

SEND Information Report 2026/2027

Supporting every student to belong, thrive and succeed



Welcome to Arthur Mellows Village College's SEND Information Report for the 2026/2027 academic year. This document has been prepared for parents, carers and school staff seeking clear, accessible information about how we identify, support and champion students with Special Educational Needs and/or Disabilities (SEND). Our commitment to inclusion is at the heart of everything we do — from the way we teach, to the way we listen, to the way we celebrate every student's progress and achievements.

At Arthur Mellows Village College, we believe that every young person deserves the opportunity to reach their full potential. Whether a student has a diagnosed condition, a learning difficulty, a physical or medical need, or is experiencing challenges with their emotional wellbeing, our dedicated Inclusion Team and whole-college staff are here to support them. This report outlines our approach to SEND provision, the specialist support available, and the partnerships we build with families and external professionals to ensure no student is left behind.

INCLUSION

SEND SUPPORT

2026/2027



Our Inclusion Team

At Arthur Mellows Village College, supporting students with additional needs is **everyone's responsibility**. Our inclusive approach means that all staff play an important role in helping every young person feel valued, included and able to succeed. Alongside this whole-college commitment, our dedicated Inclusion Team provides specialist support, working closely with students, families, colleagues and external professionals to understand individual needs and remove barriers to learning.

Together, we create a nurturing and inclusive environment where students are supported to belong, thrive and achieve their potential. Our team is structured to ensure that every year group has a named point of contact, so that support is consistent, personal and responsive to each student's changing needs.

Lorna Baxter —
SENDCO

Overall responsibility for SEND provision across the college, including strategic leadership, liaison with external agencies and oversight of all SEND processes.



Karen Briggs —
Assistant SENDCO

Provides specialist support for students in Year 8 and Year 9 and also leads on Exams Access Arrangements.



Sarah Dembry —
Assistant SENDCO

Supports Year 7 students and leads on Year 6 transition, ensuring a smooth and welcoming start for new students joining the college.



Nadine Thomson —
Assistant SENDCO

Provides specialist support for students in Year 10, Year 11 and Sixth Form. Helping them navigate, vocational, GCSE and A level Preparation and Post 16-18 pathways.



Tara Finnegan —
SENDCO Support

Provides administrative and pastoral support across the Inclusion Department, assisting with communication and coordination.



Louise Richardson —
SLT Admin Support

Provides administrative support for the SENDCO and across the Inclusion Department, assisting with communication and coordination.



The Higher -Level Learning Support Assistant Team

Our Higher-Level Learning Support Assistants (HLLSAs) are a vital part of the Inclusion Team, providing day-to-day specialist support to students across every year group. Each HLLSA is assigned to specific year groups, building strong relationships with students and developing a deep understanding of their individual needs, strengths and learning styles. They work alongside classroom teachers to ensure that students with SEND receive consistent, high-quality support throughout the school day.

Our HLLSAs are trained to support a wide range of needs, including learning difficulties, social and emotional challenges, communication needs and physical or sensory requirements. They deliver targeted interventions, support students in lessons, facilitate small group work and provide a trusted point of contact for students who may need additional guidance or reassurance. Their presence across all year groups ensures that support is both accessible and personalised.



Meggie Oliviera

Year 7 — Supports students in their first year at college, helping them settle in and build confidence.



Theresa Steels

Year 7 — Works alongside Meggie to provide comprehensive support for all Year 7 students with additional needs.



Maria Saggars

Year 8 — Supports students as they progress through their second year, focusing on developing independence and resilience.



Susy Mason

Year 9 — Supports students during a key transition year, preparing them for GCSE choices and greater academic demands.



Juliette Jones

Year 10 — Provides focused support as students begin their GCSE courses and develop study skills.



Donna Clarke

Year 11 — Supports students through their final year, focusing on exam preparation and post-16 transitions.



Clare Musson — ELSA

Emotional Literacy Support Assistant — Provides specialist emotional and wellbeing support across the college, helping students develop resilience, self-awareness and positive relationships.

What Are Special Educational Needs?

A child or young person has **Special Educational Needs and/or Disabilities (SEND)** if they have a learning difficulty or disability that means they require **special educational provision** to support them in accessing learning and making progress. At Arthur Mellows Village College, we believe that every student should be able to **belong, thrive and succeed**. We work to ensure that our environment, teaching and support are as accessible and inclusive as possible, making reasonable adjustments and providing appropriate support to meet individual needs.

