



Peterhouse School

SEN Information Report

Calvin Wallace

RELATED / RELEVANT POLICIES AND KEY DOCUMENTS

This document should be read in conjunction with:

Peterhouse School Value, Aims and Mission Statement

Guidelines for Annual Reviews

Guidelines re how we consult with students

Curriculum Policy

Environment Policy Environment

Guidelines for Transition

Admission and Discharge Policy

FE Curriculum Statement

Anti – Bullying Policy

Curriculum Statement

Staffing Policy

Emotional Wellbeing Policy

Personal Tutorial Policy

Peterhouse School Complaints Procedure

Peterhouse School Website: www.peterhouseschool.com

SUMMARY / SCOPE

The purpose of this document is to

- ❖ Explain how we support our pupils in all aspects of school life and remove barriers to achievement.
- ❖ Explain how we work in close partnership with parents / carers and pupils.
- ❖ Explain how we make effective provision for all of our children with special educational needs and disabilities (SEND)

REVISION STATUS

This Review Date	Details of Changes	Sections Changed	Author	Date of next review
Sept 2018	General review throughout		J Allan	Sept 2019
Sept 2019	General review throughout		J Allan	Sept 2020
Sept 2020	General review throughout		J Allan	Sept 2021
Sept 2021	General review throughout		J Allan	Sept 2022
Sept 2022	Minor changes throughout		C Brandt	Sept 2023
02.11.2022	Ratified by Governance Committee			
October 23	Minor changes throughout		C Wallace	October 24
Endorsed by the Education Services Governance Committee 09.11.23				
Sept 24	Minor changes throughout		C Wallace	Sept 25
Endorsed by the Education Services Governance Committee 14.11.2024				
September 25	Minor changes throughout		C Wallace	Sept 26
Endorsed by the Education Services Governance Committee 06.11.2025				

1 THE KINDS OF SEN THAT ARE PROVIDED FOR

All pupils have a diagnosis of Autism and an EHCP that reflects this. Many of our students have an additional ADHD and/or PDA diagnosis and/or mental health difficulties.

2 POLICIES FOR IDENTIFYING PUPILS WITH SEN AND ASSESSING THEIR NEEDS

Pupils require an Education & Health Care Plan (EHCP) and a diagnosis of Autism in order to be considered for admission. An assessment will be carried out prior to admission in line with our Admissions and Discharge Policy. All admissions are subject to a 6 month assessment period after which an initial review is held and placement confirmed. For some students it may be appropriate to have a pre admissions review after the first term. This will be confirmed at admission.

All students on role under our Flexible Education Provision will have a review at the end of the first term in order that the EHCP is deemed fit for purpose and reflects the bespoke provision on offer.

During this first 6 months a comprehensive baseline assessment is completed. Information from this then informs

- About Me document
- Individual learning targets (set and assessed on Earwig)
- Individual therapy goals
- Initial Annual Review (where EHCP outcomes are agreed)

At Peterhouse, we pride ourselves in our highly individualised approach and aim to tailor our plans and approaches to each pupil's unique strengths, interests and needs.

3 ARRANGEMENTS FOR CONSULTING PARENTS OF CHILDREN WITH SEN AND INVOLVING THEM IN THEIR CHILDREN'S EDUCATION

We consider a close working partnership with parents to be essential to a pupil's success at school. When a pupil starts at Peterhouse, staff meet with parents to determine the pupil's strengths, interests and needs. Parents are invited to the child's Annual Reviews and are asked to complete a form with their comments as well as attending the meeting in person. Parents receive a 'Big ideas' document half termly, which is an overview of what their child will be learning in school and are invited to a 'meet the teacher evenings twice a year. Throughout a child's time at Peterhouse, staff communicate with parents via Class Dojo, phone calls, emails, letters and news mailings. Parents receive the Peterhouse Parent Newsletter every half term detailing information about pupil achievements and the life of the school. The school operates an 'Open Door' policy and parents are always welcome to discuss any thoughts, comments or concerns with staff and additional meetings are arranged as appropriate. The school employs a 2 Young Person and Family Support Coordinators and a Young Person and Family Support Worker, who is also a trained counsellor.

