

Pastoral Support

Teaching pupils with SEND

Specialist Intervention support

Academy Information Report

Post 16 guidance

Evaluating provision



CITY OF PETERBOROUGH ACADEMY

Types of SEND provision

School Information Report

Contacting the SENDCO



SEND



Accessing the curriculum

Consulting with parents & young people

Access to the local authority SEND offer

Assessing & reviewing pupil progress

Identifying & assessing needs

Accessing enrichment opportunities

City of Peterborough Academy
School Information Report 2019/2020

Updated on:	June 2021
Reviewed by:	Ms A Roxburgh SENDCO
Next Review date:	June 2022

A warm WELCOME to the City of Peterborough Academy SEND Information report. I hope you find the following information useful and helpful.

Do you require support accessing this document?

If you would like support to access this document, including having this document translated, please contact the SENDCO, Ms A Roxburgh or Deputy SENDCO, Mrs J Jarvis 01733 821440.

The City of Peterborough Academy School Information report is written in line with the following areas of legislation and guidance:

- Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- Children and Families Act 2014
- Supporting Pupils At School With Medical Conditions April 2014
- Equality Act 2010

At the City of Peterborough Academy we are constantly trying to improve the quality in which Special Educational Needs and Disability (SEND) support is delivered- feedback from pupils and parents/carers is much appreciated.

THE PUPIL'S PERSPECTIVE

“My Teaching Assistant helps me with learning, and I think I have improved a lot.”
Year 9 pupil

“In Science I learn more with my learning Assistant and when I try, it makes it easier for me.”
Year 9 pupil

“Gardening makes me feel happy and it is fun to do gardening.”
Year 8 pupil

“I used to rush my writing, and no-one could read it! Now it is a lot easier and I do not worry about it.”
Year 10 pupil

“When I come to see you lot, it calms me down when I feel angry.”
Year 8 pupil

1) Who oversees Special Educational Needs/ Disability at the City of Peterborough Academy?

At the City of Peterborough Academy, we have a Specialised Learning Centre (SLC) team who oversee any child who has a learning barrier/ difficulty and ensures that all their needs are met.

- Ms A Roxburgh - SENDCO
- Mrs J Jarvis - Deputy SENDCO
- Mrs S Jarvis-Learning Assistant
- Miss S Khurshid - Learning Mentor
- Mrs R Seery - Learning Mentor
- Mrs J Franklin-Learning Assistant
- Miss L Krupa - Learning Assistant
- Miss A Kurek – Learning Assistant
- Mrs E Hardy - Learning Assistant
- Miss L Shoosmith - Learning Assistant
- Mrs S Elliott - Learning Assistant
- Miss A Groves-Practical learning Assistant
- Miss J Babbs-Learning Assistant
- Mrs J Franklin-Learning Assistant
- Mrs R Demkiewicz-Learning Assistant

All members of the SLC staff are fully trained mentors for selected individual pupils with EHCPs and K codes (pupils with diagnosed needs but not EHCPs) These sessions occur weekly or when the pupil request a meeting.

2) What is meant by Special Education Needs?

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- Has a **significantly** greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream school
- For children, aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children and young people for the same age by mainstream schools.

3) Are disabled children also SEND?

Many children and young people who have SEND may have a disability under the Equality Act 2010:

'...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is significant overlap between disabled children and those with SEND. Where a disabled child requires special educational provision they will also be covered by the SEND definition.

4) What kinds of SEND does the City of Peterborough Academy provide for?

We make provision for children with SEND within each of the four categories identified in the 2015 SEND Code of Practice.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical
- We support pupils with SEND using a variety of specialist interventions-the outcomes are bespoke and directly related to EHCPs and to individual needs. We are now delivering more holistic interventions for pupils with SEMH to promote mental-wellbeing, resilience and developing a positive mind set.
- Interventions and therapies are as follows: ELSA, Emotion Coaching, Reading Comprehension, Gardening, Spelling, Lexia, Numeracy Workout, Handwriting, Literacy Planet, Precision teaching, Pre-teaching and Over-learning, Café COPA, Spelling, Art Therapy, Outdoor Adventure, Animal Assisted Therapy, Cookery, Navigation, Bushcraft, Bricklaying, Vehicle and BMX bike Maintenance, Draw and Talk.
- The Nurture Group supports students in KS3 by teaching basic Maths and English skills to pupils who are performing below age related expectations and who find the transition to secondary challenging. This is a much smaller, quieter environment with learning support.

