



SEND INFORMATION REPORT

What is Special Educational Needs?

Children who have a Special Educational Need or Disability have difficulty with communication and/or learning or are experiencing some physical or emotional difficulty that affects their access to education. The purpose of identifying these children is to provide effective and timely support in school to ensure they are able to access a broad curriculum and achieve their potential. Children with special educational covers a wide range of children with different abilities and needs. The majority of children with identified SEND can be supported well within the main stream classroom with adjustments to the environment and teaching strategies and some specific interventions where and when appropriate. A minority of children will need significant support and may meet the criteria for an Educational and healthcare assessment, which in most cases will then lead to an Educational and health care plan.

What different SEND needs can we provide for?

We support children with a range of needs in line with the 4 main areas of SEND:

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

These may include children with a medical diagnosis of: ASC,

How do we identify children with SEND?

- Regular assessment of pupils' progress
- Regular communication with parents
- Class teacher raising concerns with the SENCO
- Support staff raising concerns with the SECNO
- Individual assessments
- Observations of children in class
- Seeking advice from other professionals and/or making referral's to outside specialists where appropriate.

How are parents involved?

We encourage parents to take an active role in their children's education.

- Availability of class teacher after school to share information
- SENCO available to parents at their request, or will contact parent if SENCO has a concern
- Professional meetings and review meetings as appropriate
- Parent partnership officer and parent partnership support officer available to share information
- Learning mentors available to share information for children they are working with
- Parents evenings every term: class teacher and SENCO available
- Family learning activities including reading café and nurture team craft and cooking activities.

How is your child involved?

We include all children in school in making decisions about their education and support to encourage them to take responsibility for their education and support our view that education should be child centred. We include children in sharing ideas through:

- School council KS1 and KS2
- Regular discussion with their class teacher about their learning and support needs
- Discussions with SENCO and nurture team staff about their learning and support needs
- Making a one page profile with class teacher or TA to record their views, strengths, aspirations and daily support needs
- Where appropriate children may attend all or part of an annual review meeting for an EHCP (If it is not appropriate they will have a 1:1 review with a member of staff prior to the annual review meeting.)

What expertise do our staff have to support your child?

All staff have regular training:

- Child protection
- Numeracy support and same day intervention
- Literacy support
- Phonics delivery
- Autism awareness
- ADHD and ADD awareness
- Positive behaviour management
- Sensory integration
- Attachment and trauma awareness
- Clicker 7 to support literacy
- Word Aware vocabulary and speech and language interventions at classroom level.
- Supporting children with memory and processing difficulties

Depending on their role, a number of staff are trained in:

- First aid
- Epi-pen use
- Asthma training
- Diabetics training from specialist nurse
- Epilepsy training from specialist nurse
- Training to support Occupational therapy programs for individual children
- Training to support Physiotherapy programs for individual children
- Moving and handling for children with physical disabilities - general and specific to each child
- Team teach positive handling training
- Enhanced ASD training specific to each child
- Speech and language programs specific to each child

Mrs C. Barham, SENCO has a National Qualification for SEND Coordination (NASCO) and is currently undergoing supervised training for educational testing.

Mrs C. Coddington is a level 3 trained specialist speech and language teaching assistant with an Elkan training certificate and regular training from speech and language therapy.

Mrs Z. Oscar is fluent in British sign language and experienced in working with children with hearing loss

How the school is made accessible?

Our school is a single level school with no stairs and wheel chair accessible entrances. We have disabled parking bay available to children/parents and specialist changing facilities, which includes a full sized adult adjustable changing bed with ceiling mounted hoist to move children onto the bed. We have several disabled toilets and accessible sinks, and a mobile hoist to support moving children in other areas of school. Our outdoor swimming pool may not be accessible to some children with physical disabilities due to temperature and access, however Hydrotherapy pools off site can be accessed to enable all children to experience swimming. We work with Health to provide necessary equipment such as specialist seating and standing frames and where necessary and appropriate purchase equipment to support individual children to ensure comfortable and safe access to learning. See Accessibility Plan for further information.

