

Special Educational Needs Inclusion (SENI) Services

A guide to our services 21/22



[Peterborough Local Offer](#)

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Who are we? What do we do?

The SEN Inclusion Services consists of:

Specialist Teaching Services

- Autism Advisory Teaching Service (AATS),
- Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory Support Service (for pupils who are Deaf or have Vision or Multi-Sensory impairment).
- Physical Disabilities Support Service

Educational Psychology Service (EPS)

Early Years SEND Specialist and Portage Service

Local Area SENI Support Service (LASS)

Statutory Assessment and Monitoring Service (SAMS)

SEND Partnership Service Information, Advice and Support (SENDPS)

Each of our services has a specific remit to help our children and young people to achieve their potential and overcome barriers their additional needs may present to them and their educational settings.

Our contact details can be found in this guide but also much more information is available from the Peterborough Local Offer – Please [CLICK HERE](#)

If you are interested in any of the training offered by our services, you can find out more on the SEND Resources page [HERE](#) or by searching for 'SEND resources' on the Local Offer.

SEN Inclusion (SENI) Services Management Structure Chart

Sheelagh Sullivan

Head of SEN Inclusion

Sheelagh.sullivan@peterborough.gov.uk



Katy Blessett

**Head of Statutory and
Monitoring Services**

Katy.blessett@peterborough.gov.uk



Jessica Conway

**Area SENCO and
Manager of
LASS**

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Claire Nunn

**Manager of Autism and
ADHD Team**

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Marion Deeley

**SEND Partnership
Manager**

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Sarah Bernard

**Early Years SEND
Specialist and Portage
Service Manager**

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Sara Brierton

**Manager of Sensory
and Physical Support
Service**

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Alison Tolson

**Principal Educational
Psychologist**

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Statutory Assessment and Monitoring Service (SAMS)

Structure Chart

Katy Blessett

Head of Statutory and
Monitoring Services

Katy.blessett@peterborough.gov.uk



SAMS Officers



Katie Barnett
Complex Case
& Resolution Manager
Katie.barnett@peterborough.gov.uk



**Laura
Sunderland**
Laura.sunderland@peterborough.gov.uk



**Lynda
Christian**
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**Karen
Charles-Hollis**
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Angela Buxton
Complex Case
& Resolution
Coordinator
Angela.buxton@peterborough.gov.uk



**Heather
Missin**
Heather.missin@peterborough.gov.uk



**Lorraine
Bramley**
Lorraine.bramley@peterborough.gov.uk



**Nick
Popplewell**
Nick.popplewell@peterborough.gov.uk



Elizabeth Sullivan-Ash
SEN Post 16 and
Preparing for
Adulthood Lead
Elizabeth.sullivan@peterborough.gov.uk



Subhash Dutta
SAMS Assistant -
Processes and
Information

SAMS Assistants



Luke Walker
Luke.walker@peterborough.gov.uk



Susan Potter
Susan.potter@peterborough.gov.uk



**Elsa
McLoughlin**
elsa.mcloughlin@peterborough.gov.uk



**Shelley
Labassi**
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Lisa Boyes
Lisa.boyes@peterborough.gov.uk

What does the service do?

This team undertakes the statutory work associated with the local authority's responsibilities in relation to Education, Health & Care Plans.

The team currently coordinates the annual review of 2173 EHCPs and in 2020-21 processed 296 requests for EHC needs assessment.

This includes:

- Coordination of the EHC assessment and review process
- Statutory decision making around EHC needs assessments and reviews
- Arranging and/or representing the LA at mediations and tribunals when decisions are challenged
- Ensuring that families (parents, carers, children and young people) are fully involved and informed around all aspects of the statutory process
- Working with all statutory partners (schools, settings, health and social care) to ensure that statutory responsibilities around EHCPs are understood
- Providing training/advice (alongside LASS team) around statutory processes

How does the service work?

Service Manager- Katy Blessett

There are:

3 x **reviewing officers**, Nick Popplewell, Karen Charles-Hollis and Lynda Christian

2 x **assessment officers**, Laura Sunderland and Lorraine Bramley

1 x **0-6 week's assessment request officer**, Heather Missin

2 x **complex case officers** (including mediations, tribunals and out of city placements), Katie Blessett and Angela Buxton

Every school and college has a link reviewing and transition officer.

5 x **SAMS Assistants**: Luke Walker, Susan Potter, Elsa McLoughlin, Shelley Labassi and Lisa Boyes

All officers also act as 'link officers' for schools and settings. Information about link officers can be found in the 'useful documents/links' section of this brochure. If you have a general query that cannot be answered by looking at the Local Offer or contacting the generic SAMS inbox, please email your link officer.

Useful documents/links

1. **Guidance for SEN panel** – [link to Local Offer page](#). This document explains how the multi-agency SEND decision making panel works. The panel is held on a fortnightly basis and makes recommendations around statutory decisions. Families are represented at this panel through Peterborough's parent/carer forum (Family Voice) and representatives from settings/schools are encouraged to participate (rota in place).
2. **Guidance for placement in Peterborough Special Schools and Specialist Hubs** – [link to Local Offer page](#). This document, produced with families and our specialist provisions sets out the nature and severity of need catered for by our Peterborough special schools and specialist hubs)
3. **Guide to EHCPs for young people** – [video link](#) (a video produced by young people with SEN at City College explaining EHCPs)

How to contact the service:

Each educational setting has a link SAMS Officer (see 'Useful information')

All families are allocated a link officer to guide them through the statutory assessment process.

