Inclusion (SEND) Policy

Hampton Gardens

Policy last reviewed:	September 2026
Next review due:	September 2027
Member of staff responsible:	Mrs Angela Roberts
Ratified by:	Hampton Gardens Local Governing Body

Terminology and abbreviations:

SEND – special educational needs and disabilities;
SEN – special educational needs (used where required by legislation or the statutory term SEN Support);
SENDCo – special educational needs and disabilities co-ordinator;
EHC plan/EHCP – Education, Health and Care plan;
ELSA – Emotional Literacy Support Assistant;
EBSA – emotionally based school avoidance;
EAL – English as an additional language;
SEMH – social, emotional and mental health;
SLCN – speech, language and communication needs;
ASD – autism spectrum disorder;
TA – teaching assistant;
LA – local authority;
Edukey – the school's SEND provision-recording system.
Other abbreviations are explained at first use.

1.0 Legislation

This policy complies with the guidance in *Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).* It is intended as guidance for staff, parent/carers and children with reference to the following guidance documents:

- SEND Code of Practice: 0 to 25 years (January 2015; statutory guidance, GOV.UK page updated September 2026);
- Ofsted Education Inspection Framework 2025 and the state-funded schools inspection toolkit, including the Inclusion evaluation area (current from November 2025 and updated for September 2026);
- Keeping Children Safe in Education 2026, where safeguarding and SEND responsibilities intersect;
- *Equality Act 2010;*
- *Children & Families Act 2014;*
- *The National Curriculum in England(July 2014);*
- *Safeguarding Policy;*
- *Accessibility Plan;*
- Teachers' Standards (as amended and currently in force).

2.0 General Statement of Principles

Our aim is to create an atmosphere of encouragement, acceptance, respect and understanding of individual needs, in which all students can maximise their potential. We will endeavour to make every effort to achieve an environment that does not discriminate against any student regardless of disability or special educational need.

3.0 Aims and Objectives

1. To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others' *(National Curriculum 2014)*.
2. As far as practicable and reasonable, we endeavour to achieve access to the curriculum and school activities for all students.
3. To achieve high levels of attainment and excellent rates of progress for all

4. To provide a caring environment within which students can learn and develop to their full potential
5. To celebrate the achievements of all students through academic achievement, extra-curricular or enrichment activities
6. To see students as individuals with differing interests, knowledge and skills
7. To see additional SEND support as complementary to high-quality, adaptive and inclusive classroom teaching, rather than a substitute for it.
8. To identify barriers to learning and participation as early as possible and respond through a clear Assess–Plan–Do–Review cycle within a needs-led graduated approach.
9. To work closely with students and parents/carers as partners and actively involve them in the graduated approach to SEND
10. To work closely with other agencies such as Health, Social Care and the Local Authorities
11. To map provision for vulnerable learners carefully and ensure staff deployment, resource allocation and interventions have demonstrable impact. Provision, interventions and reviews are recorded transparently through Edukey.
12. To achieve a high level of staff expertise, to meet student need, by providing targeted continuing professional development.

4.0 The Definition of Special Educational Needs and Disabilities

Students have special educational needs where they have a learning difficulty or disability which calls for special educational provision to be made for them that is additional to, or different from, the provision generally made for others of the same age. Hampton Gardens takes a needs-led approach: support is based on identified barriers and need and is not dependent on a diagnosis. Students are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught.

A student has a disability if he/she has a physical or mental impairment, which has a long term effect on his/her ability to carry out normal day-to-day activities (from the definition in the Disability and Equality Act 2010). This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include sensory impairments affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer, where the statutory disability criteria are met. For example, asthma may amount to a disability where its long-term effects have a substantial adverse impact on normal day-to-day activities; having asthma does not automatically mean that a student is disabled or has SEN. Children and young people with such conditions do not necessarily have SEN, but where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

