

## **PETERBOROUGH SCHOOLS: SEND INFORMATION REPORT** **Main Academy**

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.

<b>LEVELS</b>	<b>EHC Plan</b>		<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.	
	<b>SEN SUPPORT</b>	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	

**A GUIDE TO OUR PROVISION AT**

**THOMAS DEACON ACADEMY, QUEEN'S GARDENS, PETERBOROUGH, PE1 2UW**

<b>Identification of SEND at our School</b>	
Our school identifies children/ young people with special educational needs/ disability (SEND) by	<ul style="list-style-type: none"> <li>• Carefully managed transition meetings with feeder primary schools.</li> <li>• Screening students on entry followed by ongoing monitoring and assessment.</li> <li>• Concerns may be raised by parent/carer, external professionals, pupil self-referral or any other stake holders.</li> <li>• Observations.</li> </ul>
We encourage you to raise your concerns by	<ul style="list-style-type: none"> <li>• Direct contact via email, telephone</li> <li>• Subject/tutor evenings</li> <li>• 1:1 meetings</li> <li>• Annual review meetings</li> <li>• Direct contact with SEND Coordinator Meg Waters 01733 246060</li> </ul>
Our school has specialist provision for children/ young people with	<ul style="list-style-type: none"> <li>• Weak literacy skills, these students may be part of the Fresh Start intervention.</li> <li>• Behavioural, emotional, social difficulties, these students may be supported in the Learning Centre.</li> <li>• 1:1 specific learning difficulty sessions.</li> </ul> <p>All of the above intervention takes place under Wellbeing.</p>
<b>Support for your Child/ Young Person</b>	
The education plan for your child/ young person will be explained to you and overseen by	Special Educational Needs Coordinator – Meg Waters <a href="mailto:Meg.waters@thomasdeaconacademy.com">Meg.waters@thomasdeaconacademy.com</a>
Staff who may be working with your child/ young person are	<ul style="list-style-type: none"> <li>• Head of House</li> <li>• SEND Coordinator</li> <li>• Form tutor</li> <li>• Class teacher</li> <li>• Student Support Worker in the classroom, working alongside your teacher</li> <li>• Higher Level Teaching Assistants/Intervention Assistant</li> <li>• Learning Mentors</li> <li>• Neighbourhood School Police Officer</li> </ul>

	<ul style="list-style-type: none"> <li>• Attendance Services</li> <li>• Other targeted professionals</li> </ul>
We monitor the effectiveness of our SEND arrangements/ provision by	<ul style="list-style-type: none"> <li>• Check point data</li> <li>• Monitoring and evaluation of data</li> <li>• Annual reviews</li> <li>• Staff feedback</li> </ul>
The roles and responsibilities of our governors are	To oversee the quality and effectiveness of the provision for SEND students.
<b>Curriculum Concerns</b>	
Our approach to differentiation is to	Plan according to needs and requirements in the classroom. All staff in the school are aware of a student's requirements through their ILP (Individual Learning Plan) and staff are able to meet the needs of our students by applying the strategies suggested in the ILP. Effective differentiation will enable your child to access all aspects of the curriculum in order to maximise achievement to the best of their ability and to ensure they reach their full potential.
Extra support is allocated according to	The level of the individual student's needs and requirements.
<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>• Annual reviews</li> <li>• Interim reviews</li> <li>• Parental meetings</li> <li>• Email contact</li> <li>• Telephone contact</li> </ul>
<b>General Support for Wellbeing</b>	
Our school offers pastoral, medical and social support to the children/ young people by	<p>All students are supported by their tutor and Head of House; these are members of staff that are available to assist students throughout the school day. In addition, your child will be placed in a tutor group and your child's tutor will oversee the wellbeing of your child on a day-to-day basis.</p> <p>Other support and intervention programmes are:</p> <ul style="list-style-type: none"> <li>• Learning Mentors</li> <li>• Higher Level Teaching Assistants/Intervention Assistant</li> <li>• Student Support Worker</li> </ul>