General enquiries:

Phone: 01733 863996 / 01733 863733 **Email:** senteam@peterborough.gov.uk - **N.B All documents related to statutory processes should be sent to this inbox**

Frequently Asked Questions

I'm thinking about requesting an EHCNA, who do I talk to?

Look at the Local Offer first. If you are a parent/young person and still have questions, talk to the professionals involved with you or your child. You can also talk to SENDPS. If you are school/setting, talk to the family and other professionals involved with the child about the need for an EHCNA and the evidence required. If you are unsure about an aspect of the EHCNA process, contact your SAMS link officer for help.

Will an EHCP always be produced if an assessment is agreed?

No, the EHC needs assessment is carried out to determine whether an EHCP is needed. Most assessments do show that a plan is needed but if an EHCP is not agreed, 'feedback' is issued. Feedback brings together the information that has been collected through the assessment so that all can see what the needs are and what is required to meet them.

Can SAMS Officers attend the annual review meeting?

The LA is responsible for completing the annual review process but the meeting that is held as part of the review process is the responsibility of the setting/school. When a child/young person is not in a setting, the LA must arrange the meeting. Unless the review is at a key transition point or there are circumstances where there is a significant change in need, or child/young person is in danger of exclusion, the SAMS officer will not usually attend the review meeting. The service does not have the capacity to attend all reviews. However, in most circumstances arrangements will have been made to talk to settings about priority reviews so that the SAMS officer can make arrangements to attend reviews when needed. Where this is not possible, officers are always happy to talk to families or schools/settings in advance of the review meeting to provide guidance and support.

I've heard that EHCNA's take a long time to complete, can they be 'fast tracked'?

There are statutory timescales around EHC needs assessments. The assessment should be complete and an EHCP or 'feedback' issued within 20 weeks. Between May-July 2021, Peterborough's performance was 100% in meeting these timescales. However, the EHCNA is not intended to be a quick process and 20 weeks is given because so much information and advice has to be gathered from multiple agencies. For this reason, it is not usually possible to make the process quicker. You can find more information about statutory timescales in the [SEND Code of Practice \(Chapter 9\)](#).

Who makes decisions about specialist placements?

Specialist placements are only considered if parents/carers/young people express a preference as there is a right for all children and young people to mainstream education with support. When a specialist placement is requested, it's considered by a multi-agency panel. The panel advise the Head of SAMS who is the responsible decision maker.

NB. In September 2021, new documentation relating to the EHCP statutory processes will be circulated - please look out for this, which will also be available on the local offer/SEN Information hub. (Now available)

These documents include:

- Guidance on completion of the new EHCNA request form
- New Request for EHCNA
- New Section L
- Existing Section M
- New EHC template (this is for information only, this is the new format which will be used by the Local Authority for new plans)

Local Area SENI Support (LASS) Service Structure Chart



Katy Blessett

**Head of Statutory and
Monitoring Services**
Katy.blessett@peterborough.gov.uk

Jessica Conway

**Area SENCO and
Manager of LASS**

Jessica.conway@peterborough.gov.uk



Sohail Hayat

**Systems and
Practice
Coordinator**

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**Rachel
D'Angelo**

Transition Officer

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Michelle Milner

Transition Officer

Michelle.milner@peterborough.gov.uk



Josafina Crucitti

Transition Officer

josafina.crucitti@peterborough.gov.uk

What does the service do?

The service has two major roles:

To support the strategic development of SEND across Peterborough. This involves:

- Co-ordination of SEND training and projects across the local area
- Facilitating the termly SENCO Network
- Co-ordinating monthly multi agency SEND Forum
- Lead on communication on behalf of SENI Services for example, termly parent SEND Newsletter, regular communications to local setting's
- Co-ordinating the updating of the Local Offer on behalf of SENI Services
- Co-ordination and communication support for the Peterborough SEND Hub Network
- Driving the development of the Preparing for Adulthood pathways (employment, independent living, community inclusion, healthy living)
- Advice and guidance to practitioners in education settings in order to improve support for children, young people with SEND and their families, including setting keeping in touch meetings and supporting team around the school meetings on behalf of SENI Services.

To support children and young people with an EHCP at transition points e.g primary to secondary school

- Transition officers will aim to attend all transition review meetings, see appendices for more information.
- Transition officers model and advise on best practice around annual reviews including liaising with wider services
- Transition officers co-ordinate and deliver multi agency training around statutory EHC processes
- Continue to trial the termly 'New *SENCO*' support package (for SENCO new to roll and/or Peterborough)
- Where identified transition officers can co-ordinate a bespoke package of support for settings including, senior leadership teams and trusts.

Who works in the service and what are their responsibilities?

Service Manager- Jessica Conway

There are three **transition officers**, Michelle Milner, Josie Crucitti and Rachel D'Angelo

Every school has a link transition officer. You can find details at the end of this brochure. If you are a setting or parent/carer and have a query about a transition review, please contact the relevant link officer.

Sohail Hayat has responsibility for the coordination of information across SENI Services, including information about training from the service and Peterborough SEND Hubs. Sohail also organises the monthly multi agency SEND Forum and facilitates the SENCO Network.

Please contact Sohail directly if you have any queries about training.

Please contact Jessica directly if you are a SENCO or Headteacher and need advice on general SEN matters.

For all other enquiries

Email: senandinclusion@peterborough.gov.uk

Frequently Asked Questions

Why do we need Transition Officers?

When the child or young person is going to transfer between phases of education, then there are statutory deadlines by which the review processes (including amending the EHC plan as necessary) must be concluded.

