



SEND and Inclusion policy

Mission Statement

At PCSA we strive to ensure that all pupils are fully included in all aspects of school life. All young people in our care including those identified as having 'Special Educational Needs' (SEND) have a common entitlement to a broad and balanced curriculum which is accessible to them as individuals. This is regardless of gender, religion, race, background, specific difficulty or physical ability. As a school we value and respect personal qualities and the needs of individual students. We are committed to providing a safe, secure but challenging learning environment where all students feel confident and able to flourish regardless of their special need or differences.

We understand that some students may require more support than others. If all students are to achieve their full potential, we must recognise this and plan accordingly. Students may have SEND either throughout, or at any time during their school career. Our policy ensures that the curriculum planning and assessment for students with SEND takes into account the type and extent of the difficulty experienced by the child. Some of these students may require long term help throughout their time in school, whilst others may need short periods of support to overcome less complex difficulties.

As an academy we ensure our site is accessible to all and provides disabled facilities for those who require it.

Aims

PCSA aims to give students with SEND equal opportunities to take part in all aspects of school provision. We involve parents, carers and the students themselves in planning and supporting all stages of development. We as a school aim to ensure that all students and community users are entitled to:

- Be fully included in all aspects of school life both within the classroom and during social times.
- Be equally valued members of the school community.
- Have individual educational needs recognised and met.
- Be treated as individuals
- Be given every opportunity to reach their full potential.
- Feel empowered and experience success.
- Promote individual confidence and positive attitudes

Appendix A- Admissions arrangements

Priory Community School serves its local community and all students living in the catchment area are encouraged to attend through well-established links with feeder primary schools. Admission arrangements for students with SEND are the same as for all other students. In the case of a student who has an Educational Health Care Plan (EHCP) it is the responsibility of the Local Authority to identify the most appropriate school in consultation with the Principal.

All students with identified SEND are placed on the school SEND register. Group Education plans will then be put into place identifying the child's specific needs. IEPs are in place for all students with EHCPs with supporting strategies to enable learning to take place. All staff have electronic access to these plans. Any child with an EHCP will be reviewed at least once a year.

Appendix B- AEN Team

- Special Educational Needs Coordinator (SENCo)
- Return To Learn Manager
- Return to Learn assistant
- Learning Support manager x2
- LAC (Looked After Child coordinator)
- Teaching Assistants
- Learning Support Assistants

Our SENCo who is also a member of the Leadership Team and an Assistant Principal has the responsibility for the leadership of all aspects of the school's work with students with SEND. The SENCo keeps the Governing Body fully informed of the work carried out, seeks out and shares best practice with the LEA and other organisations.

The Sir Richard Branson centre is coordinated by the management Team. Their responsibilities include:

- Co-ordinating provision for students with SEND both in lessons and in the SRB Centre.
- Overseeing the day-to-day operation of the schools SEND policy.
- Liaising with, advising and training teaching and non teaching colleagues.
- Liaising with parents of students with SEND.
- Liaising with other school SENCos, Educational Psychologists, teachers from the Learning, Language and Communication Team, Speech and Language Therapists and other health professionals.
- Carrying out detailed assessments in liaison with the class teacher and supporting LSAs.
- Contributing to the in-service training of staff.
- Tracking the progress of students on the SEND register
- Overseeing the teaching of Read Write Inc programme to improve the reading and spelling age of students who need it.
- Supporting behaviour challenges across the school, using Return to Learn (R2L) for specific and individual work.
- In house assessments (LASS, Dyslexia and Dyscalculia)

Teaching and support staff

All teachers are teachers of students with SEND and will do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for students with SEND.

Appendix C- Facilities and Accessibility

The Additional Education Needs (AEN) team is based in the purpose built Sir Richard Branson Centre (SRB). Our school site is fully accessible to all, with the disabled facilities based within the new Centre. Our building includes the following facilities:

- SRB main teaching room
- Return to Learn
- 3 small teaching rooms
- Disabled bathroom with automatic shower toilet and ceiling hoist
- Walk in shower/wet room
- Meeting room
- ICT facilities including computers, alpha smarts and ipads

We have 8 staff within the SRB centre trained in manual handling. This ensures a safe and effective use of the hoist system, allowing our disabled students to maintain dignity and feel safe.

Appendix D- Emotional, Social and Behavioural difficulties

Return to Learn is a work area within the SRB centre to support students with a range of social, emotional and behavioural difficulties. The centre provides support for both students and staff using the following strategies:

- In class observations
- Withdrawal from specific areas for behaviour support
- Group work
- Monitoring and tracking students behaviour
- Providing a work based environment for excluded students

Each student referred to R2L will be observed in lessons to establish the barriers to learning and any possible triggers which could be eradicated. All students are given an individual support programme which best suits their needs and ensures students have the skills needed to work effectively in lessons.

Appendix E- Complaints procedures

If a parent/ carer wishes to make a complaint about a SEND matter, they should, in the first instance, raise it with the SENCo, who will try and resolve the situation. If parents feel the situation is unable to be resolved they are invited to contact the Principal. Under

the SEND and Disability Act 2001, parents may seek advice on resolving disagreements with the LEA and school through an independent mediation service.

Review and Evaluation

At the annual review the following data will be examined

- Individual student review
- Improvement in reading and spelling ages (Y7 + Y8)
- Students increased ability to access the curriculum in subject areas (Praising Stars data)
- Improvement in behaviour and exclusion data
- Annual faculty review
- Student/parent satisfaction
- Decrease in students requiring support through the keys stages
- Decrease in size on SEN register especially in KS4

Policy Review:

The working of this policy will be reviewed by the **Governors Support and conduct Committee**

As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements and LEA advice.

Date Policy Approved – September 2016

The name of the designated person is: Lisa Smith

The Policy is to be reviewed every 2 years and the next review is due in September 2018