

## **PETERBOROUGH SCHOOLS: SEND INFORMATION REPORT / 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.

SEN SUPPORT	EHC Plan		<b>Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection</b>
		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.	
	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			

<b>Identification of SEND at our School</b>	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	using a checklist for class teachers to raise initial concerns, and highlight those areas of learning which need support. The class teacher and SENCO can then discuss possible next steps, and a suitable timescale to see if further progress has been made.
We encourage you to raise your concerns by	speaking to your child's class teacher in the first instance. This will allow you both to share what you know about your child and discuss ways in which we may be able to help. The class teacher can then meet with the SENCO or other experienced members of staff to agree the best strategy to try. It will usually be the class teacher who will keep you informed about how well any intervention or support strategies are going, and what our next steps might be.
Our school has specialist provision for children/ young people with	At Oakdale we do not currently offer specialist provision, unless it is requested from one of the professional services provided by the local authority.
<b>Support for your Child/ Young Person</b>	
The education plan for your child/ young person will be explained to you and overseen by	Our Inclusion Lead, Mrs Lucy Cleveland. She will work alongside your child's class teacher and support staff to agree how best to support your child, in line with the recommendations in the plan.
Staff who may be working with your child/ young person are	<ul style="list-style-type: none"> <li>• first and foremost your child's class teacher, who is responsible for providing high quality teaching targeted at your child's areas of need. Where progress continues to be less than expected the class teacher, working with the SENCO, should put in place extra teaching or other rigorous interventions designed to secure better progress, where required.</li> <li>• our support staff, who all have a range of experience in helping children with a variety of needs. We will make sure that the person supporting your child has access to appropriate resources and training, including sharing good practise from within school and other primary schools locally.</li> </ul> <p>If it is needed your child may be supported from an outside agency.</p>
We monitor the effectiveness of our SEND arrangements/ provision by	<ul style="list-style-type: none"> <li>• Mapping support strategies and interventions in a class provision map. This includes data for us to track start and end results, and decide whether our provision has been effective.</li> <li>• We observe interventions taking place, as well as talking to children about which support they find the most effective.</li> </ul> <p>The Governing body publish our annual SEN report</p>

<p>The roles and responsibilities of our governors are</p>	<ul style="list-style-type: none"> <li>• Governing bodies of maintained schools have legal duties in relation to pupils with SEN, which are outlined fully in our SEN policy.</li> <li>• At Oakdale, our SEN / Inclusion governor decides with the Headteacher and SLT, the school's general policy and approach to meeting children's SEN, including those with and without Education, Health and Care plans.</li> <li>• Our SEN link governor meets on a termly basis with the Inclusion Lead to monitor provision for children with SEN in our school.</li> </ul>
<p><b>Curriculum Concerns</b></p>	
<p>Our approach to differentiation is to</p>	<ul style="list-style-type: none"> <li>• provide a curriculum which offers a suitable level of challenge and variety of learning experiences for all our children, regardless of SEN. We will sometimes provide adult support for a learning activity, but also wish our children to develop their resilience and independence. Children are often given choices on ways to present their learning, allowing them to make decisions about a style which suits them best, and an opportunity to succeed when there is no ceiling on their learning.</li> <li>• All teachers strive to help all children progress in every lesson. One way they achieve this is by ensuring that tasks are suited to individual needs. Some of the ways we differentiate are <ul style="list-style-type: none"> <li>• Changing the design of the task given</li> <li>• Allowing learner to lead their own learning</li> <li>• Using differentiated questioning</li> <li>• Using multi-sensory aids</li> <li>• Varying learning outcomes</li> <li>• Using daily informal assessments to inform future planning</li> <li>• Appropriate method of recording</li> </ul> </li> </ul>
<p>Extra support is allocated according to</p>	<ul style="list-style-type: none"> <li>• Interventions and support strategies are identified at Pupil progress meetings each half term where class teachers and members of the senior leadership team look at the current progress and attainment of different children and groups of children, identifying those who need additional support to make good or accelerated progress to narrow the gap with their peers. We then also agree the most effective intervention to provide this.</li> <li>• If we cannot provide the necessary support in school we will contact the relevant outside agency for further advice and support.</li> <li>• Support is offered based on the current school budget.</li> <li>• Children who have a statement of SEN or Education, Health and Care plan will</li> </ul>

	receive the support outlined in their plan.
<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 review support, specific approaches and/or programmes.	<ul style="list-style-type: none"> <li>• Children with a statement of SEN or Education, Health and Care plan take part in Annual reviews of their statement, as well as termly reviews of their progress against targets.</li> <li>• SEN support children and their families will have a termly meeting with either their child's class teacher and / or SENCO to set targets based on current assessment information, the views of the child and also any other professional agency who might be involved. We hope that (when appropriate) the child will be able to attend the review meetings to share milestones and successes.</li> <li>• From Autumn 2015 we will have families across school taking part in our Achievement for All work. They receive a longer meeting with their class teacher each term to discuss how school and home can work together with their child to help them to make good progress both in their learning and increase their levels of confidence and participation in other aspects of school life. We set targets together and are then able to celebrate successes and decide on next steps.</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>• Providing sensory circuits on a daily basis for identified children</li> <li>• School nurse</li> <li>• Occupational therapist support</li> <li>• Speech and Language therapist support</li> <li>• Autism Outreach team</li> <li>• Accessing Child and Adolescent Mental Health (CAMHS) support</li> <li>• Educational psychologist support</li> </ul>
We encourage the children/ young people to contribute their views by	<ul style="list-style-type: none"> <li>• taking part in school and class council discussions</li> <li>• joining one of our lunchtime or after school clubs</li> <li>• Reviewing targets with them</li> <li>• Talking to them about their learning as part of learning walks or pupil interviews</li> </ul>
<b>Specialist Services/ Expertise Available</b>	
We employ specialist staff in the areas of	<ul style="list-style-type: none"> <li>• We do not currently employ any specialist staff. We do however have staff in school with experience supporting a wide range of needs.</li> <li>• We employ an additional member of staff to support raising attainment and progress</li> </ul>