Reg 18(1) states: "[...] where a child or young person is within 12 months of a transfer between phases of education, the local authority must review and amend, where necessary, the child or young person's EHC plan before—

(a) 31 March in the calendar year of the child or young person's transfer from secondary school to a post-16 institution; and

(b) 15 February in the calendar year of the child's transfer in any other case, and where necessary amend the EHC plan so that it names the school, post-16 or other institution, or type of school or institution, which the child or young person will attend following that transfer."

Can the LASS Service offer free bespoke training to our settings and wider stakeholders?

Yes. Where there is capacity, the service can offer a bespoke training session to settings and wider stakeholders if the particular topic is not offered currently.

For example, the LASS service co-ordinated the 'New/ New to Area SENCOs' support package in Summer 2021 following several new SENCOs taking up posts midway through the year. The service identified the challenge surrounding this so delivered 5 sessions to support new SENCOs to navigate the Statutory process and Peterborough paperwork with the ultimate aim to have a positive impact on our c/yp and our colleagues. The feedback was overwhelmingly positive so this package will continue into 2021/22.

How does the LASS Service support SENCOs/ Headteachers and wider setting staff?

The LASS Service oversee the SENI communications to all settings. Through the pandemic, weekly communications, which included local and national updates were sent to all SENCOs and included in Headteacher bulletins.

The Lass Service also set up in May 2020 and co-ordinated weekly 'SENCO COVID Forums', which were a multi-agency approach to ensure settings received the latest information from a wide range of stakeholders, including updates from Health and Social Care. We have had an overwhelmingly positive response to the forums and in response to this, they will continue monthly until December 2021 where we will review their impact again. These forums will continue to be open to SENCOs/ Headteachers/ Senior Leadership teams/ teachers and wider Stakeholders.

The LASS Service also co-ordinate the Peterborough SENCO Network/ Hub Network and Statutory Multi-agency Training.

If a child or young person with SEND is at risk of a Fixed-term Exclusion or Permanent Exclusion can a member of the LASS Service attend their meeting?

If the child/young person with SEND is at risk of an exclusion, we recommend regular professionals meetings take place with families to review your graduated approach.

Due to capacity reasons, it is not always possible for the LASS Service to attend all meetings however please email Jessica Conway, Area SENCO if you do have queries/ concerns and we can discuss this with you and provide advice and guidance. On some occasions, with parent/carers permission Jessica Conway can also attend professionals meetings.

If the child or young person (c/yp) has an EHCP, then you should let your link SAMS Officer know so we can log this onto their Synergy central records. This may not be a Transition Officer if they are not in a transition year group.

If parents request a different setting, then the current setting must hold an 'interim review' and settings must let their link SAMS Officers know as they will try, capacity allowing, to attend to support the statutory process.

What is a SENI Planning Meeting and who co-ordinates this and who should attend?

SENI Planning meetings were introduced in September 2020 during the pandemic. Every setting is offered a planning meeting where a representative from some of our SENI Services attend, including the settings link Educational Psychologist and where possible, a Transition Officer.

The feedback from the SENI planning meetings have been very positive and highlight they support the 'tell it once' approach.

Your link Educational Psychologist will co-ordinate a date and time and calendar invites with the setting SENCO and Sohail Hayat will co-ordinate supporting with documents.

We recommend the SENCO from the setting attends along with a member of the Senior Leadership team if possible.

We use this time to discuss the settings SEND data and SEND Cohort, this includes c/yp with an EHCP and/or SEN Support as well as ensuring contact details are up-to-date. The meetings can last between 2-4 hours.

If you have any further queries about the SENI Planning Meetings, please contact Jessica Conway, Area SENCO.

I want to find out more about SENI Service and SEND Hub training, who should I contact?

Sohail Hayat co-ordinates the service training and Hub training offers. This is sent to all setting SENCOs and wider stakeholders via our weekly communications.

The Local Offer is also updated with our training offer on the Education Page.

Specialist Teaching Services- Autism ADHD Advisory Service Structure Chart



Claire Nunn
Manager of Autism
ADHD Advisory Service
Claire.nunn@peterborough.gov.uk

Autism Advisory Teacher



Rob Emery
Rob.emery@peterborough.gov.uk



Clare Ferguson
Clare.ferguson@peterborough.gov.uk



Vacant post



**Yvette Parker
Radford**
yvette.parker-radford@peterborough.gov.uk

ADHD Advisory Teacher



Clare Seymour
Clare.seymour@peterborough.gov.uk

Autism Advisory Learning Support Assistant



Megan Williams
Megan.williams@peterborough.gov.uk



Jazmin Hudak
Jazmin.Hudak@peterborough.gov.uk



Jodi Kaus
Jodi.Kaus@peterborough.gov.uk

What does the service do?

The Autism Advisory Teacher Service (AATS) works with children and young people who have a diagnosis of an Autistic Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD). We work with children and young people from 0-25, some of whom will have EHCP's but the majority will not. Whilst the service is primarily for those with a diagnosis of ASD or ADHD, we offer informal discussions and advice for settings and families around those with social communication difficulties who do not have diagnosis of ASD or ADHD.

In 2020-21 the service responded to 399 RFI, in addition to 90 Nursery to school transitions. Involvement can vary from 1 – 30 session. In the academic year 2020/21 the service supported 76 Year 6 transitions.

The service works directly with settings and families through:

- Offering a referral route for involvement with settings to support them in enabling children and young people to access the curriculum and to make progress in their learning and development.
- Undertaking short targeted pieces of work with individual pupils or extended work with small groups alongside school staff to model and review strategies and specific interventions (e.g. Attention Autism)
- Producing assessments/reports which are shared with settings and families, including advice for EHC assessments and annual reviews.
- Offering planned and targeted support to pupils at key transition points.
- Attending annual review meetings, professionals meetings and support team around the school meetings
- Providing monthly parent/carers consultation service (2nd Tuesday of each month)
- Developing and delivering bespoke training to settings, forums (including parent/carers forums)
- Liaison with Peterborough Neurodevelopmental team at Children and Adolescent Mental Health Service (CAMHS).

