

PETERBOROUGH SCHOOLS: SEND PROVISION / LOCAL OFFER – Information for Parents/Carers **2021-22**

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.

Children/ Young People in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Advice and support from the School's Special Educational Needs Co-ordinator and other members of staff within the school.
- Staff who visit the school from the Local Authority central services such as the Educational Psychologist, Specialist Teachers for autism, ADHD or from the Sensory Service (for students with a hearing or visual need).
- Staff who visit from outside agencies such as the Speech and Language Therapy (S<) Service.

The chart on Page 2 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.

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

SEND Information Report – A Guide to Provision at Jack Hunt Secondary School 2021-22

Special Educational Needs and/or Disability (SEND) provided for in our school	
SEND provided for includes the 4 areas of need (as defined by the Code of Practice 2014)	<ul style="list-style-type: none"> • Communication and Interaction <ul style="list-style-type: none"> - Speech and language difficulties - Social communication difficulties - Autistic Spectrum Condition (ASC) • Cognition and Learning <ul style="list-style-type: none"> - Mild to Moderate Learning Difficulties. - Specific Learning Difficulties (SpLD) e.g. Dyslexia, Dyscalculia • Social, Mental and Emotional Health Needs (SEMH) <ul style="list-style-type: none"> - Attention Deficit Hyperactivity Disorder (ADHD) - Anxiety - Attachment issues • Sensory and/or Physical <ul style="list-style-type: none"> - Physical Disability - Hearing Impairment - Visual Impairment - Dyspraxia
Identification of SEND at our School	
Our school identifies children/ young people with SEND through	<ul style="list-style-type: none"> • Close links with primary feeder schools for transition planning. • Testing/assessing students on entry (CAT/NFER). • Target setting and progress tracking. • Ongoing assessments of individual students as and when the need arises. • Assessing for Exam Access Arrangements (towards end of Year 9). • Contact with parents. • Concerns raised by subject teachers and other staff. • Referrals from health professionals.
If you have concerns	Information regarding most issues can be found on our website. This includes a number of school policies which can be located under School Information and which includes Complaints and Parent Partnership policies. Other policies can be viewed on request. If you have any

	<p>comments or queries regarding any school activity or relating to the education and welfare of your son or daughter, please do not hesitate to contact us.</p> <p>Jack Hunt Secondary School Bradwell Road Peterborough PE3 9PY Tel: 01733 263526 Email: info@jhs.pkat.co.uk Website: www.jackhunt.net</p>
<p>Our school has specialist provision for children/ young people with</p>	<ul style="list-style-type: none"> • Physical Disability through the PD Hub. • Hearing Impairment through a number of Deaf Aware Teaching Assistants and close links with the LA Sensory Team • The PD Hub provision, and a number of places for HI students, is funded by the Local Authority through a Service Level Agreement outlining provision and strategies with a view to building capacity across the region in these areas of SEND. The PD Hub is acknowledged as a 'Centre of Expertise' in its specific field.
Support for your child/ young person	
<p>The education targets for your child/ young person will be explained to you and overseen by</p>	<ul style="list-style-type: none"> • Mrs R Hunt (Leader of Learning Support/SENCO). • Ms Jess Farhadian (Deputy SENCO). • Ms Sarah Cooper (PD Hub Manager) • The targets within an Education and Health Care Plans (EHCP) are reviewed through Annual Review meetings. • Targets for students at SEN Support level are reviewed through year group Parents' Evenings or specific meetings that parents are invited to attend within the Learning Support Department.
<p>Staff who may be working with your child/ young person are</p>	<ul style="list-style-type: none"> • Mrs R Hunt (SENCO). • Ms Jess Farhadian (Deputy SENCO). • Ms Sarah Cooper (PD Hub Manager) • Heads of House (Brunel, Einstein, Mandela, Nightingale, Kennedy, Curie). • Student Support Officers (SSOs) • HLTAs (Higher Level Teaching Assistants) for interventions • Key Worker/Teaching Assistant(s) • External professionals eg. Peterborough Sensory Support Service, Educational Psychologist, Speech and Language therapist.

