



<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>	
		<b>Highly Specialist</b>	Where a child or young person's needs are highly complex and require a bespoke placement or highly individualised long term arrangements.	
		<b>Specialist</b>	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</b>	<b>Targeted Specialist</b>	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.
			<b>Targeted</b>	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.
			<b>Universal Targeted</b>	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.
			<b>Universal</b>	

## **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. We have access to a range of professional services provided by the Local Authority which include the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD.

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 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 following 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.

## A GUIDE TO OUR PROVISION AT ORMISTON MEADOWS ACADEMY

<b>Identification of SEND at our School</b>	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	<ul style="list-style-type: none"> <li>• Parental concern</li> <li>• Teacher identification</li> <li>• Inclusion Team identification</li> <li>• In liaison with other educational professionals (e.g. Educational Psychologists, Specialist Teachers)</li> <li>• In liaison with external agencies (e.g. medical professionals, physiotherapists, occupational therapists, speech and language therapists etc.)</li> <li>• At transitions meetings with early years providers</li> <li>• School transfer information</li> <li>• Monitoring and assessment information (tracking of progress)</li> </ul>
We encourage you to raise your concerns by	<ul style="list-style-type: none"> <li>• Discussing them with your child's class teacher and/or the school Special Educational Needs Coordinator (SENCo), Teaching Assistant or the Family Liaison Officer.</li> </ul>
Our school has specialist provision -	<ul style="list-style-type: none"> <li>• We are a Specialist Mainstream Resource Hub for children with disabilities. We have 14 specialist places and provide support to other schools working with children with physical disabilities.</li> <li>• We buy in a service provided by a team of specialist teachers called Support for Learning. The team can be involved in offering specialist advice in supporting children with specific learning difficulties (literacy and maths) and completing individual assessments. In liaison with parents, the SENCo will decide which children are a priority for assessment.</li> <li>• Our school currently buys in the serves of a trained counsellor from Willow Tree Counselling Services. He may see children for a variety of reasons such as bereavement, low self esteem, difficulties in relationships etc. We would discuss this with parents and ask for consent before referring.</li> </ul>
<b>Support for your Child/ Young Person</b>	
The education plan for your child/ young person will be explained to you and overseen by	<ul style="list-style-type: none"> <li>• Their class teacher with support from SENCo. Any additional support may be presented in a variety of ways, depending on your child's need at any given time.</li> </ul>
Staff who may be working with your child/ young person are	<ul style="list-style-type: none"> <li>• Class Teacher, other Teachers in school, Teaching Assistants, Intervention Teaching Assistants, Reading buddies or other volunteers.</li> <li>• By arrangement your child may be seen by Specialist Teachers, School Nurse or Therapists.</li> </ul>

	<ul style="list-style-type: none"> <li>We buy in the services of an Educational Psychology service, in particular from an Educational Psychologist that knows our academy well.</li> </ul>
We monitor the effectiveness of our SEND arrangements/ provision by	<ul style="list-style-type: none"> <li>Classroom observations and assessments, progress data analysis, pupil feedback, discussion with parents, multi agency reviews, impact reports to senior staff and governors.</li> <li>Our assessment co-ordinator supports the analysis of data to ensure all children make progress.</li> </ul>
The roles and responsibilities of our governors are	<ul style="list-style-type: none"> <li>Understand how the school identifies children with SEND and what happens next</li> <li>Understand how the school allocates and spends SEND funding, and who is responsible for this</li> <li>Support the review process of the school's SEND policy and ensure that the SEND provision reflects the changing needs of the school, its circumstances and the law</li> <li>Develop good relationships with school staff, especially the Principal and SENCo.</li> <li>We have a governor with responsibility for SEND, who visits the school regularly throughout the year.</li> </ul>
<b>Curriculum Concerns</b>	
Our approach to differentiation is to	<ul style="list-style-type: none"> <li>Ensure that all pupils have learning pitched at the appropriate level to enable them to access all aspects of the curriculum through the use of: pre-teaching, level of adult support, resources and differentiation e.g. tasks, modified materials, teaching in ability groups, use of ICT. The SENCO or other relevant experienced teachers will advise where necessary.</li> </ul>
Extra support is allocated according to	<ul style="list-style-type: none"> <li>Whether the school identifies that a child requires some additional support based on their level of need or following recommendations/programmes set by external specialists for children who have an identified or specific difficulty (e.g. Speech and Language Therapy programme, Occupational Therapy programme, physiotherapy programmes, Educational Psychology, outreach teachers, specialist dyslexia teachers, health professionals etc.).</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	<ul style="list-style-type: none"> <li>Provision mapping including individual targeting for specific areas of support.</li> <li>At the entry and exit point of a specific intervention programme</li> <li>Opportunity to meet with SENCo or other relevant member of staff at a time suitable to you</li> <li>Opportunity to discuss a report received by an external agency or professional</li> <li>Through arrangements to put in place a co-ordinated plan or Education, Health and Care plan</li> </ul>

