



September 2024

PETERBOROUGH SCHOOLS: SEND PROVISION / LOCAL OFFER

The Local Authority is committed to all students, 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 schools have a similar approach to meeting the needs of students 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 students 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 (SALT) 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.



LEVELS			Note of any additional considerations eg Child in Care / 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 (eg 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	



A GUIDE TO OUR PROVISION AT MANOR DRIVE SECONDARY ACADEMY

Identification of SEND at our school	
Our school identifies children/young people with Special Educational Needs and Disability(SEND) by:	<ul style="list-style-type: none"> • Close links with primary feeder schools for transition planning. • Testing/assessing students on entry. (CATS/NGRT) • Target setting and progress tracking. • Ongoing assessments of individual students as and when the need arises. • Assessing for exams access arrangements. • Contact with parents. • Concerns raised by subject teachers and support staff. • Referrals from health professionals. • EHA referral to explore further.
We encourage you to raise your concerns by:	<p>Information regarding most issues can be found on our website. This includes a number of school policies and also includes our complaint procedures. If you have any comments or queries regarding any school activity or relating to the education and welfare of your child, please do not hesitate to contact us: email office@manordrivesecondary.org.uk Neil Reid SENCO or Mrs Jo Sludds, Headteacher.</p>
SEND provided for includes:	<p>Communication and interaction</p> <ul style="list-style-type: none"> • Speech and language difficulties. • Social communication difficulties. • Autistic Spectrum Condition. (ASC) <p>Cognition and learning:</p> <ul style="list-style-type: none"> • Mild to moderate learning difficulties. • Specific learning difficulty (SpLD) eg Dyslexia and Dyscalculia. <p>Social, Emotional and Mental Health needs (SEMH)</p> <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder. (ADHD) • Anxiety. • Attachment issues. <p>Sensory and/or Physical:</p> <ul style="list-style-type: none"> • Physical Disability. • Hearing Impairment. • Vision impairment. (VI) • Dyspraxia.



Support for your Child/Young Person

<p>The Education Plan for your child/young person will be explained to you and overseen by:</p>	<p>Members of the SEND Department:</p> <ul style="list-style-type: none"> • Mr Neil Reid the SENCO. • Mrs Magovern, Assistant SEN Lead. • Mrs Bernie Harrison (Trust SENCo) <p>The targets are reviewed within an Education Health Care Plan (EHCP) and are reviewed through yearly Annual Reviews. Targets for annual reviews at SEN support level are reviewed through Year Group Parents' Evenings or specific meetings that parents are invited to attend within the Inclusion Department.</p>
<p>Staff who may be working with your child/young person are:</p>	<p>Include:</p> <ul style="list-style-type: none"> • Mrs Harrison- Trust SENCO. SENCP – QTS, BA(Hons), MEd, SEN Award, Specialist Teacher (exam Access Arrangements) • Mr Neil Reid- SENCO – BA (Hons), PGCE, NASENCO • Mrs Z Young – BA (Hons), QTS, Specialist Teacher (exam Access Arrangements) • Mrs Magovern- Assistant SEN Lead. HLTA. (Higher Level Teaching Assistant) BA (Hons) • Mr Matt Holdsworth – Assistant Headteacher BA (Hons), PGCE • Mrs Anna Knight – Assistant Headteacher BA (Hons), PGCE • Mrs Jenna Gilbert – Assistant Headteacher BA (Hons), PGCE • HLTA, Classroom Support Assistants, Pastoral and Attendance Assistants, Key workers, Teaching Assistants. • External professionals- SALT, AATS, Educational Psychologists etc.
<p>We monitor the effectiveness of our SEND arrangements/provision by:</p>	<ul style="list-style-type: none"> • Regular Curriculum Area meetings. • Regular meetings with the Senior Leadership Team/Governors/SEND team. • Meetings with parents at Annual Reviews, Parents' Evening and review meetings. • Student voice. • Parents voice.
<p>The roles and responsibilities of our Governor/Trustees are:</p>	<ul style="list-style-type: none"> • To strategically oversee the quality and effectiveness of the department's work in fulfilling their statutory duties. • Secure appropriate resources. • Consider and have regard for the SEND code of practice January 2015 and the Academy's SEN report. • Participate in appropriate training. • Review all policies associated with SEND in accordance with the policy renewal timetable. • Evaluate the success of education provided for those with SEND.