Open telephone access to settings needing informal/urgent support

- Providing link support to SEN hubs who specialise in support for children and young people with autism

Who works in the service and what are their responsibilities?

Service Manager - Claire Nunn

There are 3.8 full time equivalent autism advisory teachers and 0.2 in ADHD

Autism Advisory Teacher – Jazmin Hudak

Autism Advisory Teacher Clare Ferguson -0.6

Autism Advisory Teacher - Megan Williams 0.4

Autism Advisory Teacher - Rob Emery- 0.8

ADHD Advisory Teacher- Clare Seymour- 0.2

Autism Learning Support Assistants

Lisa Eddings- Full Time

Jodie Kaus- 0.6

Yvette Parker Radford- 0.4

If you are a setting and want to make a referral for involvement from the services, please use the [Request for involvement form](#)

Every school has a link advisory teacher for informal advice and information. You can find details of link teacher at the end of this brochure. Please remember that staff spend most of their time working directly with settings and families so may not be able to respond immediately.

If you are a parent and want to make an appointment for a parent/teacher consultation, please phone

01733 863689

Specialist Teaching Service - Sensory and Physical Support (SAPS)

Structure Chart



Sara Brierton

Manager of Sensory and Physical Support Service

Sara.brierton@peterborough.gov.uk

Teacher of the Deaf



Wendy Haskins

Wendy.haskins@peterborough.gov.uk



Cheryl Porter

Cheryl.porter@peterborough.gov.uk



Emma Green

Emma.green@peterborough.gov.uk



Julie Evison-Williams

julie.evison-williams@peterborough.gov.uk

Teacher of Vision Impairment



Ben Hotchkin

Benjamin.hotchkin@peterborough.gov.uk



Helen Gibb

Helen.gibb@peterborough.gov.uk



Megan Williams

Megan.williams@peterborough.gov.uk

Functional Vision Assessor



Ginny Matthew

Ginny.matthew@peterborough.gov.uk

Teacher of the Deaf and MSI



Alexia Oram

Alexia.oram@peterborough.gov.uk

Teaching Assistant HI/VI



Claire Edwards

Claire.edwards@peterborough.gov.uk

Teacher of Physical Disability



Caroline Fallon

Caroline.fallon@peterborough.gov.uk

Habilitation Specialist



Debbie Halifax

Debbie.halifax@peterborough.gov.uk

What does the service do?

The Sensory and Physical Support Service are a team of specialist teachers and support staff. The team work with settings, school and families to support the needs of children and young people who have vision impairment, hearing loss or physical disability. The outcome of all support provided is intended to ensure that children and young people feel confident and are able to explain and understand their needs and that those who work with them understand and feel confident in supporting these needs.

In the academic year 20/21 the team responded to 107 new requests for involvement ((48- Deafness, 33- Physical Disabilities, 17-Vision Impairment and 9- Multi Sensory Impairment)

At the close of 21-22, the team were aware of approximately 555 cases of which 369 were receiving "active" involvement.

The team provides:

- Informal advice to schools and education settings on the needs of children and young people who have a clinical diagnosis of hearing loss, vision or multi-sensory impairment, or a physical disability.
- A referral system for education settings to access formal assessment and four broad levels of support:

Level 1- Advice - Advice is given on general support strategies and sources of support such as national charities – the family or setting can contact us again if they feel they need further support.

Level 2 - Monitoring - We will continue to contact the setting/family to monitor how the child or young person is progressing, particularly when they are moving to a new setting.

Level 3 - Support - We will be involved in giving direct advice and in supporting target setting or offering advice on interventions.

Level 4 - Support Plus- We will be directly involved in teaching the child or young person during targeted specialist interventions alongside day to day teaching staff who can then continue these programs. These may address areas such as Braille, communication development, using access technology. (This level of support is not available for learners with physical disability.)

- Advice leaflets and telephone contact support to education settings / schools;
- Face to face and virtual meetings with education setting / school staff to discuss their concerns
- Training to enable families and settings to support children and young people with sensory impairment and/or physical disabilities;
- A parent/carers consultation services within Family Voice Peterborough.

Most of our referrals come from professionals in education and health services including schools, nurseries, FE colleges, audiology, ophthalmology, physiotherapy or occupational therapy with whom we work closely.

Families, children and young people can also request support by telephone or email. Wherever possible, referrals should be accompanied by a recent letter confirming the clinical diagnosis for the child or young person.

Who works in the service and what are their responsibilities?

Service Manager- Sara Brierton

Teachers of the Deaf:

Alex Oram (also a qualified MSI Teacher) (0.8)

Ben Hotchkin (0.8)

Cheryl Porter (Full time)

Helen Gibb (Full Time)

Wendy Haskins (0.4)

Megan Williams (0.6)

(Sara Brierton) (Full Time)

Teachers of Vision Impairment:

Emma Green (Full Time)

Julie Evison Williams (Full Time)

Teacher of Physical Disability:

Caroline Fallon (0.5)

Specialist Habilitationist (Mobility and Independent Living/Braille)

Debbie Halifax (Full Time)

Functional Vision Assessor:

Ginny Matthew (0.6)

Teaching Assistant Deafness/Vision Impairment access technology

Claire Edwards (Full Time)

For general enquires:

Phone: 01733 454460

Email: senandinclusion@peterborough.gov.uk

If you are a setting and want to make a referral for involvement from the services, please use the [Request for involvement form](#).

