



**The Peterborough School**

**SEND Information Report**

**2024-2025**

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## Who are we and what do we do?

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 and nurturing environment of our school.

The Individual Learning Department strive to ensure each student's needs are supported in order for them to fulfil their potential. Students with special educational needs and disabilities are regularly consulted to ensure their views are reflected in the provision we make for them.

Currently we have 26% of pupils who have SEND or SEN Support, of which 0.48% of pupils have an Education, Health and Care Plan.

We can provide support for pupils with a variety of Special Educational Needs and Disabilities (SEND). We strive to ensure that:

- Pupils with SEND can access their entitlement to a broad, balanced and relevant curriculum as part of the whole school community.
- Pupils with SEND are educated, in an inclusive environment alongside their peers to enable each pupil to reach their 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 external agencies in order to provide high quality support for each individual.

The School ensures that it complies with its duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

## How do we identify Special Education Learning Needs?

There are four types of Special Educational Needs and Disabilities (SEND), identified in the SEN Code of Practise (2015):

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and / 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. This is in line with the School's ethos.

At The Peterborough School, we recognise that students make progress at different rates and not always do so in a steady linear pattern. An individual may 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 the expected progress
- There is a change in your child's behaviour
- Your child asks for help
- An external agency makes contact with us

For more information, please see our SEND Policy.

**N.B** 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 support those with SEND?

All our teachers are teachers of SEND and therefore the majority of pupils with SEND will be differentiated for by subject teachers within their Quality First Teaching. Teachers pay close attention to Pupil Profiles (see below for example). Every effort is made to ensure that pupils with SEND can participate in all the activities available across the school. For example, with residential trips, we liaise closely with families and providers to ensure pupils will be able to attend and that there will be the appropriate staff available to support their needs. Within School, extra-curricular activities such as Sporting Fixtures, 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 interventions, in conjunction with the Heads of Key Stage, for an individual or small group of students. Specific specialist interventions and provisions are determined by the individuals SEND and each child has a personalised support plan, tracked on our Whole School Provision Log.

Many students across the school have a Pupil Profile. This is an individualised, one page document that highlights an individual's strengths, challenges, aims and ambitions, alongside information about their SEND and what strategies help them with their learning.

# What a Pupil Profile might look like...



**The Peterborough School**

**PUPIL PROFILE - Sept 2022**  
Miss Gray

DOB:

YEAR GROUP:

**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.**

Some students may also have **Assess, Plan, Do, Review (APDR)** Targets to monitor their progress closely. Parents would be involved in discussions prior to APDRs being put in place.

# Assess, Plan, Do, Review cycles 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	Needs/specific difficulties identified	Plan	Planned intervention / Strategies	Do
<p><b>What do we know? (Dates)</b></p> <ul style="list-style-type: none"> <li>Achievements</li> <li>Standardised or curriculum based results</li> <li>Questionnaires</li> <li>Observations</li> </ul>		<p><b>SMART Target / Objective (Including long term outcome, short term objective and date set)</b></p>		<p><b>What will be done? Support when, where, by whom?</b></p>
<p>Sarah finds it difficult to remain still in seat with full focus and attention on learning</p>	ADHD	<p>Date: 08.10.18</p> <p><b>Long-Term Goal:</b> Sarah will show improvement in attention for work at desk and carpet time</p> <p><b>Short-Term Objectives:</b> 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%)</p>	<p>Sarah to sit on move-and-sit cushion and keep weighted lap cushion on his knees</p> <p>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</p> <p>Sarah will use a visual prompt as a reminder</p>	<p>ED produced visual prompt with Sarah - shared with LMC / other teachers and parents</p> <p>ED to model to Sarah how to use equipment</p> <p>LMC and TA to reinforce during lessons</p> <p>ADHD Classroom Strategies sheet shared - LMC and parents</p>
<p><b>Review</b></p> <p><b>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?</b></p>				
Signed:	Pupil:	Parent:	SENCo/FormTutor:	

## What specialist expertise is available and which specialist services are accessed by the School?

The Individual Learning Department are a team of highly experienced teachers and TAs who have specialist knowledge of a vast number of areas of SEND.

The department also liaises with many external specialist services 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 Counsellor, 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.

## How do we involve parents/carers and pupils when we are implementing 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, however teachers can discuss pupils' progress with parents/carers at any point in the school year.

Pupil's views on their SEND support are vitally important to us and we involve pupils in drawing up Pupil Profiles and generating targets for Assess, Plan, Do, Review cycles.

The Individual Learning Department arrange to meet with the pupil, bi-annually to review a Pupil Profile. However, these are working documents, and therefore they may change periodically if a pupil requires changes to be made.

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 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 Deputy Head of Individual Learning, the Head

of the Preparatory School, Deputy Head, Head of Pastoral Care and Heads of Key Stages.

## 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 reasons, they think their child might need support when visiting the School for the first time, so that we can make the experience as positive 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 of their EHCP prior to entry to school, then the Head of Individual Learning may attend this if it is appropriate.

**For pupils entering into other year groups** – If a pupil has SEND on entry into the School, then the Head of Individual Learning will ask parents to provide all reports from specialists and where necessary meet with parents 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 always maintained.

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 question 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 Megan Gray)
- Deputy Head of Individual Learning (Ms Ella Drew)
- Your child's Head of Key Stage
- Head of Preparatory School (Mrs Elding)
- Deputy Headmaster (Mr Cameron)
- Headmaster (Mr Meadows)

Report prepared by: M Gray

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

Familyvoice.org

**Peterborough Local Offer** <https://www.peterborough.gov.uk/residents/special-educationalneeds/local-offer/>

**Lincolnshire Local Offer** <https://www.lincolnshire.gov.uk/parents/support-and-aspiration/senand-d-reforms/the-local-offer/>

**Cambridgeshire Local Offer**

[http://www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities)

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/>