



Peacehaven Community **School**

Inclusion and Special Educational Needs Policy

This policy has been read and adopted by the Governing Body on:

Date: _____

Signed: _____

For and on behalf of the Governing Body

Signed: _____

Helen Cryer
Headteacher

Introduction

Peacehaven Community School is an inclusive school providing a range of support to ensure that we meet the Every Child Outcomes for all students. The Learning Support and Development Faculty works with all staff to develop an inclusive culture and ensure access to the curriculum and to extra curricula activities for all our students.

Equality pervades all our school policies, in particular the:

Special Educational Needs Policy

Single Equalities Scheme

Race Equality Policy

Anti – bullying Policy

Sex and relationships policy

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of this work is in response to new legislation that places an increased duty on schools and other settings. Legislation requires schools both to eliminate direct or indirect discrimination, victimization or harassment and to promote equalities for students, staff and others who use school facilities. These developments reflect the growing awareness of the need to view different equalities strands beneath one umbrella, rather than seeing them as separate factions competing with each other for time and resources.

In our School we work to ensure that there is equality of opportunity for all members of our community across a range of strands, which include: Race, Disability, Gender, Sexual Orientation, Religion and Age as well as any other factors which have the potential to cause discrimination, eg socio-economic factors. Please see Single Equalities plan.

We see this commitment to equality as a key component in achieving the five Every Child Matters outcomes for all our students and part of a wider commitment to inclusion for all individuals and groups.

All policies, practices and procedures will be monitored and reviewed to ensure that they do not disadvantage any student.

The inclusion of students with Special Educational Needs and disabilities should be seen within this context.

The Learning Support and Development Faculty

The Learning Support and Development Faculty includes a special facility for students with speech and language and communication difficulties. All students with a place in the Facility have a statement of special educational need.

The Faculty currently supports students on the SEN register by

- Identifying needs
- Planning and developing a package of intervention to meet these needs and
- Monitoring and evaluating intervention

The school has regard to the Code of Practice when carrying out its duties to all students with special educational needs and ensures that parents are notified and involved in decisions concerning the support offered to their child.

Roles and Responsibilities

The Assistant Head (Learning Support and Development), in collaboration with the Head Teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school. The Learning Support and Development Faculty lead the whole staff in their responsibility for identifying, assessing, monitoring, evaluating and recording information on the progress of students on the SEN register and in providing support as appropriate. As part of this process the Faculty manages the development and review of SEN targets as part of a whole school target setting process and ensures that all staff are aware of and support students in meeting these targets. The key responsibilities of the Assistant Head (Learning Support and Development) and of her Faculty include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the Faculty team of teachers and learning support assistants
- coordinating provision for students with special educational needs
- overseeing the records on all students with special educational needs
- liaising with parents of students with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority Behaviour Support Service, Language and Learning Support Service and the Educational Psychology Service. Also health professionals, social services and voluntary bodies.

Heads of Faculty ensure that schemes of work are differentiated to ensure access for all students and work closely with Learning Support and Development Faculty staff to achieve this.

Student progress is tracked within Faculties and across subject areas and interventions put in place for students who are underachieving.

Partnership with parents and students

Partnership with parents and carers plays a key role in enabling children and young people to achieve their potential. PCS recognizes that parents and carers hold knowledge and experience which is vital in understanding a young person's needs and in finding the best ways of supporting them. All parents and carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of their own needs. They are encouraged to play an active role in setting and reviewing their own targets and in identifying useful forms of support.

Meeting Structure

LS and D Faculty teaching staff meet fortnightly as a team and Learning Assistants meet fortnightly with their line manager. Teachers and learning assistants also attend core subject faculty meetings. All staff are encouraged to attend student

review meetings where strategies for supporting individual or groups of students are discussed.

Admission Arrangements

Places in the Special facility are given to students with statements of SEN for speech, language and communication difficulties who meet the LEA criteria for placement in the Facility. All other students, including those with statements of SEN are admitted according to school policy.

