

PETERBOROUGH



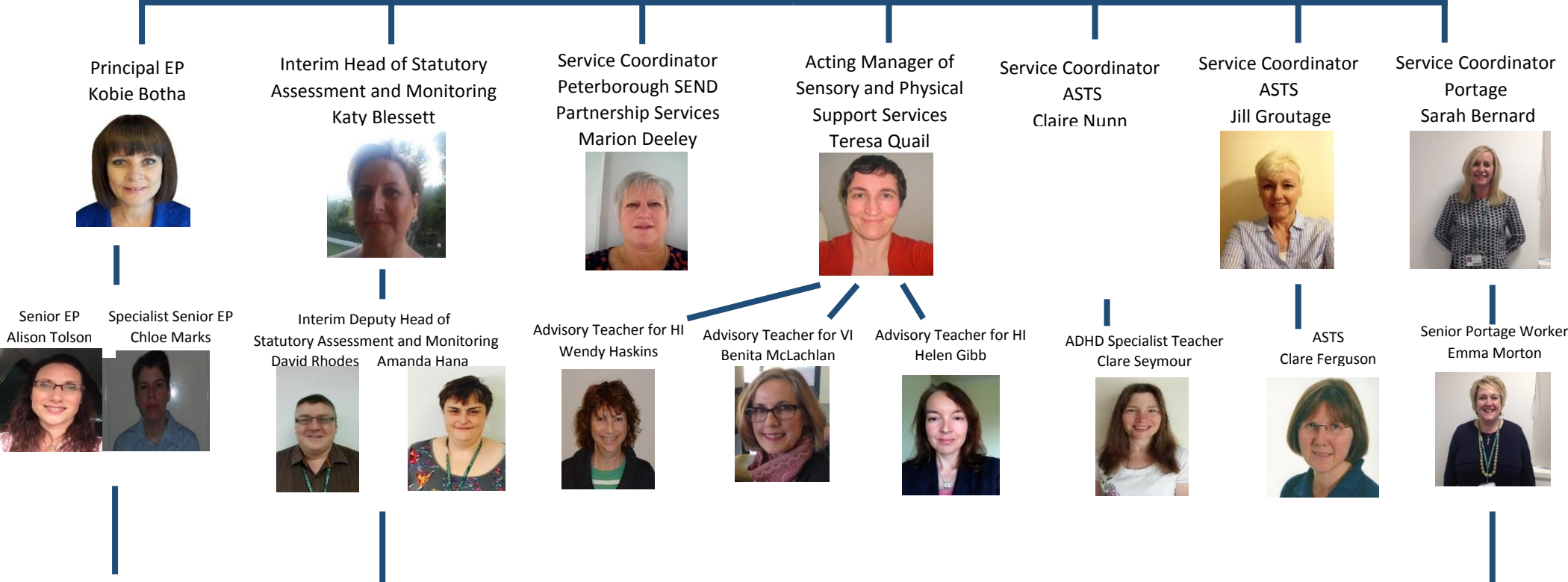
CITY COUNCIL

# Inclusion Services Guide

**INCLUSION SERVICES STRUCTURE CHART**

August 2016

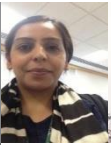
**HEAD OF INCLUSION SERVICES**  
Sheelagh Sullivan

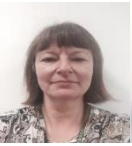
Main Grade EPS  
Vahida Mayet



EPS  
Zobiah Akhtar



SEN Officer  
Debbie Balmer



SEN Officer  
Zoe Buffery

Sobia Sadaf  
Portage Home Visitor



EP  
Kira Dempsey



EP  
Louise Jarvis



SEN Officer  
Lynda Christian



SEN Officer  
Rachel Squelch



Adele Edwards  
Trainee EP



# INCLUSION SERVICES

## AUTISM SPECIALIST TEACHER SERVICE (ASTS)

The Autism Specialist Teacher Service (ASTS) work with children and young people who have a diagnosis of an Autistic Spectrum Diagnosis (ASD).

ASTS liaises with the Special Educational Needs & Disability team, Educational Psychology Service, the Early Childhood Specialist and Inclusion Team and Peterborough Neurodevelopmental team at CAMHs,

The team is part of the Peterborough Local Authority's services to schools. We work within Peterborough schools and educational settings providing advice, support and training to staff, as well as, direct targeted pieces of work with individual pupils in schools.

The ASTS introduce, model and review strategies and interventions aimed at enabling young people on the autistic spectrum to access the curriculum and to make progress in their learning and development. We offer support to pupils as they transition through school.

