

Special Educational Needs Inclusion (SENI) Services

A guide to our services 2024-25



Peterborough SEND Information Hub (Local Offer)

Contents

Who are we? What we do?	2
SEN Inclusion (SENI) Services Management Structure Chart	3
Statutory Assessment and Monitoring (SAMS)	4
Local Area SENI Support (LASS) Service	9
Specialist Teaching Services – Autism and ADHD Advisory Service	13
Specialist Teaching Services – Sensory and Physical Support (SAPS)	16
Early Years SEND Specialist and Portage Service	21
Educational Psychology Service	23
Behaviour and Inclusion Service	27
Peterborough SEND Hubs	29
Useful Information	29
SENI Inclusion Service Link Officers 2024/25	30

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)**
- **Behaviour and Inclusion Service**

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 and more information is available from the [Peterborough SEND Information Hub \(Local Offer\)](#).

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

SEN Inclusion (SENI) Services Management Structure Chart

James Bird

**Head of SEN
Inclusion Services**



Katie Barnett

**Head of Statutory
Assessment and
Monitoring Services**



Alison Tolson

**Principal Educational
Psychologist**



Claire Nunn

**Manager of Autism and
ADHD Team**



Sarah Bernard

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



Gemma Mead

**Area SENCO
and Manager of
LASS**



Ben Hotchkin

**Manager of Sensory
and Physical Support
Service**

Statutory Assessment and Monitoring Service (SAMS) Structure Chart



Katie Barnett

Head of Statutory Assessment and Monitoring Services



Carrie Page

Senior Complex Case & Resolution Officer



Jacqueline Walsh

Complex Case & Resolution Coordinator



Lisa Eddings

Tribunal Support Officer



Susan Potter

SAMS Data, Process and Information Co-ordinator

SAMS Officers



Lauren Milner



Alison Preston



Karen Charles-Hollis



Heather Missin



Lorraine Bramley



Angelika Rulewicz



Michelle Milner



Amy Wright



Rachel D'Angelo



Josie Crucitti



Darrel Fox



Donna Suttle



Zara Johnson

SAMS Assistants



Luke Walker



Lisa Boyes



Elsa McLoughlin



Lauren Rose



Shelley Labassi



Vicky Burbage



Sarah Burke

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 2732 EHCPs and in 2023-24 processed 636 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.

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

- Transition officers will aim to attend at least one transition review meeting per setting, 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
- Where identified transition officers can co-ordinate a bespoke package of support for settings including, senior leadership teams and trusts.
- 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.

How does the service work?

Service Manager – Katie Barnett

There are:

6 x SAMS Officers – **reviewing officers**, Karen Charles-Hollis (Lead), Lauren Milner, Angelika Rulewicz, Amy Wright, Heather Missin and Alison Preston.

4 x SAMS Officers – **assessment officers**, Donna Suttle (Lead), Lorraine Bramley, Zara Johnson and Lisa Eddings.

3 x SAMS Officers - **transition officers**, Rachel D’Angelo (Lead), Michelle Milner and Josie Crucitti.

3 x SAMS Officers - **Complex case officers** (including mediations, tribunals and out of city placements), Carrie Page (Lead), Jacqueline Walsh and Darrel Fox.

Please direct any complaints to the lead depending on whether it’s an annual review or new assessment or transition.

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

7 x **SAMS Assistants**: Elsa McLoughlin (Lead), Luke Walker, Shelley Labassi, Lisa Boyes, Lauren Rose, Vicky Burbage and Sarah Burke.

1 x **SAMS Data, Process and Information Co-ordinator** – Susan Potter.

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 SEND Information Hub (Local Offer) or contacting the generic SAMS inbox, please email your link officer.

Useful documents/links

- [Guidance for SEN panel](#) – 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).
- [Guidance for placement in Peterborough Special Schools and Specialist Hubs](#) – 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)
- [Guide to EHCPs for young people](#) (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 SEND Information Hub (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 Local Authority 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 and 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.

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.”

Local Area SENI Support (LASS) Service Structure Chart



Gemma Mead

Area SENCO and Manager of LASS



Helen Magan

SEND Hub
Coordinator and
school support



Elizabeth Sullivan-Ash

SEN Post 16 and
Preparing for Adulthood
Lead



Sohail Hayat

Systems and
Practice
Coordinator

What does the service do?