If you want to know more about our service, please find information on [Local Offer page](#)

Specialist Teaching Services

Frequently Asked Questions

We want to refer a child at our setting but are not sure we have the right referral form.

The current Request for Involvement (RFI) form has been sent to schools with the SENi planning papers at the beginning of the autumn term. The RFI is also available on the Local Offer [HERE](#).

We want to refer a child aged 3, will the team accept a referral for a child of this age?

RFI can be submitted for the autism, ADHD and physical disabilities teams who will support the transition from early years settings/nurseries into school.

The Early Years Team work with pre-school children with SEND, this includes those with autism.

RFI can be submitted for the Sensory Team who work with babies who have vision, hearing or multi-sensory losses.

The child we want to refer has more than one special educational need. How do we ask for support in more than one area?

Please tick the relevant boxes for the areas you are seeking support. You can tick more than one area if this support is required.

The child/young person we want to refer has no formal diagnosis, can we refer?

In most circumstances a formal diagnosis will be necessary.

However, consideration is given to exceptional cases, the service is happy to discuss these with you.

We do not see the child/young person's parent and therefore getting a parental signature is difficult and may delay the referral. Is a parental signature essential?

Yes, a parental signature is a necessary part of the referral process in order to comply with GDPR.

During COVID times we have been accepting a parental email stating they consent to their child being referred. This MUST clearly state they consent to the referral and be with the referral form when it is emailed to the referrals in box.

The SENCO assistant completed the referral form, Can they sign the referral form on behalf of the SENCO/Senior Leadership member?

No, in order to ensure senior leaders and relevant staff are aware of the referral a member of senior leadership must sign the form. Unsigned referrals are not accepted and are returned for signatures which will cause a delay in the child or young person's referral being considered.

The young person we are referring is aged 14. Must they sign the form?

It is good practice that older children, (where possible) give consent to the referral. However, we are aware there may be circumstances where getting a young person's signature is problematic. Please explain if there are particular circumstances around obtaining consent from a young person or if this young person is not able

How do we know our referral has been received?

You will receive an automatic email response when using the correct referral email on the RFI form.

How long will it take for the referral to be considered?

RFI requests are discussed at fortnightly meetings, a letter with the outcome will be sent to the referrer, usually within 5 days of the meeting.

How soon, following the response letter will I hear form the service about an appointment date?

Staffing capacity. Like all services, the specialist teaching team can only respond within the limitations of their staffing. In our response letter we will endeavour to give you some indication of our response time.

Cases may be escalated where it is clear need for immediate action., such as a sudden and mark change in behaviour or need.

Referral for transition support is usually allocated at the start of the summer term.

Will a specialist teacher come to our setting to see the child/young person and how long may it take for this to happen?

The outcome of the referral will be communicated in the response letter.

This may result in an appointment being made with the setting; other advice given, more information being sort. sign posting to other relevant services, discussion with school at the SENi Planning meeting.

The child/young person is not having difficulties in school/in our setting, the challenges are mostly derived from behaviours or issues happening in the home setting. Can we refer?

Please consider this carefully. The specialist teaching team are funded to provide access to education and cannot in most circumstances become involved in support to parents to manage their child/young person at home. Initiating an Early Help Assessment or exploring other support may be necessary if the issues for the child/young person are mostly related to home.

Can we ask for support from the specialist hub network without completing a request for involvement?

Yes, Peterborough Hub network provides general advice and support in a number of SEND areas. No referral is needed, you can contact the most relevant hub direct. For more information on the hub network see page 24.

Early Years SEND Specialist and Portage Service

Structure Chart



Sarah Bernard
Early Years SEND
Specialist and Portage
Manager
Sarah.bernard@peterborough.gov.uk

Portage Home Visitors, Core team



Sobia Sadaf
Sobia.sadaf@peterborough.gov.uk



Gill Taylor
Gill.taylor@peterborough.gov.uk



Joy Willett
Joy.willett@peterborough.gov.uk



Lucy Ingham
Lucy.ingham@peterborough.gov.uk

What does the service do?

The service has three main strands:

To deliver Portage

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

In 2020-21 the service responded to 82 Request for Involvement (data until end of June 2021)

The Portage 'Model' has a clear framework for children and their families involving three main areas:

1. 'Structured teaching', recognising a child's strengths and building on them with play and teaching activities modelled for the family on home visits;
2. 'Child led play', recognising the whole child and their interest and responding appropriately;
3. 'Family focus' understanding the families' pressures (e.g appointments and emotional needs) on their journey with their child

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.

The service also works alongside colleagues from the Early Years Inclusion team and health services. Joint visits with other professionals are used to plan holistic support for families. We work on a small steps development approach to achieving a long term goal.

Early Years SEND Specialist Support

This is the support provided for children with complex developmental needs and their parents/carers (both if the child is at home or in a pre-school setting). This will be a structured short piece of work with the family. Services and settings should use the Request for Involvement form [CLICK HERE](#). The service also offers two parent and child groups 'Sensory Learning' and 'Sing and Smile'.

Training

The service offers annual training:

- Two-day Portage workshop to Early Years practitioners
- EarlyBird (NAS licenced programme) for parents of pre-school children with Autism.

Who works in the service and what are their responsibilities?