We monitor the effectiveness of our SEND arrangements/ provision by	<ul style="list-style-type: none"> • Regular Curriculum Area Meetings • Regular meetings between Senior Leadership Team/Governors/SEND team • Meeting with parents at Annual Reviews, Academic Mentoring Meetings, and Parents Evenings • Student Voice • Parent Voice • 'Open Eyes' Disability Forum
The roles and responsibilities of our governors are	<ul style="list-style-type: none"> • To fulfil their statutory duties to students with SEND • Secure appropriate resources • Have regard for the SEND Code of Practice 2015 and Jack Hunt School's SEND School Information Report • Participate in appropriate training • Annually review the SEND Policy and this SEND Information Report • Evaluate the success of education provided for those with SEND
Curriculum Concerns	
Our approach to differentiation is to	<ul style="list-style-type: none"> • Ensure Quality First Teaching, which is an entitlement for all children, is delivered across the school, a key feature of which is differentiation • Provide differentiation in the classroom - by task, groupings, resources, pace of lesson, outcomes, dialogue and questioning • Provide regular Continued Professional Development/Training for all staff on SEND issues and differentiation • Ensure that teachers are aware of students' individual needs • Offer individual meetings to staff regarding the particular needs of Learners to support appropriate differentiation
Extra support is allocated according to	<ul style="list-style-type: none"> • Student(s) individual need • Funding • Available resources
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"> • Parents' Evenings • Meetings with Key Workers • Regular meetings with parents/carers and formal Annual Review of EHCP objectives • Contact with SENCO/Head of House/Student Support Officer • SENCO Surgeries (drop in for teachers and parent consultation) • Open Eyes Learner Voice Forum

General Support for Wellbeing	
Our school offers pastoral, medical and social support to the children/ young people from	<ul style="list-style-type: none"> • Heads of House/Student Support Officers • Medical Team • School Nurse • Social Skills/Behaviour Management sessions • Outside agency referral (where available and applicable)
We encourage the children/ young people to contribute their views by	<ul style="list-style-type: none"> • Student Voice processes (student representatives/council/tutor time) • Open Eyes Learner Voice Forum • Student Curriculum Area Leaders • Attending Annual EHCP reviews, discussing progress in termly provision reviews • Open Door Policy within Learning Support
Specialist Services/ Expertise Available	
We employ specialist staff in the areas of	<ul style="list-style-type: none"> • SENCO/Leader of Learning Support • HLTAs for Intervention programmes • TAs with experience with a range of SEND within school • TAs trained in Moving and Handling of specialist equipment • Deaf Aware Teaching Assistants
Our school accesses the following services	<ul style="list-style-type: none"> • Sensory Support Services including Specialist PD Teacher and Teacher of the Deaf • Physiotherapy team • Occupational Therapy team • Speech and Language Therapy Service • Consultant Paediatrician through the Child Development Centre • Educational Psychologists • CAMHS • Autism/ADHD team • Wheelchair Services
Training	
We have staff who have the following qualifications.	<ul style="list-style-type: none"> • Mrs Rachel Hunt – Curriculum Area Leader of Learning Support/SENCO - BA Hons, PGCE, National SENCO Award (2020) • Ms Jess Farhadian – Deputy SENCO – BA Hons, PCGE, National SENCO Award (2019) • Ms Sarah Cooper – PD Hub Manager – BA Hons, MA, PCGE, National SENCO Award (2015) • Experienced Higher Level Teaching Assistants hold a range of qualifications including BA, BSc, Vocational Qualifications and continued professional development

	<ul style="list-style-type: none"> • Many staff also have the Supporting Teaching and Learning Level 2 • Deaf Aware Teaching Assistants have a Level 2/3 BSL, Oral Language Modification training and experience of supporting learners in formal examinations
Staff have recently attended the following training.	<ul style="list-style-type: none"> • Autism/ADHD/Dyslexia/Visual Impairment/Deaf Awareness/BSL Level 1 & 2, Safeguarding & Child Protection, Personal Care and Manual Handling. • Use of Emergency Evacuation Equipment (including EVAC Chair/ResQmat) • Exam invigilation/Oral Language Modification • First Aid refresher training
Accessibility	
We provide the following to ensure that all children/ young people in our school can access all of the activities offered	<ul style="list-style-type: none"> • Accessible environment • Purpose built Learning Support department with facilities for physically disabled students. • Physiotherapy Room • Personal care rooms/showering facilities • Hoists (ceiling mounted and manual) • Equipment to facilitate access eg. lifts to first floor, ramps, Personal Evacuation Equipment • Sensory Room • Life Skills Kitchen • Garden learning area • Homework clubs with computer access • Intervention learning environment/classrooms
We enable children/ young people to access all activities by	<ul style="list-style-type: none"> • Assessing student need and providing support where necessary • Access to all the above facilities and resources • Provision of alternative activities as resources allow • Support and guidance through SEND and Pastoral Teams • Promoting inclusion into all mainstream activities
We involve parents and carers in the planning by	<ul style="list-style-type: none"> • Providing parents/carers the opportunity to feedback any issues • Consulting parents through Parents Evenings • Regular meetings and Annual Review process • Meetings with individual staff • SEND Parent/Carer coffee mornings • Family Days outside school
The following arrangements help children/ young people and their parents/ carers to	<ul style="list-style-type: none"> • Positive transition planning with feeder primary schools • JHS SENCO attendance at Year 6 Annual Reviews where invited