5.0 Arrangements for SEN at Hampton Gardens School

5.1 Admissions

Hampton Gardens School does not discriminate on the grounds of SEND or disability and follows the statutory admissions framework. Where an Education, Health and Care (EHC) plan names Hampton Gardens School, admission arrangements will be managed in accordance with the Children and Families Act 2014 and the SEND Code of Practice. (See Admissions Policy)

5.2 Transitions

Smooth transitions between key stages are important for all children. For children with SEND this process may be more disruptive. Advance planning for the transfer of pupils with SEN and/or Disability between phases is essential. Individual Review meetings with the SENDCO will take particular account of any such transitions and provisions planned to meet needs. Once children

reach year 9, we will work with disabled children and other agencies to provide them with a Transition Plan, which includes careers support, so that they plan for what they want to achieve in their teenage years, to enable them to live as independently as possible as they move into adult life.
For young people reaching the statutory school leaving age and leaving the school the SENDCo will liaise with the school, college or work place to ensure continuity of support and understanding of the needs of any student with SEND. After the meeting, the child and their parent(s) or will normally be sent a copy of the Transition Plan.

5.3 School Transfers

The SENDCO will arrange planning meetings with parents and other agencies when a pupil is moving on. In the case of pupils joining the school, the SENDCO will attend meetings with the current education setting to gather information; plan provision with parents and arrange any necessary transition activities. New admissions that have SEND should have, on transfer, information which includes; detailed background information, copies of written plans and information about external agency involvement. The SENDCO may wish to assess the child to supplement transfer information.

Planning for children with SEND starting school for the first time will take place with parents and other agencies already working with the family. The SENDCo will ensure that all necessary information is recorded and shared with parents and Academy staff.
When a pupil transfers to another school, the SENDCO will forward all relevant information regarding the child's needs as soon as reasonably practicable, and in any event within fifteen (15) school days of the pupil ceasing to be registered with the school, where the applicable pupil-information transfer requirements apply. Wherever possible, essential SEND, safeguarding and medical information will be securely shared in advance of the transfer or sooner following departure, using appropriate data-protection safeguards.

A phased integration may be considered for some students with complex needs

5.4 Roles and Responsibilities

5.4.1 SENDCo

The Head of School and The Governing Body of Hampton Gardens School have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Co-ordinator (SENDCo). The Head of School, however, retains overall responsibility for the quality and provision of SEND.

The SENDCo is responsible for reporting regularly to the Head of School and the nominated governor for SEND on the effectiveness of this policy, including the achievement and progress of students.

SENDCo – Contact Details	Responsibilities
SENDCo – Angela Roberts	Coordinating the SEND provision within the school, including managing Achievement Support and the performance of the Deputy SENDCO/Assistant Designated Teacher for Children in Care. Line Manager – Kevin Ainslie (Head of School)

Deputy SENDCo – Sue Maltby	Line Manager – Angela Roberts (Assistant Head of School – SENDCo)
Assistant SENDCo – Magdalena Barnes	Line Manager – Angela Roberts (Assistant Head of School – SENDCo)
Head of School Kevin Ainslie kainslie@hamptongardens.org.uk	Oversight / line management of provision

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day-to-day operation of this policy by:

- Maintaining and evaluating the SEND provision and provision for vulnerable learners.
- Identifying and recording students with SEND, highlighting needs, outcomes and strategies to support progress.
- Maintain a record of provision for SEND, identifying those in receipt of additional SEN support from the college's devolved budget, those in receipt of High Needs Funding and those with EHC Plans.
- Co-ordinating provision for students with SEND.
- Liaising with, and advising, teachers, key workers and teaching assistants.
- Contributing to the in-service training of staff.
- Implementing and carrying out a programme of Annual Reviews for all students with EHC plans and complying with requests from the Local Authority to participate in reviews.
- Overseeing the records of all children with Special Educational Needs.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Foundation Stage, Year 6 students and also Year 11 students (where required).
- Monitoring the school's system for ensuring that student passports/one-page profiles, SEND support plans and EHC plan information are current, accessible to relevant staff and have a high profile in classroom practice.
- Evaluating regularly the impact and effectiveness of all additional interventions for SEND students.
- Liaising and consulting sensitively with parents and families of students on the SEND record, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENDCo network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for students with Special Educational Needs (nationally, locally and within school).