Service Manager – Sarah Bernard

- EYSS and Portage Home Visitor - Sobia Sadaf
- EYSS and Portage Home Visitor- Gill Taylor
- EYSS and Portage Home Visitor – Joy Willet
- EYSS and Portage Home Visitor - Lucy Ingham
- Early Identification Officer - Pat Cross (Portage Home Visitor 7 hours per week)
- Assistant Psychologist in the Child Development Centre – Ruth Atkins (PHV one day a week)
- Assistant Psychologist in the Child Development Centre - Jo Yews (PHV one day a week)
- Lucy Horne- Volunteer PHV (one family)

Educational Psychology Service

Structure Chart

Principal Educational
Psychologist



Alison Tolson

alison.tolson@peterborough.gov.uk

Senior Educational
Psychologist



Zobiah Akhtar

zobiah.akhtar@peterborough.gov.uk



Vacant Post

Educational
Psychologist



Vahida Mayet

vahida.mayet@peterborough.gov.uk



Pamela Kerr

Pamela.kerr@peterborough.gov.uk

Psychology
Assistant



Charlotte Shapiro

charlotte.shapiro@peterborough.gov.uk

Trainee Educational
Psychologist



Helen Capron

Helen.capron@peterborough.gov.uk



Surette Andersen

surette.andersen@peterborough.gov.uk



Vacant Post

What does the service do?

The Educational Psychology Service (EPS) works with vulnerable children, young people and their families. The EPS delivers services through a core offer that is available to all settings and a traded offer to schools subscribing to our Service. The Educational Psychology Service also delivers statutory duties required by the Local Authority under the EHCP processes.

Our Core Offer

- All schools are offered an annual planning meeting with an Educational Psychologist
- Support with critical incidents (see appendix)
- Monthly joint consultation sessions for parents and young people over the age of 16 and attending college, and their education setting in term time
- Providing information and contributions to SEN forums alongside other members of SENI services

Our traded offer

1. Subscription Model offers:

- Consultation with school staff and parents about identifying and address 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 Education, Health and Care Needs Assessment process, following a consultation with staff and parents
- Staff workshops and training could be offered as part of the consultation process

2. Training

Our traded training offer for 2021-22 includes:

- Strategies to Support Memory, including Precision Teaching (18th November 2021)
- Emotional Literacy Support Assistants (ELSA): 21st October 2021, 11th November 2021, 25th November 2021, 9th December 2021 and 13th January 2022 plus supervision sessions

Bookings for the course are made through the form found at: [Peterborough CPD Portal](#)

Statutory Duties

- Provide assessment and advice for the EHCNA process
- Contribute to SEND decision making panels
- Provide educational psychology advice for annual reviews where there is a significant change in need and where a change of provision is considered
- Attend annual reviews where capacity allows
- Provide expert witness to SEND tribunals
- Contribute to monitoring of out of city placements
- Provide initial assessments to CYP newly arrived to the country with severe and profound needs
- Provide urgent assessments to CYP and children where there is a catastrophic change in need (e.g. trauma/accident)

Who works in the service and what are their responsibilities?

Every school has a link Educational Psychologist (Please see 'useful links' for link EP)

Principal Educational Psychologist

Alison Tolson

Psychology Assistant

Charlotte Shapiro

Senior Educational Psychologists

Senior EP: Zobia Akhtar

For general enquiries:

Educational Psychologists:

Phone: 01733 863689

Vahida Mayet
Pamela Kerr
Surette Andersen

Email: eps@peterborough.gov.uk

To make an appointment for parent/carer consultation (leaflet with dates in appendix)

Trainee EP

Helen Capron

Frequently Asked Questions

Can Educational Psychologists attend annual review/professional meetings?

- . For capacity reasons EPs are unable to attend the majority of annual review/professional meetings. During the annual planning meetings, staff and the link EP will discuss potential EP involvement/attendance at these meetings. If needs changed school to contact the link EP who can help you by signposting or making appropriate contact in difficult circumstances.*

Will the Educational Psychologist provide updated advice for every annual review?

- . For capacity reasons EPs are unable to contribute to the majority of annual reviews. During the annual planning meetings, staff and the link EP will discuss and agree EP involvement with regards to updated advice.*

Where there is a significant change in need or a child is in danger of exclusion, EPs and school will prioritise EP involvement. However, as diaries are always full you will need to give adequate notice to arrange a mutually convenient time for assessment so that the report can be ready for the annual review.

Will the EP do a cognitive assessment for every CYP they see?

- . For service delivery the EPS mainly follows the consultation model (see leaflet in appendix). Structured assessment / observation of individual children, in order to inform interventions to address special educational needs, can follow a consultation with staff and parents. EPs use a range of assessment tools which include cognitive assessment, often the presenting concerns will direct the type of assessment conducted by the EP.*

Does the Educational Psychologists test for dyslexia?

- . Most schools have qualified members of staff that can complete such assessments and or are using online dyslexia screening tests. It is expected that schools will arrange for such assessments from other agencies. Schools can require more information from the Dyslexia Hub.*

Can an EP give a medical diagnosis such as ADHD and ASD?

- . No these are medical diagnoses and fall outside the EP remit. Such a diagnosis needs to be assessed by the relevant medical professionals such as a paediatrician via the Early Help Pathway processes.*

SEND Partnership Service

Information, Advice and Support

(SENDPS)

What does the service do?

Peterborough SEND Partnership Service provides information, advice and support to parents, children and young people with Special Educational Needs and Disabilities. Whilst the service is funded by the Local Authority and the team is part of SENI Services, it must also act independently of the service. The primary role of the service is to provide impartial advice and ensure the family's voice is heard.

There is a SEND Partnership Governance Group with representatives from partner services and families that oversees the work of the service.

