• School ambassadors for Arts, Music and Sports</li> <li>• Museum Curators</li> <li>• Eco Team</li> <li>• Pupil progress meeting feedback and additional comments in documentation about learning such as Education Health Plans and 'Big Strides' targets</li> </ul>

<b>Specialist Services/ Expertise Available</b>	
We employ specialist staff in the areas of	<ul style="list-style-type: none"> <li>• Two teachers with a Masters of Education specialising in Special Needs</li> <li>• National Award for Special Educational Needs</li> <li>• Speech and Language Therapist</li> <li>• Teacher with specialism in Speech and Language</li> <li>• Teaching assistants specialising in Speech and Language</li> <li>• Staff trained to conduct Dyslexia assessments</li> <li>• Welfare specialists</li> <li>• Behaviour specialists</li> <li>• Trained Counsellor</li> </ul>
Our school accesses the following services	<ul style="list-style-type: none"> <li>• Early Help Assessments</li> <li>• Specialist teachers</li> <li>• Educational Psychologist</li> <li>• Additional Speech and language therapists</li> <li>• Occupational therapist or physiotherapist</li> <li>• Other health professionals</li> </ul>
<b>Training</b>	
We have staff who have the following qualifications.	<ul style="list-style-type: none"> <li>• National Leader in Education (Head Teacher)</li> <li>• Masters in Special Needs Education (Head of SEND)</li> <li>• National Professional Qualification Headship</li> <li>• BA honours</li> <li>• Bed honours</li> <li>• BSC honours</li> <li>• Qualified Teacher Status</li> <li>• PGCE</li> <li>• Nursery Nurse Examination Board (NNEB)</li> <li>• High Level Teaching Assistant (HLTA)</li> <li>• All staff employed to the school must have English/Maths GCSE (or equivalent)</li> <li>• NVQ's (level 1 to 3)</li> <li>• GNVQ's (level 1 to 3)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching Assistant (Level 1 to 3)</li> <li>• Paediatric First Aid</li> <li>• First Aid at work</li> <li>• Positive Handling Training</li> <li>• EKLAN Trained. (Speech and Language)</li> </ul>
Staff have recently attended the following training.	<ul style="list-style-type: none"> <li>• EKLAN Training (Speech and Language Training)</li> <li>• Outstanding Facilitator Programme (OFP)</li> <li>• Outstanding Teaching Programme (OTP)</li> <li>• The Power of Coaching</li> <li>• Master of Education</li> <li>• Dyslexic Teacher Training (Level Five)</li> <li>• NQT training</li> <li>• Child Protection Training</li> <li>• Resuscitation Training</li> <li>• Swimming Coaching Training</li> <li>• Asthma Training</li> <li>• Positive Handling training</li> </ul>
We plan to undertake the following training/ disability awareness sessions(s).	<ul style="list-style-type: none"> <li>• Ongoing EKLAN and communication and interaction training</li> <li>• Ongoing development of SMART targets and interventions</li> <li>• Family Cafes linked to school and phase priorities and parent suggestions</li> <li>• English (Communication (speaking and listening), Phonics, reading and writing difficulties)</li> <li>• Mathematics</li> <li>• Supporting pupils to become more independent learners including access to and use of resources</li> </ul>
<b>Accessibility</b>	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	<p>Teachers take specific action to respond to pupils' diverse needs by: -</p> <ul style="list-style-type: none"> <li>• creating effective learning environments</li> <li>• securing their motivation and concentration</li> <li>• providing equality of opportunity through teaching approaches</li> <li>• using appropriate assessment approaches</li> <li>• setting targets for learning</li> </ul> <p>Teachers and support staff ensure that work for children with a disability:</p> <ul style="list-style-type: none"> <li>• Taking account of their pace of learning and the materials and equipment they use.</li> </ul>



	<ul style="list-style-type: none"> <li>• Taking account of the effort and concentration needed in oral work or when, for example, using vision aids</li> <li>• Adapting or offering alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials</li> <li>• Including approaches that allow children with a disability to be included. For example, hearing impaired children to learn about sound in science and music, visually impaired children to learn about light in science, and to use visual resources and images in art and in design technology and language impaired children to have language simplified or explained</li> <li>• using assessment techniques that reflect children's individual needs and abilities</li> </ul>
<p>We enable children/ young people to access all activities by</p>	<p>Meeting DDA regulations and complying to access guidance</p> <p>Pupil Risk assessments and targeted personal/resources to support access</p> <p>Curriculum design which meets the needs of our pupils and develops outstanding schemes of work and plans that support teachers to deliver a broad range of opportunities and experiences for all pupils</p> <p>Ensuring our school policy and practice embraces equality of opportunity for all.</p> <p>Effective communication within and beyond school</p> <p>An inclusive school</p> <p>A range of specific bespoke equipment to support pupils within the school</p>
<p>We involve parents and carers in the planning by</p>	<ul style="list-style-type: none"> <li>• Strong Parent Partnerships</li> <li>• Agreed Home/school arrangements</li> <li>• Parents evenings, workshops and drop-in sessions</li> <li>• Curriculum Evenings</li> <li>• Family Cafes</li> <li>• Educational visits feedback</li> <li>• Parents input in reports and 'Big Strides' targets</li> <li>• Curriculum support and home-learning partnership</li> </ul>

