



PETERBOROUGH SCHOOLS: SEND INFORMATION REPORT JUNIOR 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.

The following chart 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.

LEVELS	EHC Plan		Note of any additional considerations e.g. Looked After Child/English as an additional language / Child in Need/ Child Protection	
		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.	
	ENSUPPORT	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		

Thomas Deacon Junior Academy's SEND Information Report has been written in line with the following areas of legislation and guidance:

- SEN Code of Practice
- Children's and Families' Act 2014
- Equality Act 2010

If you require support accessing this document, please contact SEND Junior Academy Link: **Miss Emma Gowers 01733 426060**

A child has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child with Special Educational Needs:

- has a **significantly** greater difficulty in learning than the majority of others the same age
or
- has a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream school.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools.

Many children and young people with SEN 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. Children with those conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

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Identification of SEND at Thomas Deacon Junior Academy	
Our school identifies children with Special Educational Needs/Disability (SEND) by:	<ul style="list-style-type: none"> • Carefully managed transition with feeder infant schools • Screening all pupils on entry followed by ongoing monitoring and assessment • Concerns being raised by parent/carers, external professionals, class teacher or any other stake holder • Observations
We encourage you to raise your concerns by:	<ul style="list-style-type: none"> • Direct contact via telephone • Parents' evenings • 1:1 meetings • Annual review meetings • Direct contact with SEND Junior Academy Link: Miss Emma Gowers 01733 426060
Our school has specialist provision for children with	<ul style="list-style-type: none"> • We support children with a range of special education needs including Autism, Speech and Language and Communication needs and ADHD.
Support for child/young person	
The education plan for your child will be explained to you and overseen by:	<ul style="list-style-type: none"> • SEND Junior Academy Link: Miss Emma Gowers 01733 426060 emma.gowers@tda.education
Staff who may be working with your child are:	<ul style="list-style-type: none"> • Class teacher in the classroom working alongside your child or through small group work • Teaching Assistants in the classroom working alongside your child or through small group work • Higher Level Teaching Assistants • Learning mentors • Other targeted professionals such as a Speech and Language Therapist, Educational Psychologist
We monitor the effectiveness of provision by:	<ul style="list-style-type: none"> • Looking at check point data • Monitoring and evaluation of data

	<ul style="list-style-type: none"> • Annual reviews • Staff feedback
The roles and responsibilities of our governors are:	<ul style="list-style-type: none"> • To oversee the quality and effectiveness of the provision for SEND pupils.
Curriculum concerns	
Our approach to differentiation is:	<ul style="list-style-type: none"> • “Quality First Teaching – inclusive teaching which takes into account the needs of all pupils. • Teachers planning according to the needs and requirements of the children in the classroom • All staff being fully aware of a child’s requirements through their ILP (Individual Learning Plan) and able to meet their needs through following the suggested strategies • That 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 ensure they reach their full potential.
Extra support is allocated according to:	<ul style="list-style-type: none"> • The level of the child’s needs and requirements.
Partnership: Planning, Monitoring and Review	
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"> • Annual Reviews • Parental meetings • Telephone contact • Interim reviews
General Support for Wellbeing	
Our school offers pastoral, medical and social support to the children by:	<ul style="list-style-type: none"> • All children are supported by their class teacher. • Other support and intervention programmes are: Teaching Assistants Higher Level Teaching Assistants School Nurse External Agencies Breakfast Club After school club

	<p>Social Skills Groups Sensory circuits First aiders</p> <ul style="list-style-type: none"> • Medicines are stored and administered through the school office
We encourage the children to contribute their views by:	<ul style="list-style-type: none"> • Completing the associated paperwork and questionnaire during Annual Review meetings • Talking to their class teacher and other trusted adults • P.S.H.E curriculum
Specialist Services/Expertise Available	
We employ specialist staff in the areas of:	<ul style="list-style-type: none"> • We have very dedicated staff that have a variety of experience in supporting SEND pupils in: Communication programmes Children with hearing impairment Sensory Integration
Our school accesses the following services	<p>Depending on the child's level of need:</p> <ul style="list-style-type: none"> • Education Psychology Service • School Nurse • Autism Outreach team • Hearing Impairment Services • Occupational Therapy • Speech and Language Services • ADHD Team • Visual Impairment services • Child and Adolescent Mental Health Services
Training	
Staff have recently attended the following training:	<ul style="list-style-type: none"> • Safe guarding • Quality First Teaching and The Code of Practice • Supported spelling training • Read, Write Inc phonics training • Sensory circuit training • Speech and language training • Precision teaching training

