

## **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&LT) 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.



**A GUIDE TO OUR PROVISION AT**

**BRAYBROOK PRIMARY SCHOOL**

<b>Identification of SEND at our School</b>	
Our school identifies children / young people with special educational needs / disability (SEND) through:	<ul style="list-style-type: none"> <li>• Ongoing monitoring and assessment of the progress and development made by <b>ALL</b> children.</li> <li>• Discussing concerns raised by the class teacher and teaching assistants, given their observations of the child within school.</li> <li>• Discussing concerns that the parents might have, given their experiences within the home environment.</li> <li>• Using information shared with us by previous educational contexts, including pre-school or other school settings, when children transfer to our school.</li> <li>• Drawing on recommendations made by other professionals and outside agencies.</li> </ul>
We encourage you to raise your concerns by:	<ul style="list-style-type: none"> <li>• Initially speaking to your child's class teacher to share your concerns.</li> <li>• Meeting with the 'Inclusion Leader' or specialist SEN teacher.</li> <li>• Further seeking advice from the Headteacher.</li> </ul>
Our school has specialist provision for children / young people with:	<ul style="list-style-type: none"> <li>• N/A</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>• The class teacher, Inclusion Leader and specialist SEN teacher.</li> </ul>
Staff who may be working with your child / young person are:	<ul style="list-style-type: none"> <li>• Class teacher and Teaching Assistant (TA).</li> <li>• Intervention Teaching Assistants (ITA), for more focused support and targeted intervention.</li> <li>• Specialist 1:1 teachers, for ECC and ECAR mathematics and reading interventions.</li> <li>• Family Liaison Officers / Learning Mentors (FLOs), for social / emotional support.</li> <li>• EWO, to support in improving punctuality and attendance.</li> <li>• Inclusion Leader or specialist SEN teacher, to identify additional provision or agency involvement.</li> </ul>
We monitor the effectiveness of our SEND arrangements / provision through:	<ul style="list-style-type: none"> <li>• Continual assessment by the child's class teacher and Teaching Assistant (TA).</li> <li>• Half-termly Pupil Progress Meetings (PPMs) between the class teacher and Headteacher, to discuss individual children's progress and barriers to learning.</li> <li>• Rigorous tracking and monitoring of data by the Inclusion Leader, to ensure every child's continued good progress.</li> <li>• Analysis of additional support and targeted intervention programmes, to identify and ensure their continuing impact.</li> </ul>

	<ul style="list-style-type: none"> <li>• Liaising with parents through regular discussion and termly structured conversations.</li> <li>• Reviewing of children's personalised targets every half term, with their class teacher.</li> </ul>
The roles and responsibilities of our governors are:	<ul style="list-style-type: none"> <li>• To have one identified Governor with a specific and focused interest on SEND provision and the progress of children with SEND.</li> <li>• To ensure statutory SEND provision and policies are in place to address the needs of all children.</li> <li>• To hold the leadership team to account for the good progress of ALL children, including those with SEND, through termly Pupil Achievement Committee meetings.</li> <li>• To meet with the Inclusion Leader throughout the year, to review progress and discuss and identify future actions.</li> </ul>
<b>Curriculum Concerns</b>	
Our approach to differentiation is to:	<ul style="list-style-type: none"> <li>• Ensure that <b>ALL</b> children receive good Quality First Teaching through a broad, balanced and differentiated curriculum.</li> <li>• Make reasonable adjustments within the classroom, to remove any barriers and to better support learning.</li> <li>• Provide appropriate support and adapt resources according to the child's need.</li> <li>• Create individualised 'work stations' where needed.</li> <li>• Identify small group targeted interventions, to support or accelerate learning or to pre-teach concepts.</li> <li>• Encourage children to work, when appropriate, in mixed ability groups alongside their peers.</li> </ul>
Extra support is allocated according to:	<ul style="list-style-type: none"> <li>• Each child's individual needs, which are identified through the analysis of assessment data and discussions with the class teacher, specialist SEN teacher, FLOs or Inclusion Leader.</li> </ul>
<b>Partnership: Planning, Monitoring and Review</b>	
We offer the following opportunities, <i>in addition to</i> the normal reporting arrangements, to parents / carers, children and young people to discuss progress, to plan and review support, specific approaches and / or programmes. We encourage:	<ul style="list-style-type: none"> <li>• An open door policy, whereby parents are encouraged to raise any concerns as they arise, with the Inclusion Leader, specialist SEN teacher or Family Liaison Officers.</li> <li>• Regular communication with parents through letters and telephone conversations.</li> <li>• Clear communication between school and home regarding children's progress, when receiving specific targeted intervention or support.</li> <li>• Termly 'Structured Conversations', by appointment, offered to targeted families where additional support would be of added benefit to the child.</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>• Promoting a caring whole school ethos which nurtures the whole child.</li> <li>• Having a clear vision and values which are shared and celebrated throughout school life.</li> <li>• Building opportunities into the curriculum, through circle time, RE, PSHE and assembly themes which better support and prepare our children for the world in which they live.</li> <li>• Ensuring all stakeholders have a clear understanding of school policies and procedures relating to safeguarding and child protection.</li> <li>• Utilising the skills and expertise of the school's Family Liaison Officers in supporting individuals, small</li> </ul>