- Liaising closely with a range of outside agencies to support vulnerable learners.

5.4.2 Staff

All staff at Hampton Gardens School have a responsibility for maximising achievement and opportunity of vulnerable learners, specifically all teachers are teachers of students with identified SEND and EAL. All staff are aware of their responsibilities towards vulnerable learners and a positive and sensitive attitude is shown toward all students at all times. All staff have access to the one page profiles and the SEND record and will be aware of the inclusion policy.

'Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.'
SEND Code of Practice 0-25 Years, July 2014

5.5 Complaints

If parents have concerns relating to the provision for children with SEN or EAL, they should firstly raise them with the class teacher and SENDCO or Head of School. Then, if they are not satisfied, parents should refer their concerns to the Executive Headteacher. In the case of an unresolved complaint, the issue should be taken through the general Governors' complaints procedure *(see separate Complaints Policy)*.

6.0 The identification, assessment and provision for Students with SEND

6.1 The areas of SEND provided for at Hampton Gardens School:

As an inclusive school, we do not seek to closely define the SEND for which we make provision. Our aim is to include those students with identified SEND from our local community as best we can.

In admitting students with SEND, we expect to have collaborative and informative discussions with the students' families and the Local Authorities to ascertain the suitability of our provision.

We understand that it is initially our responsibility to make provision for a student with SEND through the school's devolved SEND budget. Thereafter, we are aware of the process of applying for High Needs Funding if the student's and the school's needs make that a necessity.

As a mainstream school there may be occasion whereby a student's needs are so significant, severe or profound that as a mainstream school we are unable to provide suitable provision, to the extent that we may discuss whether they would be best placed in a special school. We expect that this would include an assessment of the needs of each student and constructive conversations with both parents, the Local Authority and other agencies.

6.2 Graduated Support

Hampton Gardens uses a needs-led graduated inclusion framework. The framework is not diagnosis-led: support is matched to the barriers a student is experiencing, reviewed for impact and adjusted through the Assess–Plan–Do–Review cycle. Students may move up or down the framework according to need, progress and the impact of provision.

- Wave 1 – Universal Provision: high-quality inclusive and adaptive teaching for all, including explicit instruction, modelling, scaffolding, retrieval, vocabulary teaching, appropriate

classroom organisation and anticipatory reasonable adjustments. Every teacher is responsible for the progress and participation of students with SEND.

- Wave 2 – Targeted Support: additional, time-limited and evidence-informed intervention where Wave 1 alone is not sufficient. Support is linked to identified need, clear outcomes and regular review, with student and parent/carer views included.

- Wave 3 – Intensive Support: more frequent, specialist or multi-agency support for students with persistent or complex barriers. This may include specialist assessment, enhanced key-worker support and access to school inclusion provision such as Hive or Parallel Curriculum, where appropriate.

The framework reflects the renewed Ofsted approach to inclusion from 2025/26, which considers disadvantaged pupils, pupils with SEND, pupils known to children's social care and pupils facing other barriers to learning and/or wellbeing. Inclusion is therefore a whole-school responsibility and not solely the responsibility of the SENDCo.
All provision and interventions are recorded and reviewable on Edukey. The Inclusion Panel meets every three weeks to consider students whose barriers remain significant, coordinate next steps, review impact and ensure that decisions are joined up across SEND, pastoral, attendance, safeguarding and curriculum teams.
Wave 4 – Highly Personalised Provision: bespoke and closely monitored provision for students with the most complex needs. This may include a personalised timetable, specialist or therapeutic input, external agency involvement, alternative provision and/or statutory EHC plan provision, with a clear focus on inclusion, progress and preparation for adulthood.

