

SEN INFORMATION REPORT

INTRODUCTION

The Peterborough School is an academically high achieving school and we welcome children who can make the most of the opportunities that we offer and can flourish in the caring environment of our school. We are able to provide support for pupils with a variety of Special Educational Needs (SEN) or Additional Learning Needs (ALN).

We also strive to ensure that:

- Pupils with learning difficulties are able to access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, wherever possible, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential.
- We match levels of additional support for learning to the wide variety of individual learning difficulties, while enhancing self-esteem.
- We identify and assess students with SEND as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and pupils are fully involved in the identification and assessment of SEND, and we strive for close co-operation between all agencies concerned, using a multi-disciplinary approach if appropriate.
- We meet the needs of all students with SEND by offering appropriate and individualised forms of educational provision, by the most efficient use of all available resources.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the School.

This report should be read in conjunction with:

- Admissions policy
- SENDA policy
- SENDA accessibility plan
- Individual Learning policy
- Able, Gifted and Talented policy
- English as an Additional Language policy

The contact details for The Peterborough School are:

Mrs Sarah Ward, Head of Individual Learning, 01733 355744,
s.ward@tpsch.co.uk

Miss Lorna Clingo, The Peterborough School Nursery Manager and SENCo, 01733 355747, l.clingo@tpsch.co.uk

If you are a parent / carer of a child with SEN and are considering The Peterborough School please feel free to contact us using the above information for a discussion or visit.

IDENTIFICATION OF SEN

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education and Health:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a pupil has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which *is additional to or different from* that which is available to all pupils. Many pupils' needs can be met through the Quality First Teaching they receive within the School curriculum and this is the primary aim of the School in line with the School ethos.

At The Peterborough School, we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, pupils are identified as having SEND in a variety of ways, including the following:

- Liaison with nursery /primary/prep school/previous school
- The pupil performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a pupil is identified as having SEND then their name will be added to the SEN List, but we recognise that pupils' needs may change over time and provision must reflect this. The aim of any additional provision is for the pupil to achieve age appropriate or projected expectations, so once they reach this threshold they may be removed from the School SEN List. If they fall behind again at any point, then they may be added to the List again.

Pupils may fall behind for a number of reasons and we are committed to ensuring that all pupils have access to interventions and additional learning opportunities where appropriate. Additional charges can also apply for this support. However, this does not mean that all pupils that fall behind in their education have SEND and will be added to the SEN List.

The Peterborough School has 14% of pupils with an additional learning need, 7% of pupils with a diagnosed SEN and 0.2% of pupils with an Education, Health and Care Plan.

The Peterborough School Nursery has 1 pupil on the SEN List.

APPROACH AND SUPPORT FOR PUPILS WITH SEN

The majority of pupils with SEN will be differentiated for by subject teachers within their Quality First Teaching, and as set out in the Teaching Standards 2012. More information on these can be found at:

<https://www.gov.uk/government/publications/teachers-standards>

Examples of some of the ways in which teachers will adapt their teaching to support pupils is shown in Appendix 1 of this report.

The Head of Individual Learning is responsible for ensuring that:

- Teachers understand a pupil's needs
- Teachers are trained in meeting those needs
- Teachers have support in planning to meet a pupil's needs
- The quality of teaching for pupils with SEND, and provision across the School is efficiently managed.

Sometimes, pupils require additional support to make progress across the curriculum, because they are significantly below the expectations for their age or projected achievement. Then, the Head of Individual Learning is responsible for organising intervention for an individual or small group of students, which might include one of the below provisions, for example:

- Targeted one to one sessions with a key worker in The Peterborough School Nursery (maintained by Nursery SENCo).
- Multi-sensory Phonics, Literacy or Mathematics group support sessions in the Preparatory School.
- One to one intervention programmes for reading or spelling in the Preparatory School.
- Support lessons focusing on reading, spelling or mathematics in lieu of a modern foreign language in the Senior School.
- One off study skills sessions to support across the curriculum in the Senior School.

INFORMATION ON SCHOOL PROVISION

Information about the provision in individual subjects can be discussed with subject teachers or Heads of Departments. There is an annual opportunity for this at Parents' Evening, but teachers can meet with parents/carers at any point in the school year to discuss pupils' progress.

