



SEND

Information Report

2025/26

"Making SEND Everybody's Business"



ARTHUR MELLOWS VILLAGE COLLEGE



Special Educational Needs & Disabilities

At Arthur Mellows Village College we believe that every child has the right to achieve their full potential. We aim to raise the aspirations of, and expectations for all students with Special Educational Needs.

In this brochure you will find out how we identify children with SEND and the provision that we put in place to help meet their needs.

			
Mrs Baxter SENCO/Designated Teacher for Children in Care	Mrs Briggs Deputy SENCO/Exams Access Coordinator	Mrs Ramsden SENCO Support	Tania Rose Inclusion Governor

				
Mrs Dembry Assistant SENCO Transition	Mrs Thomson Assistant SENCO Key Stage 4	Miss Oliveira Year 7 HLLSA Inclusion Link	Mrs Steels Year 7 HLLSA Inclusion Link	Mrs Mason Year 8 HLLSA Inclusion Link

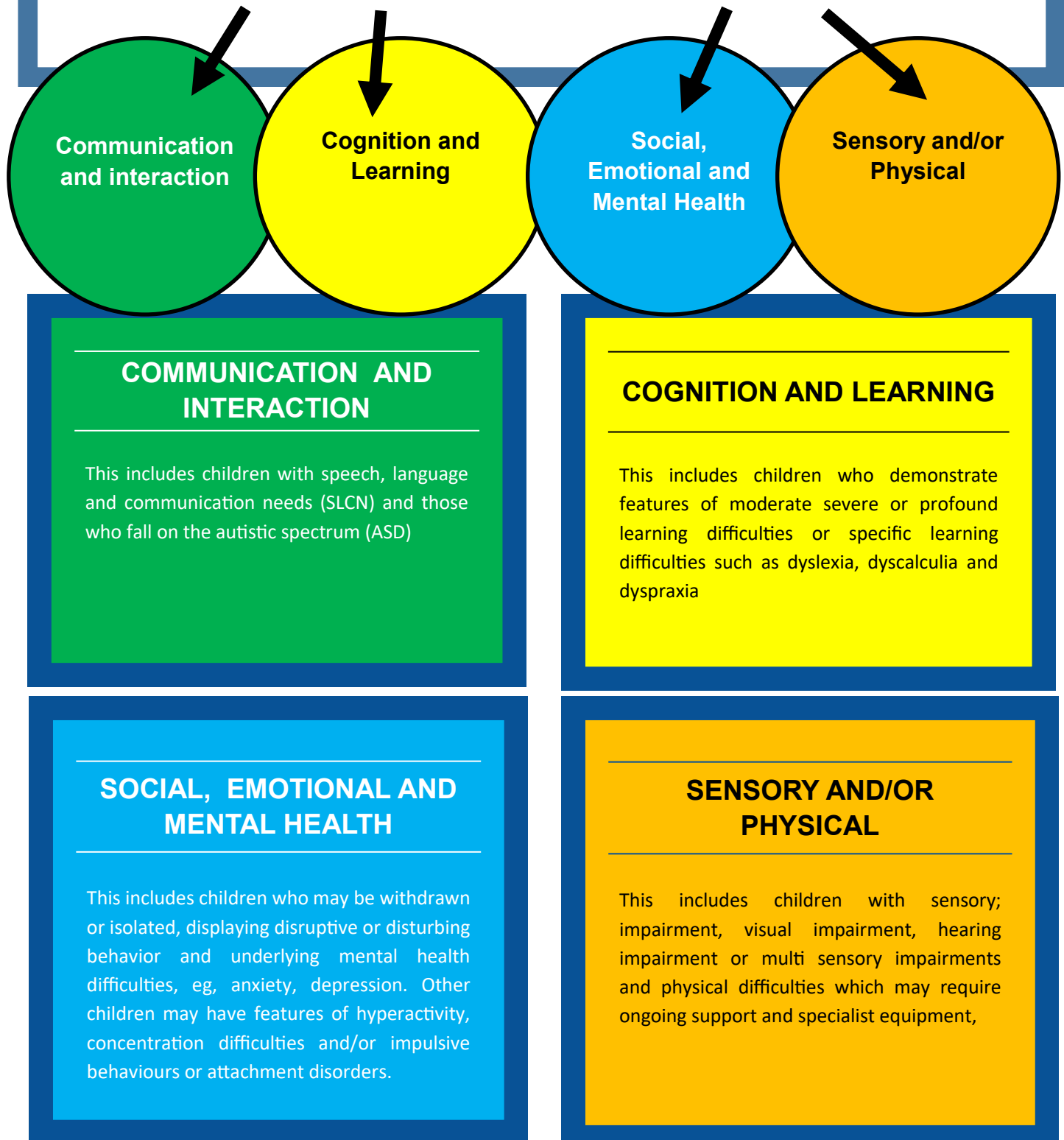
				
Mr Haddon Year 9 HLLSA/ Inclusion Link	Mrs Clarke Year 10 HLLSA Inclusion Link Inclusive Coordinator	Mrs Jones Year 11 HLLSA Inclusion Link	Mrs Musson Year 10 HLLSA Emotional Literacy Support Assistant	Mr Musson LSA Inclusive Coordinator

What are special educational needs?

A child has special educational needs or disabilities (SEND) if they have a learning difficulty or disability which means that they find it significantly harder to learn, or to do activities which children the same age are able to do.

At Arthur Mellows Village College we ensure that our environment and provision is accessible to all, making reasonable adjustments to meet individual needs.

The four main areas of SEND; as detailed in the Code of Practice (2015p 85) are:





Are disabled children also SEN?

The Equality Act (2010) states that a disability is:

'...a physical or mental impairment which has long term and sustainable adverse effect on their ability to carry out normal day to day activities.'

This definition includes sensory impairment such as those affecting sight or hearing and long term health conditions. Children with a disability that impacts on their learning and therefore requires special education provision will also be covered by SEND definition.

Who can I contact in school to discuss my child's difficulties with learning, special educational needs or disability?

Mrs Baxter, SENCo or Mrs Briggs, Assistant SENCo.

Please email office@arthurmellows.org or telephone

01733 252235

What kind of SEN do we provide for?

