



SEND Information Report

Who Are We and What Do We Do?

Our School Aim: *'Unlocking the Potential of Each and Every Child'*

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. Currently we have 15% of pupils with a Special Educational Need or an Additional Learning Need, 7.6% of pupils requiring Learning Support and 0.44% of pupils with an Education, Health and Care Plan.

We are able to provide support for pupils with a variety of Special Educational Needs and Disabilities (SEND) or Additional Learning Needs (ALN). We also strive to ensure that:

- Pupils with learning difficulties can 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.
- Pupil happiness is the core motivator for everything we do. Parents/carers and pupils will always be fully involved in the identification, assessment and support of SEND.
- We build close relationships with all of the external agencies that might be involved with your child.

If, after reading this Report you feel you would like to contact me, please feel free to use the contact details below:

Miss Megan Gray, Head of Individual Learning,

01733 355744, m.gray@tps.ch.co.uk

Ms Ella Drew, Acting Head of Individual Learning,

01733 355744, e.drew@tps.ch.co.uk

How Do We Identify Special Education Learning Needs?

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

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. We will know that your child might need extra support if:

- Concerns are raised by a previous school or nursery, by you as parents/carers or by class teachers
- Your child is performing significantly below expected levels or is not making progress
- There is a change in your child's behaviour
- Your child asks for help
- An external agency contacts us

We have strong links with external agencies such as Educational Psychologists, Speech and Language Therapists, Autism Advisory services and Child and Adolescent Mental Health services as well as many other specialist support providers.

How Do We Involve Parents/Carers and Pupils When We Are Planning for and Evaluating the Effectiveness of the Provision of SEND?

The School as a whole operates an 'open door' policy and we encourage you to contact us whenever you have worries or concerns. Your first port of call will always be with your child's Form Tutor. In the Senior School, 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.

Pupil's views on their SEND support are vitally important to us and we involve pupils fully in drawing up their Pupil Profile and their targets for their Assess, Plan, Do, Review cycles. The Individual Learning Department work with pupils to complete and update their profiles; additionally, pupils often come to see us to talk about changes they would like to make or if they feel that their needs have not quite been met in the way in which it best supports them.

All parents/carers of pupils with SEND are invited to review their child's Pupil Profile and are encouraged to talk through it with their child. Parents are also encouraged to contribute to targets set for Assess, Plan, Do, Review cycles. Pupils with an Education, Health and Care Plan will have an annual review to which parents /carers and the child themselves are strongly encouraged to attend.

The effectiveness of all interventions used within The Peterborough School are monitored and reviewed every term. The Head of Individual Learning is responsible for this, in conjunction with and via regular liaison with Form and Subject Teachers, the Head of the Preparatory School, Deputy Head, Head of Pastoral Care and Heads of Key Stages.

Some quotes from the parental survey are included below:

'What Do You Feel The Individual Learning Department Does Well?'

Easy to contact, very approachable.

Provides support for pupils when they need it.

Supports my child in exactly the way he needs.

Gives excellent pastoral care as well as academic support.

'What Improvements Do You Think the Individual Learning Department Could Make That Would Have the Most Impact on Your Child's SEN?'

These are some areas we will focus on for the future:

Have a larger space to work in.

Expanding the department with more staff that are highly qualified in areas of SEN.

What a Pupil Profile Might Look Like...



PUPIL PROFILE - Sept 2022
Miss Gray

DOB: 03/092022

YEAR GROUP: 4J

Things I am good at and that I would like you to know:

I am good at baking cakes, especially carrot cake.

I really enjoy gardening.

What I would like to achieve this year:

I would like to get better at spelling.

I would like to read more books to help with my English.

Top tips to help me:

- **Sensory Circuits in the morning** helps me to be ready to start the school day **and a quick sensory activity after lunch** before I begin the afternoon
- **Sensory bursts** (a walk up/down the corridor/ or sensory circuit activity) helps me when I get fidgety. Use in class resource booklet.
- Please ensure I have my **wobble cushion and fidget toys in class** to help me focus when I'm working.
- Please make sure I have a **pencil grip on my pencil** to support with my writing
- **Use my name and then give me the instruction.** Please also allow me **time to process an instruction.**
- **Quieter environments** help me to stay more focused.
- Give me **reminders to re-focus** if my attention had wandered.
- I learn best from practical activities.

Other important information:

SEPARATE ROOM FOR TESTS AND EXAMS

- Miss Gray has recently had a very detailed assessment by an **Educational Psychologist.**
- Miss Gray has **sensory processing difficulties.**
- Miss Gray is a very chatty and enjoys school and learning but can find it tricky to focus.
- Miss Gray can **struggle to sit still and focus and can be easily distracted.** Miss Gray's cushion and fiddle toys help with this. She should **have these everywhere she goes that requires her to sit and listen for longer periods of time, such as assemblies.**
- Miss Gray's **confidence is growing** and she needs to be **praised for her efforts to continue developing her self-esteem.**

What an Assess, Plan, Do, Review cycle might look like...