6.3 Identification

When identifying the needs of a pupil with SEND, we refer to the four broad areas of need as detailed in the Code of Practice (2014, p.86). These are as follows:

Communication and Interaction - this includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).
Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g. anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.
Sensory and/or Physical - this includes children with sensory impairment, visual impairment, hearing impairment or multisensory impairments and physical difficulties which may require ongoing support and specialist equipment.

Early identification is essential if progress and attainment are to be maximised. A variety of methods are used to identify possible SEND. These include:

- Baseline and end-of-key-stage assessments
- Whole cohort literacy screening
- Reading / spelling ages causing concern
- Tracking individual pupil progress over time, including academic, mental, emotional and social
- Feedback from teachers, teaching assistants and Heads of Year
- Parental concerns
- Close liaison with feeder schools, prior to transfer
- Information from previous schools or pre-school settings
- Information obtained from additional, more in-depth assessments, where appropriate

- Information from other specialist services
- SEMH screening, where appropriate; attendance, behaviour and wellbeing information; student and parent/carer voice; and concerns raised through the school SEND referral process.

Where a student is identified as having SEND, we take action to remove barriers to learning and put effective special educational provision in place. This information is then used to create and maintain a central SEND register and provision map that sets out the level of need and the support / resources needed. All stakeholders will be provided with this information.

This SEND support takes the form of a cycle through which provision is revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This may highlight where the support of more specialist expertise is required.

6.4 Provision

In addition to high-quality adaptive teaching and reasonable adjustments provided by teachers, vulnerable learners and students with SEND may receive a combination of targeted, intensive or highly personalised approaches, according to assessed need:

- In class support for small groups with a Teaching Assistant working with the classroom teacher
- Small group withdrawal (time-limited and carefully monitored)
- Individual class support / individual withdrawal
- Access to materials in translation, where necessary
- Learning Mentors
- Home Learning Club
- Key vocabulary and spelling
- Supported reading strategies
- Specialist differentiation of resources
- Social skills groups
- Therapeutic input
- Additional specialist time to devise interventions and means of measuring impact
- Alternative provision, such as vocational courses, targeted work experience or tuition
- School-based inclusion pathways may include Hive, sensory and regulation provision, ELSA/therapeutic support, specialist teaching assistant intervention and the Parallel Curriculum, according to individual need and agreed outcomes.

Some students may have an amended timetable to support additional development of literacy and numeracy, medical needs, or behavioural and social needs, for example.

6.5 Review

The effectiveness of support, reasonable adjustments and interventions, and their impact on the student's progress, participation and wellbeing, is reviewed at least termly and more frequently where need requires. Reviews include the views of the student and their parent/carer. Staff, working with the SENDCo team, revise provision in light of evidence and agreed outcomes. Provision and review information is recorded on Edukey as part of the school's Assess–Plan–Do–Review process. These individual SEND reviews are distinct from the Inclusion Panel, which meets every three weeks to consider referrals, coordinate multi-disciplinary action, monitor emerging concerns and respond promptly where provision requires adjustment. The Panel does not replace planned individual reviews, parent/carer involvement or statutory EHC plan Annual Reviews.

6.6 Education Health Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school will consult the Local Authority threshold document and decide if it is appropriate to pursue an Educational, Health and Care Needs assessment. The co-ordinated or SEND School Support plan is used to provide evidence of the school's provision and impact on the child's outcomes. Parents have the right to request an EHC Needs assessment through the Local Authority.

All students with an EHC plan will have access to the school's graduated inclusion framework. Provision specified in the EHC plan will be delivered and monitored, alongside appropriate universal, targeted, intensive and highly personalised support.