Our Service can offer:

- Impartial advice and information about Special Educational Needs and Disabilities
- Advice and support for parents, children and young people through the Special Educational Needs processes
- Advice and support for parents to use their rights to ensure the educational needs of their child are met
- Advice and support for young people to use their rights to ensure their educational needs are met
- Advice and support for parents and young people in working with schools, education, children's services, health services and other professionals
- Inform and signpost parents and young people to other support services and organisations
- Advice and support for parents and young people in resolving disagreements

Who works in the service and what are their responsibilities?

Service manager- Marion Deeley



SEND Partnership Advisor – Jackie Pluckrose



You can contact the service via email or telephone

Phone: 01733 863979

Email: pps@peterborough.gov.uk



Frequently Asked Questions

Do you provide family support?

No, we are not a family support service, we offer support through advice.

Can you be the Lead Professional for an EHA?

No, but we can support parents and yp at TAF meetings.

Do you represent parents/yp/families?

Yes we can represent parents/yp views in meetings, however these may not be our views, but that is the role of an impartial service.

Can you support parents/yp in appeals?

Yes we can in order that the parents/yp are able to put their views forward.

Can you represent parents/yp in tribunals?

No we cannot be their representative, that is the role of a solicitor, but we can support and advise them. We can also put their views forward to the court if the parent/yp are unable to do this.

Peterborough SEND Hubs

Peterborough SEND Hub network

Peterborough SEND Hubs have been commissioned to support and enhance the work of SENI Services to meet the needs children and young people with SEND. Every hub has a designated area of specialism but is also charged with promoting a whole school approach to SEND. A small number of hubs offer specialist placement (via SEND panel).

All hubs offer:

- Specialist resources and training in their area of expertise
- Modelling of high quality SEN support in mainstream classrooms
- A telephone helpline and/or drop in sessions

Details of the hubs can be found on the [Education page of the Peterborough Local Offer](#).

Please use link to access list of Hubs and Hub contacts [CLICK HERE](#)



Useful Information

Please left click and select 'open hyperlink' to access each document

[Guidance for undertaking EHCNA](#)

[SEN panel terms of reference](#)

[Request for Involvement Form](#)

For **SENI Inclusion Service Link Officers 2021/22** please see page 27

SENI Inclusion Service Link Officers 2021/22

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	Advisory Teacher
All Saints	Lynda Christian	Rachel D Angelo	Pamela Kerr	Claire Nunn
Arthur Mellows Village College	Lynda Christian	Rachel D'Angelo	Alison Tolson	Claire Nunn
Barnack C of E	Lynda Christian	Michelle Milner	Alison Tolson	Claire Nunn
Bishop Creighton	Lynda Christian	Michelle Milner	Zobiah Akhtar	Claire Nunn
Braybrook Primary	Lynda Christian	Rachel D'Angelo	Helen Capron	Claire Nunn
Brewster Avenue	Lynda Christian	Rachel D'Angelo	Alison Tolson	Claire Nunn
Castor	Lynda Christian	Rachel D'Angelo	Helen Capron	Claire Nunn
City College	Lynda Christian	Not required	N/A	Rob Emery
CoPA	Lynda Christian	Rachel D'Angelo	Zobiah Akhtar	Claire Nunn
Discovery	Lynda Christian	Rachel D'Angelo	Alison Tolson	Claire Nunn
Dogsthorpe Academy	Lynda Christian	Rachel D'Angelo	Alison Tolson	Megan Williams
Dogsthorpe Infants	Lynda Christian	Rachel D'Angelo	Alison Tolson	Claire Nunn
Early Years	Karen Charles-Hollis	Not required	N/A	Claire Nunn
Eye Primary	Lynda Christian	Rachel D'Angelo	Surette Andersen	Claire Nunn
Eyrescoft	Lynda Christian	Rachel D'Angelo	Pamela Kerr	Clare Ferguson
Fulbridge	Lynda Christian	Rachel D'Angelo	Surette Andersen	Claire Nunn
Gladstone	Lynda Christian	Rachel D'Angelo	Zobiah Akhtar	Claire Nunn
GPUTC	Lynda Christian	Rachel D'Angelo	Zobiah Akhtar	Claire Nunn
Gunthorpe	Lynda Christian	Rachel D'Angelo	Surette Andersen	Clare Ferguson
Hampton College	Lynda Christian	Rachel D'Angelo	Vahida Mayet	Megan Williams
Hampton Gardens	Lynda Christian	Rachel D'Angelo	Vahida Mayet	Rob Emery
Hampton Hargate	Lynda Christian	Rachel D'Angelo	Vahida Mayet	Claire Nunn
Hampton Lakes	Lynda Christian	Rachel D'Angelo	Vahida Mayet	Claire Nunn
Hampton Vale	Lynda Christian	Rachel D'Angelo	Alison Tolson	Claire Nunn
Heltwate Primary	Lynda Christian	Rachel D'Angelo	Surette Andersen	Claire Nunn
Heltwate Secondary	Karen Charles-Hollis	Not required	Surette Andersen	Claire Nunn
Heritage Park	Lynda Christian	Rachel D'Angelo	Pamela Kerr	Megan Williams
Highlees	Lynda Christian	Rachel D'Angelo	Pamela Kerr	Clare Ferguson
Jack Hunt	Lynda Christian	Rachel D'Angelo	Surette Andersen	Claire Nunn
John Clare	Lynda Christian	Josie Crucitti	Helen Capron	Claire Nunn
Ken Stimpson	Lynda Christian	Josie Crucitti	Zobiah Akhtar	Claire Nunn
Leighton	Lynda Christian	Rachel D'Angelo	Alison Tolson	Clare Ferguson
Lime Academy – Abbotsmede	Lynda Christian	Rachel D'Angelo	Alison Tolson	Rob Emery
Lime Academy – Parnwell	Lynda Christian	Josie Crucitti	Zobiah Akhtar	Claire Nunn
Lime Academy Watgall	Lynda Christian	Josie Crucitti	Alison Tolson	Megan Williams
Longthorpe	Lynda Christian	Josie Crucitti	Surette Andersen	Claire Nunn
Marshfields	Nick Popplewell	Josie Crucitti	Alison Tolson	Megan Williams
Medeshamstede	Nick Popplewell	Josie Crucitti	Alison Tolson	Claire Nunn
Middleton	Lynda Christian	Josie Crucitti	Alison Tolson	Megan Williams
NCS	Lynda Christian	Not required	N/A	
Nene Park Academy	Lynda Christian	Josie Crucitti	Pamela Kerr	Claire Nunn
Nenagate	Nick Popplewell	Josie Crucitti	Zobiah Akhtar	Claire Nunn
Nene Valley Primary	Lynda Christian	Josie Crucitti	Alison Tolson	Rob Emery
Newark Hill	Lynda Christian	Josie Crucitti	Zobiah Akhtar	Claire Nunn