We adapt our provision to meet the needs of the children in our school. We are committed to providing quality first teaching so that all children can make good progress within their learning, whatever their starting point.



How does the Academy identify if my child has a special educational need?

Arthur Mellows Village College follows a graduated approach to identifying SEND. More information on this can be found in our SEND policy. Students with SEND are identified in a variety of different ways, including the following:

- **Close liaison with feeder primary and previous schools.**
- **Rigorous tracking of student progress.**
- **Lesson observations.**
- **Concerns raised by Teachers/ adults within school.**
- **Individual assessments in school or by external professionals such as educational therapists, occupational therapists, speech and language therapists or paediatricians.**

In addition, we currently provide for children with the following special educational needs:

- **Physical Disabilities.**
- **Hearing Impairment**
- **Vision Impairment**
- **Specific Learning Difficulties (SpLD) eg Dyslexia, Dyspraxia, Dyscalculia**
- **Autistic Spectrum Disorders (ASD)**
- **Social Emotional and Mental Health Difficulties including ADHD**
- **Mild Learning difficulties**
- **Speech and Language disorders**
- **Global Development Difficulties**

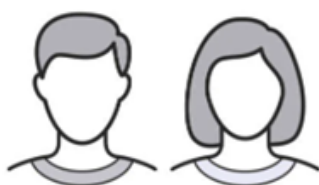
How will Arthur Mellows Village College let me know if my child has a Special Educational Need?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a pupil's learning and needs.

- Your child's class teacher may contact you to discuss the progress of your child in a specific subject area.
- The class teacher may also talk to you about any issues during parent consultations.

A member of the Inclusion Department may contact you regarding concerns about your child's learning

What our parents
said



"There are regular meetings to discuss my child's progress."

What support is available for my child?

Support and provision is adapted to meet the individual needs of the children at Arthur Mellows Village College. Here are some examples of what provision we currently have in place.

Communication and Interaction

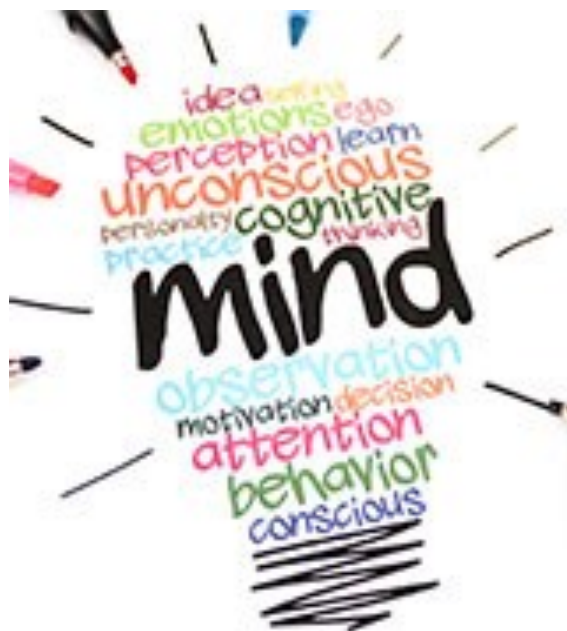
- Small Inclusion Forms
- Small Literacy Groups
- Visual prompts and scaffolds such as visual timetables
- Opportunities for Oracy in most lessons
- Oracy expectations throughout the school
- Social Article Discussions with trusted adults
- Meet and greet service at Main Reception