We plan to undertake the following training/disability awareness session(s)	<ul style="list-style-type: none"> • Ongoing professional development training sessions • Literacy Leap (British Dyslexia training)
Accessibility	
We provide the following to ensure that all children in our school can access all activities offered.	<ul style="list-style-type: none"> • Detailed information regarding wheelchair access • Modification to auditory environment • Disabled toilet facilities • Equipment for the use of SEND children
We enable children to access all activities by:	<ul style="list-style-type: none"> • Ensuring areas are accessible to all children • Sharing relevant and up to date information with all staff • Communication and advising on teacher strategies where required • Dependent on individual needs, allocation of a member of staff to support a child
We involve parents and carers in the planning by:	<ul style="list-style-type: none"> • Meeting in person or communicating through letter, email, telephone
Parents and carers can give their feedback by	<ul style="list-style-type: none"> • Meeting in person or communicating through letter, email, telephone
Parents and can make a complaint by:	<ul style="list-style-type: none"> • Requesting a meeting or telephone conversation or by following the Academy's complaints procedure.
Transitions	
The following arrangements help children and their parents and carers to make a successful transfer to our setting/school:	<ul style="list-style-type: none"> • Close liaison with the SENCo from infant schools with children identified with special educational needs • Year 2 children are visited by a member of Thomas Deacon Junior Academy during the Summer term. • A primary transition day takes place during Term 6 to ease the transfer to junior school. • Some children may be invited to make additional visits dependent on their need
We prepare children to make their next move by:	<ul style="list-style-type: none"> • Preparation in lessons • Meetings with parents/carers to discuss concerns • Meetings with professionals who may need to play a part in the transition process. • Annual Review Transition meetings for children with an Education, Health, Care Plan (EHCP)

Resource allocation	
Our SEND budget is allocated according to:	<ul style="list-style-type: none"> • Level of individual needs
Funding is matched to SEND by:	<ul style="list-style-type: none"> • Level of need
Our decision making process when matching support to need is:	<ul style="list-style-type: none"> • According to the level of need of each individual pupil
Parents and carers are involved through:	<ul style="list-style-type: none"> • Regular meetings, communication via email/phone
Contact details	
Your first point of contact is:	<ul style="list-style-type: none"> • Your child's teacher
Our Special Educational Needs Coordinator is:	<ul style="list-style-type: none"> • Mrs Meg Waters 01733 426060 (meg.waters@tda.education) • SEND Junior Academy Link: Miss Emma Gowers 01733 426060 (emma.gowers@tda.education)
Other people in our setting who might be contacted:	<ul style="list-style-type: none"> • Mrs Lucy Burks (Junior Leader) • Miss Veronica Giaquinto (Deputy Vice Principal Wellbeing)
External support services for information/advice are:	<ul style="list-style-type: none"> • SEND Partnership Service – Tel 01733 863979 Email: pps@peterborough.gov.uk • City Council Website https://www.peterborough.gov.uk/information-advice-support/send-partnership-service/ • SEND information Advice Support Service – Telephone 01733 863979 • Educational Psychology Service – 01733 863689 • Additional Learning Needs Team (formerly Connexions) 01733 864500 • Autism Outreach Team: 01733 864009 • Occupational Therapy Service: 01733 777937 • Physiotherapy Team: 01733 776277 • Peterborough Neurodevelopmental Service: 01733 777939 • Peterborough Speech and Language Therapy Service: 01733 758298

Review Date: September 2018

September 1st 2018

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