review support, specific approaches and/or programmes.	<ul style="list-style-type: none"> <li>Children can access Inclusion Team staff to discuss their own needs and opinions</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>A whole school ethos which supports and understands children’s individual pastoral, social and medical needs</li> <li>Access to the Inclusion Team or a teaching assistant – focusing on social, emotional, mental health and behavioural needs and concerns</li> <li>Our whole school Behaviour Management Policy</li> <li>Access to the School Nursing Service</li> <li>Referrals to a range of external agencies who work directly with children, young people and their families who require support (e.g. Sleep Solutions, Talk Time, Relate, Families First etc.)</li> <li>Polar Bear Club: lunchtime provision for those children wanting small group, supported playtime.</li> <li>Dedicated and supportive staff team</li> <li>Care Plans for children requiring medical support and/or medication</li> <li>Access to members of the inclusion team or other identified adults for pastoral support.</li> <li>Playpals</li> <li>Personal Plans</li> <li>Transition Packages</li> <li>Webster Stratton Parent groups.</li> <li>This year we are buying in sessions of counselling from Willow Tree Services</li> </ul>
We encourage the children/ young people to contribute their views by	<ul style="list-style-type: none"> <li>Talking to their Class Teacher, Teaching Assistants or Inclusion Team if they have any worries or concerns.</li> <li>Contributing to reviews of their own education and the support they receive.</li> <li>Class and School Council</li> </ul>
<b>Specialist Services/ Expertise Available</b>	
We employ specialist staff in the areas of	<ul style="list-style-type: none"> <li>Inclusion Team consisting of SENCo, Family Liaison Officer and administrative support.</li> <li>Teachers and Teaching Assistants experienced or trained in focussed or specialist teaching intervention including: <b>Maths and English Intervention</b></li> </ul>

	<ul style="list-style-type: none"> <li>➤ 1<sup>st</sup> class@ number</li> <li>➤ Fresh Start Phonics programme</li> <li>➤ Project X code</li> <li>➤ Precision Teaching and Probe</li> <li>➤ Better Reading Partnership</li> <li>➤ Supported Spelling</li> <li>➤ Teodorescu</li> <li>➤ Springboard maths</li> <li>➤ Comprehension support</li> </ul> <p><b>Sensory and Physical Interventions</b></p> <ul style="list-style-type: none"> <li>➤ PastonPask</li> <li>➤ Southfields Pack</li> <li>➤ Hearing Impairment</li> <li>➤ Visual Impairment</li> <li>➤ SALT</li> <li>➤ Physiotherapy</li> <li>➤ Occupational Therapy</li> <li>➤ Sensory Integration</li> <li>➤ Wheelchair Skills</li> </ul> <p><b>Social, Emotional and wellbeing</b></p> <ul style="list-style-type: none"> <li>➤ Behaviour Management</li> <li>➤ Team Teach</li> <li>➤ Outdoor Learning</li> <li>➤ Observational Assessment</li> <li>➤ Social Skills groups</li> <li>➤ Counselling</li> </ul> <p><b>Specific Learning or Medical Difficulties</b></p> <ul style="list-style-type: none"> <li>➤ Autism</li> <li>➤ Selective Mutism</li> <li>➤ Gastrostomy feeding</li> <li>➤ Catheterisation</li> <li>➤ Allergies</li> </ul>
Our school accesses the following services	Those provided through the Local Authority (Autism Outreach Team, Parent Partnership Officer, Pupil Referral Service, Children’s Social Care, Common Assessment Framework Team). We buy in services from an Educational Psychology service.