Physical and Sensory

- A team of Care Assistants support the physical, medical and care needs of children
- Support from Occupational Therapy Service
- Support from Physiotherapists
- Sensory programmes such as sensory circuits.
- Visits from Teacher of the deaf, vision impaired, and Physical Disability

Cognition and Learning

- Subject Withdrawal
- ICT including access to iPads
- A teaching Assistant or Higher Level Teaching Assistant in class
- Explicit approach to teaching
- Pre-Teach groups
- Retrieval sessions
- Specifically designed curriculum to support retention of knowledge
- Experiences that provide a kinaesthetic approach to enhance and embed understanding
- Asdan Qualification
- Small Literacy/Numeracy groups
- Exams Access Arrangements—reader, scribe, extra time etc



Social, Emotional and Mental Health

- Outreach to professional services
- PSHE programme
- LGBTQ+ Club
- SEMH Groups
- Access to fully qualified school counsellor
- Opportunities for students to voice their worries either in class or through the worry box plaque and box
- Bespoke SEMH programmes
- Early Help Assessment Service
- Time out card
- 5 point plan of escalation
- Nuture Garden
- ELSA (Emotional Literacy Support Assistant)





How will Arthur Mellows Village College know that the additional support my child has received has made a difference to their learning and how am I and my child included in this review?

For targeted students we will work in collaboration with you and your child, a member of the Inclusion Department will create an APDR with support and advice from the Advisory Team. Learning Plans follow an Assess Plan Do Review model where we **ASSESS** your child's strengths and barriers to learning in the four areas of SEND. This allows us to **PLAN** and set specific outcomes that you want your child to achieve based on their areas of difficulty. We then look at what provision needs to be in place. At the end of the term, we will meet again to **REVIEW** the progress made. And start the cycle again by assessing what we do next.



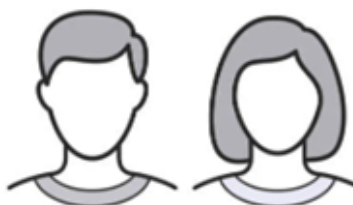
Your child's progress will also be monitored through assessment and monitoring that help to inform the review process of their Learning Plan.

Where students have not made adequate progress the Inclusion Department may decide to ask for **more** specialised help from external agencies, if not already involved.

You and your child will be kept informed and encouraged to be actively involved in all stages of this plan.

As a parent, we welcome your support and feedback. You can, at any time, arrange a suitable appointment to speak with a member of the Inclusion Department.

What our parents said



"My child makes good progress towards their individual targets"

EDUCATIONAL HEALTH & CARE PLAN

What is an EHCP?

For children that require a very high level of ongoing support Arthur Mellows Village College will apply for an Educational, Health Care Plan.

This is a legal document which describes a child or young person's special educational needs, the support they need, and the outcomes they would like to achieve. It can provide support for a child or young person in education up to the age of 25.



How does Arthur Mellows Village College support children with medical conditions

Students at AMVC with medical needs are fully supported so they have full access to education, and enjoy the same opportunities as any other child.

Where children have physical or medical needs, the College will work collaboratively with parents, carers, healthcare professionals, academy nurse, and/or attendance officer, and where necessary create an individual health care plan to ensure student's needs are being met.

If you have any concerns regarding support for your child's medical needs please contact the Inclusion Department.

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If you have any concerns regarding support for your child's medical needs please contact the Inclusion Department.



What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEN?

Children in Care (CIC)

Arthur Mellows Village College recognises that for children in care, many of whom may have a difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum.

At Arthur Mellows Village College we liaise closely with the relevant professionals, listen to both the student and their carers wishes and support the Local Authority in implementing a Personal Education Plan (PEP) with focused outcomes as part of the child's care plan. The wellbeing and progress of the child are closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and carers can have for children in care.

At Arthur Mellows Village College we believe it is important to have high aspirations for all children including children in care and those with special educational needs.



