

September 2024

PETERBOROUGH SCHOOLS: SEND PROVISION / LOCAL OFFER

The Local Authority is committed to all students, 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 schools have a similar approach to meeting the needs of students 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 students 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 (SALT) 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 eg Child in Care/English as an Additional Language/Child in Need/Child Protection
LEVELS	EHC Plan	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 (eg 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

Identification of SEND at our College	
Our College identifies children/young people with Special Educational Needs and Disability (SEND) by:	• Close links with primary feeder schools for transition planning. • Close links with Virtual School. • Testing/assessing students on entry. (CATS/NGRT) • Target setting and progress tracking. • Ongoing assessments of individual students as and when the need arises. • Assessing for exams access arrangements. • Contact with parents. • Concerns raised by subject teachers and support staff. • Referrals from health professionals. • EHA referral to explore further. • Robust 3 days transition programme.
We encourage you to raise your concerns by:	Information regarding most issues can be found on our website. This includes a number of school policies and also includes our complaint procedures. If you have any comments or queries regarding any school activity or relating to the education and welfare of your child, please do not hesitate to contact us: Phone: 01733 252235 or email office@arthurmellows.org Mrs L Baxter: SENCo of AMVC.
SEND provided for includes:	Communication and interaction • Speech and language difficulties. • Social communication difficulties. • Autistic Spectrum Condition. (ASC) Cognition and learning: • Mild to moderate learning difficulties. • Specific learning difficulty (SpLD) eg Dyslexia and Dyscalculia. Social, Emotional and Mental Health needs (SEMH) • Attention Deficit Hyperactivity Disorder. (ADHD) • Anxiety. • Attachment issues. Sensory and/or Physical: Physical Disability.

	• Hearing Impairment. • Vision impairment. (VI) • Dyspraxia.
Support for your Child/Young Person	
The Education Plan for your child/young person will be explained to you and overseen by:	Members of the SEND Department: • Mrs Baxter, Assistant Headteacher, the Special Educational Needs Co-ordinator (SENCo) and Designated Teacher for Children in Care. • Mrs Briggs, Deputy SENCo. • Mrs Dembry, Assistant SENCo (Year 7 and transition) • Ms Thomson, Assistant SENCo (Key Stage 4). • Higher Level Learning Support Assistants. (HLLSAs) The targets are reviewed within an Education Health Care Plan (EHCP) and are reviewed through yearly Annual Reviews. Targets for annual reviews at Inclusion support level are reviewed through Year Group Parents' Evenings or specific meetings that parents are invited to attend within the Learning Support Department.
Staff who may be working with your child/young person are:	Include: • Mrs Harrison, MAT Trust SENCo. • Mrs Baxter, SENCo. • Mrs Briggs, Deputy SENCo and Exams Access Officer • Mrs Dembry, Assistant SENCo (Year 7 and transition) • Ms Thomson, Assistant SENCo (Key Stage 4). • Mrs Ramsden, SENCo Support. • HLLSA. (Higher Level Learning Support Assistant) • Heads of Year and Form Tutors. • Pastoral Support Officers. • Key workers/LSAs. • External professionals- SALT, Educational Psychologists etc.
We monitor the effectiveness of our SEND arrangements/ provision by:	• Regular Curriculum Area meetings. • Regular meetings with the Senior Leadership Team/Governors/SEND team. • Quality Monitoring through AMVC processes. • Meetings with parents at Annual Reviews, Parents' Evening and review meetings. • Student voice. • Parents voice. • MAT Trust Audit. • Advisory Teaching Service clinic.

