



GREENWOOD ACADEMIES TRUST

SEND INFORMATION REPORT

Academy: City of Peterborough Academy

Last updated: October 2025

Lead: Mr J Treliving

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for pupils with SEND, read our SEND policy.

You can find it on our website [City of Peterborough Academy - SEND](#).

Note: If there are any terms that we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. WHAT TYPES OF SEN DOES THE ACADEMY PROVIDE FOR?

Our academy provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
	Developmental Language Disorder (DLD)
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Eating disorders
	Anxiety disorders
	Social disorders
	Attachment disorder
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our SENCO is John Treliving

They have 9 years' experience in this role and have worked as a senior leader in various schools. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2016.

They are allocated 11 hours a week to manage SEN provision.

Subject teachers

All our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

We also have a Primary Trained Qualified Teacher to support students with targeted interventions.

Teaching assistants (TAs)

We have a team of 8 LSAs, which is made up of 3 higher-level learning assistants (HLSAs) who are trained to deliver SEN provision. 5 learning support assistants are trained to deliver interventions such as Read - Write Ink, Lexia, Lexonic, Precision Teaching, ELSA and Draw and Talk therapy.

In the last academic year, TAs have been trained in;

Autism and Anxiety

Behaviour as a Language

Understanding young people who show difficult behaviours

STEPS

Level 4 supporting young people with speech, language and communication needs

Deaf aware and BSL

Sensory differences in Autism

PCC Multi Agency Level 1 & 2 Training.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These may include, but are not limited to;

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians, as well as Academy nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, please email CPASEN@cityofpeterboroughacademy.org

You can also contact the SENCO directly on; jtreliving@cityofpeterboroughacademy.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the academy's SEND register.

4. HOW WILL THE ACADEMY KNOW IF MY CHILD NEEDS SEN SUPPORT?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their academy work or socially. All staff have training and a process to 'raise a SEN concern' direct to the SEND department who can investigate any barriers to learning.

The SENCO or a member of the SEND Team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

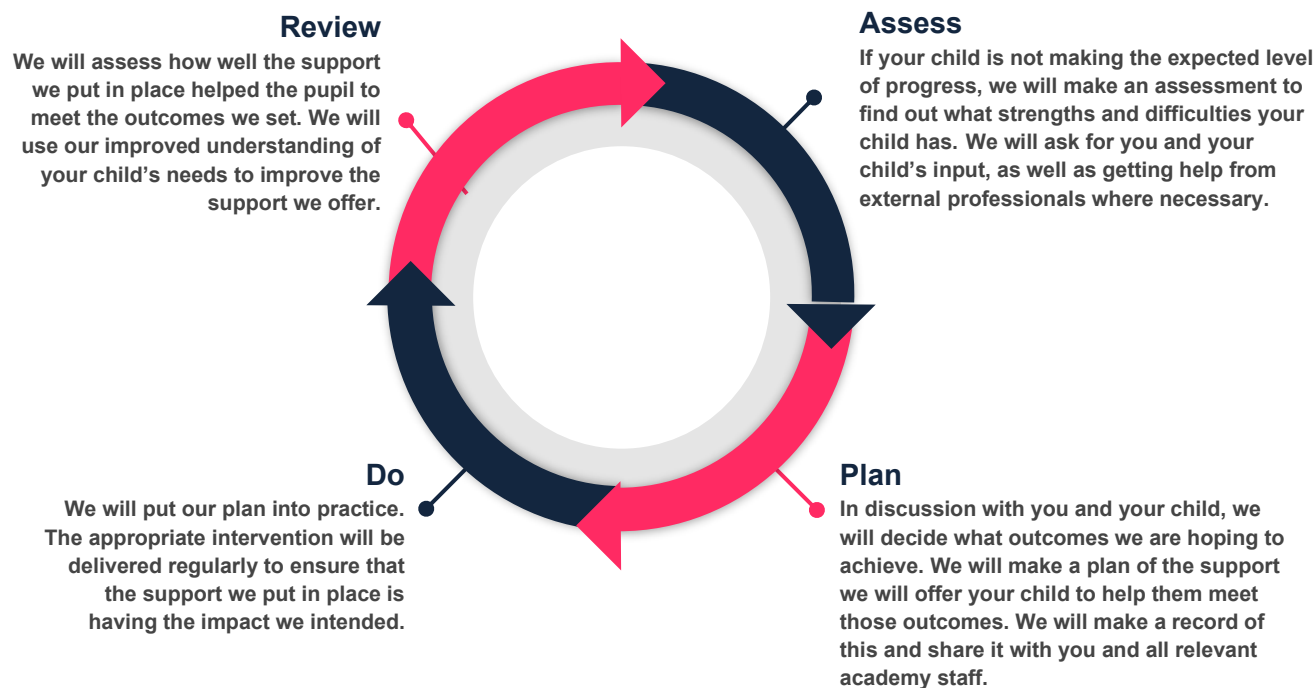
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, an occupational therapist, a paediatrician or in some case a specialist advisory teacher/team.

Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the academy's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. HOW WILL THE ACADEMY MEASURE MY CHILD'S PROGRESS?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

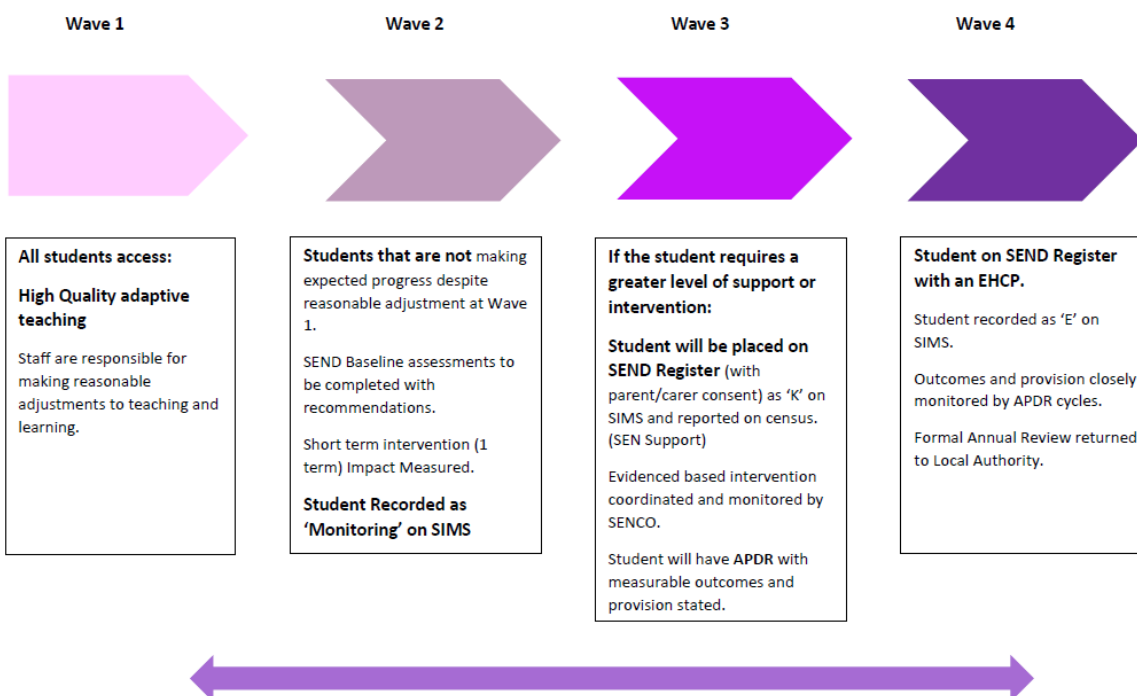
Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. Students here may transition across to our 'monitoring' / Wave 2 stage. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.

Our Graduated approach and 'Waves' of support are further explained on the next page.

COPA: Our Graduated Approach



6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

We will provide annual reports on your child's progress. You will be invited to a subject evening annually where you are able to discuss your child's progress:

Our SENCO will be available on subject evenings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's form tutor.

7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. HOW WILL THE ACADEMY ADAPT ITS TEACHING FOR MY CHILD?

Please find a link to our accessibility plan here – [McINW0NsCMETzGvs4n4K/reports/d6e6e257-24ed-4a0e-9b6a-cc4ed57e5b20/1656061740046.pdf \(firebasestorage.googleapis.com\)](https://firebasestorage.googleapis.com/v1/b/McINW0NsCMETzGvs4n4K/reports/d6e6e257-24ed-4a0e-9b6a-cc4ed57e5b20/1656061740046.pdf)

Your child's teacher/s are responsible and accountable for the progress and development of all the pupils in their class.

High quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will adapt how we teach to suit the way the pupils work best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include, but are not limited to;

- Adapting and scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Carefully considering our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may support pupils in small groups
- 1:1 instruction will be considered in specific circumstances, at which point funding requirements may need to be considered
- Teachers have access to individualised 'One Page Profiles' sharing recommendations to support specific SEND needs in a classroom environment

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Support from the specialist teaching team from the LA
	Speech and language difficulties	SALT Referral Support from the LA / Other professional recommendations
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Use of alternate ways of recording work Overlays
	Moderate learning difficulties	Support from the LA / Other professional recommendations
	Severe learning difficulties	Support from the LA / Other professional recommendations
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement breaks Time out
	Adverse childhood experiences and/or mental health issues	Safe Spaces Trusted Adults Key worker Sanctuary 'social time club' ELSA Draw and Talk Therapy
Sensory and/or physical	Hearing impairment	Support from the LA / Other professional recommendations
	Visual impairment	Support from the LA / Other professional recommendations
	Multi-sensory impairment	Support from the LA / Other professional recommendations

	Physical impairment	Support from the LA / Other professional recommendations
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These interventions are part of our contribution to Peterborough's local offer.

