

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<) 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.

LEVELS			Note of any additional considerations e.g. Looked After Child/English as an Additional Language / Child in Need/ Child Protection
	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 (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

The King's School Peterborough

We are an 11-18 secondary school with a large Sixth Form. We also have a small Junior Department. Our current Ofsted rating is outstanding.

The school's Vision and mission statement

We value, and strive to encourage, individual academic success, alongside musical, cultural and sporting achievements, within the Christian family ethos, which is central to everything we do. Our aim is to be "A Family Achieving Excellence".

In the Learning Support department, we aim to remove barriers to learning to support pupils to achieve to the best of their abilities.

How we give pupils a voice.

The school has an active school council with two elected representatives from each year group.

We work closely with pupils with special educational needs and disabilities to ensure their views are reflected in the provision we make for them.

How we work with parents.

We welcome the views of parents and work closely with them to ensure the most effective provision for their child. We make contact with parents in different ways including:

- Annual reviews
- Interim reviews
- Parental meetings
- Email
- Telephone

How we identify special educational needs.

We identify special educational needs in a variety of different ways this is commonly through primary transition. However, it could be as a result of information from professionals within school supported by observations and assessments. Professionals outside school may raise concerns. Parents and pupils may also raise concerns.

If you think your child may have special educational needs...

Please contact Julia Hartley who is the SENDCo (Special Educational Needs and Disabilities Co-ordinator)

What we do to help pupils with special educational needs (SEN)

We have a dedicated team of skilled teaching assistants who hold a range of qualifications in different areas including foundation degrees in barriers to learning and in some cases degrees in specific subjects. The SENDCo is supported in managing the teaching assistants by three Higher Level Teaching Assistants (HLTAs).

The support in place is geared towards a pupil's specific needs.

We have a provision map, which is a tool to help us identify interventions for pupils with SEN and disabilities. We use this to help us monitor the effectiveness of these interventions.

The support we put in place is dependent on an assessment of a particular student's "needs", where appropriate we adapt the learning environment or use ancillary aids and assistive technology. This may be with the support of outside agencies.

How we adapt our teaching for children and young person's needs with special educational needs.

All staff in the school are aware of pupils with a special educational need and their specific needs. Pupils with additional needs have a learning passport. Teachers use this to help them plan according to pupil's needs and requirements in the classroom. In addition, staff are given suggested classroom strategies in order to meet the pupil's needs. Effective differentiation will enable your child to participate fully in all aspects of learning to make the best possible progress.

How we decide what resources we can give to a child or young person with special educational needs.

The SENDCo works in conjunction with teachers and TA's to determine the level of need. We aim to work closely with parents to ascertain their views. Resources are allocated according to the level of need and the type of provision necessary; they are no longer quantified as 'hours of support'. This is based on discussions and guidance from the local authority. The school budget may be used to target individuals and groups. The effectiveness of the provision is monitored in different ways. This may include teachers' assessments, national assessments or in some cases standardised assessments. In the case of pastoral support, this may include monitoring attendance, homework and behaviour points.

How we check that a child/young person is making progress and how we keep parents and carers informed.

The PDM is responsible for monitoring the progress of all children in a particular year group. The SENDCo works closely with the PDM to monitor progress of learners with SEND and children at risk of falling behind. Reports are sent home and parent/teacher consultation meetings are held. Any concerns are shared with parents/carers this may be through email, telephone call or meeting directly with the parents or carers. Where necessary we will explain how learning is planned and how this can be supported at home. Parents/carers may also meet with class teachers, Pupil Development Officers and or Pupil Support Officers.

Support we offer for pupils' wellbeing

Your child will be placed in a tutor group and your child's tutor will oversee the well-being of your child on a day-to-day basis.