The roles and responsibilities of our Governor/Trustees are:	• To strategically oversee the quality and effectiveness of the department's work in fulfilling their statutory duties. • Secure appropriate resources. • Consider and have regard for the SEND code of practice January 2015 and the College's Inclusion report. • Participate in appropriate training. • Review all policies associated with SEND in accordance with the policy renewal timetable. • Evaluate the success of education provided for those with SEND.
Curriculum Concerns	
Our approach to adaptive teaching is to:	• Ensure quality first teaching which is an entitlement for all children, is delivered across the school, a key feature of which is differentiation. • Provide adaptive teaching in the classroom, by task, by grouping, resources, pace of lesson, outcomes, dialogue and questioning. • Provide regular continued professional development/training for all staff on SEND issues and differentiation. • Ensure teachers are aware of students' individual needs. • Offer individual meetings to staff regarding the needs of learners to support appropriate differentiation. • Support from Learning Support Assistants.
Extra support is allocated according to:	• Students' individual needs. • Funding. • Available resources.
Partnership: Planning, Monitoring and Review	
We offer the following opportunities, in addition to the normal reporting arrangements, to parents/carers, students and young people to discuss progress, to plan and review support, specific approaches and/or programmes:	• Parents' Evenings. • Meetings with key workers. • Regular meetings with parents/carers. • Annual EHC Plan reviews. • Half termly target reviews for identified students, with termly review of provisions for those on 'Inclusion Support'. • One Page Profile consultation with parents and students. • Termly parental questionnaires. • Open door policy within the Inclusion Department. • Assess, Plan, Do and Review Documents.

	The College encourages parental contact via phone/email to the SEND Department Tel. 01733 252235 office@arthurmellows.org Pastoral Team, Heads of Year and Form Tutors to discuss individual students at any point within the year office@arthurmellows.org Tel 01733 252235
General Support for Wellbeing	
Our College offers pastoral, medical and social support for children/young people by:	Access to the following staff: • Heads of Year. • Pastoral Officers. • SENCo. • Deputy SENCo. • Assistant SENCo. • HLLSAs. • ELSA (Emotional Literacy Support Assistant) • School Counsellor. • Medical Team. • Mental Health First Aiders. • Safeguarding Leads. • EHA Coordinator. • Intervention Officer. • Attendance and Alternate Provision Officer. • Family Voice Clinics, PCSO. • Me, my Brain and I Initiative. • Outside agency referral. (AATS, TYSS etc) • Anger management, explicit teaching of social skills, personal hygiene. • Crafty Minds (SEMH support group, targeted support).
We encourage children/young people to contribute their views by:	• Student Council processes (student representative/Student Council/Tutor Time) • Year 11 Prefects • Inclusion Representatives. • The Voice College newsletter and Sixth Form newsletter. • Attending Annual EHC Plan reviews, discussing progress in termly provision reviews. • Capturing the student's voice before the Annual Reviews and making their views known at the meeting, in 'This is Me' template. • Co-collaborating the one page profile with the young person first so they feel empowered in the process, with paperwork going to parent to liaise further. • Inclusion mentoring sessions where Inclusion students are offered a trusted adult.

	• LSA support for students with significant Inclusion need. • Students attending Parents' Evenings. • We have a very open door policy in the Inclusion Department with students able to regularly drop in.
Specialist Services/ Expertise Available	
We employ specialist staff in the areas of:	• SENCo. • Early Help Assessment. (EHA) • EAL Co-ordinator. • School Counsellor. • Exams Access Officer. • Careers Advice Officer. • HLLSAs for intervention programmes. • LSAs with experience with a range of SEND within the school. • Alternative Provision Officer. • Safeguarding Leads. • ELSA Practitioners. • Trauma Led Practitioners. • Mental Health First Aiders. • LGBTQ+ training. • First Aiders. • Teaching Assistants trained in morning and handling for PD students. • Moving and Handling Trainer. • Commissioned Educational Psychologist. • Emotional Literacy Support Assistant.
Our school accesses the following services	• School Nurse. • Community Paediatrician. • SALT. • Educational Psychology. • AATS. • Sensory Support Service. (for children with hearing and vision impairment) • Occupational Therapy. • CAMHS. (Child and Adolescent Mental Health Service) • Behaviour Panel.