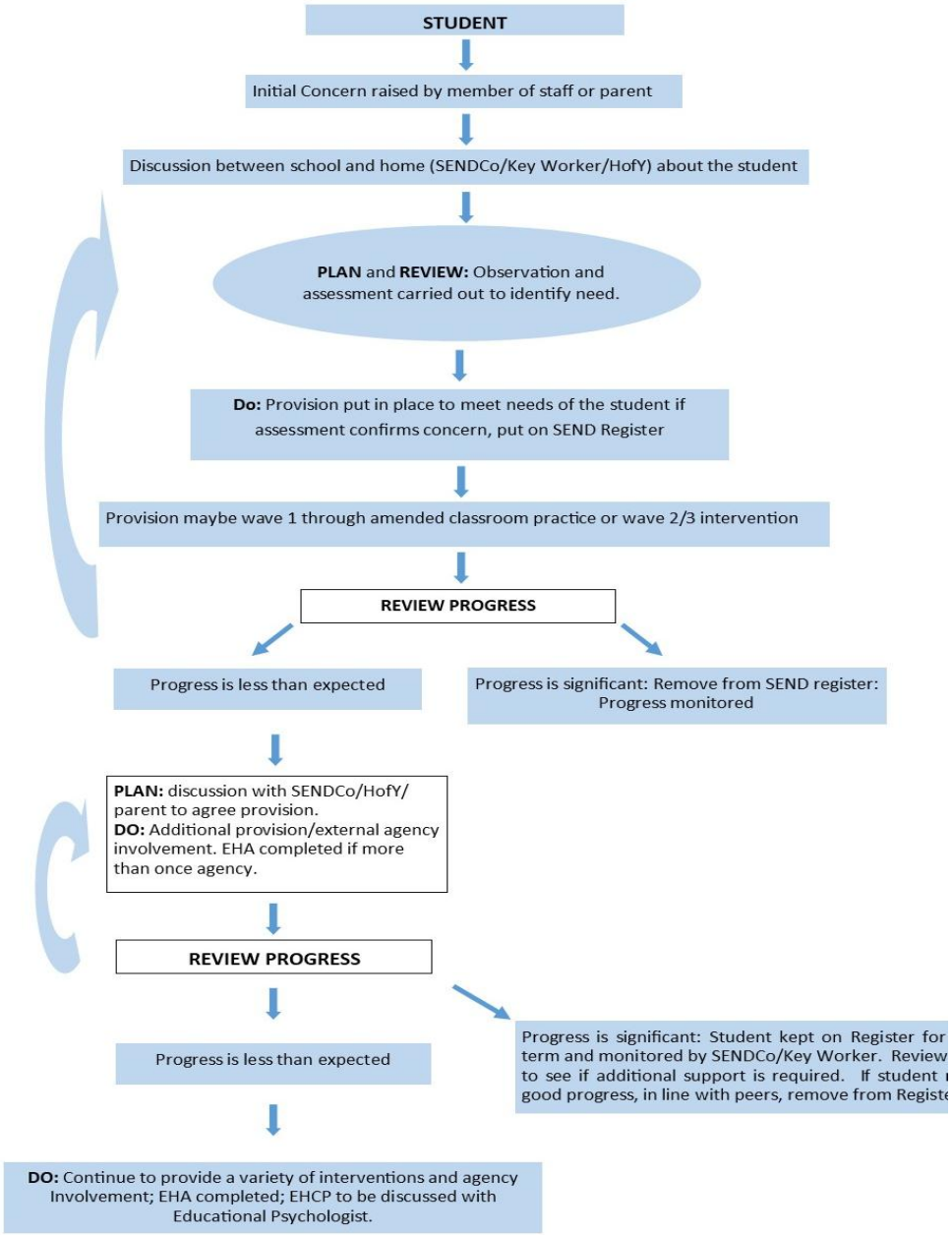
Education Health Care Plans are statutory documents and must be reviewed annually.

6.7 Exiting the SEND Record

If it is felt that children are making progress which is sustainable then they may be taken off the Record of Inclusion. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the record, all documents will be kept until the pupil leaves the school (they will be passed on to the next setting). The pupil will continue to be monitored through the school's usual monitoring procedures. If it is felt that the pupil requires additional assistance in the future, then the procedures set out in this policy will be followed.

6.8. Summary of the Graduated Response

Where progress is as expected, support and reasonable adjustments continue and are reviewed at the agreed interval. Where progress is sustained and the student no longer requires provision additional to or different from that ordinarily available, the SEND team considers a carefully planned reduction or withdrawal of additional support, with student, family and teacher views. The student remains monitored. Progress being as expected does not automatically mean removal from the SEND register, particularly where ongoing special educational provision remains necessary.