From September 2019 families have had the opportunity to participate in our Quality of Life initiative where information is collected from them via a questionnaire. This will identify key issues which are impacting both positively and negatively on a family's quality of life and allow interventions to be put in place. Since 2020 Family Voice has been integral to our Annual Review Process. The school was reaccruited with the Leading Parent Partnership Award in January 25.

4 ARRANGEMENTS FOR CONSULTING YOUNG PEOPLE WITH SEN AND INVOLVING THEM IN THEIR EDUCATION

All pupils are enabled to make meaningful choices within their daily routines, and in consultation with their families, they are enabled to take an active part in key decision making regarding for example, their immediate and long term future placement and activities. Pupils are often involved in planning activities such as educational visits, at all stages of the process. Pupils take part in tutorial sessions with designated members of staff, where they are able to discuss their thoughts and views. Pupils are encouraged to contribute to their annual review, by attending the meeting and/or compiling a written contribution or making something to share within the review.

Students are included in the development of their About Me documentation, their Positive Behaviour Support Plan (PBSP) and their Education Health and Care Plan (EHCP). Students are consulted about what information they would like people to know including their likes/dislikes and things people can do to help them at school, at home and in the community. Students are also encouraged to identify areas of learning they would like to develop.

Where appropriate, students are included in class meetings which take place on a weekly/half termly basis. Both students and staff are encouraged to contribute items to the agenda and discussions take place in an open, non-judgemental forum where ideas are shared and action plans developed.

The school has an active School Council where students are encouraged to represent the views of others as well as themselves.

Students have the opportunity to participate in our Quality of Life initiative where information is collected from them, or on behalf of them, via a questionnaire. This will identify key issues which are impacting both positively and negatively on a student's quality of life and allow interventions to be put in place.

5 ARRANGEMENTS FOR ASSESSING AND REVIEWING PUPILS' PROGRESS TOWARDS OUTCOMES

Each pupil has an EHCP which details long term aspirations and the shorter term steps towards achieving these outcomes. These are evaluated termly by teaching staff and therapists and are reported on and discussed with the young people, parents and professionals at Annual Reviews. Earwig is the assessment platform used across school to track progress across the Peterhouse Curriculum.

6 ARRANGEMENTS FOR SUPPORTING PUPILS MOVING BETWEEN PHASES OF EDUCATION AND PREPARING FOR ADULTHOOD

Pupils who attend Peterhouse will undergo a number of transitions during their school career. Pupils with autism, who find change particularly difficult, are especially vulnerable at these times. Peterhouse Transition Planning is pupil centred and needs focused, with both pupil and parents/carers identifying their aspirations and goals for the future. We encourage pupil involvement in decision making during Transition (as advocated in the Code of Practice).

Each pupil moving into Transition will have a Transition Plan, owned by the pupil but helped by the people who know them best in order to produce it. We recognise the importance of a coherent, planned Transition Process and welcome the opportunity to involve all parties in a collaborative and proactive way. The Transition Plan will be developed during the Transition Meeting with parents / carers, social worker and any other professional e.g. Speech and Language Therapist or other medical professional. Transitions within Peterhouse e.g. between classes is individually planned and may involve visits to the new class, personalised transition books with photos and occasionally teaching assistants moving class with the pupil.

7 THE APPROACH TO TEACHING PUPILS WITH SEN

Our teaching methods are *person* centred and take into account the individual needs and particular presentation of the autistic spectrum condition for each pupil as well as any existing co morbid conditions.

Classroom management strategies need to take account of the varying social, emotional, sensory and communicative needs of our pupils. Staff need to adopt a creative approach and provide well planned and carefully structured teaching which allows for flexibility to address the dynamic and changing demands presented by pupils' emotional states and presentation of behaviour.

As such teaching and learning is differentiated and person centred, based on an in depth knowledge of each pupil which comes from multidisciplinary assessment, pupil risk profile, positive intervention plans etc. and is reflected in the About Me document.

To engage and motivate pupils, tasks set need to be meaningful, purposeful and utilise a range of strategies including the use of technology (lap tops, animation iPad etc.), multisensory approaches and creative approaches (including music, art, animation, textiles etc.).