	• Area SENCo. • SLIP. • PD services. • Younited. • Nessie To access each of these services the school follows the relevant referral processes. In every case parent/carer permission will be obtained before a referral to any of the above services are made.
Training	
We have staff who have the following qualifications:	• Mrs B Harrison, MAT SENCo – QTS, BA(Hons), Med, SEN Award, Specialist Teacher (Exam Access Arrangements) • Mrs L Baxter, SENCo – BA (Hons) History, QTS, National SENCo Award. • Mrs K Briggs, Deputy SENCo – BA (Hons) French and German, PGCE. • Experienced HLLSAs and LSAs hold a range of qualifications, including BA, BSc, Vocational qualifications and continued professional development. • Mrs C Musson, Emotional Literacy Qualification • VI Teaching Assistants, have braille level 2/3. • Mr C Haddon, Moving and Handling Initial Key Mover Training. • SLT, Pastoral staff and members of the Inclusion Team – Positive Moving and Handling. • Ms E Kavanagh, MFHA England Instructor.
Staff have recently attended the following training:	• Safeguarding-child protection training. • Exams Special Arrangements. • First Aid refresher course. • EpiPen and Asthma training. • Cerebral Palsy training. • Tracheotomy training and tube feeding for specific members of staff. • Personal care and Moving and handling training refresher course taken every year. • Key staff attend regular enhanced Child Protection Training. • ASD training. • ADHD training. • Precision teaching training/differentiation training. • Training for staff in use of hearing aids and hearing equipment. • Training on attachment disorder.

	• PREVENT. • SENCo network meetings/MAT SENCo Network meetings. • Exams Access Arrangements training refresher course for all support staff. • Evacuation training. • Trauma Training.
We plan to undertake the following training/disability awareness sessions(s):	Determined yearly by the needs of our students.
Accessibility	
We provide the following to ensure that all children/young people in our school can access all of the activities offered:	• Accessible environment- please see our Accessibility policy for more details. • Personal care rooms/showering facilities. • Hoists. (ceiling mounted and manual)
Please see updated Accessibility policy which fully captures the various action points that have occurred in the last 4 years.	• Time out cards for students to leave classes early so as to access the building in a safe way. • A Sensory room has been designed for our Inclusion students. • Equipment to facilitate access eg lifts to firsts floor, ramps, personal evacuation equipment. • Homework clubs with computer facilities. • Lexia Literacy Programme • Construction Club • Intervention learning environments. Classrooms. • Dyslexia friendly font.
What adaptations are made to the curriculum and the learning environment? Please see updated Accessibility policy which fully captures the various action points that have occurred in the last 4 years.	• Assessing students need and providing support where necessary. • Access to all of the above facilities and resources. • Provision of alternative activities as resources allow. • Support and guidance through SEND and pastoral teams. • Promoting inclusion into all mainstream activities. • For VI students, all material is adapted and modified to meet the needs of VI students. • VI room for VI students. • Time out cards. • Sensory room to allow students to decompress in quiet environment. • Sensory garden. • A supply of pencil grips, writing boards, alpha smart boards, chew and fiddle toys, theraputty and weighted blankets.

We enable children/young people to access all activities by:	• Assessing student need and providing support where necessary. • Access to all of the above facilities and resources. • Provision of alternative activities as resources allow. • Support and guidance through SEND and pastoral teams. • Promoting inclusion into all mainstream activities.
We involve parents and carers in the planning by:	• Providing parents/carers the opportunity to feedback any issues. • Transition meetings for EHCP students. • Transition meetings for CIC. • Consulting parents through Parents' Evening. • Regular meetings and Annual Review process. • Meetings with individual staff. • Assess, Plan, Do and Review documents.
Parents and carers can give their feedback by:	• Email, telephone, arranging a meeting with a member of staff, completing questionnaires.
Parents/carers can make a complaint by:	Contacting the College by email office@arthurmellows.org , writing to the Head of College. There is a complaint process that they will then be advised and signposted to follow.
Transitions	
The following arrangements help children/young people and their parents/carers to make a successful transfer to our setting/College:	• Head of Year 7, Pastoral Manager and SENCo visits to all feeder Primary Schools. • Primary Transfer Day with 2 extra days provided for Inclusion students to allow them a fuller and slower transition programme. • An additional transition evening for students who enter the College without students from their primary school. This is an opportunity to meet new friends. • Open Evening in October, an Inclusion consultation room is opened for all parents of students with Inclusion need to address any concerns. • Parental Welcome meeting in Year 6. • Year 7 Information Evening. SENCo is in attendance. • Attendance at Year 6 Annual Reviews (on the request of the Primary School). Additional visits by arrangement with the College. • Virtual tour of the College online. • Parental meetings. (by request) • Reviews of Year 7 Inclusion students 4 weeks into their first year, with parents. • Sending out of timetables, staff photos and College map to targeted Year 6 Inclusion students during the Summer to prepare them for their entry in September. • All paperwork is sent to secondary school, via SIMS in CTF files and hard copies sent over