The service supports the strategic development of SEND across Peterborough. This involves:

- Co-ordination of SEND training and projects across the local area
- Co-ordinating the termly SENCO Network meetings (steering, primary and secondary)
- Co-ordinating the annual SEND Event and SEND conference
- Co-ordinating monthly multi agency SEND Forum
- Lead on communication on behalf of SENI Services for example, termly parent SEND Newsletter, fortnightly SEND Newsletter and regular communications to local settings
- Co-ordinating the updating of the SEND Information Hub (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.
- Offering a referral route for involvement (RFI) with settings to support them in enabling children and young people to access the curriculum and to make progress in their learning and development. If you are a setting and want to make a referral for involvement from the services, please use the [Request for involvement form](#)

Who works in the service and what are their responsibilities?

Service Manager - Gemma Mead

Helen Magan is responsible for the Peterborough SEND Hubs to further develop the strategic Hub Network approach across Peterborough to support children/young people to access education within their local community.

Elizabeth Sullivan-Ash is responsible for Post 16 and Preparing for Adulthood.

Sohail Hayat has responsibility for the coordination and sharing of information across SENI Services, including information about training/events from the service. Please contact Sohail directly if you have any queries about training.

For all other enquiries

Email: sen.inclusion@peterborough.gov.uk

Frequently Asked Questions

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 SENCO's support package in 2022/23 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 children/young people and our colleagues. The feedback was overwhelmingly positive so this package will continue.

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

The LASS service offers an 'open door policy' and frequently works with Headteachers and SENCOs supporting on a multitude of situations.

The LASS Service oversee the SENI communications to all settings. Communications are sent to all settings as well as a range of wider professionals covering different topics from the SENI Service ranging from training and events on offer to updates from the service.

The LASS Service run virtual SEND Forums which are a multi-agency approach to ensure settings receive the latest information from a wide range of stakeholders, including updates from Health and Social Care. These forums run every half term and are open to all professionals working with SEND including SENCOs/ Headteachers/ Senior Leadership teams/ teachers and wider stakeholders.

The LASS Service also co-ordinate the Peterborough SENCO Network including half termly meetings for SENCOs, and two large scale events each year.

The LASS Service provides co-ordination and support for the SEND Hub Network including regular meetings and quality assurance.

The SENI Service offers a wide variety of training and the LASS team co-ordinates this to ensure as many training opportunities are available to colleagues as possible.

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.

Schools should be making contact with the Behaviour and Inclusion Team to ask for support and also guidance before a fixed term exclusion is issued. Due to capacity reasons, it is not always possible for the LASS Team to attend all meetings however please email

sen.inclusion@peterborough.gov.uk if you do have queries/ concerns and we can discuss this with you and provide advice and guidance.

If the child or young person has an EHCP, then you should let your link SAMS Officer know so we can log this onto their 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.

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 fortnightly communications.

The SEND Information Hub (Local Offer) is also updated with our training offer on the Education Page. Sohail also leads on the Peterborough Learn Together SEND Pages where you can find training/resources for settings and professionals amongst other helpful resources.

[Peterborough SEND Learn Together Page](#)

Specialist Teaching Services- Autism ADHD Advisory Service Structure Chart



Claire Nunn

Manager of Autism ADHD Advisory Service

Autism Advisory Teachers



Rob Emery



Clare Ferguson



**Megan
Williams**



Jazmin Hudak



**Robin Morris-
Denholm**

Autism Learning Support Assistant



Donna Lever



**Yvette Parker
Radford**



Jodi Kaus



**Steph Martin-
Sharpin**

ADHD Advisory Teacher



Clare Seymour

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 school age children and young people, some of whom will have (Education and Health Care Plan) 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.

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/carer consultation service (2nd Tuesday of each month)
- Developing and delivering bespoke training to settings, forums (including parent/carer 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 – Full time

Autism Advisory Teacher – Jazmin Hudak – Full time

Autism Advisory Teacher – Robin Morris-Denholm – Full time

Autism Advisory Teacher - Clare Ferguson - 0.6

Autism Advisory Teacher - Megan Williams 0.4

Autism Advisory Teacher - Rob Emery – Full time

ADHD Advisory Teacher - Clare Seymour- 0.2

Autism Learning Support Assistants

Jodie Kaus- 0.8, Yvette Parker Radford- 0.6, Donna Lever – Full time, Steph Martin-Sharpin (0.6).