**Mrs Baxter
Designated Teacher
of CIC**

The Designated Teacher for Children in Care is Mrs Baxter

Inclusion Support Lessons Nurture Groups

At AMVC we recognise the importance of an inclusive, high-quality education for all students. As part of this, the Inclusion team provide tailored intervention lessons to small classes of selected students in Key Stage 3. The focus of these lessons is literacy, numeracy and emotional literacy. Students are selected based on transition feedback, SAT scores, CAT scores and NGRT testing. The Literacy focused lessons include a combination of phonics, guided reading, and Lexia UK. Our tailored scheme of learning gives students the opportunity to develop confidence in reading, spelling, and communicating, as well as acquiring a wider range of vocabulary. Lexia UK is a program packed with engaging educational activities to improve literacy skills. What makes Lexia different is the structured and systematic approach to literacy instruction that acts as the foundation for student learning, reading and literacy development. This approach builds upon prior learning in a sequential manner – from simple to complex. The benefits of phonics extend well into secondary education and serve as a linguistic guide for students at all stages, fostering a solid foundation for effective reading, writing, and communication. The benefits include: improved reading comprehension, enhanced spelling ability, enriched vocabulary and linguistic confidence.

The Numeracy focused lessons reflect the needs of the students. We reinforce prior learning and incorporate functional mathematical skills for life eg telling the time and using money.

The Emotional Literacy lessons also reflect the needs of the students. Consistency of staff and the small group ensure that staff can ascertain the needs of the class and tailor lessons to this. The focus varies from strategies to support anxiety to staying safe online.

Access Arrangements For Examinations



Mrs Briggs
Exam Access Assessor

We are keen to ensure that no learner is at a disadvantage in their formal examinations and assessments if they are in need of access arrangements, such as a scribe, reader, enlarged or modified papers or extra time. All Awarding Bodies for examinations have their own set of available concessions and we ensure that any request for access arrangements for individuals is represented accurately by the Awarding Body overseeing the examination. If a learner is in need of concessions, there is an expectation that we can demonstrate this is their usual way of working before a concession is likely to be granted.

EXTRA TIME

Rest Breaks

READER



**REASONABLE
ADJUSTMENTS**

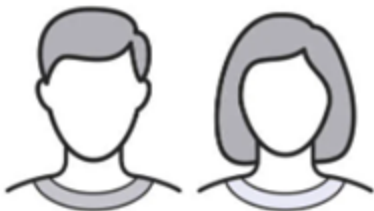


What is Arthur Mellows Village College's approach to teaching children with SEND?

At Arthur Mellows Village College we have a fully inclusive ethos. Our curriculum offer is broad and balanced and taught with an explicit and repetitive approach to enhance the retention of knowledge and skills for all children. We provide quality first teaching with a balance of experiences, visual models worked examples and lots of opportunities to support learning ensuring success for all children.

The SENCo ensures that teachers are aware of a student's individual needs and advises and supports them to provide the necessary resources and tools to enable these children to access their learning.

The school supports my child in accessing the full curriculum"



What our parents said

"My child experiences a broad range of subjects at AMVC"

How does Arthur Mellows Village College ensure teachers and support staff have the expertise and training to support my child's special educational need or disability?

We carry out regular training within the College in areas such as autism, hearing and impairment, speech and language, Epi-pen, first aid, asthma and tube feeding. We also invite external specialists in from various areas of SEN, depending on the current needs of the children in school.





Designated Allergy Lead

Mr Watson is the Designated Allergy Lead at Arthur Mellows Village College.

He is responsible for the following:

- Ensuring the safety, inclusion and wellbeing of students/pupils with allergy.
- Taking decisions on allergy management across the school.
- Championing and practising allergy awareness across the school.
- Being the overarching point of contact for staff, students/pupils and parents/carers with concerns or questions about allergy management.
- Ensuring allergy information is recorded, up-to-date and communicated to all staff (although they have ultimate responsibility, the collation of information may be delegated to another member of staff, for example the school nurse or administrator).
- Making sure all staff are appropriately trained, have good allergy awareness and realise their role in allergy management (including what activities need an allergy risk assessment).
- Ensuring staff, students/pupils and parents/carers have a good awareness of the school's Allergy and Anaphylaxis Policy, and other related procedures.
- Reviewing the stock of the school's spare adrenaline pens (check the school has enough and the locations are correct) and ensuring staff know where they are.
- Keep a record of any allergic reactions or near-misses and ensure an investigation is held as to the cause and put in place any learnings.
- Regularly reviewing and updating the Allergy and Anaphylaxis Policy.
- Ensuring there is an Anaphylaxis Drill once a year to test the procedure is sufficiently robust.
- At regular intervals the Designated Allergy Lead will check procedures and report to the SLT

How does Arthur Mellows Village College evaluate the effectiveness of the provision made for each child with Special Educational Needs or Disability?