We take an eclectic approach to teaching and staff are encouraged to consider a full range of teaching strategies and utilise those methods which are most productive in the light of the aims and ethos of the school and best suited to the individual needs of pupils. These may include TEACCH, PECS, social stories and proactive strategies for dealing with behaviour, therapeutic approaches, and an emphasis on repetition and routine etc.

Language used to pupils within school is also individually adapted, often needing to be simple and concrete and supplemented by signs and symbols. Communication

objectives, set in conjunction with the Speech and Language Therapist, are taken into account when speaking to a pupil.

Teaching is supported by TAs and HLTAs; they support individual or groups of pupils as directed by the teacher.

8 HOW ADAPTATIONS ARE MADE TO THE CURRICULUM AND THE LEARNING ENVIRONMENT OF PUPILS WITH SEN

We offer an inclusive curriculum which ensures equality of opportunity, enabling access to all aspects of the curriculum irrespective of gender, race, disadvantage or disability.

The curriculum intent at Peterhouse School is to meet the needs and aspirations of our learners through meaningful, purposeful and relevant activities; delivered in an autism specific way which enables each individual to reach their full potential as successful adults with autism. Our key drivers have been identified as

Knowledge of the Wider World

Independent Learning and Creative Thinking

Identity

Quality of Life

At Peterhouse School we have two distinct pathways. Pupils may cross between the pathways depending on their individual profiles. Our Formal pathway offers subject specific learning through half termly Big Idea themes over a three-year rolling programme. This revisiting approach across different subjects enables pupils to make links both within and between different subject areas and apply their learning in a variety of settings thus making curriculum coherence stronger for the learner and support deeper learning.

Specialist teachers deliver Computing, PE, Art, Science and Expressive Arts.

Students who are at pre KS1 National Curriculum expectations follow our Peterhouse Semi-Formal Pathway. This includes the EYFS goals, Quality of Life provision, Communication programmes and our own bespoke school statements.

Our Enrichment Curriculum includes

- Accessing the Community
- Horticulture
- Arts Award
- PE Enrichment
- Preparing for Adulthood (Independent Travel, Digital Citizenship, Sex and Relationships, Work Related Learning, Health and Wellbeing)
- Prime Time activities

Fundamental British Values and Social, Moral, Spiritual and Cultural development are embedded across the curriculum.

At KS4 and onwards pupils follow the most appropriate Pathway, according to need, ability and choice with opportunities to follow a range of enrichment activities.

The curriculum is planned within our ethos of supporting pupils to develop skills for life, including self-occupancy and independence which will enable them to become lifelong learners and successful adults with autism.

The curriculum reflects the range of cognitive, social, cultural, spiritual, moral and physical needs of our pupils. It generally aims to be functionally relevant for our pupils, allowing differentiation, progression and consistency. Breadth of experience, balance of time and subject depth is also taken into consideration.

Much of our curriculum occurs outside of the confines of the school environment to enable us to exploit the rich and varied opportunities available within the wider community. We aim to provide a curriculum which is lively, interesting and motivating, which does not limit the pupils but which pushes the boundaries, with opportunities for risk taking, within a safe and secure framework. Through these opportunities we promote positive behaviour, resilience, confidence and a sense of achievement and self-worth. Our curriculum seeks to provide meaningful, purposeful opportunities and a range of experiences to enrich and enhance each individual's life experience.

Our pupils are predominantly visual learners and consideration is always given to the visual resources, which will support and enhance pupils' learning individually and the learning environment, generally. Some pupils with an autistic spectrum condition can experience 'sensory overload' and in this context, the visual stimulation in their environment needs to be carefully planned and monitored.

At Peterhouse School we recognise the impact that both the physical and social environment has on the wellbeing of our young people on the autism spectrum. Great consideration is given to the suitability of the environment, taking account of the young people's communication, social, sensory and physical needs. The quality of the environment aims to promote pupil independence and safety at all times as well as value and enhance their dignity. We observe pupil behaviour and responses to their environment and respond accordingly.

9 THE EXPERTISE AND TRAINING OF STAFF TO SUPPORT PUPILS WITH SEN, INCLUDING HOW SPECIALIST EXPERTISE WILL BE SECURED

The implementation of the School Development Plan is dependent upon the contribution of all our staff. We recognise that what separates our organisation from others is the quality and expertise of our staff, their commitment and focus. We see staff as our most valuable resource and therefore have a commitment to staff development, providing opportunities and support for training and development to enhance their knowledge, skills and understanding. It is only through this ongoing development that we can continue to improve the overall quality and standard of teaching, learning and care.