A parent / career consultation service operates on the 2<sup>nd</sup> Monday of the month (appointments need to be pre booked by telephoning 01733 863689)

Requests for our involvement is made through the school/establishment SENCO. The ASTS is a peripatetic service (most of our time is spent in schools) and works term time only, it is best to contact us by email, we will endeavour to reply within 5 working days.

Age range: 4 years - 19 years

Eligibility criteria: A confirmed diagnosis of an Autistic Spectrum Disorder (ASD)

Referral route: Request made by school SENCO

Contact; Jill Groutage [jill.groutage@peterborough.gov.uk](mailto:jill.groutage@peterborough.gov.uk)

Claire Nunn [claire.nunn@peterborough.gov.uk](mailto:claire.nunn@peterborough.gov.uk)

Address; Children's Services, Bayard Place, Broadway,  
Peterborough, PE1 1FB

Telephone 01733 864009

# INCLUSION SERVICES

## ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD) Specialist Teacher Service

The Attention Deficit Hyperactivity Disorder (ADHD) Specialist Teacher Service work with children and young people who have received a diagnosis of an ADHD.  
The service liaises with Peterborough neurodevelopmental team at CAMHs Peterborough.

The service works within Peterborough schools providing advice, support and training to staff.

Requests for our involvement are made through the school senco

We offer;

- Literature to schools, such as, 'Tips for managing children and students with ADHD in the classroom.
- Telephone contact and face to face meetings with school staff to discuss their concerns.
- Observations of pupils in the classroom where appropriate.
- A parent / career consultation service operates on the 2<sup>nd</sup> Tuesday of the month (appointments need to be pre booked by telephoning
- 01733 863689)

The ADHD Specialist Teacher Service is a peripatetic service and works term time only, it is best to contact us by email, we will endeavour to reply within 5 working days.

Age range: 4 years - 19 years

Eligibility criteria: A confirmed diagnosis of ADHD

Referral route: Request made by school SENCO

Contact; Jill Groutage [jill.groutage@peterborough.gov.uk](mailto:jill.groutage@peterborough.gov.uk)  
Claire Nunn [claire.nunn@peterborough.gov.uk](mailto:claire.nunn@peterborough.gov.uk)

Address; Children's Services, Bayard Place, Broadway,  
Peterborough, PE1 1FB

Telephone 01733 864009

# INCLUSION SERVICES

## EDUCATIONAL PSYCHOLOGY SERVICE

Educational psychologists work with vulnerable children and young people in the 0-25 age range. The needs of the children fall within the 4 categories identified in the new SEN Code of Practice:

- cognition and learning;
- communication and interaction;
- social, emotional and mental health;
- sensory and physical.

The majority of EP work is in schools although there is an increasing demand now for involvement in preschool settings and colleges arising as a result of the 2014 Children and Families Act.

The range of EP services for schools includes the following:

- Consultation with school staff and parents about identifying and addressing the needs of vulnerable children and young people in the school setting.
- Consultation with school staff about whole school/whole class approaches to addressing needs and raising the achievement of vulnerable children.
- Structured assessment /observation of individual children in order to inform interventions to address needs in school as part of the EHCP process, following a consultation with staff and parents.
- Attendance at statement reviews / EHCP planning meetings and EHCP transfer reviews depending on capacity.
- Staff workshops and training could be offered as part of the consultation process.
- Support for staff and pupils in the event of a critical incident

This year the arrangements for EP Service delivery for schools are:

- Each school will have a named link with the EP Service (contactable by telephone or email).
- Each school will be offered 4 consultation sessions (one per term plus an additional planning consultation in the first term).
- Each session will be up to 3 hours and will take place at the school.

In addition to services provided to schools the EP Service also provides a range of other services. These include:

- Monthly consultation sessions for parents. These can include joint consultations between the EP, parent and school.
- Monthly consultation sessions for early years settings.
- Contribution to Local Authority Panels including the SEN Panel.
- Out of City Placement monitoring.
- Expert Witness at Tribunals.

# **INCLUSION SERVICES**

## **STATUTORY ASSESSMENT AND MONITORING SERVICE**

The Statutory Assessment and Monitoring Service (SAMS) co-ordinate the statutory process in relation to Education, Health and Care Plans. Working across agencies to develop holistic approaches to meeting the needs of Peterborough learners who have greater difficulty in learning than their peers or who have a disability that hinders their ability to make use of facilities available. The Team are also responsible for ensuring that all Plans are reviewed annually. The SAMS are involved with a child/young person for the duration of the EHC Plan.

