

Special Educational Needs Inclusion (SENI) Services

A guide to our services 2025-26



Peterborough SEND Information Hub (Local Offer)

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Who are we? What do we do?

The SEN Inclusion Service consists of:

- Early Years SEND Specialist and Portage Service
- Specialist Teaching Services:
 - Autism and ADHD Advisory Teaching Service (AATS),
 - Sensory and Physical Support Service (SAPS) (for pupils who are deaf, have a vision impairment, have multi-sensory impairment or a physical disability).
 - Local Area SENI Support Service (LASS) (supporting SENCOs in all areas of need)
- Behaviour and Inclusion Service
- Educational Psychology Service (EPS)
- Statutory Assessment and Monitoring Service (SAMS)
- System Improvement (SEND)

Each of our services has a specific remit to help our children and young people to achieve their potential and overcome barriers that 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 Team



James Bird
Head of SEN
Inclusion Services



Sarah Bernard
Early Years SEND
Specialist and
Portage Service
Manager



Claire Nunn
Manager of Autism &
ADHD Support Service
(AATS)



Ben Hotchkin
Manager of Sensory
& Physical
Support Service
(SAPS)



Gemma Mead
Area SENCO &
Manager of Local Area
SENI Support Service
(LASS)



Jason Wing
Manager of Behaviour
and Inclusion Service
& Alternative
Provision



Alison Tolson
Principal Educational
Psychologist (EPS)



Angela Buxton
Interim Head of
Statutory Assessment
and Monitoring
Services (SAMS)



Andrew Bentley
Service Manager for
System Improvement
(SEND)

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

EYSS and Portage Home
Visitor



Joy Willett

EYSS and Portage Home
Visitor



Lucy Ingham

EYSS and Portage Home
Visitor



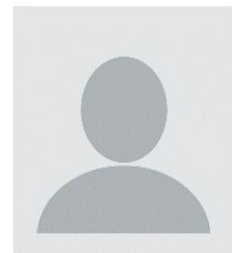
Gill Taylor

EYSS and Portage Home
Visitor



Debby Cafano

EYSS and Portage Home
Visitor



Pat Cross

Early Identification Officer

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 40 years. The service supports pre-school children with disabilities and additional support needs, and their families.

The Portage 'Model' of support considers:

- 'Structured teaching', recognising a child's strengths and building on them through play and teaching activities modelled for the family, on a home visit
- 'Child led play', recognising the whole child and their interest and responding appropriately
- '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/carers what they know about their child, setting a developmental profile / programme.

The service also works alongside colleagues from the Early Years Inclusion team, sensory support service and health services including psychology services, physiotherapy, occupational therapy and SALT. 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.

Groups

We offer a Portage Group called 'Sensory Learners' supported by Barnardo's for our pre-school children with SEND and their families.

This is a support group that encourages the children to explore their environment through their senses and enjoy their individual play and learning. The group also provides the opportunity for parents/carers to support each other and for the practitioners to advise and signpost.

We also regularly support a parent led group called 'Our SEND Adventure'.

Training

The service offers annual training:

- A three-day NPA Portage workshop for Early Years practitioners, schools and services supporting children with SEND.
- The EarlyBird programme (NAS licenced programme) for parents of pre-school children with autism is offered twice a year.
- Also, some other offers include 'Small Steps' training (a one day course).

Specialist Teaching Services

Autism and ADHD Advisory Service

Structure Chart



Claire Nunn

Manager of Autism ADHD Advisory Service

Autism/ ADHD Advisory Teachers



Rob Emery
Autism Advisory
Teacher



**Clare
Ferguson**
Autism Advisory
Teacher



**Megan
Williams**
Autism Advisory
Teacher



Rhys Baker
Autism Advisory
Teacher



**Robin Morris-
Denholm**
Autism Advisory
Teacher



**Clare
Seymour**
ADHD Advisory
Teacher

Autism Specialist Practitioner's



Donna Lever
Autism Specialist
Practitioner



**Yvette Parker
Radford**
Autism Specialist
Practitioner



Jodi Kaus
Autism Specialist
Practitioner



**Steph Martin-
Sharpin**
Autism Specialist
Practitioner - Preparation
for Adulthood

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 Autism or ADHD, we offer informal discussions and advice for settings and families around those with social communication difficulties who do not have a formal diagnosis.