Subject specialists are employed to assist in curriculum delivery, in addition to two Speech and Language Therapists and two Occupational Therapists. We have a Social, Emotional and Mental Health Lead Practitioner who is also a trained counsellor. Our Head of Autism Practice, Training and Research is a member of the senior leadership team and is

responsible for practice, training and research across school. We also employ a Health and Wellbeing Coordinator, two Young Person and Family Support Coordinators and an Interventions Worker, the latter also a trained counsellor. We work closely with the Recovery Practitioner employed by the wider organisation, especially in supporting our work with mental health. We work closely with external professionals e.g. CAMHS, Children's Social Care etc.

Through training and experience, we strive for all our staff to become specialists in their knowledge and understanding of autism.

Additional services may be brought in on a consultancy basis as required.

10 EVALUATING THE EFFECTIVENESS OF THE PROVISION

At Peterhouse we recognise the need to monitor and evaluate all aspects of our work. In this way we aim to constantly improve the quality of our provision within the context of our mission statement, aims and ethos. All monitoring must be based on a sound and open understanding of the needs of pupils with an autistic spectrum condition.

Evaluation at Peterhouse includes the following:

- Internal and Annual Reviews for pupils; regular evaluation and update of pupil EHC Plans, About Me Document, Risk Assessments etc
- Therapy Outcomes Measures (TOMS)
- Pupil target setting and progress are monitored via Earwig
- Evaluation and review of the School Improvement Plan, including questionnaires to seek input from staff, families and students.
- Staff Appraisals and performance management
- External Monitoring visits such as Ofsted
- Achievement of Kite marks e.g. Arts Mark Gold, Careers Award, Wellbeing Award for School, Leading Parent Partnership Award etc.
- Peer review e.g. Challenge Partners
- A strong and effective Governance Committee who oversee the work of the school

11 HOW PUPILS WITH SEN ARE ENABLED TO ENGAGE IN ACTIVITIES AVAILABLE WITH THOSE IN SCHOOL WHO DO NOT HAVE SEN

All pupils at Peterhouse have a diagnosis of Autism Spectrum Condition. Pupils are encouraged to interact with their peers and opportunities exist for pupils to mix with pupils from other classes at e.g. lunchtime clubs, Prime Time clubs, school buffets, School Council etc. Our peer mentoring programme supports older students supporting younger students through a range of activities acting as role models and mentors.

12 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

All staff acknowledge the uniqueness of each individual young person's autism and work tirelessly and consistently to ensure that their emotional well-being is at the forefront of their thinking and practice to open a pathway to learning. Staff are positive, proactive and

caring, demonstrating an understanding and detailed knowledge of the pupils in their charge.

The learning environments are autism friendly and focused in terms of structure and approach which in turn makes each pupil feel safe, secure and valued. The achievements of pupils, however small, are rewarded and appropriately praised. All pupils are treated equally and with dignity and respect.

Staff are alert to the possibility that young people within the autism spectrum may show signs of anxiety and as such, staff must ensure that the relevant and appropriate amount of support (e.g. visual, sensory, written, and verbal) is in place to reduce this. Staff are alert to the fact that some of our pupils may experience low mood and possible depression. Staff must be continually reviewing the presentation of each pupil in order to spot the early signs (e.g. withdrawal, low self-esteem, self-harm) and to seek advice and guidance at the earliest opportunity.

Staff work in partnership with parents/carers to ensure that all parties are informed of any issues that may impact upon the emotional well-being of the pupils (e.g. bereavement, family issues etc.).

Staff provide pupils with opportunities to develop appropriate social skills and teach them about social thinking through which an understanding of social relationships may be developed. Staff provide opportunities for pupils to relax in order to remain calm, de-stress and feel safe. Staff acknowledge pupils' frustrations / emotions and guide through such times.

Pupils have a dedicated 1-1 tutorial time each week with a designated member of staff where they can bring their own agenda items. For pupils who need further support a referral can be made to the SEMH Lead Practitioner for emotional wellbeing input and/or counselling. Other pupils may be signposted for other interventions from designated staff in a pastoral role.