In the case of individual or small group interventions, the Head of Individual Learning or Form Tutor will write to parents/carers explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

All parents of pupils with a SEN will be invited to a progress meeting with the Head of Individual Learning at least once per academic year to review their child's

progress and appropriate continued provision. Pupils with an Education, Health and Care Plan will have an annual review. However all parents are encouraged to communicate with the School on a regular basis, particularly if they have any concerns or issues that need addressing.

Pupil's views on their SEN support are also very important to use and we involve pupils fully in drawing up their pupil profile or support plans. The Head of Individual Learning or Form Tutor will work with pupils to complete this. Pupil voice is also regularly canvassed via a formal questionnaire, interview or a learning conversation with pupils.

The effectiveness of all interventions used within The Peterborough School is monitored and reviewed every term using data analysis and provision mapping. The Head of Individual Learning is responsible for this, in conjunction with and via regular liaison with the Nursery SENCo, Head of the Preparatory School, Deputy Head, Head of Pastoral Care and Heads of Key Stages.

SOCIAL, EMOTIONAL AND MEDICAL PROVISION

The Social and Emotional provision at The Peterborough School is the responsibility of the Nursery Manager (Nursery), Head of the Preparatory School (Preparatory School) and the Head of Pastoral Care (Senior School). If a pupil has an SEN under the social, emotional or mental health category then the Head of Individual Learning will work with the above parties, as well as pupils and parents, to ensure appropriate provision as required, this may be to support teachers and pupils as part of Quality First Teaching or to extend provision beyond the normal curriculum.

Key Workers or Form Tutors are the initial main point of contact for parents/carers about their child's pastoral and social well-being.

Medical provision within the School is provided by the School Nurses. There are also many staff members registered as Emergency First Aiders and Paediatric First Aiders. Within the Nursery this provision is provided by the Nursery Manager: all staff members are trained as Paediatric First Aiders.

TRANSITIONS

Parents must make the School aware of any diagnosed SEN a pupil has on entry to the School, in line with our Admissions policy.

For pupils entering the Nursery - Children entering the Nursery will be given several transition sessions with and without parents present. Key Workers will also spend time with parents discussing the child's individual needs and if appropriate visit them in their home or current setting. The Nursery SENCo may accompany staff during these visits if appropriate.

For pupils entering Reception / Year 7 - The Early Years Foundation Stage Leader or teacher (Reception) or the Head of Key Stage or Form Tutor (Year 7) will visit the pupils in their current setting. If appropriate, the Head of Individual Learning

will accompany staff on these visits to ensure pupils' needs are fully understood and she may make early contact with parents prior to a pupil's entry into the School. Parents are also encouraged to make direct contact with the Head of Individual Learning regarding their child's SEN if they feel it is appropriate.

If a pupil has an annual review prior to entry to school then the Head of Individual Learning may attend this if it is appropriate.

All pupils are offered a variety of transition events such as days in school, sporting events and social events, such as a Teddy Bears Picnic or Science Day.

For pupils entering into other year groups – If a pupil has an SEN on entry into the School then the Head of Individual Learning will ask parents to provide all reports from specialists and meet with them to ensure appropriate provision is put into place.

For pupils selecting options – Subject teachers, Heads of Department and the Deputy Head will guide pupils as to the most appropriate choices. The Head of Individual Learning may be in contact with parents, and advise pupils as to the best option choices for pupils with SEN.

For pupils in Year 11 – The Head of Careers will work with the Head of Individual Learning to offer advice and support to pupils with SEN and their parents to ensure a successful transition into Post -16 education.

EXPERTISE AVAILABLE

The Head of Individual Learning (Sarah Ward) holds a BSC (Hons) and is a fully qualified and accredited teacher.

The Individual Learning department liaises with many specialist services and outside experts, to ensure provision for our pupils is appropriate and meets all needs. The School works closely with any external agencies that are relevant to individual pupils' needs, including:

- Health – GPs, school matron, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family intervention programmes
- Educational Psychologists
- Specialist Teacher Advisors – Early Years Foundation Stage, hearing impairment, physical disabilities, communication and language, autism advisors and SEND team as required.

The Head of Individual Learning is currently gaining qualifications in order to register with the British Psychological Society and in order to be able to test pupils for exam access arrangements and apply for these with the Joint Council for Qualifications as required. Additional charges may apply for this service.

The Nursery SENCo (Lorna Clingo) has a Level 4 (OU) Cerfiticate in Early Years Practice and a Level 3 NVQ in Early Years Care and Education.