- The King's School has a member of staff who operates 'Pupil Reception'; students can attend this area for medical assistance and advice, including the administration of medicines as authorised and directed by parents/carers.
- Mentoring programmes
- Pastoral Prefects (Year 12/13 pupils)
- Lunchtime clubs
- Prayer room
- School Chaplain
- Assemblies
- Gym
- School Nurse
- Liaison with outside agencies

- Pupil reception
- Extra-Curricular activities
- Pupil Support Officers (PSO)

The school runs an active school council to which students are invited to express their views. This group of elected young people meet regularly and communicate views/concerns of pupils across the school back to senior members of staff.

Specialist services and expertise available or accessed by the King's School.

Within Learning Support, we have staff with considerable experience in working with students with a variety of barriers to Learning. Our SENDCo has a practising certificate and AMBDA qualification with the British Dyslexia Association.

In addition to Learning Support, we have a School Chaplain, School Nurse and Pupil Support Officers, and we also access the following external services:

- Educational Psychologist
- School Nurse
- Virtual Schools
- Child & Adolescent Mental Health Services
- Occupational Therapy
- Physiotherapy
- Autism Outreach
- Hearing Impaired Service
- Visually Impaired Service
- Careers guidance

The training our staff has had and we plan to put in

Staff in school have qualifications ranging from Teaching Certificate Level 1 to PHD level. Staff working in Learning Support have a variety of qualifications in student barriers to learning including foundation degrees. Some TAs are educated to degree level in particular subjects.

Our SENDCo holds a postgraduate certificate in inclusion and vulnerable learners (National SENDCo Award). She has a post graduate diploma from the University of Leicester.

Staff across the school are involved in continuous professional development both internally and external professional courses as required. Learning support have recently had training for interventions to support Inference, Dyslexia and Neurodiversity, Functional Skills in English, EAL, support for visually impaired students, training for hearing impaired students, Better Reading Partnership, phonics training and Success at Arithmetic and maths intervention training.

How we include children/ young people in activities and school trips

We offer an inclusive curriculum so all pupils can participate. Where applicable we work closely with parents to plan their child's involvement in school trips. The school employs a dedicated trips co-ordinator who liaises closely with the Learning Support Department.

How accessible is our site?

We have wheelchair access to all teaching areas within the school, where pupils need to move away from the main site for example to the sports field or the cathedral, a minibus is provided. We ensure all buildings and classrooms are accessible to all pupils, the only exception to this is the upstairs maths classrooms so where necessary pupils will be taught maths on the ground floor. There are disabled changing and toilet facilities. Where appropriate, modifications have been made to the auditory/visual environment to meet the needs of particular pupils. Where necessary we work with external agencies to secure particular equipment or resources.

How we prepare for children/young people joining our school.

Key members of staff visit primary schools or where applicable the current secondary school.

For year six students there is a Primary Induction Day followed by a Parents evening

Where students are identified as having additional needs, further visits to the school and transition meetings are held if required. Where appropriate, individual transition plans are put in place.

We welcome early contact from children and or their parents and carers.

How we communicate with parents/carers.

We communicate with parents/carers through pupil post. Additionally we hold regular parent/teacher consultation evenings. We may have extra meetings where necessary or contact you by phone or email. Where parents/carers first language is not English we will aim to put in support to help them to understand.

Contact Details

Your first point of contact is your child's Form Tutor

Our Special Educational Needs Co-ordinator is Mrs J. Hartley. She can be contacted on 01733 751541 or at hartley.j@kings.peterborough.sch.uk

Other people in our setting/school who might be contacted include:

Pupil Support Officers Mrs C Palmer (Years 7-9), Mrs K Denman (Years 10-11), and Mrs A Beaumont (Sixth Form)

Pupil Development Managers

School Registrar Mrs D Lamsdale

External support services for information/advice include:

- SEND Information Advice Support Service – Tel. 01733 863979 or email pps@peterborough.gov.uk
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- Peterborough City Council Website <https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>
- Cambridgeshire http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer/549/about_cambridgeshires_local_offer
- Lincolnshire <http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2>
- Northamptonshire <http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>
- Rutland <http://ris.rutland.gov.uk/kb5/rutland/directory/localoffer.page?localofferchannel=0>