Pupils are provided with opportunities to make a positive contribution to their family, class, school and community and provided with opportunities to experience the world of work (e.g. jobs in class / school, work experience) and feel valued.

It is recognised that the differences in communication (understanding and use), flexible thinking, getting on with others and sensory sensitivities experienced by young people with autism spectrum condition can often lead to behaviours which are challenging to themselves and others.

Bullying in this context can have additional subtleties and cannot be assumed to be viewed from a neuro typical viewpoint. Not all pupils at Peterhouse will recognise bullying behaviour if they experience it; equally not all pupils would recognise their own behaviour as bullying towards another individual. Likewise some pupils may misunderstand and perceive bullying behaviour, rather than what is actually a breakdown in social communication. Many of our pupils desire friendships but do not possess the necessary skills to initiate, reciprocate and maintain relationships. Young people too may be vulnerable within their own local communities as the rise of 'mate crime' is particularly prevalent amongst young people with autism spectrum condition as they struggled to distinguish genuine friends from those who may bully or abuse them

A significant amount of work is done with our pupils to help them develop the understanding, skills and strategies for successful, safe and appropriate interaction with

others. It is essential that any intervention takes into account the cognitive functioning, language ability and social / emotional understanding of each individual.

The Quality of Life initiative is intended to further support the emotional and social development of both students and their families.

13 HOW THE SCHOOL INVOLVES OTHER BODIES, INCLUDING HEALTH AND SOCIAL CARE BODIES, LOCAL AUTHORITY SUPPORT SERVICES AND VOLUNTARY SECTOR ORGANISATIONS, IN MEETING PUPILS' SEN AND SUPPORTING THEIR FAMILIES

All organisations and individuals involved with a young person are invited to that pupil's Annual Review. They are invited to submit their comments in writing as well as attend the meeting in person.

We liaise with NHS and social service professionals for specific students e.g. physiotherapists, school nurses, dieticians, continence service, if any particular needs are identified.

The school website contains a page on 'Links for Parents' where parents can find out about support groups etc. who can offer support.

The school employs two dedicated Young Person and Family Support Coordinators who provides a point of contact with parents and external bodies. They are Early Help Lead Practitioners and will coordinate Early Help referrals where appropriate. In September 2021 we employed a Young Person and Family Interventions worker who is also a trained counsellor.

Other specialist school staff, including Speech and Language Therapists, Occupational Therapists, SEMH Lead Practitioner, Autism Practice Lead and Health and Wellbeing Coordinator provide support to pupil's and families and can signpost additional support where necessary.

Peterhouse is part of the Southport Learning Partnership, giving the school access to local education initiatives, training events, networking opportunities etc.

14 ARRANGEMENTS FOR HANDLING COMPLAINTS FROM PARENTS OF CHILDREN WITH SEN ABOUT THE PROVISION MADE AT THE SCHOOL

Peterhouse aims to meet its statutory obligations when responding to complaints from parents / carers of pupils at the school, and others.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response
- Respect complainants' desire for confidentiality
- Treat complainants with respect

- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into school development evaluation processes

We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed.

The school will aim to give the complainant the opportunity to complete the complaints procedure in full.

To support this, we will ensure we publicise the existence of this policy and make it available on the school website.

15 NAMED CONTACTS WITHIN THE SCHOOL FOR WHEN YOUNG PEOPLE OR PARENTS HAVE CONCERNS

Head Teacher:	Calvin Wallace
Designated Persons for Safeguarding:	Claire Sayles
	Peter Rimmer
	Owen Matthews

16 THE SCHOOL'S CONTRIBUTION TO THE LOCAL OFFER AND WHERE THE LA'S LOCAL OFFER IS PUBLISHED

Peterhouse is a DfE-approved Non-Maintained Special School for children and young people aged 4 to 19 who have a diagnosis of autism and an Education Health Care Plan.

Mission Statement:

“Peterhouse aims to provide a specialist environment which is flexible and responsive in fulfilling the academic, social, emotional and physical potential of all our young people, equipping them with the skills, knowledge and understanding to be a successful adult with autism.”

<https://www.seftondirectory.com/kb5/sefton/directory/service.page?id=Fk9JSOadPKY>