Provision

Teaching of students on the SEN register is a whole school responsibility. The majority of students will learn and progress with the general teaching and learning arrangements provided by the school. In planning and teaching the National Curriculum, teachers will adopt the principles of inclusion as outlined in the statutory inclusion statement in the National Curriculum. They will

- set suitable learning challenges
- respond to students diverse learning needs
- overcome potential barriers to learning and assessment

Some students, however, will need an enhanced level of provision.

A range of additional support is available to meet the additional needs of students at PCS: These include:

- In-class support
- Learning in an Access group. At Key Stage 3, English, Maths and Humanities are taught in a small teaching group of approximately 15 students. Students are taught in this group for between 40 – 50% of the week. This reduces the number of teachers that students work with. This class also has additional support 100% of the time with, wherever possible the same learning assistant.

At Key Stage 4 students are taught in small groups in English and Maths.

The Access group curriculum is differentiated to enable access for students who join PCS in year 7 working at National Curriculum levels 3 and below and for students who need the emotional support of a smaller teaching group.

- Small group teaching (3 – 8 students) in literacy and language. These groups focus on the development of literacy, language, memory skills and the development of self- esteem.
- Individual teaching in literacy, language, numeracy and behaviour management.
- Social Skills/ self esteem and emotional literacy groups
- Personalised curriculum at Key Stage 4 including Entry Level qualifications in a range of subjects and access to engagement programmes.

Support with Independent Study

Students have regular access to ICT in class and for independent working. Integrated learning systems and a range of software are used to support the

development of literacy and numeracy skills. Other technological aids will be made available where appropriate.

Multi – agency working

The Learning Support and Development faculty works with a range of other professionals to plan support for students on the SEN register:

- School Nurse
- Educational Psychology Service
- Speech and Language Therapy Service
- Language and Learning Support Service
- Behaviour Support Service,
- Education Welfare Service,
- Child and Adolescent Mental Health Service
- English as an additional language (EAL)Service
- TEST (Looked After Children)
- Social Services
- Youth Offending Team

Social and Emotional Support

Each student in the school has an adult mentor with whom they meet every day except Friday and who is responsible for their emotional well being in school. In addition to their mentors the most vulnerable students on the special needs register have a 'key worker or team of workers' who monitor their progress on a regular basis.

When students with a statement of SEN transfer to PCS they are paired up with a buddy from the S2S group (Student to student group). These students have been trained to listen to the new students and provide support directly or to help students access support from staff.

In addition the Student and Family Support Team provide social and emotional support for students. The Student and Family Support Team provides a range of support including student reconciliation, individual and group work on a range of issues linked with emotional literacy and work with families.

PCS has a Behaviour, Emotional, Social, and Support Team who meet weekly to discuss the needs of students identified as causing concern, to plan and review interventions and to discuss school policy. This group is joined termly by professionals from other agencies to discuss multi – agency support and a multi agency approach to school and community issues.

Support for specific groups of students

The attainment of groups of students identified as vulnerable is tracked to ensure that they are making good progress. In planning support for students in identified groups the Learning Support and Development Faculty works with other educational services and specialized support services e.g. students with a disability, Looked after students, students with English as an additional language and pregnant students.

Looked After Students

PCS contributes to the contribution of Personal Education Plans (PEPs) for students in public care and monitors their progress carefully. When a looked after student is on the SEN register the PEP will reflect whole school targets. Staff will work together with the education support team for looked after children and young people (TEST) to support individual looked after children who are at risk of disaffection, educational under achievement and /or exclusion.

Students with English as an Additional Language

The school liaises with the EAL service in developing support packages for EAL students. In some cases EAL service could monitor a student's progress and in others offer direct support.

Pregnant Students

Additional support is made available for pregnant students. Students will be expected to continue within school for as long as possible into their pregnancy and to return following their birth. PCS will be flexible to the needs of these students by offering reduced timetables where appropriate and allowing attendance at alternative provision such as parentcraft classes. PCS works in liaison with the Teacher Pregnancies Reintegration Officer.

Students with a disability

PCS School building is accessible to all student and all policies, practices and procedures are monitored and reviewed to ensure that disabled students can participate in the school curriculum. School adopts an approach that ensures feasibility and responsiveness to the changing needs of these students. Please see Single Equalities Scheme and previously, the Disability Equality Scheme and Accessibility Plan.