	Those provided through the Cambridgeshire and Peterborough Health Trust (Community Paediatricians, ADHD Team, Neurodevelopment Service, Physiotherapy Service, Paediatric Occupational Therapy Team, Speech and Language Therapy Service, School Nursing Team) Independent/Private Services (Support for Learning, Families First, Talk Time, Relate, Sleep Solutions, NSPCC, Drink and Drugsense, WillowTree counselling)
<b>Training</b>	
Staff have recently attended the following training.	<ul style="list-style-type: none"> <li>• Staff are regularly trained or updated in the following areas: safeguarding, asthma, allergies and epilepsy, moving and handling, feeding, first aid plus specific training for individual needs.</li> </ul>
We will be providing the following training as part of our Specialist Mainstream hub for Physical Disabilities in conjunction with the Local Authority and Jack Hunt Secondary school	<ul style="list-style-type: none"> <li>• Whizz Kidz wheelchair skills</li> <li>• Written Recording</li> <li>• Educational visits</li> <li>• Transitions</li> <li>• Independence</li> <li>• Sporting activities</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.	<ul style="list-style-type: none"> <li>• Disabled toilets including hoists, changing benches and shower access</li> <li>• Individualised ICT as required</li> <li>• Ground floor only including wide corridors, ramps and automatic doors</li> <li>• Individual risk assessments</li> <li>• Access to Health and Safety Advisors from the Ormiston Trust who assist in planning necessary adaptations to the school site/buildings</li> </ul>
We enable children/ young people to access all activities by	<ul style="list-style-type: none"> <li>• The monitoring of all plans including outside of the curriculum and visits to ensure inclusivity. Provision of adapted or alternative activities is carefully designed to ensure equality of learning opportunities.</li> </ul>
We involve parents and carers in the planning by	<ul style="list-style-type: none"> <li>• Informing parents of current learning opportunities or topics and inviting their contribution or feedback relevant to their child.</li> <li>• Specific meetings to discuss planning for the needs of their child.</li> <li>• Call back service from SENCo or relevant practitioner.</li> </ul>
Parents and carers can give their feedback by	<ul style="list-style-type: none"> <li>• Speaking to the class teacher informally at the beginning or end of the day or by arranging a meeting</li> <li>• Speaking to a Teaching Assistant in their child's class.</li> </ul>



	<ul style="list-style-type: none"> <li>• Speaking to a member of the Inclusion Team.</li> </ul>
Parents/carers can make a complaint by	<ul style="list-style-type: none"> <li>• We have a complaints policy that can be obtained from the school office but we would encourage parents to discuss their concerns whenever they arise with their child's class teacher or a member of the Inclusion Team</li> </ul>
<b>Transitions</b>	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	<p><u>General Information</u></p> <ul style="list-style-type: none"> <li>• We encourage visits to the school and members of staff will visit the home or setting where appropriate.</li> <li>• School prospectus can be obtained from the School Office</li> <li>• School website</li> </ul> <p><u>Starting School in Reception</u></p> <ul style="list-style-type: none"> <li>• Children visit the school several times both with and without their parents during the summer term preceding the start of their Reception year</li> <li>• Staff make visits to pre-school settings to liaise with keyworkers</li> <li>• Staff do a home visit to meet the child and their family in their own environment prior to them starting school</li> <li>• Additional visits are organised for individual children where it is considered necessary and helpful</li> <li>• Provide information to children and families about starting a new school</li> <li>• Multi agency transition meetings are arranged for those children with high needs.</li> </ul> <p><u>Moving In-Year</u></p> <ul style="list-style-type: none"> <li>• Liaison with the child's previous school to transfer school records and share information</li> <li>• Attending transfer meetings where it is considered necessary and helpful</li> <li>• Opportunity for parents to meet with a member of the Inclusion team and/or Class teacher prior to the child starting school</li> </ul>
We prepare children and young people to make their next move by	<ul style="list-style-type: none"> <li>• Being available to provide support where necessary and appropriate whilst the family are making decisions about future provision.</li> <li>• Arranging for staff from the receiving schools to visit children at school</li> <li>• Arranging for children to visit new schools, including for planned activities and orientation visits.</li> </ul>