STUDENT
Initial Concern raised by member of staff or parent
Discussion between school and home (SENDCo/Key Worker/HofY) about the student
PLAN and REVIEW: Observation and assessment carried out to identify need.
Do: Provision put in place to meet needs of the student if assessment confirms concern, put on SEND Register
Provision maybe wave 1 through amended classroom practice or wave 2/3 intervention
REVIEW PROGRESS
Progress is less than expected
Progress is significant: Remove from SEND register: Progress monitored
PLAN: discussion with SENDCo/HofY/ parent to agree provision.
DO: Additional provision/external agency involvement. EHA completed if more than once agency.
REVIEW PROGRESS
Progress is less than expected
Progress is significant: Student kept on Register for
term and monitored by SENDCo/Key Worker. Review
to see if additional support is required. If student
good progress, in line with peers, remove from Regist
DO: Continue to provide a variety of interventions and agency Involvement; EHA completed; EHCP to be discussed with Educational Psychologist.

6.9 Support and identification of Post 16 students

Where a student is known to have a SEND before joining Year 12, their needs will be planned for ahead of their transition into the Sixth Form. Students with EHC plans will have a detailed transition plan, outlining their requirements for support in KS5. Where students join us from other centres into Year 12/13, the principles and practices of SEND transfer described in 5.3 will apply.

Where staff, a parent or a post 16 student suspects that they have an undiagnosed SEND, they will be offered the same assessment and screening opportunities as younger students. The Achievement Support department offer a range of age and need appropriate support arrangements for Post 16 students. The Sixth Form pastoral/student support team is also able to offer mentoring and support to Post16 students with a SEND.

7.0 Supporting Students and Families

We strive to work with pupils and their families to meet and agree on their SEND needs and the necessary provision. The school's SEND Information Report provides detailed information for parents on the provision we make for students with SEND and can be found on the Hampton Gardens School website.

Peterborough City Council have also produced a Local Offer to support parents to make informed choices and to signpost them to different services:
Peterborough SEND Information Hub (Local Offer): https://www.peterborough.gov.uk/residents/special-educational-needs-and-disabilities-send

The Cambridgeshire County Council Local Offer can be viewed at:
http://www.cambridgeshire.gov.uk/send

Family Voice are an organisation that can also provide support and assistance for families with children who have additional needs: https://familyvoice.org/

Peterborough City Council offers impartial advice, advocacy and information to parents through SENDIASS about the SEN process and their rights.
Telephone: 0300 365 1020
Email sendiass@peterborough.gov.uk

SENDIASS can also support parents to access Independent Supporters to help them through the EHC assessment process.

In Cambridgeshire, the parent partnership office can be contacted via email or telephone:
Telephone: 01223 699214
https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q

7.1 Supporting Students at school with medical conditions.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs.

8.0 Accessibility

The school website publishes a copy of the Accessibility Plan which shows how we currently provide support (reasonable adjustments) and intend to maintain accessibility for disabled pupils in the following areas:

- maintaining and where necessary upgrading the physical environment eg. lifts and ramps to help physically impaired children.

- Making improvements in the provision of written information eg. providing items that are usually provided in writing (hand-outs, timetables etc.) in Braille, large print etc. for visually impaired children.

- Increasing access to the curriculum eg. by classroom organisation, assistive technology, (interactive whiteboards), easy to use keyboards.

In addition, the LA will make suitable arrangements for transport to and from the school for eligible disabled children or the LA will give guidance around transport if it has outsourced this service.

9.0 Equality Duty

The **SEN and Disability Code of Practice: 0 to 25 years (January 2015)** emphasises the requirements of **The Equality Act 2010** which places a duty to promote equality on all public bodies, including Academies.