Assess-Plan-Do-Review

Name: Sarah

INFM

Date of Birth: 14.09.2012

Teacher: L MChlery

Year group: Year 1



Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health / Sensory and/or Physical

Assess		Plan		Do
What do we know? (Dates)	Needs/specific difficulties identified	SMART Target / Objective (Including long term outcome, short term objective and date set)	Planned intervention / Strategies	What will be done? Support when, where, by whom?
<ul style="list-style-type: none"> • Achievements • Standardised or curriculum based results • Questionnaires • Observations 				
Sarah finds it difficult to remain still in seat with full focus and attention on learning	ADHD	Date: 08.10.18 Long-Term Goal: Sarah will show improvement in attention for work at desk and carpet time Short-Term Objectives: Sarah will stay focused on learning tasks for 15 minutes while being seated on a move-and -sit cushion and weighted lap cushion on 3 occasions per day (50%)	Sarah to sit on move-and-sit cushion and keep weighted lap cushion on his knees Sarah will be given an opportunity for a 5-minute sensory workout every 30 mins (or as required) after which he will return to sit and work for 15 minutes Sarah will use a visual prompt as a reminder	ED produced visual prompt with Sarah - shared with LMc / other teachers and parents ED to model to Sarah how to use equipment LMc and TA to reinforce during lessons ADHD Classroom Strategies sheet shared - LMC and parents
Review				
What was the impact/what can the child now do/what progress has or hasn't been made? What will happen next to inform the next assess/plan/do/review cycle?		Date: Impact:		
Signed:		Pupil:	Parent:	SENCo/FormTutor.

How Are Our Teachers Involved and Supported In Teaching Pupils With SEND Alongside Pupils Without SEND?

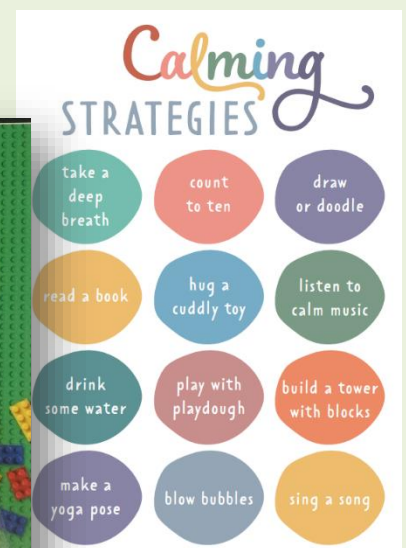
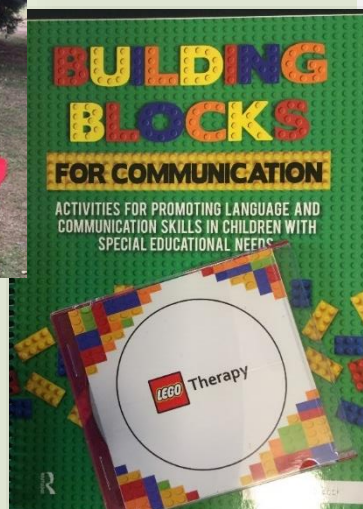
All of our teachers are teachers of SEND and therefore the majority of pupils with SEND will be differentiated for and scaffolded by subject teachers within their Quality First Teaching. Teachers pay close attention to Pupil Profiles and have full access to the SEND Provision Map so that they can see the support in place for pupils. Every effort is made to ensure that pupils with SEND can participate in all the activities available for pupils who do not have SEND. For example, on residential trips we liaise closely with families and providers to ensure pupils will be able to attend the trips and that there will be the appropriate staff available to support their needs. Within School, extra-curricular activities such as Speech and Drama lessons, Music lessons and Choirs are well attended by our pupils with SEND.

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. 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:

- Nurture Groups- Developing Self-Esteem, Resilience, Social and Communication Skills and Emotional Literacy
- Sensory Circuits
- Multi-Sensory Phonics
- In-class support for English and / or Mathematics Support in The Preparatory School
- Speech and Language Therapy One-To-One-Sessions
- Support Lessons Focusing on Areas Such as Reading, Spelling and/or Mathematics in Lieu of a Modern Foreign Language in The Senior School.
- Study Skills Sessions to Support Across the Curriculum in The Senior School.
- One-To- One Mentoring Sessions to Ensure Positive Well-Being.
- Sourcing Specialist Equipment.



What Specialist Expertise is Available and Which Specialist Services Are Accessed by The School?

The Head of Individual Learning (Megan Gray) holds a BA (Hons) in Education Studies and Psychology, a PGCE, is a fully qualified teacher and is currently undertaking the Nurture UK Practitioner Course and a Master's in Education in SEND. Our Individual Learning Teacher and Social Skills Development Co-ordinator (Ella Drew) holds a BA (Hons) in Education and has Level 4 Integrated Therapeutic Counselling Qualification. Megan and Ella have a wealth of experience in supporting a wide range of learning needs and continue to complete courses and accreditations to develop their practice.

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 Nurse, School Counsellors, external Clinical Psychologists and Psychiatrists (CAMHS), Paediatricians, Speech & Language Therapists, Occupational Therapists
- Social Services – Locality Teams, Social Workers, Education Safeguarding Team, Family Intervention Programmes such as those provided through Early Help Assessments
- Educational Psychologists
- Specialist Teacher Advisors and Hubs – Early Years Foundation Stage, Hearing Impairment, Physical Disabilities, Communication and Language, Autism Advisors and SEND Team as Required.

All members of staff partake in regular training to ensure their skills and knowledge remains up to date and appropriate. This CPD is either run by the Head of Individual Learning or external experts in particular fields.

We also recognise that parents are often the people with the best knowledge and experience of how their child might best be supported so we encourage parents to come and talk to those teachers working most closely with their child.

You may find it useful to read the following supporting documents produced by the School:

- Admissions Policy
- SENDA Policy
- SENDA Accessibility Plan
- Individual Learning Policy
- Able, Gifted and Talented Policy

If you would like further information about how the Local Authorities (LAs) support families of children with SEND please go to:

Family Voice

[Home - FVP \(familyvoice.org\)](http://familyvoice.org)

Peterborough Local Offer

[Peterborough Information Network | Peterborough SEND Information Hub \(Local Offer\)](#)

Lincolnshire Local Offer

[SEND Local Offer – Lincolnshire County Council](#)

Cambridgeshire Local Offer

[SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](#)

Rutland County Council Local Offer

[SEND Local Offer | Rutland County Council](#)

Other websites you might find useful are:

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

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

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

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

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

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

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

How Do We Support the Social, Emotional, Mental Health and Medical Needs of Pupils with SEND?

The Social, Emotional and Mental Health provision at The Peterborough School is the responsibility of the Senior Teacher with responsibility for Pastoral Care in The Preparatory School and the Head of Pastoral Care in The Senior School. If a pupil has a SEND under the Social, Emotional or Mental Health category then the Head of Individual Learning will work with the appropriate staff, 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. The School Counsellors also works closely with the Individual Learning Department and Pastoral Staff to ensure the emotional needs of pupils with SEND are dealt with sensitively.

The Head of Individual Learning has numerous years experience leading a full time Nurture Group for students with Social, Emotional and Mental Health needs alongside other areas of SEND and Trauma. This further enables the Head of Individual Learning to support any students at The

Peterborough School through nurturing activities, Nurture Groups and monitoring and assessing individuals progress through the Boxall Profile.

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 Nurse. There are also many staff members registered as Emergency First Aiders and Paediatric First Aiders.

Pupils with ASD or those who we feel need opportunities to talk are scheduled regular 'Wellbeing' sessions with the Head of Individual Learning or Social Skills Co-Ordinator. These have been very successful; parent feedback has shown that these sessions have helped to reduce anxiety in these pupils as they feel they have a 'voice' in School.

How Do We Help Pupils with SEND When They Are About to Experience Points of Transition That They May Find Difficult?

Parents must make the School aware of any diagnosed SEND a pupil has on entry to the School, in line with our Admissions Policy. It is also always helpful if parents inform us of any reason they think their child might need support when visiting the School for the first time, so that we can make the experience as stress free as possible.

For Pupils Entering Reception / Year 7 – The Early Years Foundation Stage Leader or Form Tutor (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 SEND 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 a SEND 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 SEND.

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 SEND and their parents to ensure a successful transition into Post-16 education.

Who is the School Governor for SEND?

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,' Mrs Katie Hart may also report to the School Council, to keep all the Governors' informed of SEND policy and processes.

Who Can I Contact If I Have a Concern About an Aspect of SEND Provision in School?

If you are concerned about an aspect of your child's support, please contact one of the following:

- Your child's Form Tutor
- Head of Individual Learning (Miss Gray,
- Acting Head of Individual Learning (Ms Drew)
- Your child's Head of Key Stage
- Head of Preparatory School (Mrs Elding)
- Deputy Headmaster (Mr Cameron)
- Headmaster (Mr Meadows)

Report prepared by: E Drew

September 2023

Review date: September 2024

