



Peninsula East
Primary Academy

Peninsula East Primary Academy
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Principal: Mrs L Rimmer

EDUCATION

Inclusion Policy

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| Document title: | Inclusion Policy |
| Version number: | 1.5 |
| Policy Status | |
| Date of Issue | September 2021 |
| Date to be revised | September 2022 |

Revision Log (last 5 changes)

| Date | Version No | Brief details of change |
|-------------|-------------------|---|
| April 16 | 1.1 | Reviewed in accordance with annual review programme and Appendix A updated |
| August 17 | 1.2 | Reviewed and amended as part of annual review programme and amended to reflect the development of the Trust across several local authorities. |
| August 18 | 1.3 | Reviewed and amended to reflect developments across the Trust. |

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| September 19 | 1.4 | Reviewed and amended to reflect further developments in the scope and capacity of the Trust. |
| July 2021 | 1.5 | Reviewed and amended to ensure alignment with the IB Philosophy. |
| September 2021 | 1.6 | Reviewed in accordance with annual review programme and edited to create separate Information Report |

At Peninsula East Primary Academy, we aim to have high expectations for all pupils despite any special educational needs or disabilities. We aim to deliver a curriculum which allows every pupil to have full access to a range of learning and educational activities which will encourage them to be active, compassionate and lifelong learners. Through transdisciplinary learning and agency the children have an opportunity to complete activities and present their work in a way that best suits their learning style. We aim to provide support for inclusion in accordance with the aims and objectives of the International Baccalaureate by investing in the belief that all children should be allowed to demonstrate their academic potential.

SEND Policy

This policy is written in line with the requirements of:

- Children and Families Act 2014;
- SEN Code of Practice 2014;
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014;
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators;
- Schedule 1 regulation 51– Information to be included in the SEN information report;
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer;
- Equality Act 2010;
- Schools Admissions Code, DfE 1 Feb 2012;
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012;
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013.

This policy should be read in conjunction with the following Trust and academy policies:

- Behaviour/Discipline Policy;
- Equalities Policy;
- Safeguarding Policy;
- Homework Policy;
- Complaints Policy;
- Attendance Policy;
- Accessibility Plan.
- PEPE Information Report;

This policy was developed in collaboration with parents across all the Trust’s Academies and members of the Trust Board. It will be reviewed annually.

A. Definition of SEN

- a. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- b. A child of compulsory school age or a young person has a learning difficulty if they:
 - Have a significantly greater difficulty in learning than the majority of others of the same age; or

- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4).*

B. Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. *SEN Code of Practice (2014, p5)*

1. The kinds of special educational need for which provision is made at the Academy

- 1.1 Within the Leigh Academies Trust (LAT), we can make provision for every kind of frequently-occurring SEN without an education and health-care plan (EHCP) health-care plan (HCP)/ - for instance, dyslexia, dyspraxia, speech and language needs, autism, Asperger’s Syndrome, learning difficulties, behavioural difficulties, visual impairment and hearing impairment. There are other kinds of special educational need, which do not occur as frequently and with which academies are less familiar, but we can access training and advice so that these kinds of needs can be met.
- 1.2 The academies also currently meet the needs of pupils with an EHCP with the following kinds of special educational need: speech, language and communication needs, cognition and learning, emotional, social and mental health difficulties and sensory and medical needs. Decisions on the admission of pupils with EHCP are made by the local authority.
- 1.3 The admission arrangements for pupils without HCP do not discriminate against or disadvantage disabled children or those with SEN.

2. Information about the policy for identification and assessment of pupils with SEN

- 2.1 Within the Trust, academies monitor the academic progress of all pupils several times a year. Academies also use a range of assessments with all the pupils at various points. (See individual Academy appendices for more detailed information.) The Trust regularly compares the performance of SEND students between academies, providing necessary support and resources to drive improvement where appropriate.
- 2.2 Where progress is not sufficient, even if SEN has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support can be found with each Academy’s SEND policies.
- 2.3 Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, an academy will use a range of assessment tools to determine the cause of the learning difficulty. Within the Trust, academies are experienced in using a range of assessment tools. (See individual Academy appendices for more detailed information regarding these assessments.)
- 2.4 Academies also have access to external advisors, who are able to use more detailed assessment tools: LAT-employed educational psychologists and Directors of Improvement, and the specialist

teaching service via the local authority forums. Academies are also encouraged to access significant expertise available with other academies within the Trust to help them better meet the needs of pupils, and this is achieved through cluster TLC meeting

- 2.5 The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, included in a SEN support plan and reviewed regularly and refined / revised if necessary. At this point, the academy will have identified that the pupil has a SEN because special educational provision is being provided for the pupil which is additional and different to what is normally available.
- 2.6 If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), the academy will continue to identify the pupil as having a SEN. If the pupil is able to maintain good progress without the additional and different resources, they will not be identified with SEN. When any identification of SEN is changed, parents will be notified.
- 2.7 An academy will ensure that all teachers and support staff who work with the pupil are aware of their needs the support to be provided and the teaching approaches to be used.

3. Information on the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured

- 3.1 All teachers and teaching assistants have had awareness training across all areas of SEND. Please refer to individual Academy appendices for more detailed information regarding this training.
- 3.2 Where a training need is identified beyond this, we will secure a provider who is able to deliver it. Training providers we can approach include Milestone Academy and specialist provisions within their academies, educational psychologists, speech and language therapists, occupational therapists, physiotherapists, dyslexia specialists, etc. The cost of training is covered by the notional SEN funding.

Appendix A:

SENCO Contacts

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| Cherry Orchard Primary Academy | Julie Forsythe |
| Dartford Primary Academy | Charlotte Casey |
| Eastcote Primary Academy | Shannon Hicks |
| Hartley Primary Academy | Vicki Adams |
| Langley Park Primary Academy | Tonianne Wrightson |
| Molehill Primary Academy | Janine Jones |
| Oaks Primary Academy | Louise Milligan |
| Tree Tops Primary Academy | Nicola Bryant & Catherine Wickham |
| The Halley Academy | Vickie Williamson |
| Longfield Academy | Deborah Jobson |

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| Mascalls Academy | Anna Mohamed |
| Milestone Academy | N/A |
| Snowfields Academy | N/A |
| Bearsted Primary Academy | Charlotte Barnden |
| Stationers' Crown Woods Academy | Damian March |
| Strood Academy | Gail Cox |
| The Leigh Academy | Nita Butler |
| The Leigh UTC | Carina Lindars |
| Wilmington Academy | Melanie King |
| Leigh Academy Blackheath | Rocio Garcia |
| Peninsula East Primary Academy | Lisa Drogomirecki |
| Hundred of Hoo Academy | Sonia Sharma |
| High Halstow Primary Academy | Rachel Heard |
| Sir Joseph Williamson's Mathematical School | Heidi Dennis |