

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.

The following chart 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.

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.

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		
		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	

A GUIDE TO OUR PROVISION - Ormiston Bushfield Academy

Identification of SEND at our School	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	<p>Transition information.</p> <p>Parental concerns and/or pupil self-referral.</p> <p>Information via professionals i.e. ASD Outreach worker, GPs etc.</p> <p>Detailed screening and assessments upon entry.</p> <p>Statements and EHC plans.</p> <p>Information via professionals and stakeholders.</p>
We encourage you to raise your concerns by	<p>Parents evening OR Contact SEN Department.</p> <p>Parents/carers may Email staff or request a meeting.</p> <p>Concerns can also be raised at review meetings or via tutor contact.</p>
Our school has specialist provision for children/ young people with	OBA has an Enhanced Resource Provision for mild/moderate learning difficulties.
Support for your Child/ Young Person	
The education plan for your child/ young person will be explained to you and overseen by	The SEN department.
Staff who may be working with your child/ young person are	<p>SENCO.</p> <p>Classroom teacher.</p> <p>Higher Level Teaching Assistants.</p> <p>Teaching Assistants.</p> <p>House Support Assistants.</p> <p>Attendance officer.</p> <p>Outside Agencies.</p>
We monitor the effectiveness of our SEND arrangements/ provision by	<p>Regular monitoring.</p> <p>Tracking.</p> <p>Reviews.</p>
The roles and responsibilities of our governors are	To overview and monitor the quality and effectiveness of the provision.

Curriculum Concerns	
Our approach to differentiation is to	Plan according to pupil's needs and requirement in the classroom. All staff in the school are aware of pupils requirements through information provided. Staff are able to meet the needs of our pupils by applying the strategies suggested in meetings or professional reports. Effective differentiation / personalisation, will enable your child to participate in all aspects of learning, to make the best possible progress.
Extra support is allocated according to	The needs of the individual.
Partnership: Planning, Monitoring and Review	
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 or programmes.	Annual reviews, parent/carers meeting, email, parents evening. On-line google drive learning platform. Contact with tutors. Review of provision with parent/carers 3 times a year.
General Support for Wellbeing	
Our school offers pastoral, medical and social support to the children/ young people by	Tutors, Heads of House, House Support Assistants, TAs as Keyworkers. First Aider, School Nurse. Links with outside agencies. School Clubs.
We encourage the children/ young people to contribute their views by	Student council. Tutor group/year representatives.
Specialist Services/ Expertise Available	
We employ specialist staff in the areas of	Dyslexia Specialist.
Our school accesses the following services	ASD Outreach Teacher Educational Psychologist PCSO School Nurse CAMH (Child & Adolescent Mental Health)

Training	
We have staff that have the following qualifications.	Higher Level Teaching Assistants, NVQ Level 3.
Staff have recently attended the following training.	Attachment theory. Relationships and appropriate sexual behaviour. Epilepsy
We plan to undertake the following training/ disability awareness sessions(s).	Sensory Difficulties Relevant training for new staff.
Accessibility	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	A KS3 nurture group for our most vulnerable students. A KS4 alternative curriculum. A structured group for those children who have additional needs academically and emotionally that requires intervention to accelerate progress. OBA is a building which is accessible to students with physical disabilities and has a lift to access all floors.
We enable children/ young people to access all activities by	Providing emotional support. Providing TA support. Providing differentiated activities.
We involve parents and carers in the planning by	Inviting parents in 3 times a year to discuss provision.
Parents and carers can give their feedback by;	Through meetings, by letter, e-mail.
Parents/carers can make a complaint by	Contacting the Operational Principal
Transitions	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	Contact is made with our primary feeder schools in April. The SENCO meet and identify students that require extra support. OBA SENCO attends year 6 Annual Review Meetings Arrangements are put in place for visits to the school for those students most in need. Visits can extend into July. The 'move up' day is monitored by our staff and support is in place for our SEN students.

We prepare children and young people to make their next move by	Issuing a booklet incorporating important information for OBA, photographs of key members of staff and any individual information a specific student may need. Providing opportunities for students to visit and take part in activities.
Resource Allocation	
Our SEND budget is allocated according to	Governors and Finance planning.
Funding is matched to SEND by	Local authority funding is provided for individual students and our Enhanced Resource Provision.
Our decision making process when matching support to need is	The need of the child.
Parents/ carers are involved through	Meetings, reviews, phone calls, letters and Newsletters.
Contact Details	
Your first point of contact is	Mrs Debra Bastow – SENCO for new admissions and OBA students already on roll.
Our Special Educational Needs Co-ordinator is	Mrs Debra Bastow
Other people in our setting/ school who might be contacted include	Mr Andrew Thorpe – Assistant Principal of Learning Support Department Mr Dennis Kirwan – Operation Principal For students already on roll at OBA please contact: Head of House Form Tutor
External support services for information/ advice are	SEND Information Advice Service 01733 863979 or e-mail pps@peterborough.gov.uk Peterborough City Council website http://www.peterborough.gov.uk/education Family Voice 01733 313184 www.familyvoice.org Educational Psychology Open Access Consultation Service 01733 863689