What external agencies can we access?

- Speech and language therapist
- Educational psychologist (EHCP children only)
- School Nurse
- Autism specialist teacher service (for children with a confirmed diagnosis only)
- ADHD specialist teacher service (for children with a confirmed diagnosis only)
- Physical disabilities specialist teacher service
- Sensory support services and specialist teachers for visually and hearing impaired pupils
- Occupational therapy: Paston pack, sensory circuits and direct work for children receiving support under health services.
- Physiotherapy: for children receiving direct therapy under health services.
- Diabetic nurse
- Epilepsy nurse

- Local authority Hub schools for advice on: SEMH, cognition and learning/specific learning difficulties, ASC (ASD), Hearing impairment, Visual impairment, physical disabilities, Speech and language.
- A variety of services can be provided through Early Help including parenting classes and support workers in the home and multidisciplinary services advise through a fortnightly panel. Please note an Early Help Assessment must be completed with school first. If you have younger children this may be completed by your health visitor.
- We can refer your child to paediatric services for a general assessment
- We can refer your child to CAMH for mental health support, provided they meet threshold.
- We can refer your child to the neurodevelopmental team (this team assesses many conditions including ADHD and Autistic spectrum condition (ASD), however the health service insists on an early help to be open and parents to complete a parenting course before this is accepted. This is a health policy and is not agreed by school, however we do support you by providing a parenting course in school to reduce wait times from early help.

We can commission the following services: (this means school must fund access themselves from schools SEND budget):

- Educational psychologist
- Support for Learning: offer advice and some specialist assessments
- Playtherapy

What support do we offer?

Cognition and learning

- Clicker 7
- Beat dyslexia program
- Various memory games to make supporting memory fun
- Laptops, iPads and sound recording equipment to support alternative recording
- Precision teaching interventions
- Reading recovery program
- Pre and post teaching of new concepts and vocabulary
- 1:1 and small group support as appropriate to each child
- Daily reading support
- Daily spelling support
- Access to time table rock stars or alternative appropriate support for times tables
- Supporting children to recognise their own learning styles and strengths to become independent learners through individualised support programs, sometimes supported by learning mentors.

Speech, Language and communication

- Level 3 specialist trained TA in speech and language
- Individual speech and language programs supervised by speech therapist for children under care of health.
- Vocabulary group interventions available to all children, as appropriate within classroom support.
- PECS
- Communication in print
- Clicker 7 : children can record their voice and have typed work read to them by the computer
- Sound buttons
- Sound mirrors
- Variety of commercially produced games to make practicing communication fun.
- Early Help assessments and parenting courses to support parents in accessing support from health.
- Visual Timetables

Sensory needs and physical disabilities

- Access to large print text and audio books
- Soundfield Systems to support hearing impairment
- Access to staff member fluent in British Sign Language and expertise in hearing loss
- Sensory circuits - mornings and throughout the day as appropriate to each child
- Sensory integration within class
- Autistic spectrum condition friendly classrooms
- Access to ear defenders
- Access to screens to lower visual distractions
- Sanctuary space for quiet working next to SENCO office
- Nurture rooms

- Circuits room and additional classroom with sensory equipment to access throughout the day
- Write from the start writing intervention
- Variety of stress balls and fiddle toys to support concentration
- Early Help assessments and parenting courses to support parents in accessing support from health.
- Specialist equipment to support physical disabilities.

Social, Emotional and Mental Health

- Play therapy (provided by externally commissioned service from school budget)
- Nurture team: parent partnership officer and support officer, learning mentors x2 and behaviour learning mentor.
- Two nurture rooms
- Individualised programs delivered by learning mentors on a 1:1 or group basis, as appropriate, to support social skills and or emotional development/difficulties.
- Early Help assessments and parenting courses to support parents in accessing support from health.
- Promotion of good mental health through PHSE

How do we assess and Review your child's learning?

