

# **Inclusion, Special Educational Needs and Disabilities Policy.**

<b>School Business Manager</b>	<b>Board of Governors</b>
<b>Date</b>	<b>September 2020</b>
<b>Date for Review</b>	<b>September 2021</b>
<b>Responsibility for Review</b>	<b>SENDCO</b>

Name of School: Peacehaven Community School  
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number: 01273 581100  
Email and web addresses: [pcs-enquiries@swale.at](mailto:pcs-enquiries@swale.at), [www.phcs.org.uk](http://www.phcs.org.uk)  
Headteacher: Rachel Henocq  
SENDCo: Ann-Marie Waite  
Chair of the Governing Body: Patricia Metham  
SEND Governor: Patricia Metham  
Designated Teacher for looked after children: Ann-Marie Waite Designated Child  
Protection teacher: Ann-Marie Waite

## Introduction

Peacehaven Community School is an inclusive school providing a range of support to ensure that we meet and achieve the best possible outcomes, both academic and pastoral 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. Ann-Marie Waite (Assistant Head Learning, Support and Development) is a member of the Senior Leadership team and is responsible for managing the school's response to the provision that we make for young people with SEND.

Equality pervades all our school policies and practices.

At PCS 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, e.g. socio-economic factors.

We see this commitment to equality as a key component in raising the aspirations of and expectations for all students, including those with special educational needs 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.

**For more information about how we support young people with SEND, please see our SEND Information Report that is updated annually.**

<https://www.phcs.org.uk/page/?title=Policies+and+Guidance&pid=11>

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

Other school policies that include information that may be important for pupils with SEND are:

Behaviour policy

Equalities policy

Accessibility plan

Anti-bullying policy

### **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 Faculty have an Education, Health and Care Plan (EHC plan).

The Faculty currently supports students on the SEND register by:

- Identifying needs
- Planning and developing provision to meet these needs and
- Monitoring and evaluating intervention

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

### **Roles and Responsibilities**

The Assistant Head (Learning Support and Development) SENDCO *achieved the National Award in Special Educational Needs Co-ordination in 2017 and is an experienced SENDCO.* The SENDCO in collaboration with the Head of School and the Board of Governors, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school. Including the day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Our SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. Our SENDCO is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high quality teaching.

Our Board of Governors fulfils its statutory duty towards *children/young people* with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the Board of Governors, ensures:

- arrangements are in place in school to support pupils with medical conditions

(3.66)

- an SEND information report is published annually (6.79)
- There is a qualified teacher designated as a SENDCO for the school. (6.84)

The Board of Governors also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

(6.87, 6.97, 6.90, 3.8, 1.27, 1.28, xix,xxi)

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 SEND register and in providing support as appropriate.

As part of this process the Faculty manages the development and review of SEND 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 SEND policy
- Liaising with and advising fellow teachers
- Managing the Faculty team of teachers and learning support assistants
- Coordinating provision for students with SEND
- Overseeing the records on all students with SEND
- Liaising with parents of students with SEND
- Contributing to the in-service training of staff
- Liaising with external agencies

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 by Heads of Year and by SLT. Interventions are put in place for students who are underachieving. The progress of students with a special educational need is also monitored and reviewed by the Head of Learning Support and Development and SEND interventions are put in place for students who continue to experience barriers to learning.

The kinds of special educational needs that are provided for in our school

The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes *children/young people* with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and learning** – this includes *children/young people* with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes *children/young people* with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other *children/young people* may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes *children/young people* with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).  
(6.28-6.35)

*Children/ young people* with any of these needs can be included in our school community.

### 3. Identification and Assessment of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the *class/subject teacher*, working with the SENDCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a *child/young person* has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be

identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by *children/young people* themselves.

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

In East Sussex an early years/ school/college based SEND support plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the *child/young person*, the *child/young person* has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the *child/young person's* SEND. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the *child/young person*, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

### **Partnership with parents and students**

Partnership with parents and carers plays a key role in enabling 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 young people with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their child's education.