Manor Drive Secondary Academy - School Offer



Communication and Interaction <i>Including ASD & SCLN</i>	Cognition and Learning <i>Including Dyslexia, Dyscalculia (SpLD); MLD, SLD, PLMD)</i>	Sensory and/or Physical <i>Vision Impairment; Hearing Impairment; Multi-Sensory Impairment; Physical Disability,</i>	Social, Mental and Emotional Health <i>Including ADHD</i>
<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> • Structured school and classroom routines • Warning of change • Differentiated curriculum delivery e.g. simplified language • Increased visual aids/modelling • Use of symbols; PECs • ICT programmes to support language, Maths and Literacy • Repetition/clarification of instructions • Assemblies with appropriate signs and visual aids used • Role play situations/Drama • Speaking opportunities • Quality First Teaching • Enrichment 3 times a week for Key Stage 3 students 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> • Differentiated tasks • Differentiated delivery • Repetition/clarification of instructions • Differentiated output or outcome • Increased visual aids/modelling etc. • Resources to aid teaching & learning • Use of puzzles and games • Use of writing frames/structure strips • Ensuring appropriate reading material available • Vocabulary lists • Pastel/pale backgrounds on Interactive Whiteboards where possible • ICT in lessons/Chromebook policy • Quality First teaching • Enrichment 3 times a week for Key Stage 3 students 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> • One to one devices • Sensory room • Specialist resources – e.g. pencil grips • Multi-sensory equipment • Construction opportunities • Tools and Materials e.g. brushes/pencils, collage • Range of equipment & opportunities for movement • Medical team • Trust counsellor • Quality First teaching • Enrichment 3 times a week for Key Stage 3 students 	<p>Universal Provision <i>provision for all</i></p> <ul style="list-style-type: none"> • Whole school behaviour policy • Positive behaviour strategies • Structured school and classroom routines • Positive reward systems • Consistent and progressive sanction system • Student Voice & leadership • Teaching listening through class activities • Use of puzzles and games • Enrichment programme for KS3 • Lunchtime supervision • School mental health first aiders • Wellbeing/PHSCE curriculum • Use of symbols in teaching • Use of first hand experiences to stimulate learning • Pastoral support • Form tutors /form time • Quality First teaching • Enrichment 3 times a week for Key Stage 3 students



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<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> • Speech and Language support group • Individual Provision Map • One Page Profile • Referral to Educational Psychologist 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> • Individual Provision Map • In-class TA support • Differentiated resources • Spelling programmes • Use of ICT programmes • Small group English specialist teaching • Small group maths specialist teaching • Support for reading comprehension, e.g. cloze procedure, comprehension exercises, word mats • Precision Teaching • One Page Profile • Referral to Educational Psychologist 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> • Individual Provision Map • Differentiated resources • Sports – additional preparation and support • Handwriting support • Use of ICT to support • One Page Profile • School nurse • Community Paediatrician • Referral to Educational Psychologist 	<p style="text-align: center;">Targeted Provision</p> <p style="text-align: center;"><i>Provision for needs that are additional and different</i></p> <ul style="list-style-type: none"> • Individual Provision Map • Alternative lunch-time provision • Sensory space • Wellbeing Garden • Hot Chocolate Club • Lego Club • Crafty Mates Club • Anxiety workshops • Outside agency referral • EHA Co-ordinator • Referral to Educational Psychologist



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<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> • Individual Provision Map or EHCP • Individual Speech therapy Care Plans. • Intervention delivered by external agency e.g. Speech therapist • Individual visual timetables / schedule • Visual Supports eg Now/Next boards; Choice Boards; • Task Board • Individual ICT programmes • Work station for part of day • Social stories • Outside agency advice • Individual risk assessments • Augmented Communication aids • Sensory aids eg fiddles; weighted clothing; chewies • Access to Sensory space • Increased adult support • Additional planning and arrangements for transition • Year 7 Information Evening • Attendance at Y6 EHCP Reviews (at request of Primary school) • Sharing timetables and orientation resources in the Summer prior to starting in September 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> • Individual Provision Map or EHCP • Intervention for Maths and/or English • Reinforcement practice of class learning • Use of individual ICT programmes targeting learning • Support for English outside class • Support for maths outside class • Bespoke phonic reading • List of current and future topic words • TA support daily • Exam Access arrangements • Additional planning and arrangements for transition • Outside agency advice • Sensory aids eg fiddles; weighted clothing; chewies • Year 7 Information Evening • Attendance at Y6 EHCP Reviews (at request of Primary school) • Sharing timetables and orientation resources in the Summer prior to starting in September 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> • Individual Provision Map or EHCP • Provision of specialist equipment • Individual handwriting/fine motor skills work • TA support/monitoring at lunchtimes • Individual planning and arrangements for transition • Outside agency advice • Individual risk assessment • Individual intimate care plan • Individual manual handling plan • Individual Accessibility Plan • Access to enlarged resources • Awareness of fatigue • Scribe provided • Handwriting • Physio exercises • Classroom access • Chewy toys (chewelery) • Ear defenders • Stress toys • Other sensory aids (e.g. weighted blanket) • TA support • Year 7 Information Evening • Attendance at Y6 EHCP Reviews (at request of Primary school) • Sharing timetables and orientation resources in the Summer prior to starting in September 	<p style="text-align: center;">Specialist Provision <i>Provision for specialist needs</i></p> <ul style="list-style-type: none"> • Individual Provision Map or EHCP • Individual behaviour plans including reward/sanction • TA support – communication of feelings • TA support individual debriefing/pre-empting • Social time monitoring/alternative offering • Anger support • Anxiety support • Counselling from outside agency – referral made • Input from behaviour support team • Individual seating or workstation for aiding concentration when needed • Time out system and space • Additional transition arrangements • Individual risk assessments • CAMHS involvement and referral • Year 7 Information Evening • Attendance at Y6 EHCP Reviews (at request of Primary school) • Sharing timetables and orientation resources in the Summer prior to starting in September