	<p>groups and families who experience social or emotional difficulties which might impact on a child's social and academic progress and development.</p> <ul style="list-style-type: none"> <li>• Seeking advice from the school nurse and other external agencies, for children who have specific needs.</li> <li>• Referring concerns regarding children's safety and well-being to other agencies, as necessary and in line with school policies.</li> <li>• Inviting targeted children to 'Sensory Circuits', to better prepare them for their learning.</li> <li>• Offering breakfast and after-school clubs, which support our parents and children.</li> </ul>
We encourage the children / young people to contribute their views by:	<ul style="list-style-type: none"> <li>• Promoting positive relationships between adults and children which are grounded in trust and mutual respect.</li> <li>• Inviting ideas for discussion by our 'School Council'.</li> <li>• Responding to the concerns that arise through the 'I want you to know...' worry box.</li> <li>• Recognising and celebrating individuals' successes, no matter how big or small.</li> </ul>
<b>Specialist Services/ Expertise Available</b>	
We employ specialist staff in the areas of:	<ul style="list-style-type: none"> <li>• ECaR 1:1 Specialist Teacher / Dyslexia Specialist – working specifically with children with identified issues regarding reading and literacy.</li> <li>• ECC 1:1 Specialist Teacher – working specifically with children requiring additional support in mathematics.</li> <li>• Specialist SEN Teacher – working to observe children and advise colleagues on best support and provision for children with specific and identified learning needs.</li> <li>• 2 x Family Liaison Officers (Learning Mentors) – working with children and families to support social and emotional development and welfare.</li> <li>• PE and sports.</li> </ul>
Our school accesses the following services:	<ul style="list-style-type: none"> <li>• EWO – Educational Welfare Officer.</li> <li>• CAMHS – Childhood &amp; Adolescent Mental Health Service.</li> <li>• Educational Psychology team.</li> <li>• Speech &amp; Language team.</li> <li>• Autism Outreach Service.</li> <li>• Occupational Therapist / Physiotherapist.</li> <li>• School Nurse.</li> <li>• St George's / PRU re: advice or support on behaviour.</li> <li>• MASG (Multi Agency Support Groups) – as required.</li> </ul>
<b>Training</b>	
We have staff who have the following qualifications:	<ul style="list-style-type: none"> <li>• ECaR 1:1 Specialist Teacher / Dyslexia Specialist.</li> <li>• ECC 1:1 Specialist Teacher.</li> <li>• 2 x Family Liaison Officers trained in a range of social / emotional support and family liaison programmes, inc. Webster Stratton, bereavement, children's counselling.</li> </ul>