The four broad areas of SEND, as outlined in the *SEND Code of Practice (2015)*, are:

Communication and Interaction

Difficulties with communication, language, social interaction and relationships. This may include students with speech and language needs, autism spectrum conditions or social communication difficulties.

Cognition and Learning

Difficulties with learning, processing information, acquiring skills or retaining knowledge. This may include students with dyslexia, dyscalculia, moderate learning difficulties or specific learning disabilities.

Social, Emotional and Mental Health

Difficulties that may affect emotional wellbeing, behaviour, relationships, regulation or engagement with learning. This may include anxiety, depression, attachment difficulties or behavioural challenges.

Sensory and/or Physical Needs

Difficulties related to hearing, vision, sensory processing, physical development or physical access. This may include students with hearing impairment, visual impairment or physical disabilities.

Understanding Disability

Under the **Equality Act 2010**, a disability is defined as *"a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities."* This definition includes sensory impairments, such as those affecting sight or hearing, as well as long-term health conditions.

A child or young person with a disability may also have **SEN if their disability affects their ability to learn or access education** and they require special educational provision as a result. It is important to remember that **every student is an individual**. SEND can present in many ways, and a student may have needs across more than one area. Our approach is person-centred, focusing on understanding the individual and identifying the support that will enable them to succeed.

Contact the Inclusion Team

If you have questions about your child's learning needs, special educational needs or disability, please contact:

Mrs Lorna Baxter, SENDCO

office@arthurmellows.org

01733 252235

We welcome conversations with parents and carers at any time and are committed to working alongside you to support your child.

How We Identify SEND and Work With Families

Arthur Mellows Village College follows a **graduated approach** to identifying and supporting students with Special Educational Needs and/or Disabilities (SEND). This means that we carefully assess individual needs, put appropriate support in place, review its impact and adapt our approach where needed. Our aim is to identify needs as early as possible and work in partnership with students and families to ensure that the right support is put in place from the outset.

Students may be identified as having SEND through a variety of pathways, and we draw on multiple sources of information to build a comprehensive picture of each student's needs, strengths and experiences. We believe that early identification leads to better outcomes, and we are proactive in seeking out students who may benefit from additional support.

How We Identify SEND

→ Primary School Liaison

Close liaison with feeder primary schools and previous educational settings, including transition meetings and sharing of records and assessments.

→ Progress Monitoring

Careful tracking and monitoring of progress and attainment across all subjects, identifying students who may be falling behind or experiencing unexpected difficulties.

→ Staff Observations

Observations of students in lessons and across the college environment, with concerns or insights raised by teachers and support staff who work closely with the student.

→ Specialist Assessments

Individual assessments carried out within college or by external professionals, including educational psychologists, occupational therapists, speech and language therapists and paediatricians.

→ Family and Student Voice

Information shared by students and their families, recognising that parents and young people often have valuable insight into individual strengths, needs and experiences.

Working in Partnership With You

You know your child best, and your knowledge and insight are invaluable to us. At Arthur Mellows Village College, we strongly believe that working in partnership with parents and carers is one of the best ways to understand and support a young person's learning, development and individual needs.

We encourage open and positive communication between home and college. This may include your child's teacher contacting you to discuss their progress, a member of the Inclusion Team reaching out if we have concerns, opportunities to discuss your child's progress at parents' evenings, and working together to identify barriers to learning and consider strategies or support that may help.

We value your contribution and want parents and carers to feel listened to, informed and involved in their child's education. Your voice shapes the support we provide.

Support Available for Your Child

At Arthur Mellows Village College, we recognise that every student is unique and that their needs may change over time. We adapt our support and provision to meet individual needs, helping students to access learning, develop independence and thrive within college life. Our support spans all four areas of SEND and is delivered through a combination of whole-school inclusive teaching, targeted interventions and specialist provision. Below is an overview of the support and provision currently available across the college.



Communication and Interaction

- Small Inclusion form 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



Cognition and Learning

- Subject withdrawal and ICT support
- Learning Support Assistant in class
- Explicit approach to teaching
- Pre-teach groups and retrieval sessions
- Specifically designed curriculum to support retention of knowledge
- Kinaesthetic learning experiences
- ASDAN qualification and small literacy/numeracy groups
- Exams Access Arrangements