Resources

The main sources of funding are:

- Funding identified for special educational needs from the main budget
- Funding from LEA for planned places in the Special facility
- Funding from the LEA for named students with statements but not in the Facility

Identification, assessment, monitoring and review

Identification and Assessment

PCS adopts a graduated response to meeting the special educational needs of all students on the SEN register as outlined in the revised Code of Practice (2001). When a young person is identified as having special educational needs, the school will intervene as described below at **School Action** and **School Action Plus**. Such interventions are a means of helping schools and parents match special educational provision to individual student needs.

On entry to PCS information from the primary school is used to plan provision for each student.

Ongoing observation, assessment, feedback from parents and students and review of student progress informs the package of support that will be provided for each student as they progress through the school.

Assessment, informal and formal will identify any students with SEN that have not been previously identified.

When a student is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the School's differentiated curriculum. This intervention will be described as:

School Action. The triggers for intervention through *School Action* are outlined in the East Sussex LEA SEN matrix.

School Action Plus is characterized by consultation with external services or specific intervention from specialist staff within the school e.g. additional support for a specific learning difficulty. They may provide specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for intervention through School Action Plus are outlined in the East Sussex LEA SEN matrix. The consent of the student's parents will be sought if advice is sought from outside professionals.

School request for statutory assessment

For a few students the help given by schools through School Action Plus may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider applying for a statutory assessment.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English, requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from special educational needs.

Monitoring and Review

Progress of students on the SEN register is monitored by whole school systems of assessment (see Assessment Policy). In addition to this students are:

- discussed at Faculty meetings
- discussed at Student Review meetings,
- discussed within the Behaviour Emotional Social Support Team
- Assessed in relation to base-line assessment comprising of both formal and informal assessment tools.

SEN provision and target setting

All students on the SEN register have SEN targets which are additional to, but inform, the subject and pastoral targets which are set for all students. All staff have knowledge of these targets and are expected to help students to meet these them. Staff are also given information about useful teaching strategies for identified groups of students e.g. students with an Autistic Spectrum Disorder and for individual students with a statement of SEN or with very specific needs. A record of any provision that is additional to or different from that provided by the subject teacher is held on SIMs (School Information Management System) and reported to parents/carers bi-annually for students with a statement and annually for all other students on the SEN register. Subject and pastoral targets are reviewed regularly and in addition, SEN targets are reviewed annually. Parents' views on their Childs' progress are sought and students are involved in setting their own targets using a Student Voice interview or questionnaire

Annual review of a statement of special educational needs

All statements are reviewed at least annually with the parents, the student, the LEA and the school. Contributors to the meeting consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the Statement. The annual review focuses on what the child has achieved as well as the difficulties that need to be resolved. A Connexions adviser attends Annual Reviews in years 9, 10 and 11 to ensure effective information, advice and guidance is provided in relation to post 16 provision.

Staff Development

The school's staff development programme provides opportunities for training in all aspects of student support and SEND.

Complaints

Any concerns or difficulties should be discussed with the Assistant Head (Learning Support and Development). In the event that no agreement can be reached in informal meetings, parents may make a written complaint to the Chair of Governors. The LEA complaints procedure will be followed.

Appendices

Staffing:

- Mandy Lewis, Assistant Head (Learning Support and Development),
- Head of PSHE and Mentoring, Chris Joslin,

Teaching Staff

- Leslea Markwick: (Access, Behaviour and Youth Award) Co-Ordinator
- Jim Pannett
- Rebecca Mantle
- Louise Lang
- Jane McCaughan

Additional support Teacher

- Rachel Darby
- Clare ORourke

Support Staff

Learning Assistants

- Maria Budd
- Lynn Hill
- Barbara Billington

Student and Family Support Team

- Jo Thulborn: Student and Family Support Team Manager
- Ann Ford: Student and Family Support Team

Connexions PA

- Vicky King : personal intensive adviser
- Claire Hike: careers

Reviewed Nov 2008

Reviewed 2009

Reviewed July 2010