The service works directly with settings and families through:

- 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.
- 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

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

Specialist Teachers



Craig Dixon

Teacher of the Deaf



Alex Quant-Smith

Teacher of the Deaf



Helen Gibb

Teacher of the Deaf



Cheryl Porter

Teacher of the Deaf



Jaime Preston

Teacher of the Deaf



Alexia Oram

Teacher of the Deaf
and MSI



Emma Green

Teacher of Vision
Impaired



Clare Stamp

Teacher of Vision
Impaired



Justin Moule

British Sign Language
Tutor



Ali Harold

HLTA
Vision Impairment



Claire Edwards

HLTA
HI/VI



Debbie Halifax

Habilitation Specialist

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/ 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.

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](#).

Local Area SENI Support (LASS) Service Structure Chart



Gemma Mead

Area SENCO and Manager of LASS



Helen Magan

SEND Hub Coordinator
and school support



Corinne Dalton

LASS Specialist Teacher



Joanne Simmons

LASS Specialist Teacher



Abi Kefford

LASS Specialist Teacher

What does the service do?

The Local Area SENI Support Service (LASS) supports the strategic development of SEND across Peterborough. This involves:

- Co-ordination of SEND training and projects across the local area
- Leading the half termly SENCO Network meetings (steering, primary and secondary)
- Leading the annual SEND Event and SEND conference
- Leading the monthly multi agency SEND Forum to ensure settings receive the latest information from a wide range of stakeholders, including updates from Health and Social Care.
- Leading the half termly Success with SEND support sessions
- Leading the fortnightly SENI advisory panel to support schools with next steps for cases
- Leading on the communication on behalf of SENI Service This includes the termly parent SEND Newsletter, the fortnightly SEND Newsletter for settings and additional regular communications to share important updates
- Co-ordinating the updating of the SEND Information Hub (Local Offer) on behalf of SENI Services
- Leading the Peterborough SEND Hub Network
- Advice and guidance to Headteachers, SENCOs and other practitioners in education settings in order to improve support for children, young people with SEND and their families through strategic development and generalised support
- Offering a referral route for involvement (RFI) with settings to support them in enabling all 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](#)
- Offer Teams training and bespoke training sessions to settings and wider stakeholders

For all other enquiries please email sen.inclusion@peterborough.gov.uk

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 and works closely with the service to support a whole school approach to SEND. The vast majority of our Hubs offer specialist placements to children/ young people. These can be requested as part of the annual review process and will be discussed at 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

Specialist Teacher Services

Frequently Asked Questions

[Request for involvement form \(AATS, SAPS, Portage and LASS\)](#)

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

The Request for Involvement (RFI) form is sent to school SENCOs at the start of every academic year. The RFI is also available on the [SEND Information Hub \(Local Offer\)](#).

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

An 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.

An 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, this will be discussed at panel and the most appropriate team will be in touch.

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

Yes, the LASS Service accept referrals from those without a diagnosis. On occasion the other services will support a child/ young person without a diagnosis but these cases will be discussed at RFI panel.

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 young people over the age of 16, (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. A parental signature must still be obtained in these circumstances.

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 panel meetings, a letter with the outcome will be sent to the referrer, usually within 5 days of this meeting.

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

Like all services, the specialist teaching team can only respond within the limitations of their staffing capacity. 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 marked 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.

The outcome may be one of the following:

- Agreed and an appointment being made with the setting
- Other advice given
- More information being sought
- Incomplete paperwork
- Sign posting to other relevant services
- Discussion with school

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 SEND Specialist Hub network without completing a request for involvement?

Peterborough SEND Hub network provides general advice and support in a number of SEND areas, you can make direct contact with the Hub you require. For direct specialist support of a child/ young person, you will need to complete an RFI and send it to LASS.