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 the 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 email sen.inclusion@peterborough.gov.uk or phone 01733 863689.

Specialist Teaching Service - Sensory and Physical Support (SAPS) Structure Chart



Ben Hotchkin

Manager of Sensory and Physical Support Service

Teacher of the Deaf

British Sign Language Tutor



Craig Dixon



Alex Quant-Smith



Helen Gibb



Cheryl Porter



Justin Moule

Teacher of Vision Impaired



Emma Green



Clare Stamp

Teaching Assistant Vision Impairment



Ali Harold

Teacher of the Deaf and MSI



Alexia Oram

Teaching Assistant HI/VI



Claire Edwards

Teacher of Physical Disability



Caroline Fallon

Habilitation Specialist



Debbie Halifax

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.

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/carer 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 – Ben Hotchkin

Teachers of the Deaf:

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

Cheryl Porter (0.6)

Helen Gibb (0.8)

Craig Dixon (Full Time)

Alex Quant-Smith

Teachers of Vision Impairment:

Emma Green (Full Time)

Clare Stamp (0.8)

Teacher of Physical Disability:

Caroline Fallon (0.6)

Specialist Habilitationist (Mobility and Independent Living/Braille)

Debbie Halifax (Full Time)

Teaching assistant Vision Impairment:

Ali Harold (Full Time)

Teaching Assistant Deafness/Vision Impairment access technology

Claire Edwards (Full Time)

British Sign Language Tutor:

Justin Moule (0.4)

For general enquires:

Phone: 01733 454460

Email: sen.inclusion@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 [SEND Information Hub \(Local Offer\) 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 [SEND Information Hub \(Local Offer\)](#).

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.

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 endeavor 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 29.

Early Years SEND Specialist and Portage Service Structure Chart



Sarah Bernard

Early Years SEND Specialist and Portage Manager

Portage Home Visitors Core Team



Sobia Sadaf



Joy Willett



Lucy Ingham



Gill Taylor



Debby Cafano

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.

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](#). 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
- EYSS and Portage Home Visitor – Debby Cafano
- Early Identification Officer - Pat Cross (Portage Home Visitor 7 hours per week)

Educational Psychology Service Structure Chart

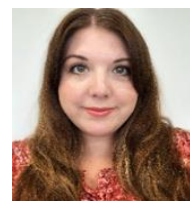


Alison Tolson
Principal Educational Psychologist

Senior Educational
Psychologist



Zobia Akhtar

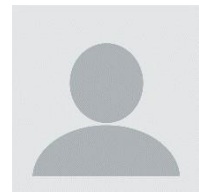


Deborah Churchill (0.8 fte)

Educational
Psychologist



Vahida Mayet (0.5 fte)



Vacant x4



Helen Capron



Surette Andersen

Assistant
Educational
Psychologist



Emily Crown

Trainee
Educational
Psychologist



Emma Potter

Psychology
Assistant



Arpana Parekh

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

- Subscribing schools are offered an annual planning meeting with an Educational Psychologist
- Provide critical incident support for schools and settings
- Provide initial assessments to CYP newly arrived to the country with severe and profound needs
- Monthly joint consultation sessions for parents and young people over the age of 16 and attending college, and their education setting in term time - **To make an appointment for parent/carer consultation please email EPS@peterborough.gov.uk**
- Family Voice - regular consultations for parents and carers
- Providing information and contributions to SEN forums alongside other members of SENI services

Our traded offer

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

Training

ELSA Training:

- Training to become an Accredited Emotional Literacy Support Assistant (ELSA) in an educational setting
- The ELSA program is an evidence-informed, nationally recognised approach to supporting children and young people (from primary through to secondary) with a range of social and emotional needs. It is designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources
- Delegates attend 5 training days arranged between October and January (9.30am-4.00pm) and 4 supervision sessions from February to July (1.00pm-3.00pm).
- Price: £775 (includes materials)
- Please note that the 2024-25 cohort is now full. You are welcome to email emily.crown@peterborough.gov.uk for more information or to request a space on the priority list for the next academic year

Supervision (Accredited ELSAs only):

- Group sessions to discuss issues arising from casework and share good practice. Supervision provides an opportunity for the lead EPs to check in with ELSAs regarding their role and to offer support when needed
- We provide a safe and confidential space for ELSAs to reflect on and discuss their caseload, and their personal and professional responses to the role. The focus is on supporting staff in their personal and professional development and in reflecting on their practice. It is a requirement that all practicing ELSAs attend supervision
- Delegates attend 6, 2-hour sessions arranged between October and June
- Price: £375. Email emily.crown@peterborough.gov.uk for more information. Please note that spaces are now very limited for supervision sessions

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 testimony to SEND tribunals
- Contribute to monitoring of out of city placements

Who works in the service and what are their responsibilities?