The Inclusion Department map the provision for children to ensure their needs are being met.

Provision and support is decided by the parent and the College so as to provide a bespoke package to meet individual need.

Provision Maps are sent out every Term.



How will Arthur Mellows Village College support the happiness and wellbeing of my child and what measures are taken to prevent bullying?

We believe the College has a key role in promoting children's positive wellbeing.

Arthur Mellows Village College has developed a range of strategies and approaches including:

Student-led activities

- Early identification of children to staff.
- School Council campaigns and assemblies to raise awareness of topical issues such as mental health and bullying.
- Child Led one-2-one sessions.
- Social Scripting.
- Access to a Pastoral Team and Pastoral Hub.

Transition programmes

- Transition Programmes to secondary schools.

Robust Year 6 into Year 7 Transition

- Three Inclusion Transition days with specific wellbeing workshops.
- Transition pack sent out with school maps/timetables/staff photos.
- Introduction to trusted adult in Inclusion Department.
- Private tours, where applicable.
- Additional Move Up evening for students who are coming without peers from their primary school. Students take part in team building activities. This is an opportunity to make new friends.

Year 9 Transition into GCSE

- Options evening.
- Career advice session.
- Individual conversations with student and trusted adult.
- Asdan Award offered.

Post-16 Transition

- Sixth Form Induction days.

- Support with Sixth Form Interviews and applications.
- Support with College application and choices.
- Visits to Colleges.

PSHE Curriculum

- Anti-Bullying week.
- Wellbeing time during Form Tutor Time - whole school focus on doing things which make us feel good.
- Display area in school for information about school wellbeing, positive mental health and where to go for help and support.
- Through PSHE (Citizenship and Ethics) we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.
- Please see Road Map of wide ranging topics that are designed to support the welfare and well being of each young person overleaf.
- Crafty Minds (SEMH) Club, - small group to promote social interactions and new friendships.
- Inclusion Break and Lunch Club - a smaller environment where students can meet and play board games and other activities with the support of trusted adults.
- Mental Health First Aiders within the College.

What are the arrangements for handling complaints from parents and child with SEND about the provision made at the College?

The College works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by yourself by speaking to a member of the Senior Leadership Team who will be able to offer advice on formal procedures for complaints if necessary.

All complaints are taken seriously and are heard through the College's complaints policy and procedure.

What is the Local Offer and where can I find it?

The Children and Families Act (March 2014) requires Local Authorities to "Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs."

Have you heard of the LOCAL OFFER?

If you are 25 years or younger with special educational needs or disabilities (SEND), or have a child with SEND, the Local Offer is Peterborough's central source of information for SEND services and support.

WWW.peterborough.gov.uk/LocalOffer

Where else can I get advice and support for my child?

SENDIASS—Special Educational Needs and Disability Information, Advice and Support Service.

Offers impartial information, advice and support to parents/carers of and children/young people with Special Educational Needs and Disabilities.

Phone: 0300 365 1020

Email:
sendiass@peterborough.gov.uk



FAMILY VOICE

They are a local registered charity who are actively seeking to improve services in all areas of the lives of children and young people with disability or additional needs.

Phone 01733 685510

www.familyvoice.org



What other agencies does Arthur Mellows Village College work with to meet the special educational needs of all the children and also support families of these children?

Attention Deficit Hyperactivity Disorder (ADHD) Advisory Teaching Service

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-6&loboolean=1>

Autism Advisory Teaching Service

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-6&loboolean=1>

Early Years SEN Specialist and Portage Service

01733 864720

Educational Psychology Service

EPS@Peterborough.gov.uk

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=Vke5T9THiS4>

Peterborough City Council Statutory Assessment and Monitoring Services (SAMS)

01733 863996—01733 863934

Sensory (Hearing/Vision) and Physical Support Services (SAPS)

01733 454460

sensorysupportservices@peterborough.gov.uk

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/service.page?id=SZWyZWWncHw&familychannel=8-4>

Child and Adolescent Mental Health Services (CAMHS)

0300 555 5810

Chums (Peterborough)

Chums Mental Health and Emotional Wellbeing for Children and Young People

01525 863924

Emotional Health and Wellbeing Service/

0300 029 5050

Between 9.30 am and 4.30 pm

ccs.ehw@nhs.net

SENDIASS—Special Educational Needs and Disability Information Advice and Support Service.