Behaviour & Inclusion Service Structure Chart



Jason Wing

Manager of Behaviour and Inclusion Service & Alternative Provision



Nikki Turner

Deputy Alternative Provision
Manager



Natalie Ulugun

Behaviour and Inclusion Officer



Jodie Andrews

Behaviour and Inclusion Officer



Carly Dales

Early Intervention Family
Worker



Danielle Lenton

Early Intervention Family
Worker



Gayle Knight

Early Intervention Family
Worker

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. This includes those children/ young people on the SEND register.
- 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

Educational Psychology Service

Structure Chart



Alison Tolson
Principal Educational Psychologist

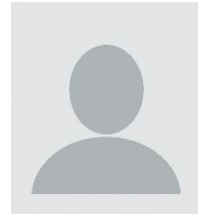
Senior Educational Psychologist



Zobiah Akhtar
Senior Educational Psychologist



Deborah Churchill (0.8 fte)
Senior Educational Psychologist



Vacant
Senior Educational Psychologist

Educational Psychologist



Vahida Mayet (0.5 fte)
Educational Psychologist



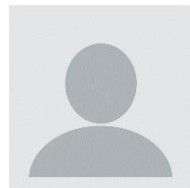
Helen Capron
Educational Psychologist



Surette Andersen
Educational Psychologist



Shaunna McLean
Educational Psychologist



Vacant x3

Assistant/ Trainee Educational Psychologist



Chelsea Freeman
Assistant Educational Psychologist



Emma Potter
Trainee Educational Psychologist

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 children/ young people newly arrived in 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/carers 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 five training days arranged between October and January (9.30am-4.00pm) and four supervision sessions from February to July (1.00pm-3.00pm).
- Price: £800 (includes materials)

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: £400. 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

Zobia Akhtar, Deborah Churchill

Educational Psychologists

Vahida Mayet, Surette Andersen, Helen Capron, Shaunna McLean

Assistant Educational Psychologist

Chelsea Freeman

Trainee Educational Psychologist

Emma Potter

Psychology Assistant

Vacant

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 child/ young person 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.

Statutory Assessment and Monitoring Service (SAMS) structure chart



Angela Buxton

Interim Head of Statutory Assessment and Monitoring Services

Assessment SAMS officers



Donna Suttle

Senior officer for EHCNA



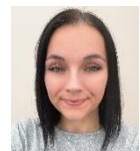
Lorraine Bramley

SAMS Officer



Zara Johnson

SAMS Officer



Emma Humphrey-Marsh

SAMS Officer

Monitoring SAMS officers



Karen Charles-Hollis

Senior officer for Monitoring



Lauren Milner

SAMS officer



Heather Missin

SAMS officer



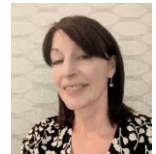
Amy Wright

SAMS officer



Angelika Rulewicz

SAMS officer



Alison Preston

SAMS officer

Transition SAMS officers



Rachel D'Angelo

Senior officer for transitions
Transition complaints



Josie Crucitti

SAMS officer



Michelle Milner

(caseload covered by
monitoring team)

Resolution SAMS officers



Carrie Page

Senior Officer for Complex
Cases and Resolution



Jacky Walsh

Complex cases



Darrel Fox

SAMS Officer

SAMS Senior Admin



Susan Potter

SAMS Data, Processes and
Information Co-ordinator



Elsa McLoughlin

Senior SAMS Assistant



Stephanie Taylor

SEN finance Officer

SAMS Assistants



Luke Walker

SAMS Assistant



Lisa Boyes

SAMS Assistant



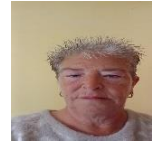
Lauren Rose

SAMS officer



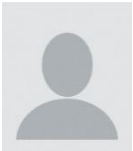
Shelley Labassi

SAMS Assistant



Vicky Burbage

SAMS Assistant



Irene Akpaloo

SAMS Assistant

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. This includes:

- Coordination of the EHC needs assessment and EHCP 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 and advice around statutory processes.

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

- Transition officers will aim to attend at least one transition review meeting per setting.
- 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.

Useful documents/links

- [Guidance for undertaking EHCNA](#)
- [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](#) – 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 SENDIASS. 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. 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."