The SAMS is fully committed to the ethos of involving young people and parents fully in this process. All planning meetings held to collect information during the statutory process are person centred.

Throughout the statutory process SAMS work closely with families and schools to ensure the best for these young people. We meet with families, children and young people to provide a platform for them to put forward their views and aspirations for the future. Co-ordinating all the advice from professionals involved with the child/young person to ensure that their educational provision is helping them to progress towards these aspirations.

It is the responsibility of SAMS to ensure that EHC Plans are reviewed annually. At these reviews the family and young person have the opportunity to modify their aspirations if these have changed and progress towards outcomes and objectives is discussed.

SAMS are involved with the most complex children and young people with SEN and disabilities. The majority of children and young people with SEN will have their needs met within schools, from the school's allocated budgets and possibly other universal services.

There is a multi-agency SEN Panel with representation from Education (SAMS members, Educational Psychologists, Advisory Teachers, Early Support Co-ordinator and representatives from local schools), Health and Social Care which is responsible for making decisions around statutory assessments, specialist in city school placements and possible funding allocations for individual cases. Parents are informed of decisions at SEN Panel by phone and letter.

SEN Officers are always willing to meet with parents/young people during the process if this is requested and ensure that parents are fully informed of the opportunities for independent support and their rights of appeal.

## **STRUCTURE AND CONTACT DETAILS**

### **OF THE STATUTORY ASSESSMENT & MONITORING SERVICE**

Interim Head of Statutory Assessment & Monitoring Service (SAMS)

Katy Blessett - 01733 863932

[katy.blessett@peterborough.gov.uk](mailto:katy.blessett@peterborough.gov.uk)

Deputy Head of SAMS - David Rhodes - 01733 863900

[david.rhodes@peterborough.gov.uk](mailto:david.rhodes@peterborough.gov.uk)

Deputy Head of SAMS - Amanda Hana - 01733 863902

[amanda.hana@peterborough.gov.uk](mailto:amanda.hana@peterborough.gov.uk)

#### **SEN Officers**

Lynda Christian – 01733 863930

[Lynda.christian@peterborough.gov.uk](mailto:Lynda.christian@peterborough.gov.uk)

Rachel Squelch – 01733 864667

[rachel.squelch@peterborough.gov.uk](mailto:rachel.squelch@peterborough.gov.uk)

Zoe Buffery – 01733 863676

[Zoe.buffery@peterborough.gov.uk](mailto:Zoe.buffery@peterborough.gov.uk)

Debbie Balmer - 01733 863937

[debbie.balmer@peterborough.gov.uk](mailto:debbie.balmer@peterborough.gov.uk)



## **INCLUSION SERVICES**

### **SENSORY SUPPORT SERVICES: VISUAL IMPAIRMENT & HEARING IMPAIRMENT SERVICES**

#### **VISUAL IMPAIRMENT SERVICES**

We provide specialist educational support city-wide for approximately 110 children who are partially sighted or blind, from birth and pre-school age, through the primary and secondary phases and into further education.

We aim to:-

- enable visually impaired pupils to have access on equal terms to all curriculum experiences and opportunities.
- work with the local authority, health professionals, schools and parents/carers to assess and meet the needs of this diverse minority group.
- ensure visually impaired pupils can be educated wherever possible in a local placement appropriate to their needs.

#### **REFERRALS**

We work with children who:

- have no useful vision.
- can only read down as far as the fourth line on the traditional eye chart whilst wearing glasses (i.e. have distance vision quoted as 6/18, 6/24, 6/36, 6/60 or equivalent).
- experience defective fields of vision.
- have deteriorating vision.
- may have visual impairment as one of a range of complex disabilities.

If a visual impairment is suspected, assessment or information should be sought initially from the local NHS Trust - Eye (Ophthalmology) Department. Occasionally schools or other professionals may need to make a referral for an initial discussion.

#### **HEARING IMPAIRMENT SERVICES**

We provide specialist educational support city-wide for approximately 240 children and young people who are hearing impaired, unilateral or bilateral, mild to profound, and under the care of an audiology department, from birth and pre-school age, through the primary and secondary phases and into further education.

We aim to empower families and children/ young people to make informed decisions and reach their full potential:-

- enable hearing impaired pupils to have access on equal terms to all curriculum experiences and opportunities.
- work with the local authority, health professionals, schools and parents/carers to assess and meet the needs of this diverse minority group.
- ensure hearing impaired pupils can be educated wherever possible in a local placement appropriate to their needs.