5) How does the City of Peterborough know if a young person has additional needs?

Pupils are identified as having special educational needs through a variety of ways including the following:

- Liaison with primary school/previous school
- Assessment of pupil's current skills and levels of attainment in the first term of entry
- Child performing below age expected levels
- Concerns raised by parent/carers
- Concerns raised by teachers
- Lack of progress in specific areas
- Liaison with external agencies
- Health diagnosis through a paediatrician

We pride ourselves on building positive relationships with parents and working as a team.

6) Who should I contact at the City of Peterborough Academy to discuss my child's difficulties with learning, special educational needs or disability?

- Talk to your child's class teacher about your concerns in a particular subject area. The teacher may seek advice from the Specialised Learning Centre (SLC) department.
- If you have concerns about your child's wellbeing, please contact your child's tutor and/or Head of Year (HOY).
- If your child has a statement of special educational need/ Education, Health and Care Plan (EHCP) you and your child will be able to share your views at the Annual Review.
- If you continue to have concerns, or your concerns are across more than one subject area, you can arrange a meeting with the school's Special Educational Needs and Disability Coordinator (SENDCO) Ms A Roxburgh and the Deputy SENDCO Mrs Jarvis on 01733 821440.

7) How will the City of Peterborough Academy let me know if they have concerns about my child's learning, special needs or disability?

- You and your child will be kept informed and encouraged to be actively involved in all stages of this support and provision.
- There are monthly Afternoon Tea and Chat opportunities for parents to come in and discuss their children's progress informally with the SLC staff. These are held on the last Friday of each month.
- We hold SEND Celebration events to which parents and siblings are invited to attend each term. This is an opportunity to meet the Learning Assistants, talk to other parents and to celebrate the achievements and progress of pupils with SEND. This is an informal gathering with food and usually a raffle with prizes!

8) What is an Education, Health and Care Plan (EHCP); who can request one for my child and how is it different to a statement of special education needs?

'The purpose of an EHCP is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, preparing for adulthood'. An EHCP will contain:

- The views and aspirations of you and your child
- A full description of his/her special educational needs and any health and social care needs
- Establish outcomes for your child's progress
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school, usually the SENDCo, can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

From September 2014 the new Children and Families Act 2014 became law. This replaces the current Statement of Special Educational Needs and Section 139a Learning Difficulty Assessment with the Education, Health and Care Plan (EHCP) running from birth to age 25 years for children with special educational needs.

The main differences are that the EHCP is:

- More person-centered with more engagement and involvement from parents, carers, children and young people in the process
- More coordinated assessment process across education, health and care services
- Focuses on outcomes to be achieved for each child/young person
- Runs from birth to age 25
- Includes parents, carers, children and young people at the heart of the changes

The legislation applies equally to all schools including academies and free schools.

9) How will the City of Peterborough Academy know that the support has made a difference to my child's learning and how can I and my child be included in the review process?

- Your child's progress will be monitored every half term through class assessments and also with regard to the specific interventions and provision offered. This is recorded on to SEND Trackers which identifies interventions and SMART targets for each individual. Teachers update every half term.
- The effectiveness of intervention and provision is reviewed regularly to ensure individual learning outcomes have been achieved. Pupils may continue to require further intervention or they may not, depending on outcomes.
- SEMH targets are monitored using a goal attainment scaling system. Individual profiles are created and outcomes and targets are set-this system enables us to monitor very small steps of progress made by pupils.
- Where pupils have completed interventions which are proven to be effective, but have not made adequate progress, the SLC team may decide to ask for more specialised help.
- You and your child will be kept informed and encouraged to be actively involved in all stages of this support.
- If your child has an EHCP, you will be invited to the formal annual review where we discuss teacher feedback about learning and set outcomes for the following year. Aspiration and post 16 placement are also part of this process for KS4 pupils.

10) What arrangements will City of Peterborough make for supporting children in moving between phases of education and in preparing for adulthood?