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

Principal Educational Psychologist

Alison Tolson

Senior Educational Psychologists

Zobiah Akhtar, Deborah Churchill

Educational Psychologists

Vahida Mayet, Surette Andersen, Helen Capron

Assistant Educational Psychologist

Emily Crown

Trainee Educational Psychologist

Emma Potter

Psychology Assistant

Arpana Parekh

For general enquires:

Phone: 01733 863689

Email: eps@peterborough.gov.uk

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 with parents and staff. EPs also offer structured assessment / observation of individual children, in order to inform interventions to address special educational needs. EPs use a range of assessment tools which include cognitive or dynamic assessment; 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. The service works with children / young people to consider strengths and areas of difficulty with regard to literacy development, to inform targeted interventions, as part of a graduated approach.

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.

Behaviour & Inclusion Service Structure Chart



Jason Wing

Manager of Behaviour and Inclusion
Service & Alternative Provision



Nikki Turner

Deputy Alternative Provision Manager

Behaviour and
Inclusion Officer

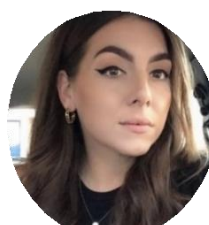
Early Intervention
Family Worker



Natalie Ulugun



Jodie Andrews



Carly Dales



Danielle Lenton



Gayle Knight

What does the service do?

The Behaviour and Inclusion Team offers the following support:

- Hold twice weekly Behaviour and Inclusion Panels to discuss individual pupils and support schools with strategies to help improve and support challenging behaviour.
- Hold monthly SEND Behaviour and Inclusion Panels in collaboration with the PCC SEND team.
- Develop strategies with individual schools to avoid permanent exclusions and suspensions.
- Monitor and track all permanent exclusions, suspensions, reduced timetables, medical needs provision and managed moves.
- Collaborative working with schools to develop blended packages using alternative provision where required.
- Develop good practice guidance and quality assurance for on-site and off-site alternative provision.
- Review practice guidance on the use of managed moves and support schools to ensure that they are successful.
- Monitor use of reduced timetables and share good practice.
- Monitor the use of Medical Needs provision and share good practice.
- Deliver exclusion, suspension, and independent review panel training to school governing bodies.

Who works in the service and what are their responsibilities?

Manager of Behaviour and Inclusion Service and Alternative Provision

Jason Wing

Deputy Manager of Alternative Provision

Nikki Turner

Behaviour and Inclusion Officers

Jodie Andrews & Natalie Ulugun

Early Intervention Family Workers

Carly Dales, Danielle Lenton and Gayle Knight

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 [Peterborough SEND Information Hub \(Local Offer\) SEND Hub page](#).

If you have any queries regarding the SEND Hubs please contact Helen.Magan@peterborough.gov.uk



Useful Information

[Guidance for undertaking EHCNA](#)

[SEN panel terms of reference](#)

[Request for involvement form](#)

For **SENI Inclusion Service Link Officers 2023/24** please see page 30

SENI Inclusion Service Link Officers 2024/25

Denotes temporary cover for Michelle Milner's sick leave

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	AATS Advisory Teacher
All Saints	Heather Missin	*Heather Missin*	Helen Capron	Claire Nunn
Arthur Mellows Village College	Alison Preston	Josie Crucitti	Deborah Churchill	Rob Emery
Barnack C of E	Heather Missin	Rachel D'Angelo	Alison Tolson	Megan Williams
Bishop Creighton	Heather Missin	*Heather Missin*	Helen Capron	Claire Nunn
Braybrook Primary	Heather Missin	Josie Crucitti	Helen Capron	Clare Ferguson
Brewster Avenue	*Amy Wright*	*Amy Wright*	Alison Tolson	Robin Morris-Denholm
Castor	Heather Missin	Rachel D'Angelo	Helen Capron	Claire Nunn
City College	Lauren Milner	Not required	N/A	Megan W + Jazmin
COPA	Alison Preston	*Alison Preston*	Helen Capron	Rob Emery
Discovery	Heather Missin	*Heather Missin*	Alison Tolson	Claire Nunn
Dogsthorpe Academy	Heather Missin	*Heather Missin*	Zobiah Akhtar	Megan Williams
Dogsthorpe Infants	*Amy Wright*	*Amy Wright*	Alison Tolson	Claire Nunn
Duke of Bedford	Angelika Rulewicz	*Angelika Rulewicz*	Helen Capron	Rob Emery
Early Years	*Amy Wright*	Not required	N/A	Claire Nunn
Eye Primary	Heather Missin	Rachel D'Angelo	Surette Andersen	Claire Nunn
Eyrescoft	Heather Missin	Josie Crucitti	Surette Andersen	Clare Ferguson