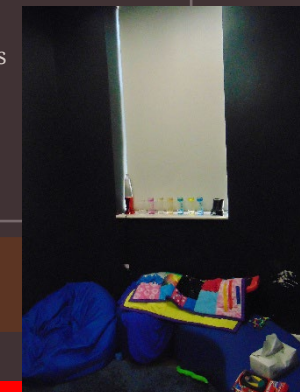
Social, Emotional and Mental Health

- Outreach to professional services
- Life Skills and LGBTQ+ Groups
- SEMH groups and bespoke SEMH programmes
- Access to fully qualified school counsellor
- Opportunities for students to voice worries via class or worry box
- Early Help Assessment Service
- Time Out card and 5-point plan of escalation
- Nurture garden and ELSA sessions



Physical and Sensory

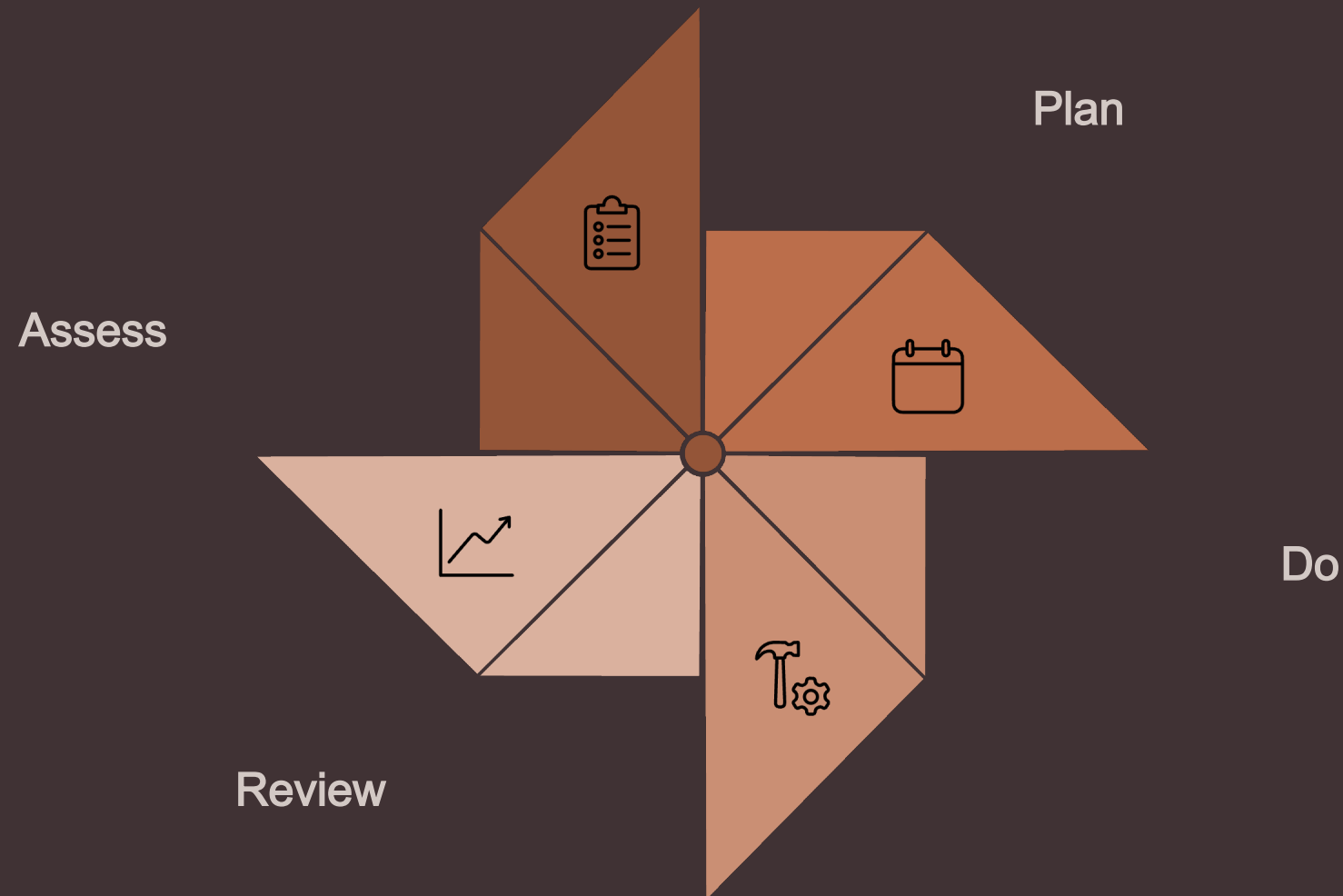
- A team of dedicated Learning Support Assistants supporting physical, medical and care needs
- Support from Occupational Therapy Service
- Support from Physiotherapists
- Sensory programmes such as sensory circuits
- Visits from teacher of the deaf, vision impaired and physical disability specialists



Support is tailored to each student's individual needs. If you would like to discuss what support might be appropriate for your child, please contact the Inclusion Department at office@arthurmellows.org or call 01733 252235.