Young people with special educational needs and disabilities 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**

Learning Support and Development Faculty teaching staff meet regularly as a team and representatives attend English, Mathematics and Humanities subject Faculty meetings. Learning Assistants meet regularly with their line manager.

## **Admission Arrangements**

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

## **Provision**

Teaching of students on the SEND 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. 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 small teaching groups. At Key Stage 3, English, Maths and Humanities are taught in a small teaching group of approximately 15 students with a small team of teachers, teaching all subjects. 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 from a learning assistant.  
At Key Stage 4 students are taught in small groups in English and Maths. The small group curriculum is differentiated to enable access for students who join PCS in year 7 working at below age expected National Curriculum levels in core subjects. A student with slightly higher levels but high levels of emotional need may also be offered a place in the group.
- Intervention groups including literacy, language, social and emotional and memory skills.
- A personalized curriculum at Key Stage 4 including Entry Level qualifications and a Life Skills course offered as an option choice.
- Support with homework

Access to Software programmes that reduce barriers to learning and support the development of specific skills e.g. Read, Write reading software and Lexia. Other technological aids will be made available as appropriate.

## **Multi–Agency Working**

The Learning Support and Development faculty works with a range of other professionals to plan support for students. These include:

- School Nurse
- Educational Psychology Service
- Speech and Language Therapy Service
- Communication, Language and Learning Support Service (CLASS)
- Behaviour and Attendance Support Service (ESBAS)
- Child and Adolescent Mental Health Service (CAMHs)
- Young people’s Integrated Therapy Service (CITS)
- English as an additional language (EAL) Service
- Virtual College (Looked After Young people)
- Social Services
- External providers e.g. YMCA Dialogue Counselling Service

## **Social and Emotional Support**

Each student in the school has an adult tutor with whom they meet every morning and who is responsible for their emotional wellbeing in school. The most vulnerable students on the special needs register also have a ‘team of key workers’ who monitor their progress on a regular basis.

In addition year teams provide social and emotional support for students; provide individual and group interventions and work with families.

PCS has a Behaviour, Emotional, Social, and Support Team (BESST) who meet weekly to discuss the needs of students identified as causing higher levels of concern and to agree interventions. This group works together with professionals from other agencies to ensure a multi-agency approach to school and community issues. A member of the Behaviour and Attendance Service (ESBAS) works in school one morning a week. We also have additional nurture provision for students with a high level of social and emotional need and work closely with the Educational Psychology Service to develop this provision. .

## **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 SEND register the PEP will reflect and inform whole school SEND targets. Staff will work together with the Virtual School for looked after young people to ensure positive outcomes for this group of students.

## **Students with English as an Additional Language**

The school liaises with the EAL service in developing support packages for EAL students.

## **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 parent craft classes.

## **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.

## **Resources**

Each school receives a core budget dependent on an agreed formula. This is used to provide education and support for all students including those with SEND and disabilities. Funding from the LEA is agreed and depends on:

- Number of students
- School area
- Number of students who receive free school meals
- Mobility – students who join the school in any year other than year 7

Part of the individual school budget is delegated to meet the needs of students who have Special Educational Needs. This is called the 'notional SEND' budget. In cases where a student has a high level of need the school can request 'top up' funding to meet additional costs.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

## **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 the Board of Governors. The LEA complaints procedure will be followed.

#### SEND Policy

If parents have a complaint they can use the school's complaints procedure.

Details about this are available from the school office or on the school website:

<https://www.swale.at/page/?title=Policies&pid=30>

#### Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents *or the young person*, except for specified purposes or in the interests of the *child/young person*. (9.211)

See our Data Protection policy for more information.

<https://www.swale.at/page/?title=Policies&pid=30>

## **Appendix**

### **Staffing**

- Ann-Marie Waite, Assistant Head (Learning Support and Development),

#### Teaching Staff:

- Sam Goodyear
- Victoria Timmins
- Jane Tremlett

#### Specialist Teachers:

- Clare O'Rourke
- Jim Pannett

#### Student Support Team:

- Maria Budd
- Emma Lane
- Jenna Tucker: Early Help Co-ordinator
- Teaching Assistants