	securely.
We prepare children and young people to make their next move by:	• Consultation during Annual Reviews process (transition at Years 6, 9, 11 and Post 16) • Access to additional learning needs transition personal advisor for Inclusion students. • Targeted students are offered the opportunity to start a Level 1/ Entry Course at Peterborough College. Individual transition planning which can include: • Supporting Work Experience applications. • College applications to either Sixth Form or College. • Transition meeting support with trusted adult in interviews for Sixth Form and College. • Option choices and Connexions meetings (EHC Plan/Statemented Students). • Driving of students to various College Open Evenings and liaising with careers lead, road mapping various options for students, and with Inclusion Departments in Stamford and Peterborough College. Support for students with their UCAS completion for university. Support with writing up personal statements.
Resource Allocation	
Our SEND budget is allocated according to:	• Devolved Inclusion funding from the LA with additional needs block funding allocated to individual students with an EHC Plan. • Trustee/Head of College guidelines. • Trustee agreement through Resource Committee.
Funding is matched to SEND by:	• Assessment and monitoring of student progress termly.
Our decision making process when matching support to need is:	Identification of individual student need through: • The formal assessment/testing process. • Information provided from the feeder primary schools. • Cost effectiveness of support. • Referral from professionals and recommendations.
Parents/Carers are involved through:	• Regular meetings and Annual Review process. • Assess, Plan, Do and Review documents. • Parents' evening.
Contact Details	

Your first point of contact is:	The Inclusion Department Office@arthurmellows.org 01733 252235 www.arthurmellows.org
Our Special Educational Needs Co-ordinator is:	Mrs L Baxter
Other people in our setting/school who might be contacted include:	The Pastoral Manager, Heads of Year, Heads of Specific Departments, Form Tutors.
External support services for information/ advice are:	• Special Educational Needs and Disability Information, Advice and Support Services. SENDIASS - Tel. 0300 365 1020 SEND INFORMATION ADVICE AND SUPPORT SERVICE - SENDIASS (LOCAL OFFER) sendiass@peterborough.gov.uk • Educational Psychology Open Access Consultation Service – EPS@peterborough.gov.uk Educational Psychology - Local Offer • Statutory Assessment and Monitoring Service – Tel.01733 863996 senteam@peterborough.gov.uk • Targeted Support Team, Additional Learning Needs Team (Connexions) – Tel. 01733 864500 targetedsupport@peterborough.gov.uk • Peterborough Neurodevelopmental Service (ADHD, ASD) - Tel. 0300 555 5810 CAMH Neurodevelopmental Service (CPFT) • City Council Website https://www.peterborough.gov.uk/residents/schools-and-education • Peterborough Safeguarding Children Team – Safeguarding Children’s Administrator Tel. 01733 864170 (9.00 am – 5 pm – Monday to Fridays out of hours 01733 234724) referralcentre.children@cambridgeshire.gov.uk • Sensory and Physical Support Service - SEN and InclusionServices, Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY. Tel 01733 454460 SEND Information Hub (Local Offer) senandinclusion@peterborough.gov.uk • Advisory Outreach Teaching Service. Claire Nunn – 07961 240384. claire.Nunn@peterborough.gov.uk Advisory Outreach Teaching Service