<p>make a successful transfer to our setting/ school.</p>	<ul style="list-style-type: none"> • Cluster work (SENCO cluster meetings on a regular basis) • Junior Days and extra transition visits organised through SENCO and Teacher of the Deaf (where applicable) • 1:1 transition meetings (where applicable) • Home visits (where applicable) • Parent visits and meetings prior to transfer • Year 6 Information Evenings for prospective students and parents (with SENCO present)
<p>We prepare children and young people to make their next move by</p>	<ul style="list-style-type: none"> • Consultation during Annual Review process (Transition at Years 6, 9, 11 and post-16) • Access to Additional Learning Needs Transitions Personal Adviser (formerly Connexions) for EHCP students • Career guidance and planning through PDE lessons/Options choices • Visits to local college Open Days • Post 16 Information Evenings • Junior Days • Opportunities to request additional transition support where needed
<p>Resource Allocation</p>	
<p>Our SEND budget is allocated according to</p>	<ul style="list-style-type: none"> • Devolved SEN funding from the Local Authority with additional top-up funding allocated to individual students with an EHC Plan or Statement • Governor/Head Teacher guidelines. • Governor agreement through Finance Committee
<p>Funding is matched to SEND by</p>	<ul style="list-style-type: none"> • Assessment and monitoring of student needs and progress
<p>Our decision making process when matching support to need is</p>	<ul style="list-style-type: none"> • Identification of individual student need through: <ul style="list-style-type: none"> - The formal assessment/testing process. - Information provided from feeder primary school - Cost-effectiveness of support - Referral from professionals or recommendations.
<p>Parents/ carers are involved through</p>	<ul style="list-style-type: none"> • Regular meetings and Annual Review process • Parents Evenings • Annual SEN Evening •

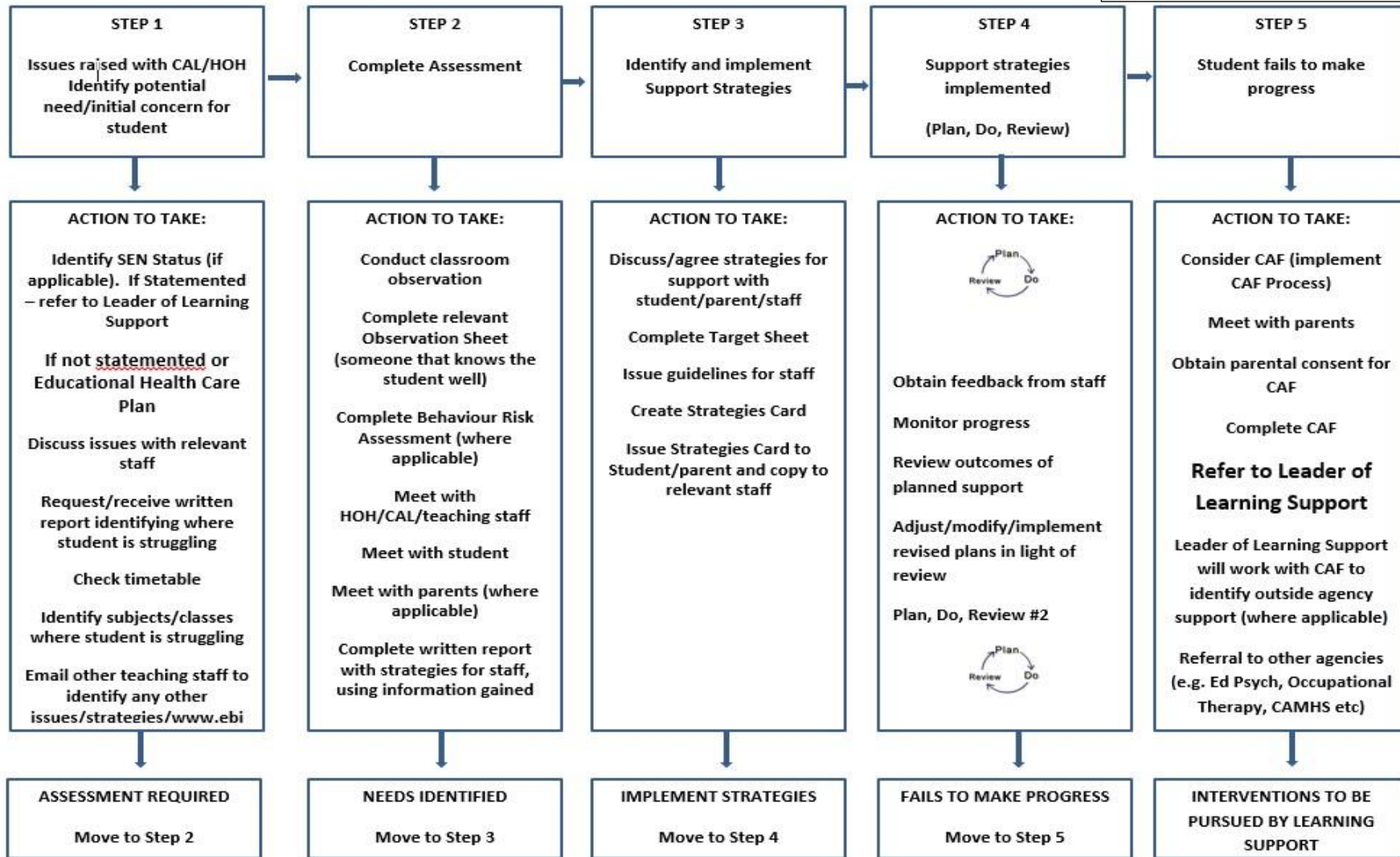
Contact Details	
Your first point of contact is	<p>Mrs Rachel Hunt – Curriculum Area Leader of Learning Support/SENCO rhunt@jhs.pkat.co.uk 01733 263526 ext.212</p>
Other people in our setting/ school who might be contacted include	<p>Ms Kerry Cliffe – Assistant Headteacher (Pastoral, Behaviour and Learning Support). kcliffe@jhs.pkat.co.uk 01733 263526 ext.127</p> <p>Ms Jess Farhadian – Deputy SENCO jfarhadian@jha.pkat.co.uk 01733 263526 ext.222</p> <p>Ms S. Cooper – PD Hub Manager scooper@jhs.pkat.co.uk 01733 263526 ext.143</p>
External support services for information/ advice are	<p>SEND Information Advice Support Service (SENDIASS, formerly Parent Partnership) – Marion Deeley pps@peterborough.gov.uk 01733 863979</p> <p>City Council Website http://www.peterborough.gov.uk/education LA Local SEND Offer link: https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8</p>

APPENDIX 2



Student Concern – Initial Baseline and Referral Process

NOTE: Step 5 - 'CAF' should now read Early Help Assessment (EHA)



**Jack Hunt's School SEND
Offer
2021-22**

PD Hub, LA Specialist PD Teacher, School Counsellor, LA Teacher of the Deaf, LA VI teacher, Educational Psychology, Neurodevelopment Team, Behaviour Panel, Speech & Language Therapy, Occupational Therapy, Physiotherapy, ASD/ADHD team, CHUMS, Social Care, SENDIASS

Complex and severe needs (Waves 3 & 4)

Specialist support for individual students/families with highest level of need

Social skills and behaviour management groups, Breakfast Clubs, Forest School, Early Help Assessment (EHA), mentoring and SSO support, Parenting support and classes, Nurture support in My World (Yr 7), Moving On (Yr 8), Altern8 in KS4

Additional needs (Wave 2)

Interventions and support for targeted groups

Quality First Teaching, APDRs/Support Plans, SEND Profiles, pupil progress meetings, pastoral support, SEND and Inclusion Policy, Behaviour Policy, Equality and Accessibility Plans

Emerging needs (Wave 1)

Universal support - strategies for all students, SEND and non-SEND