Staff have recently attended the following training:	<ul style="list-style-type: none"> <li>• First Aid / Epipen Training.</li> <li>• Child Protection (CP).</li> <li>• Bereavement Training.</li> </ul>
We plan to undertake the following training/ disability awareness sessions(s):	<ul style="list-style-type: none"> <li>•</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>• Wheel chair access, including ramps, to ensure accessibility to all areas of the school and its grounds.</li> <li>• Disabled toilets and shower facilities.</li> </ul>
We enable children / young people to access all activities by:	<ul style="list-style-type: none"> <li>• Providing visual timetables in all classrooms.</li> <li>• Ensuring 1:1 support for children with specific identified needs, as required.</li> </ul>
We involve parents and carers in the planning by:	<ul style="list-style-type: none"> <li>• Meeting regularly to review children's needs or when planning for specific events or activities.</li> </ul>
Parents and carers can give their feedback by:	<ul style="list-style-type: none"> <li>• Liaising directly with the class teacher.</li> <li>• Speaking to the Inclusion Leader or SEN Specialist teacher.</li> <li>• Approaching the Family Liaison Officers.</li> <li>• Completing information in Parent Surveys throughout the year.</li> <li>• Attending termly progress meetings to discuss their child's progress and future targets.</li> </ul>
Parents/carers can make a complaint by:	<ul style="list-style-type: none"> <li>• Raising initial concerns with the class teacher or Inclusion Leader.</li> <li>• Bringing ongoing issues or concerns to the attention of the Headteacher.</li> <li>• Addressing issues in line with the school complaints policy and procedures (Copies available on request).</li> </ul>
<b>Transitions</b>	
The following arrangements help children / young people and their parents / carers to make a successful transfer to our school:	<ul style="list-style-type: none"> <li>• Opportunities to visit and tour the school, meeting with the Headteacher and class teacher.</li> <li>• Meeting to transfer information, including discussing admissions details and current provision.</li> <li>• Liaison with current school setting, by phone, to better understand the child's current progress and attainment as well as their needs and provision.</li> <li>• Using a 'buddy system' to support ANY new child, regardless of SEND or EAL.</li> </ul>
We prepare children and young people to make their next move by:	<ul style="list-style-type: none"> <li>• Organising 'Move-up' / transition days internally, to provide opportunities to meet new teachers and work in their new context.</li> <li>• Creating photo diaries / sharing social stories to reassure children, when required.</li> <li>• Sharing important information internally between staff, through 'Transition Feed-up' forms.</li> <li>• SENCOs liaising between schools regarding named children.</li> <li>• Organising additional social / emotional support and 'talk time' to discuss their concerns and aid their transition.</li> <li>• Arranging pre-visits to Secondary Schools and Special Schools settings, as required.</li> </ul>

<b>Resource Allocation</b>	
Our SEND budget is allocated according to:	<ul style="list-style-type: none"> <li>• Whole school priorities or the identified needs of specific individuals.</li> </ul>
Funding is matched to SEND by:	<ul style="list-style-type: none"> <li>• Statements, Co-ordinated plans or Pupil Premium allocations, as appropriate.</li> </ul>
Our decision making process when matching support to need is:	<ul style="list-style-type: none"> <li>• To target support and intervention which best supports and impacts on an individual or identified groups' needs in making at least good progress.</li> </ul>
Parents / carers are involved through:	<ul style="list-style-type: none"> <li>• EHC planning, Co-ordinated plans, termly progress meetings and the Annual Review process.</li> </ul>
<b>Contact Details</b>	
Your first point of contact is:	<ul style="list-style-type: none"> <li>• Mrs Caroline Browne – Inclusion Leader</li> </ul>
Our Special Educational Needs Co-ordinator / Inclusion Leader is:	<ul style="list-style-type: none"> <li>• Mrs Caroline Browne</li> </ul>
Other people in our school who might be contacted include:	<ul style="list-style-type: none"> <li>• Mrs Hilary Gawden-Bone – SEN Specialist Teacher</li> <li>• Mrs Margaret Durrant – Family Liaison Officer</li> <li>• Mrs Annette Goodyear – Family Liaison Officer</li> <li>• Mrs Sarah Morton – Chair of Governors / SEND Governor</li> </ul>
External support services for information/ advice are:	<ul style="list-style-type: none"> <li>• SEND Information Advice Support Service – Tel. 01733 863979 email <a href="mailto:pps@peterborough.gov.uk">pps@peterborough.gov.uk</a></li> <li>• Educational Psychology Open Access Consultation Service – Tel. 01733 863689</li> <li>• City Council Website <a href="http://www.peterborough.gov.uk/education">http://www.peterborough.gov.uk/education</a></li> </ul>