	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• External agencies</li> <li>• Enrichment opportunities.</li> <li>• Breakfast Club</li> </ul> <p>TDA has members of staff who operate First Aid; students can attend this area for medical assistance and advice, including the administration of medicines as authorised and directed by parents/carers.</p>
We encourage the children/ young people to contribute their views by	<ul style="list-style-type: none"> <li>• Completing the associated paperwork and questionnaire during annual review meetings.</li> <li>• Putting their views through the Student Reference Group. This group of elected young people meet on a regular basis to communicate views/concerns of students across the school back to senior members of staff.</li> </ul>
<b>Specialist Services/ Expertise Available</b>	
We employ specialist staff in the areas of	Within Wellbeing we have a wide variety of staff that have a variety of experience in supporting SEND students to reach the best outcomes.
Our school accesses the following services	<p>This is dependent on students' level of need.</p> <ul style="list-style-type: none"> <li>• Education Psychology Service</li> <li>• School Nurse</li> <li>• Child &amp; Adolescent Mental Health Services</li> <li>• Autism Outreach Team</li> <li>• ADHD Team</li> <li>• Visual Impairment Services</li> <li>• Hearing Impairment Services</li> <li>• Occupational Therapy</li> </ul>
<b>Training</b>	
Staff have recently attended the following training.	<ul style="list-style-type: none"> <li>• Safe Guarding</li> </ul> <p>We have also run the following optional training sessions for all staff:-</p> <ul style="list-style-type: none"> <li>• Autism awareness</li> <li>• ADHD classroom strategies</li> <li>• Tourettes awareness</li> <li>• Visual Impairment classroom strategies</li> </ul>

We plan to undertake the following training/ disability awareness sessions(s).	Ongoing Professional Development training sessions.
<b>Accessibility</b>	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered.	Detailed information regarding wheelchair access; modification to auditory / visual environment, disabled changing and toilet facilities. Equipment for the use of SEND students.
We enable children/ young people to access all activities by	Ensuring areas are accessible to all students. Relevant and up to date information shared with staff. Communication and advising on teaching strategies where required. Dependent on individual needs, allocation of a member of staff to support a student.
We involve parents and carers in the planning by	Meeting in person or communication through email/telephone.
Parents and carers can give their feedback by;	Meeting in person, via Parents Reference Group or communication through email/telephone.
Parents/carers can make a complaint by	Requesting a meeting or by email/telephone or by following our Complaints Procedure.
<b>Transitions</b>	
The following arrangements help children/ young people and their parents/ carers to make a successful transfer to our setting/ school.	Close liaison with SENDCo from primary school for students identified with Special Educational Needs. All students are visited by a member of TDA during the summer term, during this meeting students can voice any concerns they may have about transition. Two primary transition days will take place during Term 6 to ease the transfer to secondary school. In addition some students may be invited to attend Transition Classes; these run for 6 weeks during Term 6 and offer students a taster session in each curriculum area.
We prepare children and young people to make their next move by	<ul style="list-style-type: none"> <li>• Preparation in lessons.</li> <li>• Meetings with parents to discuss any concerns.</li> <li>• Meetings with professionals who may need to play a part in the transition process.</li> </ul>
<b>Resource Allocation</b>	
Our SEND budget is allocated according to	Level of individual students need.
Funding is matched to SEND by	Level of need.
Our decision making process when matching support to need is	According to the level of need of each individual student.
Parents/ carers are involved through	Regular meetings, communication via email/phone.

<b>Contact Details</b>	
Your first point of contact is	Your child's tutor.
Our Special Educational Needs Co-ordinator is	Mrs Meg Waters– Special Educational Needs Coordinator <a href="mailto:Meg.waters@thomasdeaconacademy.com">Meg.waters@thomasdeaconacademy.com</a>
Other people in our setting/ school who might be contacted include	Miss Veronica Giaquinto - Deputy Vice Principal Wellbeing <a href="mailto:Veronica.Giaquinto@thomasdeaconacademy.com">Veronica.Giaquinto@thomasdeaconacademy.com</a>
External support services for information/ advice are	<ul style="list-style-type: none"> <li>• SEND Partnership Service – Tel. 01733 863979 email <a href="mailto:pps@peterborough.gov.uk">pps@peterborough.gov.uk</a></li> <li>• Educational Psychology Service Helpline – Tel. 01733 863690</li> <li>• City Council Website <a href="http://www.peterborough.gov.uk/education">http://www.peterborough.gov.uk/education</a></li> </ul>

Review data: September 2018