SENI Inclusion Service Link Officers 2025-26

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*	Emma Potter	Megan Williams
Arthur Mellows Village College	Alison Preston	Josie Crucitti	Deborah Churchill	Rob Emery
Barnack C of E	Heather Missin	Rachel D'Angelo	N/A	Megan Williams
Bishop Creighton	Heather Missin	*Heather Missin*	Helen Capron	Claire Nunn
Braybrook Primary	Heather Missin	Josie Crucitti	Shaunna McLean	Clare Ferguson
Brewster Avenue	*Amy Wright*	*Amy Wright*	N/A	Robin Morris-Denholm
Castor	Heather Missin	Rachel D'Angelo	Shaunna McLean	Claire Nunn
City College	Lauren Milner	Lauren Milner	N/A	Megan Williams/ Claire Nunn
COPA	Alison Preston	*Alison Preston*	Helen Capron	Rob Emery
Discovery	Heather Missin	*Heather Missin*	N/A	Clare Ferguson
Dogsthorpe Academy	Heather Missin	*Heather Missin*	Zobiah Akhtar	Megan Williams
Dogsthorpe Infants	*Amy Wright*	*Amy Wright*	Alison Tolson	Claire Nunn
(The) Duke of Bedford	Angelika Rulewicz	Rachel D'Angelo	Helen Capron	Rob Emery
Early Years	*Amy Wright*	*Amy Wright*	N/A	N/A
Eye Primary	Heather Missin	Rachel D'Angelo	Helen Capron	Rob Emery
Eyrescoft	Heather Missin	Josie Crucitti	Surette Andersen	Clare Ferguson
Fulbridge	Heather Missin	*Heather Missin*	Surette Andersen	Claire Nunn
Gladstone	Heather Missin	*Heather Missin*	Vahida Mayet	Claire Nunn
GPUTC	Alison Preston	Josie Crucitti	Emma Potter	Rob Emery

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	AATS Advisory Teacher
Gunthorpe	Heather Missin	*Heather Missin*	Surette Andersen	Clare Ferguson
Hampton College Primary	Heather Missin	Josie Crucitti	Vahida Mayet	Rob Emery
Hampton College Secondary	Alison Preston (Secondary)	Josie Crucitti	Vahida Mayet	Megan Williams
Hampton Gardens	Alison Preston	Josie Crucitti	Shaunna McLean	Rob Emery
Hampton Hargate	Heather Missin	Josie Crucitti	Vahida Mayet	Rob Emery
Hampton Lakes	Heather Missin	Josie Crucitti	Vahida Mayet	Megan Williams
Hampton Vale	Heather Missin	Josie Crucitti	Shaunna McLean	Robin Morris-Denholm
Heltwate Primary	Angelika Rulewicz	Angelika Rulewicz	Deborah Churchill	Claire Nunn
Heltwate Secondary	Angelika Rulewicz	Angelika Rulewicz	Deborah Churchill	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	N/A	Megan Williams
Ken Stimpson	Alison Preston	Rachel D'Angelo	Helen Capron	Rob Emery
Leighton	Heather Missin	Josie Crucitti	Zobiah Akhtar	Robin Morris-Denholm
Lime Academy – Abbotsmede	Heather Missin	*Heather Missin*	N/A	Rob Emery
Lime Academy Orton	Alison Preston	Alison Preston	N/A	Claire Nunn
Lime Academy Parnwell	Heather Missin	*Heather Missin*	Surette Andersen	Claire Nunn
Lime Academy Watergall	Heather Missin	Josie Crucitti	Surette Andersen	Robin Morris-Denholm
Longthorpe Primary	Heather Missin	Josie Crucitti	Surette Andersen	Rob Emery

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Manor Drive Academy Primary	Heather Missin	Rachel D'Angelo	Deborah Churchill	Robin Morris-Denholm
Manor Drive Academy Secondary	Alison Preston	Rachel D'Angelo	Deborah Churchill	Megan Williams
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 Nunn
NeneGate	Amy Wright	Amy Wright	Helen Capron	Rob Emery
Nene Valley Primary	Heather Missin	Josie Crucitti	Shaunna McLean	Robin Morris-Denholm
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	Robin Morris-Denholm
Oakdale	Heather Missin	Josie Crucitti	Zobiah Akhtar	Claire Nunn
Old Fletton	Heather Missin	Josie Crucitti	N/A	Clare Ferguson
Ormiston Bushfield Academy	Alison Preston	Josie Crucitti	N/A	Claire Nunn
Ormiston Meadows Academy	Heather Missin	Josie Crucitti	Shaunna McLean	Rob Emery
Orton Wistow	Heather Missin	Josie Crucitti	Shaunna McLean	Robin Morris-Denholm
Paston Ridings	Heather Missin	*Heather Missin*	N/A	Rob Emery
Peakirk Cum Glinton	Heather Missin	Rachel D'Angelo	Deborah Churchill	Rob Emery
Peterborough College	Lauren Milner	Not required	N/A	Megan Williams/ Claire Nunn

