**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.**

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| **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. |
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| **SEN SUPPORT** | 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. |
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| 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. |
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|  | 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. |
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|  |  | Universal |  |

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.

**A GUIDE TO OUR PROVISION**

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| **Identification of SEND at our School** | Caverstede Early years Centre |
| Our school identifies children/ young people with special educational needs/ disability (SEND) by | At Caverstede Early Years Centre:   * Children may be referred from other professionals involved * We carry out ongoing assessments / observations of the children * Concerns are raised by parents/carers, teachers, Key Workers or the child’s previous settings |
| We encourage Parents / Carers to | Ring and arrange a convenient time to visit, look at our Nursery School and talk to our Assistant SENCo. |
| We encourage you to raise your concerns by | Talking to your child’s Key Worker in the first instance. |
| Our school has specialist provision for children/ young people with | * Hearing Impairment - British Sign Language, signing * Sensory difficulties * Speech and communication issues * Physical impairments   Our environment includes   * Communication friendly spaces * Sensory Integration * Sensory room   We are a Local Authority Nursery School and SEN & Family Services Centre. We are designated by the Local Authority to provide 40 part time places for children with special educational needs and / or disabilities. |
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| **Support for your Child/ Young Person** |  |
| The education plan for your child/ young person will be explained to you and overseen by | * Class Teacher * Classroom Special Educational Needs Co-ordinator (SENCo) * Assistant SENCo |
| Staff who may be working with your child/ young person are | * Class teacher * Classroom SENCo * Key Worker * Assistant SENCo * Other team members * Designated visiting specialists involved with meeting your child’s needs |
| We monitor the effectiveness of our SEND arrangements/ provision by | We meet regularly with parents (usually each half term) to set and review individual targets for each child with SEND. |
| The roles and responsibilities of our governors are | * To monitor and review our Special Educational Needs policy. * To participate in appropriate training * To ensure there is an identified governor with responsibility for SEND * Our named governor for SEND is: Dr Janet Clarke, she can be contacted through the school |
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| **Curriculum Concerns** |  |
| Our approach to differentiation is to | Plan for each child following the Early Years Foundation Stage curriculum. This can be seen by each child’s individual plans and/or classroom planning.  Use the Early Support materials where appropriate. |
| Extra support is allocated according to | The child’s level of need |
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| **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. | * We meet regularly with parents (usually each half term) to set and review individual targets for each child with SEND. * We have an open door policy where staff are available to discuss any concerns. You may wish to talk to one of the following members of staff: your child’s Key Worker, the Classroom Teacher, Assistant SENCo or Head of Centre * Annual review for children with a statement / Education Health and Care Plan (EHC) |
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| **General Support for Wellbeing** |  |
| Our school offers pastoral, medical and social support to the children/ young people by | * Monitoring all children’s individual well-being through ongoing observations * The monitoring of children’s attendance * Developing individual Care Plans * Key Workers creating and following individual Intimate Care Plans * Staff training in individual medical needs as required * Some children having a Behaviour Plan (see Behaviour policy) |
| We encourage the children/ young people to contribute their views by | * Discussing a range of topics during Circle time * Individual discussions with the child’s Key Worker * Giving them opportunities to share their Learning Journal with Key Worker / Parents * Any communication method appropriate to the child’s level of need |
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| **Specialist Services/ Expertise Available** |  |
| We employ specialist staff in the areas of | * Experienced staff in all areas of disabilities including:   + Communication aids   + Communication programmes   + Sensory Integration   + Sensory impairment   + Children with hearing impairment   + Physical disability   + Children with specific medical needs * SEN & Family services, who offer respite care in the Summer holidays for children with SEND |