9. HOW WILL THE ACADEMY EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We will evaluate the effectiveness of provision for your child by:

- Using provision maps, learning plans and academy data to measure progress each term
- Reviewing the impact of interventions after each cycle of Assess-plan-do-review
- Using pupil questionnaires
- Regular feedback from parents and carers
- Monitoring and analysis by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. HOW WILL THE ACADEMY RESOURCES BE SECURED FOR MY CHILD?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- New intervention resources
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover costs in line with the SEN Notional funding it receives. Beyond this the academy will consult with the local authority to secure funds.

11. HOW WILL THE ACADEMY MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our before and after-academy clubs.

All pupils are encouraged to go on our academy trips, including any residential trip(s).

All pupils are encouraged to take part in sports day/academy plays/special workshops/activity day. .

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. HOW DOES THE ACADEMY MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

- Our admissions processes are the same for all prospective students. If a prospective student has a disability and SEN we will speak to the Parent and seek relevant support, guidance, and advice from specialist teams.
- The Local Authority send a consult for y7 places early in Year 6. By February the families, students and schools will have named settings on Education and Health Care Plans. The admissions offer takes place in April for all students.
- Please see Section 15 on Transition processes.

13. HOW DOES THE ACADEMY SUPPORT PUPILS WITH DISABILITIES?

Please find a link to our accessibility plan:

[McINW0NsCMETzGvs4n4K/reports/d6e6e257-24ed-4a0e-9b6a-cc4ed57e5b20/1656061740046.pdf](https://firebasestorage.googleapis.com/v1/b/McINW0NsCMETzGvs4n4K/reports/d6e6e257-24ed-4a0e-9b6a-cc4ed57e5b20/1656061740046.pdf)
(firebasestorage.googleapis.com)

This plan highlights how City of Peterborough Academy supports pupils with disabilities.

In addition, we seek further advice and guidance from the relevant specialist organisations to ensure that all students can access our academies provisions.

14. HOW WILL THE ACADEMY SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the academy council
- Pupils with SEN are also encouraged to be part of our Sanctuary club to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by gathering student voice and taking action as appropriate.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by having 'anti-bullying ambassadors.'
- We encourage and promote the use of 'The Sharp Reporting System'
- We have an established 'COPA Committee' which represents student voice and meets regularly with colleagues on the Leadership Team.
- We collect and monitor data relating to bullying, safety, and discrimination, and regularly analyse this to ensure all pupil groups, including SEND are happy and safe at school and not victim to these issues.

15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

Between years

To help pupils with SEND be prepared for a new academy year we:

- Liaise with pastoral teams to ensure appropriate planning and communication to support students and families.
- Communicate any known changes prior to the end of the academic year.
- Provide opportunities for students to meet any new teachers in advance of the next academic year.

Between academies

When your child is moving on from our academy, we will ask you and your child what information you want us to share with the new setting.

Primary to Secondary

Our SENCO visits each of the primary academy SENCO's to discuss the needs of the incoming pupils

Transition visits and additional tours / visits are in place to support successful transition to secondary schools

We arrange meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

Additional Parent / Student open evening to support the transition process.

Secondary to Post 16

We provide all our pupils with appropriate advice on pathways into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society.

Open Evening where all post 16 providers are invited to attend. Our Year 10 & 11 students are able to visit / tour and get an insight into a wide range of provisions.

Year 11 Annual Reviews completed by Oct Half Term to begin process of transition.

16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

Mr. J Treliving – Senior Assistant Principal & SENCO. jtreliving@cityofpeterboroughacademy.org.

Mr. J Ferrara – Senior Assistant Principal. jferrara@cityofpeterboroughacademy.org.

Both colleagues are designated teachers for looked-after children and previously looked-after children here. They will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

The Trust takes very seriously any concern or complaint about the education or other services we provide or about the conduct of our staff. We believe that by tackling concerns at the earliest possible stage it allows us to improve relationships, enhance learning, prevent issues escalating and reduce the number of formal complaints we receive. Complaints about SEN provision in our academy will be dealt with in accordance with our complaints policy and procedure which is available [here](#) or on the academy's website. complaints policy.

You should exhaust all stages of our complaints procedure before considering any escalation to other agencies. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of this can be found within the local offer.

18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Peterborough local offer which publishes information about the local offer on their website:

[Peterborough Information Network | Peterborough SEND Information Hub \(Local Offer\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Peterborough Information Network | SEND Information Advice and Support Service - SENDIASS \(Local Offer\)](#)

Local charities that offer information and support to families of children with SEND are:

[Home - FVP \(familyvoice.org\)](#)

[Sunshine Support – Sunshine Support \(sunshine-support.org\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. GLOSSARY

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don’t necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child’s disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages