

Peterborough Pupil Referral Service

SEND Information Report



Williamson Avenue, Peterborough, PE3 6BA
Tel: 01733 207150

This report was written in September 2019 and will be reviewed annually.

Our Mission

‘Changing Lives through Learning’

We are passionate about securing the best possible provision and outcomes for each and every pupil in our care. We have high hopes for, and expectations of, each pupil and strive to work with them to develop their personal and academic potential and prepare them well for work and lifelong learning.

What does this document aim to do?

This document has been designed to advise families with children with Special Educational Needs and Disability (SEND) on the provision available at Peterborough Pupil Referral Service.

The Pupil Referral Service works closely with other schools, external agencies and the Local Authority to ensure that our students are given the best opportunity to learn and make progress, regardless of their needs.

Peterborough schools and services work together with the local authority to put together ‘The Local Offer’. This is aimed at providing better support and services for children and young people with Special Educational Needs or disabilities. Further information about the local offer can be found at here:

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

Our service is an inclusive service where every student matters. We aim to address students’ needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our Service’s SEND policy document is available on our website, detailing our philosophy in relation to SEND.

Glossary

PRS – Pupil Referral Service

SEND – Special Educational Needs and Disabilities

SENDSCO – Special Educational Needs and Disabilities Coordinator

ADHD – Attention Deficit Hyperactivity Disorder

ASD – Autistic Spectrum Disorder

FASD – Foetal Alcohol Spectrum Disorder

EHCP – Education Health Care Plan

What type of SEND can we cater for?

We are a specialist educational establishment based over three learning centres (City, Fletton and Honeyhill). We cater for pupils aged 4-16 years who's emotional, social, and behavioural or health needs mean they have been unable to develop their potential in a mainstream education setting.

Before coming to us our pupils may:

- Have been permanently excluded from mainstream school
- Have been at risk of permanent exclusion from school
- Have been too ill to attend school
- Have been without a school place

In addition, we deliver a range of target specialist programmes specifically designed to maximise opportunities for success for:

- Vulnerable girls
- Young parents and young carers
- Newly arrived pupils with English as a second language
- Young people who need a completely individual programme

Pupils may be referred directly by schools as a permanent exclusion or come via a referral to the Behaviour Support Panel from either a mainstream school, the Admissions Team, Child and Adolescent Mental Health Team or the Children Missing Education Team.

Our pupils come from diverse backgrounds and have had equally diverse experiences of life and education prior to their arrival with us. We see each and every one as an individual, in the context of their experiences to date, and work in partnership to enable them to overcome their barriers to learning and find self-belief, resilience, aspiration and determination.

The Learning Centres are able to cater for students with a wide range of needs. For example, we are able to support students with Dyslexia, ASD, ADHD, FASD and Attachment difficulties.

How do we identify students with SEND and assess their needs?

Students with SEND are identified through:

- ❖ Transition information from their mainstream school
- ❖ Baseline assessments on entry
- ❖ Ongoing termly assessments by teaching staff
- ❖ Specialist assessments by SENDCOs
- ❖ Parental information
- ❖ Information from external professionals
- ❖ EHC plans

We work to fill any gaps in the children's learning in the classroom as well as through intervention groups. These groups also support students to make accelerated progress in order to catch up with their age expected levels. Where progress isn't being made, despite further support and intervention, children may be put onto the SEN register under one of these underlying needs:

- ❖ Cognition and Learning (eg. Dyslexia, Dyscalculia, Dyspraxia, Poor Working Memory)
- ❖ Communication and Interaction (eg. Speech and language difficulties, ASD)
- ❖ Social, emotional and behavioural (eg. ADHD, ASD, FASD)
- ❖ Physical and Sensory Issues (eg. Sensory processing difficulties)

Who is involved in working with SEND students?

The PRS believes that all teachers are teachers of SEND and it is our mission to ensure that every student including those with SEND achieve their full potential. The centres have a staff team who are expert in delivering the curriculum to pupils with SEND. There is a high ratio of teacher/support

assistant to student which ensures both appropriate behaviour and safety along with progression of learning.

The PRS' SENDCOs have the overall responsibility for SEND pupils within the service:

Tracey Hopkins – Inclusion & KS1 Manager, Primary SENDCO

Erica Brown – Deputy Head of Service, Secondary SENDCO

Both have a range of SEND experience over many years and can be contacted by phoning the City Learning Centre reception (01733 207150) or by email:

t.hopkins@pprseducation.co.uk

erica.brown@pprseducation.co.uk

What training and qualifications do our staff have for working with students with SEND?

In order to maintain the high level of skill in the teaching and support staff teams, extensive Continuing Professional Development is undertaken each academic year. Recent examples of training have been around attachment difficulties, working with children of prisoners, FASD support strategies and sensory processing needs. Primary staff have also received targeted training from the Speech and Language therapy team. The focus for SEND training for the academic year 2019-20 will be around Quality First Teaching and the Graduated Approach. All staff are kept fully informed of updates to national and local policies, relevant law and guidance.

Tracey Hopkins has achieved the National Award for SEN Coordination and is an associate member of the British Dyslexia Association.

Which other professionals may be involved with my child?

We have access to a variety of services who can support children who have been identified as having SEND. Services we work with include:

The School Nurse

Community Paediatricians

The Educational Psychology Service

The Autism/ADHD Outreach Service

Child and Adolescent Mental Health Service (CAMHS)

Speech and Language Therapists (SALT)

CHUMS (mental health)

How is teaching and the curriculum adapted to my child's needs?

The centres ensure that personalised learning is planned implemented and reviewed for each individual pupil. The level of differentiation may vary considerably depending on the learning needs/styles of each individual pupil; for example, some pupils may need to use visual timetables or additional IT materials and resources in order to access curriculum.

What is an 'Assess, Plan, Do, Review' (APDR) Plan?

APDRs are created to put in place support for pupils with SEND. Reports from health or other sources may be used in creating the plan. A plan will be put together outlining strengths and areas for development for the child. Targets will be set for a specific timescale and progress will be assessed and reviewed with new achievable targets set.

What is an EHCP?

EHC plans are written for pupils who require adjustments to be made to access the curriculum, along with support from outside agencies. In compiling these plans, reports and meetings with health care providers and social care (where necessary) will be linked with the provision in place at school and any other educational support given. The group of professionals involved will compile the plan, along with parents, to discuss strengths and areas for development for the child and to set targets for the upcoming year. The Local Authority's Parent Partnership Officer, Marion Deeley is able to support parents in selecting next placements once a final EHC plan has been agreed. Her contact details are:

marion.deeley@peterborough.gov.uk

Ph. 01733 863979

How will I know how my child is doing?

When parents first attend our Learning centres for their initial admissions meeting, the process of reporting pupil progress is outlined in detail for them

- ❖ There are regular review meetings for each pupil
- ❖ There are opportunities for both regular contact with parents through weekly reports (home-school books for primary pupils) and also through more formal meetings and annual reports.

How will my child be involved and consulted?

- ❖ Pupils are involved in target setting at their Learning Centres
- ❖ Pupils are involved in monitoring and evaluating their targets every teaching session
- ❖ Where appropriate, pupils attend the pupil review meetings

What support is there for my child's emotional well-being?

The ethos of all Learning Centres is centred on emotional health and wellbeing. All staff are highly experienced in supporting a pupil's emotional wellbeing, specifically:

- ❖ Individual Learning Mentor support
- ❖ A strong focus on enabling collaboration and friendships between pupils
- ❖ Well established Anti Bullying, and Equalities policies which promote a safe and respectful environment where pupils believe they can talk openly and will be listened to.
- ❖ Individual Behaviour Plans for each pupil.

How do you promote positive behaviour?

The PRS has an established Behaviour Policy which is updated and ratified by the Governing Body each year. The promotion of positive behaviour is implicit in the whole experience pupils receive. Pupils receive

- ❖ Clear routines and structures
- ❖ Boundaries and expectations
- ❖ Active teaching and modelling in relation to positive behaviour
- ❖ Challenge when behaviour is inappropriate or disrespectful
- ❖ Reward and celebrate appropriate, positive behaviours.

How do you make the school environment and curriculum accessible for all students?

There are significant efforts to make and sustain the learning environment as a safe, stimulating, child friendly place to learn. A great deal of thought goes into acquiring appropriate learning resources and equipment to meet the individual learning needs of the pupils.

How will the Learning Centres prepare my child to join and prepare for any future transitions?

- ❖ All students have an initial admissions meeting held at the Learning Centre where they will attend.
- ❖ Endings are taken very seriously at the Centres. A great deal of preparation takes place prior to a student being reintegrated back to their school or moving to a new placement and an individualised transition plan is created. This also involved celebration of successes whilst being at PRS.

What will you do if my child has medical needs?

Initial discussions and information exchange in relation to medical needs takes place at the Initial Admissions Meeting. Parents complete and sign a medical form their child. Each pupil has an Individual Profile outlining needs and interventions. There are trained first aiders on the staff team at all 3 centres.

What should I do if I am unhappy with my child's support or progress?

It is hoped that any concerns experienced by parents can be discussed and appropriately responded to through a conversation with the class teacher in the first instance. Pupils only attend our Learning Centres with full parental permission. It is highly unlikely that concerns or complaints cannot be resolved at this level, however if it is the wish of parents to take things further, the head teacher will make available the contact details of relevant persons in either the PRS Governing Body or Local Authority.