| Our school accesses the following services | At times it may be necessary to consult with outside agencies in order to access more specialist expertise.  The agencies currently used by the school include:   * Educational Psychology * Speech therapy * Physiotherapy * Occupational therapy * Sensory Support Service for Hearing and Vision * Autism Outreach Teacher * Social Care * CAF Co-ordinators * Paediatrician * Community Nurses * Full-time Hearing Support Teaching Assistant * All children with SEND are given the opportunity to go swimming at St George’s Hydrotherapy pool with their Key Worker |
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| **Training** |  |
| We have staff who have the following qualifications. | * National Professional Qualification for Head teachers (NPQH) * Qualified Teachers * Level 4 in Early Years Foundation Stage * National Award for SEN Co-ordination * NNEB * NVQ Level 3 |
| Staff have recently attended the following training. | All our staff are committed to the well-being and educational achievements of the children in our care. At Caverstede Early Years Centre staff receive regular training catering for a diverse range of special educational needs and disability requirements  This has included:   * Sensory Processing * Deaf Awareness * Cochlear Implant Awareness * Effective SEN practice * Autism * Speech and Language * Paediatric First Aid * Care of Gastrostomy * Pump Feed * Epilepsy * Epipen * Tracheostomy * Child Protection * Lifting and handling * British Sign Language * Understanding and Improving Children’s Difficult Behaviour * Attachment * Communication Friendly Spaces |
| We plan to undertake the following training/ disability awareness sessions(s). | * Attachment * Autism * ADHD |
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| **Accessibility** |  |
| We provide the following to ensure that all children/ young people in our school can access all of the activities offered. | At Caverstede we have worked hard to develop a learning environment designed to enable all children to access the full range of provision   * Accessibility Plan * High ratio of experienced staff * Appropriate resources / furniture * Electronic changing beds * Sunken trampoline * Wheelchair friendly environment * A willingness to include everyone |
| We enable children/ young people to access all activities by | * Being on one level within the Centre * Using a range of communication aids including visual timetables, signing, PECs, Big Mac Switch * Providing equipment to support individual needs * Sensory room * High ratio of experienced staff |
| We involve parents and carers in the planning by | * Regular communication and shared planning * Care Plans |
| Parents and carers can give their feedback by; | * Informal / formal discussions * Review meetings * The use of Home / School diaries where we do not have regular face to face contact with parents/Carers |
| Parents/carers can make a complaint by | Following the Centre’s Complaints procedure |
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| **Transitions** |  |
| The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school. | * Visits by staff to previous setting * Stay and Play sessions * Home visits * Parent visit to the Centre (with supporting professional) * Visits to the Centre for the child * Meetings with Professionals involved with the family/child prior to admission * New Parent’s Evening meeting * First ‘Settling In’ session where parents stay with their child * The opportunity to stay within the Centre if needed. We have a café which parents are welcome to use while their child settles into their new class |
| We prepare children and young people to make their next move by | **Transitions from class to class**   * + Children will visit their new classroom in the summer term   + Stay and Play sessions   + New Parent’s Evening meeting   + The opportunity to stay within the Centre if needed. We have a café which parents can use while their child settles into their new class   **Transition from Caverstede to new school**   * + We hold transition meeting with the new school, parents/carers and all professionals involved in the summer term prior to transfer   + Schools are invited to visit Caverstede to see the children prior to transfer   + Some children will visit their new school with their current Key Worker   + End of year report   + Buddy system where Key Workers will telephone the receiving school during the autumn term |
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| **Resource Allocation** |  |
| Our SEND budget is allocated according to | Local Authority School Funding Formula  At a school level it is approved by the Governing Body |
| Funding is matched to SEND by | Budget decisions are made by the Head teacher and Governing Body |
| Our decision making process when matching support to need is | Information is collated about the child’s level of need through:     * Discussion with involved professionals * Home visits / discussion with parents / carers * Ongoing monitoring of the child’s needs |
| Parents/ carers are involved through | Attendance at review meetings |
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| **Contact Details** |  |
| Your first point of contact is | Assistant SENCo: Katherine Pope |
| Our Special Educational Needs Co-ordinator is | Assistant SENCo: Katherine Pope  SENCo: Debbie Hayes |
| Other people in our setting/ school who might be contacted include | Head of Centre: Debbie Hayes |
| External support services for information/ advice are | * SEND Information Advice Support Service – Tel. 01733863979   email pps@peterborough.gov.uk   * Educational Psychology Open Access Consultation Service – Tel. 01733 863689 * City Council Website http://www.peterborough.gov.uk/education |