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	AATS Advisory Teacher
Queen Katherine Academy	Alison Preston	*Alison Preston*	Alison Tolson	Megan Williams
Queen's Drive Infants	*Amy Wright*	*Amy Wright*	Emma Potter	Robin Morris-Denholm
Ravensthorpe	Angelika Rulewicz	*Angelika Rulewicz*	Surette Andersen	Clare Ferguson
Richard Barnes Academy Joint	Donna Suttle	Donna Suttle	N/A	Rob Emery
Sacred Heart	Heather Missin	Josie Crucitti	N/A	Robin Morris-Denholm
Southfields	Heather Missin	Josie Crucitti	Helen Capron	Megan Williams
St Augustine's	Heather Missin	Josie Crucitti	Emma Potter	Claire Nunn
St Botolph's	Heather Missin	Josie Crucitti	Shaunna McLean	Rob Emery
St John Fisher	Alison Preston	*Alison Preston*	Shaunna McLean	Clare Ferguson
St John's Orton CofE	Angelika Rulewicz	Josie Crucitti	N/A	Robin Morris-Denholm
St John Henry Newman Primary School	Heather Missin	Josie Crucitti	N/A	Claire Nunn
St Michael's C of E	Angelika Rulewicz	Josie Crucitti	N/A	Megan Williams
St Thomas More	Angelika Rulewicz	*Angelika Rulewicz*	N/A	Clare Ferguson
Stanground Academy	Alison Preston	Josie Crucitti	Surette Andersen	Megan Williams
Stanground St Johns	Angelika Rulewicz	Josie Crucitti	Shaunna McLean	Robin Morris-Denholm
Stamford College	Lauren Milner	Not required	N/A	Megan Williams/ Claire Nunn
Thomas Deacon Academy	Alison Preston	* Alison Preston*	Emma Potter	Claire Nunn
Thomas Deacon Academy Jnr	Angelika Rulewicz	*Angelika Rulewicz*	Emma Potter	Robin Morris-Denholm
The Beeches	Angelika Rulewicz	*Angelika Rulewicz*	Vahida Mayet	Robin Morris-Denholm

Setting	SAMS Monitoring Officer	SAMS Transition Officer	EPS	AATS Advisory Teacher
The King's School Junior	Angelika Rulewicz (Junior)	*Angelika Rulewicz*	Surette Andersen	Clare Ferguson
The King's School secondary	Alison Preston	*Alison Preston*	Surette Andersen	Clare Ferguson
Thorpe Primary	Angelika Rulewicz	Josie Crucitti	Surette Andersen	Rob Emery
Welbourne Primary	Angelika Rulewicz	*Angelika Rulewicz*	Shaunna McLean	Claire Nunn
Welland	Angelika Rulewicz	*Angelika Rulewicz*	Helen Capron	Robin Morris-Denholm
Werrington Primary	Angelika Rulewicz	Rachel D'Angelo	N/A	Clare Ferguson
West Town Academy	Angelika Rulewicz	*Angelika Rulewicz*	Surette Andersen	Claire Nunn
William Law	Angelika Rulewicz	Rachel D'Angelo	Shaunna McLean	Claire Nunn
Winyates	Angelika Rulewicz	Josie Crucitti	N/A	Megan Williams
Wittering	Angelika Rulewicz	Rachel D'Angelo	N/A	Rob Emery
Woodston	Angelika Rulewicz	Josie Crucitti	Shaunna McLean	Robin Morris-Denholm
Independent	Jacky Walsh	NA	N/A	N/A
Out of City/ EHE	Darrel Fox	NA	N/A	N/A