The City of Peterborough Academy is committed to supporting pupils to realise their ambitions by supporting them in making friends, staying safe and healthy and preparing them for transitions between Key Stages. We work closely with the Primary feeder schools, gathering information and data for all Year 6 pupils destined for COPA. Extra transition days are available for vulnerable pupils and there is a Nurture Group for Year 7 pupils who find this transition challenging. This ensures that pupils are supported both academically and emotionally.

High aspirations are important and we support our Year 11 pupils by accompanying them to college taster sessions, filling in application forms, creating CVs and also offer guidance for career choices .

11)What is the City of Peterborough Academy’s approach to teaching children with SEND and how will the curriculum and the school environment be matched to my child’s needs?

At the City of Peterborough Academy, we have a fully inclusive ethos and have been awarded an Inclusion Quality Mark. All pupils are supported to reach their full academic potential. We provide high quality first teaching to all our pupils within our safe, caring, stimulating environment, where pupils can learn happily and well. We personalise learning to enable all pupils to make progress, this includes differentiation to meet the needs of all learners- this may be done through resources, teaching or support.

Every pupil has an entitlement to a broad and balanced curriculum and all pupils will be encouraged, valued and accepted whatever their learning barrier.

AQA Unit Awards are delivered to selected pupils to follow a slower more practical learning pathway. There are over 12,000units covering over 70 subjects and are records of achievement and not qualifications. The certificates awarded form a portfolio for apprenticeships and further education placements.

At the City of Peterborough Academy all SLC staff receive regular training throughout the year in order to improve their skills base and to provide the highest standards of specialised interventions. Courses attended include: Dyslexia, Food Handling, ELSA, Precision Teaching, LILAC training, First Aid, Memory Games and a variety of in-house SMART Log Training, EAL and SEND, ASD, Food Hygiene, Target Setting, Handwriting Recovery, Emotion Coaching, Mentoring, Understanding Challenging Behaviour.

A weekly SLC meeting is also held to focus on a specific learning barrier and strategies / ideas are discussed to enable staff to teach and support pupils in class.

12) How does the City of Peterborough Academy evaluate the effectiveness of the provision made for children with SEN?

After each assessment point, we hold extended leadership and achievement meetings to discuss the progress of every pupil. We measure the impact and effectiveness of any interventions that are implemented by using the ‘Apply, Plan, Do, Review’ cycle on the SEND Trackers. All interventions are time limited and have clear expected outcomes.

Pupils with learning barriers have a One Page Profiles which identify their areas of need. This is a person-centered approach in which pupils have a voice and support us to complete the form with how we can support them. This also enables us to capture all of the important information taken from EHCPs or other external agencies to support teachers with differentiation.

Some pupils are allocated mentors and are set targets to ensure they are progressing and meeting the targets they set during their annual reviews. We ensure that all targets are SMART (Specific, Measurable, Attainable, Relevant and Timed).

12) Support for improving emotional and social development. This should include pastoral support arrangements for listening to views of young people with SEND and measures to prevent bullying. What support will there be for my child's happiness and well-being at the City of Peterborough Academy?

At the City of Peterborough Academy, the happiness, health and well-being of all our pupils is very important. We support pupils' well-being and happiness through:

- Daily tutor time, which covers topical issues and current events
- Termly year assemblies with a PSHE and safeguarding focus
- Some pupils, depending on their learning barrier are offered weekly 1:1 meetings conducted by learning mentors/ tutors and the pastoral team to ensure the views of the pupils are heard and pupils are supported to progress socially, emotionally and academically.
- The City of Peterborough Academy celebrates pupils' successes and progress through our weekly assemblies attended by **all** pupil. We have a number of positive reward systems in place, including Class chart points, given to pupils in recognition of their achievements, resilience, effort and work ethic. This gives pupils a sense of belonging and allows them to make a positive contribution both within their class and the wider school. Parents can also view these 'live' and can be made aware of progress.
- Pupils can take part in the Academy Council and Pupil Voice which are attended by pupils with SEND and non-SEND, allowing **all** pupils to engage in activities together.
- Pupils can attend our lunchtime club, the Sanctuary. This is run by the SLC team and is a safe haven where **all** pupils can attend. Pupils can take part in a wide range of activities and play games. The feedback from pupils who attend the Sanctuary has been very positive so far.
- ELSA (Emotional Literacy Support), Emotion Coaching, CROPS and YMCA counselling services.
- Opportunities to socialize and to team build at our COPA Café and in our varied outdoor activities.