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	AATS Advisory Teacher
Fulbridge	Heather Missin	*Heather Missin*	Surette Andersen	Claire Nunn
Gladstone	Heather Missin	*Heather Missin*	Vahida Mayet	Claire Nunn
GPUTC	Alison Preston	Josie Crucitti	Deborah Churchill	Rob Emery
Gunthorpe	Heather Missin	*Heather Missin*	Surette Andersen	Clare Ferguson
Hampton College	Heather Missin (Primary) Alison Preston (Secondary)	Josie Crucitti	Vahida Mayet	Megan Williams
Hampton Gardens	Alison Preston	Josie Crucitti	Vahida Mayet	Rob Emery
Hampton Hargate	Heather Missin	Josie Crucitti	Vahida Mayet	Claire Nunn
Hampton Lakes	Heather Missin	Josie Crucitti	Vahida Mayet	Megan Williams
Hampton Vale	Heather Missin	Josie Crucitti	Helen Capron	Claire Nunn
Heltwate Primary	Angelika Rulewicz	Angelika Rulewicz	Surette Andersen	Claire Nunn
Heltwate Secondary	Angelika Rulewicz	Not required	Surette Andersen	Claire Nunn
Heritage Park	Heather Missin	Josie Crucitti	Helen Capron	Megan Williams
Highlees	Heather Missin	*Heather Missin*	Surette Andersen	Clare Ferguson
Jack Hunt	Alison Preston	Josie Crucitti	Surette Andersen	Claire Nunn
John Clare	Heather Missin	Rachel D'Angelo	Alison Tolson	Megan Williams
Ken Stimpson	Alison Preston	Rachel D'Angelo	Helen Capron	Megan Williams
Leighton	Heather Missin	Josie Crucitti	Zobiah Akhtar	Jazmin Hudak
Lime Academy – Abbotsmede	Heather Missin	*Heather Missin*	Alison Tolson	Rob Emery
Lime Academy – Parnwell	Heather Missin	*Heather Missin*	Alison Tolson	Claire Nunn

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	AATS Advisory Teacher
Lime Academy Watergall	Heather Missin	Josie Crucitti	Alison Tolson	Robin Morris- Denholm
Longthorpe Primary	Heather Missin	Josie Crucitti	Surette Andersen	Claire Nunn
Manor Drive Academy Joint	Heather Missin (Primary) Alison Preston (Secondary)	Rachel D'Angelo	Deborah Churchill	Jazmin Hudak
Marshfields	Amy Wright	Amy Wright	Alison Tolson	Megan Williams
Medeshamstede	Karen Charles- Hollis	Karen Charles- Hollis	Zobiah Akhtar	Claire Nunn
Nova Primary Academy	Heather Missin	Josie Crucitti	Alison Tolson	Megan Williams
Nene Park Academy	Alison Preston	Josie Crucitti	Deborah Churchill	Claire N
NeneGate	Amy Wright	Amy Wright	Helen Capron	Jazmin Hudak
Nene Valley Primary	Heather Missin	Josie Crucitti	Alison Tolson	Claire Nunn
Newark Hill Academy	Heather Missin	*Heather Missin*	Helen Capron	Claire Nunn
Newborough	Heather Missin	Rachel D'Angelo	Surette Andersen	Claire Nunn
Northborough	Heather Missin	Rachel D'Angelo	Surette Andersen	Claire Nunn
Norwood	Heather Missin	*Heather Missin*	Helen Capron	Jazmin Hudak
Oakdale	Heather Missin	Josie Crucitti	Zobiah Akhtar	Claire Nunn
Old Fletton	Heather Missin	Josie Crucitti	Alison Tolson	Clare Ferguson
Ormiston Bushfield Academy	Alison Preston	Josie Crucitti	Helen Capron	Claire Nunn
Ormiston Meadows Academy	Heather Missin	Josie Crucitti	Deborah Churchill	Rob Emery
Orton Wistow	Heather Missin	Josie Crucitti	Alison Tolson	Robin Morris- Denholm