How We Monitor Progress and the APDR Cycle

For students who need more targeted support, we work closely with **you and your child** to understand their individual strengths, needs and barriers to learning. A member of the Inclusion Department will work with you to create an **Assess, Plan, Do, Review (APDR) plan**, with support and advice from our Advisory Team where appropriate. This cycle ensures that support is always responsive, evidence-based and focused on your child's outcomes.



Education, Health, and Care Plan

An **Education, Health and Care Plan (EHCP)** is a legal document for children and young people who need more support than can ordinarily be provided through SEN Support. An EHCP describes a child or young person's special educational needs, the support they require and the outcomes they are working towards. It can also include support relating to their health and social care needs where these affect their education.

Where we feel that your child may require a high level of ongoing support, we may work with you and other professionals to request an assessment for an EHCP from the Local Authority. An EHCP can support a young person from birth to age 25, where they remain in education or training and continue to meet the relevant criteria. As a parent or carer, you are an important part of this process — we will work with you and your child to gather information, identify their needs and ensure their views and aspirations are included.



Medical Needs



Where a student has a physical or medical need, Arthur Mellows Village College works collaboratively with parents and carers, healthcare professionals, the College Nurse and our Attendance Team to ensure their needs are understood and appropriately supported. Where necessary, we will develop an **Individual Healthcare Plan (IHP)** in partnership with you and the relevant professionals. This sets out the support your child may need during the school day and helps ensure that they can access their education safely, confidently and fully.

We are committed to ensuring that students with medical needs are supported to participate in learning and enjoy the same opportunities and experiences as their peers. If you have any concerns or questions about the support available for your child's medical needs, please contact the Inclusion Department.

Designated Allergy Lead

Mr Watson is the Designated Allergy Lead at Arthur Mellows Village College. He is responsible for ensuring the safety, inclusion and wellbeing of students with allergies, taking decisions on allergy management across the school, and championing allergy awareness among all staff, students and families.

Mr Watson ensures that allergy information is recorded, up-to-date and communicated to all staff; that all staff are appropriately trained in allergy management; and that the school's spare adrenaline pens are maintained and accessible. He also leads an annual Anaphylaxis Drill and regularly reviews the Allergy and Anaphylaxis Policy, reporting to the Senior Leadership Team at regular intervals.



Inclusive Teaching, Staff Expertise and Exam Access Arrangements

At Arthur Mellows Village College, we have a fully inclusive ethos and believe that every student should have the opportunity to succeed. Our broad and balanced curriculum is designed to support all learners. Teachers use clear, explicit and structured teaching approaches, with repetition and retrieval to help students retain and apply knowledge and skills. Our **Quality First Teaching** includes a range of approaches to make learning accessible for all students, including those with SEND.

Quality First Teaching Approaches

Clear Explanations and Instructions

Teachers break learning into manageable steps and use clear, structured language to support understanding.

Visual Models and Worked Examples

Visual scaffolds, models and worked examples help students understand complex concepts and apply them independently.

Repetition and Retrieval Practice

Regular opportunities to revisit and practise learning help students retain knowledge and build long-term memory.

Checking Understanding and Feedback

Teachers actively check for understanding and provide timely, specific feedback to help students improve.

Exams Access Arrangements

We are keen to ensure that no learner is at a disadvantage in their formal examinations and assessments if they need access arrangements, for example 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. Our Exams Access Officer, **Mrs Karen Briggs**, manages this process and works closely with students, families and teaching staff to ensure that eligible students receive the support they need.

Staff Training and Expertise

We are committed to ensuring that our teachers and support staff have the knowledge, skills and confidence to meet the diverse needs of our students. We provide regular training and professional development across a range of special educational needs, disabilities and medical needs, including:

- Autism and neurodiversity
- Hearing impairment
- Speech, language and communication needs
- First aid and emergency care
- Asthma and the use of EpiPens
- Tube feeding and other medical needs

Our training programme is responsive to the needs of our students. Where a child has a specific or more complex need, we work with relevant external specialists and professionals to provide staff with appropriate advice, guidance and training.

Wellbeing, Transitions and Children in Care

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 to support students' happiness, resilience and mental health, as well as robust transition processes to help students move confidently between key stages of their education.