The Individual Learning Teaching Assistant (Ella Drew) has a BA (Hons) in Education.

All members of staff working with pupils with SEN partake in regular training to ensure their skills and knowledge remains up to date and appropriate.

SITE ENVIRONMENT

The Peterborough School is on the site of an old estate in the middle of the City of Peterborough and it has grown and developed over time. As such, buildings can have access difficulties and suitability of the structure of school buildings and their limitations for each pupil has to be considered in this context. This is carried out in consultation with each pupil, with parents and with any appropriately qualified person.

SCHOOL GOVERNORS

The Head of Individual Learning reports annually to the Senior Leadership Team and the School Governors regarding the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.

The School Welfare Governor is responsible for SEND and meets with the Head of Individual Learning. This 'SEND link Governor,' Dr Jackie Thompson may also report to the School Council, to keep all the Governors' informed of SEND policy and processes.

LOCAL OFFER

Peterborough City Council are the Local Authority responsible for formulating the local offer which will detail the services available to children and young people with special educational needs and disabilities and their parent or carer, as well as how to access them and any eligibility criteria.

The information that is currently available from them can be found at:

http://www.peterborough.gov.uk/children_and_families/send_reforms.aspx

If you require further information on this then please contact Peterborough Family Information Service on 01733 864446 or FIS@peterborough.gov.uk.

Report prepared by: S Ward

September 2017

Review date: September 2018

Appendix 1 – Practical Support Strategies to Overcome Barriers to Learning

Support Strategies	1 Literacy	2 Learning	3 Listening / Attention	4 Speech / Language	5 Behaviour / Control	6 Confidence / Emotion	7 Social Skills / Communication	8 Organisation	9 Physical	10 Sensory
	Use of mind map to record ideas	Concise 2 or 3 part instructions	Ask pupil to paraphrase instructions	Provision of vocabulary list with opportunities to rehearse	Positive engagement using pupil name	Immediate feedback on work tasks and approach to learning	Make explicit the implicit! Be aware of literal examples	Use of visual timetable (symbols or colour coded)	Consider seating position in relation to classroom	Provision of materials in alternative font sizes and colouring
	Access to peer or adult scribe or reader	Explicit revision or prior learning	Positive praise and engagement via use of name	Summarise tasks using visual prompt cards	Positive rewards system linked to whole school policy	Facilitate peer support via seating plan	Structure group or paired activities	Provide homework instructions at the start of the lesson	Access to support equipment e.g. sloping board or file	Seating adjustment according to sensory barrier, e.g. deaf in one ear
	IT tools to support recording eg – laptop, ipad, audio recorder	Practical apparatus or multi-sensory learning (blue tack or counters)	Give pupil a ‘role’ – active engagement in task	Give visual demonstration of task	Direct engagement via role allocation (positive re-direction)	Ask pupil to identify what they did well after each lesson	Use of visual prompts and real life examples	Pictorial and written labels of equipment	Consideration of posture	Ask student to paraphrase work instructions
	Provide photocopy of homework tasks or task instructions	Visual cues and aids (pictorial task cards)	‘Turn to your partner’ instructions within class input	Access peer models / supporters	Reminder of class rules / code of conduct to all pupils	Ensure task appropriate to needs, using must, should could analysis	Provide advanced notice of change of task or lesson end	Verbal or visual equipment check list	Ensure access to equipment – peer partner or teacher to support	Targeted peer support – reader or scribe
	Provision of key word cards, linked to subject area or topic	Alternative means of recording (peer or adult scribe, IT, pictures)	Visual prompt cards, task summarising	Verbal and written structures to support language eg – close procedures or writing frames	Structured choices – this and this needs to be done but student determines order	Positive phone call, email or postcard to parents	Clarify understanding and encourage paraphrasing of instructions	Awareness of writing posture, chair tucked in, 2 feet on floor	Access to alternative means of recording (IT, audio recording)	Repeat core points made by other pupils during class discussions

USEFUL WEBSITES FOR PARENTS

National Autistic Society

<http://www.autism.org.uk/>

Dyslexia Action

<http://www.dyslexiaaction.org.uk/>

Understanding Dysgraphia

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dysgraphia/>

Dyscalculia

<http://www.dyscalculia.org/>

ADHD

<http://livingwithadhd.co.uk/>

NHS Choices

<http://www.nhs.uk/pages/home.aspx>

Young Minds

<https://youngminds.org.uk/>