Our school accesses the following services	<ul style="list-style-type: none"> <li>• Educational psychologist support</li> <li>• Speech and Language Therapy for identified children</li> <li>• Occupational therapist support for identified children</li> <li>• Child and Adolescent Mental Health (CAMHS)</li> <li>• Autism Outreach Service</li> </ul>
<b>Training</b>	
We have staff who have the following qualifications.	<ul style="list-style-type: none"> <li>• We do not currently have any staff with specific SEN qualifications</li> </ul>
Staff have recently attended the following training.	<ul style="list-style-type: none"> <li>• TalkBoost – encouraging greater speaking and listening skills in KS1 to support writing</li> <li>• First Class @ Number training for KS1 and KS2</li> <li>• Phonics training</li> <li>• Early years Autism support</li> <li>• Maximising the Impact of Teaching Assistants – Achievement for All training in strategies for support</li> </ul>
We plan to undertake the following training/ disability awareness sessions(s).	<ul style="list-style-type: none"> <li>• We plan specific disability awareness sessions based on needs arising.</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>• provide all our children with a wide range of experiences outside the classroom, including extended school activities and one or more residential visits, as well as high quality learning experiences.</li> <li>• Alongside our general risk assessments, we consider whether individual risk assessments may be necessary for a child with more complex needs, in consultation with parents/carers</li> <li>• We involve parents, the pupil and, if appropriate, specialist support staff, as early as possible in the planning process, particularly when a residential stay is involved.</li> <li>• We consider the need for providing additional staffing and accessible transport or ensuring the venue is appropriate to the needs of the pupil concerned.</li> </ul>
We enable children/ young people to access all activities by	<ul style="list-style-type: none"> <li>• Undertaking risk assessments in advance, putting in place actions to enable children to take part.</li> <li>• Liaising with staff at visit destinations to inform them of needs, and to access their own risk assessments.</li> </ul>
We involve parents and carers in the planning by	<ul style="list-style-type: none"> <li>• Asking them to provide us with information about their child and potential needs whilst taking part in experiences outside the classroom in order that necessary amendments or adjustments can be made.</li> </ul>

Parents and carers can give their feedback by;	<ul style="list-style-type: none"> <li>• Contacting any member of school staff, emailing or writing to the Headteacher, or contacting the SEN governor.</li> </ul>
Parents/carers can make a complaint by	<ul style="list-style-type: none"> <li>• Contacting any member of school staff, emailing or writing to the Headteacher, or contacting the SEN governor.</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.	<ul style="list-style-type: none"> <li>• We offer tours and new parent meetings during the Autumn term to allow prospective parents to find out more about what we offer at Oakdale Primary School.</li> <li>• When children are offered a place we invite parents and children in to learn about us through a meeting with Reception staff.</li> <li>• We also offer a series of informal visits to school during the second half of the summer term, allowing children to become familiar with their new setting.</li> <li>• When children join us at other times in their school life we make sure that they have a buddy to help them become familiar with the routines and important places in our school, helping them to settle quickly.</li> <li>• We liaise with feeder schools and settings to ensure speedy transfer of SEN information in order that we can continue interventions and support where possible. We have rigorous induction processes to ensure that we have all the information needed for a smooth transition before agreeing a start date.</li> </ul>
We prepare children and young people to make their next move by	<ul style="list-style-type: none"> <li>• Ensuring that we meet with secondary school SENCOs and Year 7 staff to discuss the needs of children with SEN, and how they can best be supported. This may mean more frequent visits to familiarise themselves with the new school setting.</li> <li>• We also liaise with feeder schools when children leave Oakdale at other times in their school life, making this process as smooth as possible by sharing strategies that we have used to support SEN children making good progress.</li> <li>• Our PSHE curriculum provides all children with the opportunities to discuss feelings around periods of change, and prepares them for their next steps.</li> <li>• Holding end of year transition meetings between teachers to discuss individual needs and writing a provision map to ensure a continuation of support.</li> </ul>
<b>Resource Allocation</b>	
Our SEND budget is allocated according to	<ul style="list-style-type: none"> <li>• Current data, showing areas of greatest need, and matching the skills of members of staff</li> <li>• Local authority funding allocation to schools</li> </ul>
Funding is matched to SEND by	<ul style="list-style-type: none"> <li>• Current data, showing areas of greatest need, and matching the skills of members of staff</li> </ul>
Our decision making process when matching	<ul style="list-style-type: none"> <li>• To use information from pupil progress meetings and half termly provision mapping,</li> </ul>

support to need is	alongside Senior Leadership Team and governing body meetings to ensure that we are responding to children's needs in a timely manner.
Parents/ carers are involved through	<ul style="list-style-type: none"> <li>Sharing their knowledge of their child and ways in which they enjoys learning at termly SEN, Achievement for All or parent consultation meetings, helping to inform decisions about effective provision.</li> </ul>
<b>Contact Details</b>	
Your first point of contact is	Your child's class teacher
Our Special Educational Needs Co-ordinator is	Mrs Lucy Cleveland
Other people in our setting/ school who might be contacted include	Ms Ilona Wrigley (Headteacher) or Mrs Kirsti Britton (Deputy Headteacher)
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>