Student -Led Wellbeing Activities

Early identification of children to staff, school council campaigns and assemblies to raise awareness of mental health, child-led 1-to-1 sessions, social stories, access to the Pastoral Team and Hub, and a dedicated Wellbeing Hub where students can seek support.



Year 9 into GCSE and Post -16

Options evenings, careers advice sessions, individual conversations with students and trusted adults, a bespoke curriculum for specific students, ASDAN award opportunities, Sixth Form induction days, support with Sixth Form and college applications, college visits, work experience and mock interviews.



Year 6 into Year 7 Transition

Robust transition planning including three Inclusion Transition Days with specific wellbeing workshops, a transition pack with school maps and timetables, introduction to a Trusted Adult in the Inclusion Department, an additional move-up evening for students joining without peers, and team-building days.



Life Skills and RSE Curriculum

Anti-bullying week, wellbeing time during Professional Tutor Time, display areas with information about positive mental health, Life Skills teaching to build resilience, Crafty Minds (SEMH) Club, Inclusion break and lunch club, ELSA sessions and Mental Health First Aiders within the college.

Children in Care

At Arthur Mellows Village College, we recognise that some children in care may have experienced significant challenges or changes in their lives. We are committed to ensuring that their needs are identified quickly and that the right support is put in place to help minimise the impact of these experiences on their education and wellbeing.

We work closely with students, carers, social workers and other relevant professionals, ensuring that the views and wishes of the student and their carers are listened to and valued. We support the Local Authority in developing and implementing a **Personal Education Plan (PEP)**, with clear and focused outcomes as part of the student's wider care plan. A student's wellbeing, progress and attendance are closely monitored, with information shared through PEP meetings to review progress, celebrate achievements and identify any further support that may be needed.

Designated Teacher for Children in Care: Mrs Lorna Baxter

Preventing Bullying

Through our Life Skills and RSE curriculum, we teach the knowledge and social and emotional skills that help children to be more resilient, understand mental health and be less affected by the stigma of mental health problems. Our anti-bullying week, wellbeing displays and dedicated support spaces ensure that every student knows where to turn if they have concerns.

We actively promote a culture of respect, kindness and inclusion across the college, and all reports of bullying are taken seriously and addressed promptly in line with our behaviour and safeguarding policies.

Further Support, Complaints and the Local Offer

At Arthur Mellows Village College, we believe that open communication and partnership with parents, carers and students are essential to ensuring that the right support is in place. If you have a concern about the SEND provision, support, care or welfare of your child, we encourage you to speak to us as soon as possible so that we can work together to understand the concern and seek a resolution. Students are also encouraged to share their views and raise concerns about the support they receive, either directly or with the help of a trusted adult.

Handling Concerns and Complaints

If your concern cannot be resolved informally, a member of the Senior Leadership Team can provide advice about the college's formal complaints process. All concerns and complaints are taken seriously and are managed in accordance with the college's Complaints Policy and Procedure. Our aim is always to listen, respond appropriately and work collaboratively to achieve the best outcome for the student.

The Local Offer

The **Local Offer** is a central source of information about the support, services and opportunities available for children and young people with SEND and their families. Under the Children and Families Act 2014, Local Authorities are required to publish information about the provision they expect to be available for children and young people with SEND in their area.

For families living in Peterborough, the Local Offer is provided through the **Peterborough SEND Information Hub**. It brings together information about education, health, social care, early help, financial support, preparation for adulthood, activities and independent advice and support. You can access it at: www.peterborough.gov.uk/children-and-families/send-local-offer

External Support Services

SENDIASS

Impartial information, advice and support for parents/carers and young people with SEND. Phone: 0300 365 1020 | sendiass@peterborough.gov.uk

Family Voice

Local charity improving services for children and young people with disability or additional needs. Phone: 01733 685510 | www.familyvoice.org

CAMHS

Child and Adolescent Mental Health Services. Phone: 0300 555 5810. For urgent concerns out of hours, call 111 and select option 2 (First Response Service). In an emergency, dial 999.

Emotional Health and Wellbeing Service

Phone: 0300 029 5050 (9.30am–4.30pm) | ccs.ehw@nhs.net

Educational Psychology Service

EPS@Peterborough.gov.uk

Sensory and Physical Support Services (SAPS)

Phone: 01733 454460 |

Peterborough City Council SAMS

Statutory Assessment and Monitoring Services. Phone: 01733 863996 / 01733 863934

Autism Advisory Teaching Service

Available via the Peterborough Information Network for ADHD and Autism support.

YOUnited

Youth mental health support. www.cpft.nhs.uk/Younited | 0300 3000 830