This school has due regard to the need to:

- eliminate direct or indirect discrimination.
- eliminate harassment or victimisation related to a disability.
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage and:

- promote equality of opportunity between disabled people and non-disabled people
- promote good relationships between disabled and non-disabled children and young people.
- encourage participation by disabled people in public life.
- take steps to take account of disabled people's disabilities even when that involves treating disabled people more favourably than non-disabled people.

These duties combine to ensure access to education and the inclusion of disabled pupils in every area of school life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEN framework provides auxiliary aids and services.

10.0 Allocation of Resources

Resources will be allocated in a transparent and equitable way to ensure that students with SEND are well supported to make progress at school. Students at universal and targeted levels will be

provided for through the main departmental and SEND department resources and budgets (e.g. provision of learning resources, equipment, Teaching Assistant support time etc). Those learners with more complex needs, including those with an EHC plan or other identified high needs, may attract a level of targeted funding, which is spent as directly as possible on meeting their needs. The SENDCo will maintain a whole school SEND provision map, which included the tracking of funding.

11.0 Monitoring and Evaluation of SEND

The effectiveness of the school's Inclusion (SEND) policy and provision is evaluated through:

- Monitoring the quality of learning and teaching
- Tracking and analysis of pupil progress and intervention data
- Reporting to governors annually about the gap between SEND and students without SEND of all ages, in terms of their progress and attainment. Action plans to optimise the progress of SEND students are produced, where any gaps/issues are identified
- Monitoring of inclusive practice and the graduated framework by the Senior Leadership Team, leaders with inclusion responsibilities and the SEND governor
- Pupil Progress meetings
- Regular engagement with students, parents/carers and staff, including the views of students with SEND and their families, to evaluate accessibility, provision and impact.

Other Relevant Policies

SEN Information Report

APPROVED BY GOVERNORS:

…….…….….	…….….	**October 2026**
SIGNATURE	**NAME**	**DATE**

Appendix A

In agreeing our graduated support, the following statements and guidance were considered:

'Defining achievement in terms of the number of targets on an Individual Education Plan (IEP) achieved across a given time rarely ensures rigorous evaluation of provision or students' progress. **What made the difference to higher outcomes was effective target setting within the curriculum or personalised programmes**'.
(Inclusion: does it matter where students are taught? [Ofsted, 2006a])

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some need provision that is additional to or different from this. This is special educational provision under Section 21 of the Children & Families Act 2014'.
(SEN Code of Practice [2014, Para 1.24])

'This is not necessarily 'more literacy' or 'more Maths' but would be interventions which address the underlying needs of the student in order to improve his or her access to the curriculum'.
(Achievement for All [National Strategies, 2009])

'Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place and a thorough evaluation of the impact of additional provision'.
(Ofsted SEN Review, 2010)

'Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level'. *(SEN Code of Practice 2014, p68)*

Appendix B

Useful contacts Peterborough:

EDUCATIONAL PSYCHOLOGY SERVICE
Telephone: 01733 863689
E-mail: eps@peterborough.gov.uk
Peterborough Information Network | Educational Psychology Service (Local Offer)

SENDIASS
Telephone: 0300 365 1020
E-mail SENDIASS@peterborough.gov.uk
https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txIlwg

VIRTUAL SCHOOL FOR CHILDREN IN CARE
Telephone: 01733 863677
https://www.peterborough.gov.uk/residents/schools-and-education/peterborough-virtual-school

Useful contacts Cambridgeshire

EDUCATIONAL PSYCHOLOGY SERVICE
Tel: 01480 373470
E-mail: hunts.sl4admin@cambridgeshire.gov.uk
www.cambridgeshire.gov.uk/send

SENDIASS
Tel: 01223 699214
SEND Information Hub (Local Offer) | SEND Information, Advice and Support Service (SENDIASS) (cambridgeshire.gov.uk)

VIRTUAL SCHOOL FOR CHILDREN IN CARE
TEL: 01223 699883
https://www.cambridgeshire.gov.uk/residents/children-and-families/children-s-social-care/looked-after-children/virtual-school-for-looked-after-children