- Most children take an appropriate standardised assessment every term, with reasonable adjustments made as appropriate to each child.
- All children are continually assessed by teachers
- All children's progress is reviewed at termly pupil progress meetings
- Annual reviews
- Individualised target setting as appropriate
- Termly review of pupil profiles
- Use of ABC behaviour forms to identify behaviour triggers and progress of support plans.
- Following the Plan DO Review Cycle as stated in the SEND Code of Practice.
- The SENCO may carry out further assessments in consultation with parents to support the identification of learning strengths and weaknesses if it is appropriate and deemed necessary to gain further information to support the development of appropriate support for a child.

How do we support transitions?

- Reception home visits
- Reception classroom visits
- Liaison between pre –school key workers and SENCO for transition meetings to Early years
- Year 6 transition sessions at Paston Ridings and their feeder secondary school
- Year 5 annual review's to consider placements for secondary education
- Liaison between SENCO, Y6 lead and feeder secondary school
- Consultation with specialist teacher services for children with ASC (ASD) diagnosis, physical disability, sensory (vision and hearing) impairment.
- Liaison with health professionals involved in your child's care.
- Individual, enhanced transition plan for pupils with complex needs or identified as being particularly vulnerable.
- Some families may also benefit from an Early Help assessment (EHA) and associated ongoing support.

Contact Details

	Who	When	Contact information
Your first point of contact is:	Class teacher	After school for quick communication. Arrangement of appointment for longer discussions. Three parents evenings per year to keep you up to date and discuss progress.	In person on collection. Telephone school office to request teacher contacts you: 01733762742. Email: admin@pastonridings.peterborough.sch.uk

Our Special Educational Needs Coordinator is:	Mrs Clare Barham	By appointment or telephone conversation booked through school office Monday – Thursday. Three parents evenings per year to keep you up to date and discuss progress. Annual reviews and interim reviews for children with EHCP.	In person ask school office for contact or appointment. Telephone school office to request SENCO contacts you: 01733762742. Email: admin@pastonridings.peterborough.sch.uk
Our Parent Partnership officer is:	Mrs Sue Antill	By appointment or telephone conversation booked through school office	01733762742. Email: admin@pastonridings.peterborough.sch.uk
Our Head teacher and Deputy Head teachers:	Mrs Joanna Cook Mrs Harradine and Mrs	By appointment or telephone conversation booked through school office	01733762742. Email: admin@pastonridings.peterborough.sch.uk
Our SEND Governor is:	Ian Betney	By appointment or telephone conversation booked through school office	01733762742. Email: admin@pastonridings.peterborough.sch.uk
Our Chair of Governor is:	Mrs Jo Evans	By appointment or telephone conversation booked through school office	01733762742. Email: admin@pastonridings.peterborough.sch.uk
External support services for information/advice	Marion Deeley: Independent support officer for Peterborough Local Authority.	Monday to Friday 9 -5 pm	SEND information Advice and Support Service: Tel 01733 863979 Email: pps@peterborough.gov.uk
	Educational Psychology open access consultation service	Monday to Friday 9 -5 pm	Tel: 01733 863689 It is helpful if you inform school of your appointment. We can Send information to the service prior to the meeting and will do our best to attend with you, if you would like this support. The service encourage parent and school to attend together where possible.

	School nursing service	Class teacher or SENCO can complete a short referral form. Appointments can be booked through the office with Mrs Lemon.	Tel: 01733 863689
<p>Your Local Authority Local Offer provides lots of helpful information for families and children with SEND and can be found by following the link below:</p> <p>https://www.peterborough.go.uk/residents/special-educational-needs/local-offer</p> <p>Alternatively you can google: Peterborough SEND Local Offer.</p>			

If you need to make a complaint

Should children or parents/carers be dissatisfied with the support provided, they should discuss their concerns directly with the class teacher. If for whatever reason this does not resolve the issue, they should request to speak to the SENCO.

Should concerns remain unresolved following a discussion with the SENCO please contact the Head teacher or Deputy Head teachers with outstanding concerns.

If concerns remain following discussion with the Head teacher, and time for agreed actions to progress, Parents/carers should contact the SEND Governor and Chair of Governors.