## **REFERRALS**

We work with children/ young people who are aided to maximise any residual hearing and children/ young people who are sign language users.

Most children/ young people who need specialist support are referred by an audiologist.

If staff suspect a child/ young person has a hearing loss, it is important to ensure parents approach a GP for a referral to the Audiology Services.

### **When a child/young person is referred to the Sensory Support Service will:-**

1. Acknowledge written referrals by phone / e-mail.
2. Visit parents/schools to discuss the role of the Service, especially upon initial involvement with the child, the school and the family.
3. Request written parental permission to seek relevant medical information from the relevant Health Services such as the Consultant Ophthalmologist, optician/ optometrist, Audiology, Community Health services.
4. Arrange the assessment visit(s) at a mutually agreed time and include the opportunity for immediate verbal feedback for school staff and parents.

On completion of the assessment a written report is compiled by a qualified Teacher of the deaf/qualified Teacher of Visual Impairment. This report contains:

- relevant information about sensory skills assessed with findings.
- implications of these findings for those involved with the child.
- suggested strategies to help minimise difficulties.

Referral contacts:

- Telephone: 01733 454460
- Email: [sensorysupportservice@peterborough.gov.uk](mailto:sensorysupportservice@peterborough.gov.uk)

# **INCLUSION SERVICES**

## **SEND PARTNERSHIP SERVICE**

Peterborough SEND Partnership Service provides information, advice and support to parents, children and young people on Special Educational Needs and Disabilities.

The SEND Partnership Officer can:

- Offer impartial advice and information about Special Educational Needs and Disabilities.
- Offer information, advice and provision on Independent Supporters.
- Help parents, children and young people through the Special Educational Needs process.
- Help parents use their rights to make sure the educational needs of their child are met.
- Help parents to work with schools, education, children's services, health and other professionals.
- Inform parents about other support services and organisations.
- Help parents resolve disagreements.

Contact: 01733 863979 or email [pps@peterborough.gov.uk](mailto:pps@peterborough.gov.uk)

## **INCLUSION SERVICES**

### **PORTAGE SERVICE**

Peterborough Portage Service is a specialist Home Visiting Service that has been established for over 33 years. We support pre-school children with disabilities and/or additional support needs, and their families.

There are currently 7 Portage Home visitors in our multidisciplinary team:

Portage Co-ordinator – Sarah Bernard  
Senior Home Visitor – Emma Morton  
Portage Home Visitor – Sobia Sadaf  
Early Identification Officer (Early Years Team) – Pat Cross (7 hours Portage a week)  
Nursery Nurse with Health Visiting – Dawn Warwick (4 hours)  
Nursery Nurse with Health Visiting – Caroline Thomas (4 hours)  
TA at Phoenix Special School – Emma Brownsell (one day)  
Volunteer – Janice Calvin (one day)

The Portage 'model' has a clear framework for children and their families considering these three main areas:

- 'Structured teaching', recognising a child's strengths and building on them with play and teaching activities modelled for the family on home visits.
- 'Child led Play' recognising the whole child and their interests and responding appropriately and
- 'Family focus'- understanding the families' pressures, appointments and emotional needs on their journey with their child, often with complex needs.

We work through a holistic assessment of the child, encompassing observations and discussing with the family/carer what they know about their child, setting a developmental profile/programme.

We often work alongside our colleague's in health e.g. Physiotherapy, SALT, Early Years, Sensory support and the Health Visiting teams making joint visits and planning support for our families.

We work on a small steps developmental approach to achieving a long term goal. Health Colleagues are our main referrers, however, we operate an open referral system.

#### **Recent developments in service delivery**

##### **Portage 2 year pilot/programme**

In September 2014, the 2 year olds funded places criteria was extend to children with SEN (in receipt of DLA). In order to meet the needs of the children that are entering pre-school settings, we decided to offer seamless Portage involvement. The aim would be to support the named practitioner in the setting in order that they could build on the individual child's developmental needs; through structured teaching targets ('Portage model of support'). This could then be delivered and practiced while the child attended their setting sessions. There

are planned home visits and meetings scheduled with the Portage senior team member, mentoring the trained Portage practitioner in the setting.

Recent experience has shown us an increasing interest within pre-schools and nurseries, for knowledge of Portage materials and practice. This helps staff in their support of children with disabilities and additional needs.

Sarah Bernard, Portage Coordinator <tel:01733 241083>