Parents and carers can give their feedback by	<ul style="list-style-type: none"> <li>• Parent Evening Report Cards, End of Term Report Cards, Questionnaires, Curriculum Evening, and Parent Consultation Evenings, Residential Feedback meetings, the use of 'Dojo' and through informal and formal meetings.</li> </ul>
Parents/carers can make a complaint by	<ul style="list-style-type: none"> <li>• Any concerns expressed by parents and others about the school curriculum and related matters will usually be discussed and as far as possible, dealt with on an informal basis with firstly the class teacher then through this system Head of Year, Phase Leader, SEND Team, Senior Leadership Team and if you issue has still not been resolved please contact the Head teacher. Parents could if still unresolved organise a meeting with the Named Governor to make a formal complaint or write to the chair of Governors.</li> </ul> <p>Parents should be reminded that Southfields is a Main Stream school and supports over 500 learners from three years to eleven with this in mind parents should consider if their complaint is reasonable within a main stream setting and provision normal and expected in any other school within the City. Southfields is not a special school but a specialist school in Communication and Interaction.</p>
<b>Transitions</b>	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	<ul style="list-style-type: none"> <li>• Transitions day and additional visits if required.</li> <li>• Meet the teacher opportunities for parents.</li> <li>• Home visits for new reception children</li> <li>• Social Stories.</li> <li>• Handover meeting with previous teacher or setting.</li> <li>• Crossover of Teaching Assistants if appropriate.</li> </ul>
We prepare children and young people to make their next move by	<ul style="list-style-type: none"> <li>• Transitions day and additional visits if required. Meeting with next setting (including parents and outside agencies).</li> </ul>
<b>Resource Allocation</b>	
Our SEND budget is allocated according to	<ul style="list-style-type: none"> <li>• The Full Governors strategic plan for the school</li> <li>• Finance committee who agree allocated funds to meet the needs of pupils with special educational needs.</li> <li>• Personnel will agree the staffing structure to support SEND provision</li> <li>• Strategic and Curriculum will agree it meets the SEND pupils and seek evidence of impact to ensure that interventions and targets were appropriate to support learners</li> </ul>
Funding is matched to SEND by	<ul style="list-style-type: none"> <li>• The Senior Leadership Team, Finance Team, SEND Team and Governors will manage, monitor and evaluate the funds allocated to ensure they have met the complex needs of the pupils within the school who have special educational needs.</li> </ul>
Our decision making process when matching	<ul style="list-style-type: none"> <li>• Through a range of meetings with Governors, School staff, Professionals and Parents</li> </ul>

support to need is	<p>will ensure that optimum use is made of resources.</p> <ul style="list-style-type: none"> <li>• It is expected that resources and provision will be accessed fully by SEND pupils ensuring it benefits pupils.</li> </ul>
Parents/ carers are involved through	<ul style="list-style-type: none"> <li>• Opportunities to feedback on the SEND Provision</li> <li>• Reports and Parent Views</li> <li>• Class Parent Representatives</li> <li>• Open Evenings for SEND</li> </ul>
<b>Contact Details</b>	
Your first point of contact is	<p>Class Teacher Then you could talk to the Phase Leader</p>
Our Special Educational Needs Co-ordinators are	<p>Miss Payne (Head of Inclusion SENCO) Mrs R Ward (Early Years SENCO) Mrs L Barnard (Hub Manager) Mrs H Magee (SEND Administrator)</p>
Other people in our setting/ school who might be contacted include	<p>Mrs L Barnard (Hub Manager) Mrs H Pook (Speech Therapist) Year Leader – See Website or contact the school office 01733 562873 Phase Leader - See Website or contact the school office 01733 562873 Deputy Head – Mrs C King - contact the school office 01733 562873 Head Teacher – Mrs L Martin - contact the school office 01733 562873</p>
External support services for information/ advice are	<ul style="list-style-type: none"> <li>• SEND Information Advice Support Service – Tel. 01733 863979 email <a href="mailto:pps@peterborough.gov.uk">pps@peterborough.gov.uk</a></li> <li>• Educational Psychology Open Access Consultation Service – Tel. 01733 863689</li> <li>• City Council Website <a href="http://www.peterborough.gov.uk/education">http://www.peterborough.gov.uk/education</a></li> </ul>