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	AATS Advisory Teacher
Paston Ridings	Heather Missin	*Heather Missin*	Alison Tolson	Rob Emery
Peakirk Cum Glington	Heather Missin	Rachel D'Angelo	Deborah Churchill	Rob Emery
Peterborough College	Lauren Milner	Not required	N/A	Megan W + Jazmin
Queen Katherine Academy	Alison Preston	*Alison Preston*	Alison Tolson	Jazmin Hudak
Queen's Drive Infants	*Amy Wright*	*Amy Wright*	Helen Capron	Robin Morris-Denholm
Ravensthorpe	Heather Missin	Rachel D'Angelo	Surette Andersen	Claire Nunn
Richard Barnes Academy Joint	Donna Suttle	Not required	Alison Tolson	Rob Emery
Sacred Heart	Heather Missin	Josie Crucitti	Alison Tolson	Robin Morris - Denholm
Southfields	Heather Missin	Josie Crucitti	Alison Tolson	Claire Nunn
St Augustine's	Heather Missin	Josie Crucitti	Helen Capron	Claire Nunn
St Botolph's	Heather Missin	Josie Crucitti	Alison Tolson	Rob Emery
St John Fisher	Alison Preston	*Alison Preston*	Surette Andersen	Clare Ferguson
St John's Orton CofE	Angelika Rulewicz	Josie Crucitti	Alison Tolson	Clare Ferguson
St John Henry Newman Primary School	Angelika Rulewicz	Josie Crucitti	Alison Tolson	Claire Nunn
St Michael's C of E	Angelika Rulewicz	Josie Crucitti	Alison Tolson	Megan Williams
St Thomas More	Angelika Rulewicz	*Angelika Rulewicz*	Alison Tolson	Clare Ferguson
Stanground Academy	Alison Preston	Josie Crucitti	Surette Andersen	Jazmin Hudak
Stanground St Johns	Angelika Rulewicz	Josie Crucitti	Alison Tolson	Robin Morris - Denholm

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	AATS Advisory Teacher
Stamford College	Lauren Milner	Not required	N/A	Megan W + Jazmin
Thomas Deacon Academy	Angelika Rulewicz	*Angelika Rulewicz*	Emma Potter	Claire Nunn
Thomas Deacon Academy Jnr	Angelika Rulewicz	*Angelika Rulewicz*	Emma Potter	Claire Nunn
The Beeches	Angelika Rulewicz	*Angelika Rulewicz*	Vahida Mayet	Robin Morris-Denholm
The Duke of Bedford	Angelika Rulewicz	Rachel D'Angelo	Helen Capron	Rob Emery
The King's School inc.junior	Angelika Rulewicz(Junior) Alison Preston (Secondary)	*Angelika Rulewicz* and *Alison Preston*	Surette Andersen	Clare Ferguson
Lime Academy Orton	Angelika Rulewicz	Not required	Alison Tolson	Claire Nunn
Thorpe Primary	Angelika Rulewicz	Josie Crucitti	Surette Andersen	Rob Emery
Welbourne Primary	Angelika Rulewicz	*Angelika Rulewicz*	Surette Andersen	Claire Nunn
Welland	Angelika Rulewicz	*Angelika Rulewicz*	Helen Capron	Jazmin Hudak
Werrington Primary	Angelika Rulewicz	Rachel D'Angelo	Alison Tolson	Clare Ferguson
West Town Academy	Angelika Rulewicz	*Angelika Rulewicz*	Surette Andersen	Claire Nunn
William Law	Angelika Rulewicz	Rachel D'Angelo	Emma Potter	Megan Williams
Winyates	Angelika Rulewicz	Josie Crucitti	Alison Tolson	Robin Morris-Denholm
Wittering	Angelika Rulewicz	Rachel D'Angelo	Alison Tolson	Rob Emery
Woodston	Angelika Rulewicz	Josie Crucitti	Alison Tolson	Robin Morris-Denholm
Independent/Out of City	Carrie Page	NA	N/A	Claire Nunn