0300 365 1020

Peterborough Integrated Neurodevelopment Service including LD CAMH service can provide assessments of autism and attention Deficit Hyperactivity Disorder (ADHD)

0300 555 5810

Keep Your Head

Keep Your Head runs a website which is a central point for information on children and young people's mental health and wellbeing in Cambridgeshire and Peterborough

<https://www.keep-your-head.com/>

**Peterborough Integrated Children's;
Health Service (Community Paediatric
Physiotherapy)**

0300 555 5965

**Peterborough Integrated Children's;
Health Service (Speech and Language
Therapy)**

0300 555 5965

**Peterborough Integrated Children's;
Health Service (Community Paediatrics)**

0300 555 5810

YOUnited

<https://www.cpft.nhs.uk/Younited>

0300 3000 830

**Peterborough School Nursing Service
(Universal 0-19 Service)**

0300 029 5050

**Peterborough Integrated Children's;
Health Service (Community
Occupational Therapy)**

0300 555 5965

Family Voice

<https://familyvoice.org/>

Facebook Page: Family Voice

01733 685510

Children's Community Nurses

01733 847060



Online information for parents, carers and professionals working with children and young people:

<https://www.keep-your-head.com>; provides information on local services for children, young people and adults.

<https://parents.actionforchildren.org.uk/mental-health-wellbeing/>; provides advice and activities to support children and parents with their mental health and emotional wellbeing

<https://youngminds.org.uk>; information on different mental health difficulties for young people and their families.

www.minded.org.uk; provides self-help and guidance for young people and their families.

<https://charliewaller.org>; offers advice, guidance and resources for young people and their families around mental health.

https://www.psych.ox.ac.uk/files/news/copy_of_coping-with-self-harm-brochure_final_copyright.pdf; Coping with self-harm - a guide for parents and carers. This brochure will need to be saved on your device.

<https://www.keep-your-head.com/assets/1/cyp-at-risk-self-harm-suicide.pdf>; a guide for practitioners working with children and young people at risk of self-harm and suicide.

Online information and support specifically for young people experiencing thoughts of self-harm / suicidal thoughts:

<https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/behaviours/self-harm/>: National advice and guidance about self-harm.

<https://www.keep-your-head.com/assets/1/cyp-at-risk-self-harm-suicide.pdf>

<https://www.mentalhealth.org.uk/sites/default/files/Truth%20about%20self%20harm%20WEB%20FINAL.pdf>; downloadable resource, The truth about self-harm for children, young people and their friends and families.

www.SelfHarm.co.uk: A project dedicated to supporting young people impacted by self harm, providing a safe space to talk, ask any questions and obtain help to overcome difficulties. It also provides information about how to stay safe.

National Self-Harm Network: www.nshn.co.uk : provides crisis support, information and resources, advice, discussion and distractions and is available 24/7. Also supports and provides information for families and carers.

The Mix offer free 24/7 crisis support via a Crisis Messenger Service - <https://www.themix.org.uk/mental-health/self-harm>

Childline: Free national helpline for young people offering free confidential advice 0800 1111 www.childline.org

Chat Health age 13-19 (young person can text 07480 635443 to talk to school nursing about emotional health issues)

<https://www.youngminds.org.uk/young-person/my-feelings/self-harm/>: information and advice for young people who are affected by self-harm.

https://research.reading.ac.uk/wp-content/uploads/sites/3/2017/04/No_Harm_Done_Young_Peoples_Pack.pdf: advice for young people who are worried about self-harm.



Where a child is open to Child and Adolescent Mental Health Services (CAMHS) and there is an increase in risk and parents / carers feel unable to keep the child safe, the CAMHS on-call worker at the local clinic can be contacted between 9.00am – 5.00pm Monday to Friday;

Cambridge: 01223 465100
Huntingdon: 01480 445281
Peterborough: 0300 555 5810

If parents/carers need to speak to someone out-of-hours then they can contact the First Response Service (FRS) by calling 111 and selecting option 2. This is also the number to call at any time if the child is not receiving support from CAMHS and the parent or carer is concerned about the child's immediate emotional wellbeing. This service is only for people living in the Cambridgeshire borders only.

Should the young person present an immediate risk to themselves or others, parents or carers should dial 999.