	<ul style="list-style-type: none"> <li>• Transition meetings are held with the Y6 teacher and secondary school staff, including Outside agencies and Inclusion Team where appropriate</li> <li>• Inclusion Team transfers relevant information to the receiving school's SENCO/Learning Support Leader as appropriate</li> <li>• Liaising with the child's receiving school and transferring relevant school information if they are transferring in-year</li> </ul>
<b>Resource Allocation</b>	
Our SEND budget is allocated according to	<ul style="list-style-type: none"> <li>• External funding formula which is then allocated within school according to children's needs with advice taken from parents and external agencies.</li> <li>• Funding decisions are ratified by governors.</li> </ul>
Funding is matched to SEND by	<ul style="list-style-type: none"> <li>• Reference to the Funding Formula and needs of the school cohort.</li> </ul>
Our decision making process when matching support to need is	<ul style="list-style-type: none"> <li>• A flexible process where the needs of the child are considered and matched to available resources including training and skills of staff.</li> </ul>
Parents/ carers are involved through	<ul style="list-style-type: none"> <li>• Regular meetings to consider whether their child's needs are being met appropriately.</li> </ul>
<b>Contact Details</b>	
Your first point of contact is	<ul style="list-style-type: none"> <li>• Class Teacher</li> <li>• Inclusion Team</li> </ul>
Our Special Educational Needs Co-ordinator is	<ul style="list-style-type: none"> <li>• Mrs Naomi James (Monday – Thursday)</li> </ul>
Other people in our setting/ school who might be contacted include	<ul style="list-style-type: none"> <li>• Mrs Clare French – Family Liaison Officer</li> <li>• Mrs Jean Watt – Principal</li> <li>• Mrs Kelly Moore – Vice Principal</li> </ul>
External support services for information/ advice are	<ul style="list-style-type: none"> <li>• SEND Information Advice Support Service – Tel; 01733863979 Email; <a href="mailto:pps@peterborough.gov.uk">pps@peterborough.gov.uk</a></li> </ul> <p>The Parent Partnership Officer (PPO), provides information, advice and support to parents/carers of children and young people with special educational needs. The PPO is keen to ensure that parents/carers' views are taken into consideration and will support parents/carers to enable this to take place.</p> <ul style="list-style-type: none"> <li>• Educational Psychology Open Access Consultation Service – Tel. 01733 863689</li> </ul> <p>Every Thursday during term-time between 12pm – 3pm at the City Care Centre, Thorpe Road – please call for an appointment.</p>

	<ul style="list-style-type: none"> <li>• City Council Website Peterborough City Council Special Educational Needs</li> </ul>
Support Groups that our families have found useful	<ul style="list-style-type: none"> <li>• Little Miracles <a href="#">Little Miracles</a></li> <li>• Peterborough City Council <a href="#">Peterborough City Council</a></li> <li>• Family Voice <a href="#">Peterborough Family Voice</a></li> <li>• National Autistic Society <a href="#">National Autistic Society</a></li> <li>• Cambridgeshire and Peterborough NHS Trust <a href="#">Peterborough NHS Trust</a></li> <li>• Speech and Language Therapy <a href="#">Peterborough Speech and Language Therapy</a></li> <li>• NSPCC <a href="#">NSPCC</a></li> </ul>

Thank you to the families who have taken the time to give their opinions and ideas about this report. We will continue to develop this document in partnership with parents throughout the year.

### **Children with SEND have said the following about provision at our Academy**

“It helps me to talk about my problems so that I can find ways of getting better at my work”

“I like the maths resources especially base tens because they help me work out maths problems”

“I like to get out of my wheelchair and play football with my hands with all my friends”

“When you’re doing a lesson and you don’t know what to do you can first use the working wall and then ask an adult to help. Then you know what to do next time”

“I like it in my class because it is mostly nice and calm and I know what I need to do. My ear defenders help if it gets noisy”

“I am on school council. I like it because I help the school be a better place”

“I like being helped by my friends at school”

“I like Polar Bear club a lot, I love to play with putty because it makes my hands strong for writing. My writing has got loads better, in reception I couldn’t write and now it’s getting really good.”