If you have any concerns about your child, please speak to their tutor, who may in turn send a referral to the Specialised Learning Centre team (SLC).

13) How does the City of Peterborough Academy support children with medical conditions?

Pupils at the Academy with medical conditions are fully supported so they have full access to education, and enjoy the same opportunities as any other child. Our designated medical professional, Mrs Lummis provides First Aid and Personal Care to all pupils.

Where children have additional physical or medical needs the academy will work collaboratively with parents/healthcare professionals/ academy nurse and our attendance officer, and will populate an Individual Healthcare Plan (IHCP) to ensure that the pupil's needs are met and are known by all staff.

SENDSCO works closely with Hearing/visual impairment teams, consultants, other medical professionals to ensure provision is implemented.

15) How does the City of Peterborough Academy involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEN and supporting their families?

There are a wide range of staff working together to support children and their families. These include a wide range of professionals from the Local Authority, Children's Specialist Services, the NHS and a range of different agencies which include: Autism Outreach (AO), Child and Adolescent Mental Health Service (CAMHS), Deaf CAMHS, Educational Psychology Service, 3T's and our School Nurse etc. For more information please see the local offer on the link below (box 20).

If you have a query regarding the above or you would like more information, please contact the SENDCO Ms Roxburgh or your child's Head of Year (HOY) on 01733 821440.

16) How will the City of Peterborough Academy support my child and who will oversee, plan and work with my child and how often?

The subject teachers will make regular assessments of progress for all pupils. They will identify if a pupil is making less than expected progress given their age and individual circumstances. The first response to such progress will be high quality teaching targeted at their areas of development. The SENDCO has access to all live data and tracks all pupils with SEND and low attainment.

Where progress continues to be less than expected, the subject teacher, working with the SENDCO/ Head of Year (HOY) and the Senior Leadership Team (SLT) will assess whether the pupil has SEND. Evidence will be gathered (including the views of the pupil and parents) and any extra teaching or other suitable intervention will be implemented that will secure better progress and outcomes.

Pupils with a Statement of Educational Need or an Education, Health and Care Plan (EHCP) will be assigned a Learning Mentor. This member of staff will support the pupil in number of ways through regular meetings with the pupil; monitoring progress; absence and behaviour; attending and providing information at annual review meetings and meetings with other professionals; checking progress; liaising with form tutor and subject teachers.

17) Who will explain this to me?

Parents will be contacted with details of any extra teaching or support that your child will receive and invited in to meet the SENDCO or Deputy SENDCO. Pupils with a Statement of Educational Need or Education, Health and Care Plan (EHCP) will meet annually to discuss support and progress.

For further information please contact the SENDCO Ms Roxburgh, 01733 821440.

18) What are the arrangements for handling complaints from parents of children with SEN about the provision made at school?

- Initially speak with the SENDCO Ms Roxburgh on 01733 821440 and hopefully she will be able to address your concern.
- If not, please refer to the Academy's Complaints Policy which can be found on our Academy website.

18) What is the Local Offer and where can I find it?

The Local Offer is the Council's offer for parents and young people. It will include provision both in and out of the Academy and will include services and support provided by the private and voluntary sectors as well as the Council and the National Health Service.

Peterborough's local offer is aimed at providing better support and services for children and young people with special educational needs or disabilities and their families.

The Local Offer has been developed in close partnership with Family Voice (Peterborough's Parent Carer Forum) and with a wide range of service providers. Their aim is:

- To improve outcomes for children and young people by making more information easily available to help make better choices
- To enable children, young people and families to be informed and empowered to make choices
- For you to be clearer about what is available and why, and what alternatives are available
- To provide more effective signposting and to get it right first time.

Please click here to be taken to the Peterborough Local Offer:

<https://www.peterborough.gov.uk/residents/special-educational-needs/>