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	Advisory Teacher
Newborough	Lynda Christian	Josie Crucitti	Surette Andersen	Claire Nunn
Northborough	Lynda Christian	Josie Crucitti	Surette Andersen	Claire Nunn
Norwood	Lynda Christian	Josie Crucitti	Helen Capron	Claire Nunn
Oakdale	Karen Charles-Hollis	Josie Crucitti	Pamela Kerr	Claire Nunn
Old Fletton	Karen Charles-Hollis	Josie Crucitti	Alison Tolson	Claire Nunn
Ormiston Bushfield Academy	Karen Charles-Hollis	Josie Crucitti	Alison Tolson	Claire Nunn
Ormiston Meadows Academy	Karen Charles-Hollis	Josie Crucitti	Alison Tolson	Claire Nunn
Orton Wistow	Karen Charles-Hollis	Josie Crucitti	Alison Tolson	Claire Nunn
Paston Ridings	Karen Charles-Hollis	Josie Crucitti	Surette Andersen	Claire Nunn
Peakirk Cum Glinton	Karen Charles-Hollis	Josie Crucitti	Alison Tolson	Claire Nunn
Peterborough College	Karen Charles-Hollis	Not required	N/A	Rob Emery
Queen Katherine Academy	Karen Charles-Hollis	Josie Crucitti	Alison Tolson	Rob Emery
Queens Drive Infants	Karen Charles-Hollis	Josie Crucitti	Pamela Kerr	Claire Nunn
Ravensthorpe	Karen Charles-Hollis	Josie Crucitti	Surette Andersen	Claire Nunn
Richard Barnes Academy	Katie Barnett	Not required	Pamela Kerr	Claire Nunn
Sacred Heart	Karen Charles-Hollis	Josie Crucitti	Alison Tolson	Clare Ferguson
Southfields	Karen Charles-Hollis	Josie Crucitti	Alison Tolson	Claire Nunn
St Augustine's	Karen Charles-Hollis	Michelle Milner	Helen Capron	Claire Nunn
St Botolph's	Karen Charles-Hollis	Michelle Milner	Alison Tolson	Clare Ferguson
St John Fisher	Karen Charles-Hollis	Michelle Milner	Pamela Kerr	Claire Nunn
St John's C of E	Karen Charles-Hollis	Michelle Milner	Alison Tolson	Clare Ferguson
St Michael's C of E	Karen Charles-Hollis	Michelle Milner	Vahida Mayet	Megan Williams
St Thomas More	Karen Charles-Hollis	Michelle Milner	Alison Tolson	Clare Ferguson
Stanground	Karen Charles-Hollis	Michelle Milner	Zobiah Akhtar	Megan Williams
Stanground St Johns	Karen Charles-Hollis	Michelle Milner	Alison Tolson	Rob Emery
Thomas Deacon Academy	Karen Charles-Hollis	Michelle Milner	Pamela Kerr	Claire Nunn
Thomas Deacon Academy Jnr	Karen Charles-Hollis	Michelle Milner	Pamela Kerr	Clare Ferguson
The Beeches	Karen Charles-Hollis	Michelle Milner	Zobiah Akhtar	Claire Nunn
The Duke of Bedford	Karen Charles-Hollis	Michelle Milner	Helen Capron	Rob Emery
The King's School	Karen Charles-Hollis	Michelle Milner	Zobiah Akhtar	Clare Ferguson
Lime Academy Orton	Elizabeth Sullivan-Ash	Michelle Milner	Pamela Kerr	Claire Nunn
Thorpe	Karen Charles-Hollis	Michelle Milner	Surette Andersen	Claire Nunn
Welbourne	Karen Charles-Hollis	Michelle Milner	Surette Andersen	Claire Nunn
Welland	Karen Charles-Hollis	Michelle Milner	Zobiah Akhtar	Clare Ferguson
Werrington Primary	Karen Charles-Hollis	Michelle Milner	Alison Tolson	Clare Ferguson
West Town	Karen Charles-Hollis	Michelle Milner	Surette Andersen	Claire Nunn
William Law	Karen Charles-Hollis	Michelle Milner	Pamela Kerr	Megan Williams
Winyates	Karen Charles-Hollis	Michelle Milner	Alison Tolson	Claire Nunn
Wittering	Karen Charles-Hollis	Michelle Milner	Alison Tolson	Rob Emery
Woodston	Karen Charles-Hollis	Michelle Milner	Alison Tolson	Clare Ferguson
Independent/Out of City	Angela Buxton	NA	N/A	Claire Nunn- Sara Brierton