

SEND AND Inclusion

The Peele Community College SEN Information Report

The Peele Community College

Contents: SEN and Inclusion

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SEN Information Report

Type of school

Mainstream Secondary School

The Peele Community College is committed to providing an appropriate and high quality education to children living in the local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of College life.

Our aim is to improve the learning and raise the achievements of students with special educational needs. The Peele Community College seeks to develop an inclusive curriculum by setting suitable learning challenges, responding to students' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of students.

We regard every student as having individual needs. Each student will have an equal opportunity to work to their full potential so that they will learn to appreciate and value their own strengths. We aim to ensure that each student feels equally valued within the College community. Every student has the right to a broad, balanced and differentiated curriculum and a right to genuine access to the whole curriculum. Having gained access to the curriculum, every student has the right to expect to make progress within it, according to their particular abilities.

Professionals who support children with special educational needs/ and or disabilities (SEND) in this school.

There are a number of experienced professionals working to support your child in this school. Should you wish to contact any professional about the support available to your child please email: headteacher@peelee.lincs.sch.uk

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational needs/disability (SEND)?

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| Class/Subject Teacher | Responsible for: <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). |
| Form Tutor | Responsible for: <ul style="list-style-type: none"> • Ensuring that you child receives the correct guidance and pastoral support to make academic progress. Support is also provided to improve social and emotional development. |
| Head of Year | Responsible for: <ul style="list-style-type: none"> • Ensuring that you child receives the correct guidance and pastoral support to make academic progress. Support is also provided to improve social and emotional development. |
| Special Educational Needs Co-Ordinator (SENCO) Mrs C Pugh National SENCO Award Northampton University | Responsible for: <ul style="list-style-type: none"> • Ensuring that all members of staff working with your child in college are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in college are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve |

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| | <p>the use of additional adults, outside specialist help and specially planned work and resources.</p> <ul style="list-style-type: none"> • Ensuring that the college's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. • Coordinating all the support for children with special educational needs (SEN) and/or disabilities, in line with the SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in college |
| <p>The SENCO ensures that you are:</p> <ul style="list-style-type: none"> • Involved in supporting your child's learning • Kept informed about the support your child is getting • Involved in reviewing how they are doing and be part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy and the Educational Psychology Service. • Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. | |

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| <p>Teaching Assistants (TA)</p> | <p>Teaching Assistants work with the class teacher to identify areas of support for students with SEND. Teaching Assistants attend all training opportunities related to SEND and differentiation. Most Teaching Assistants are classroom based practitioners; however Grade 3 and Higher Level Teaching Assistants are able to deliver specific SEND programmes outside of the classroom.</p> <p>The Teaching Assistants' main priorities are to:</p> <ul style="list-style-type: none"> • Support students to access the curriculum • Empower students to develop effective strategies that enable them to become independent learners • Support the implementation of differentiation and specialist support strategies in the classroom • Keep students focused on learning activities during lessons <ul style="list-style-type: none"> • Support is also provided to improve social and emotional development through both formal intervention and through key worker role. |
| <p>Director of Student Support with Responsibility for Inclusion</p> <p>Ms P Mellor</p> | <p>Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the Inclusion department, including the support for children with SEN and/or disabilities. • Ensuring the SENCO role is delivered in accordance to statutory guidance and in line with the college policy • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. |
| <p>Headteacher</p> <p>Ms E Smith</p> | <p>Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the college, including the support for children with SEN and/or disabilities. • Will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met. |

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| <p>SEND Governor</p> <p>Mr Hoyles</p> | <p>Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the college has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the college • Making sure that the necessary support is made for any child who attends the college who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the college and being part of the process to ensure your child achieves his/her potential in college. |
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What are the different types of support available for children with SEN and /or disabilities in this college?

SEN support will be provided using a “Graduated Approach”. The approach will follow the following four part cycle: Assess, Plan, Do, Review. Students will get support that is specific to their individual needs. This may be all provided by the Subject Teacher or may involve:

- Other staff in the college
- Staff who will visit the college from the Local Authority central services, such as the Specialist Social Communication Outreach Team (including Autism) or Sensory Impaired Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language Therapy Service (SALT) or Occupational Therapy Service (OT).

| Types of support provided in response to the Code of Practice (the document that schools use to plan their SEN and/or disabilities input) children will be at when receiving this input. | What would this mean for your child? | Who can get this kind of support? |
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| <p>Class teacher input via good/outstanding classroom teaching.</p> | <ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all students in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things such as using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. | <p>All children in school receive this.</p> |

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| <p>Specific small group work. This group may be:</p> <ul style="list-style-type: none"> • Facilitated by a Therapist, Psychologist, Teacher or Higher Level Teaching Assistant who has received specific training to run these groups. <p>These are often called Intervention groups by schools. <i>Wave 1 Intervention - This means the student has been identified as requiring additional support in college.</i></p> | <p>The class teacher and SENCO monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress.</p> <ul style="list-style-type: none"> • Targeted and highly personalised interventions can reduce the barriers to learning and support the student to make faster progress. • Support is offered in mainstream classes, in small withdrawal groups. <p>Interventions will follow the Assess, Plan, Do, Review Cycle. Intervention impact will be evaluated to feedback into the analysis of the students needs.</p> | <p>Any student who has specific gaps in their understanding of a subject/area of learning. Students accessing intervention groups, which means they have been identified by the class teacher as needing some extra support in school, will be receiving intervention.</p> |
| <p>Specialist assessments run by outside agencies e.g. Speech and Language therapy, Occupational therapy, Social and Communication support.</p> | <p>If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the college in enabling your child to make progress.</p> <ul style="list-style-type: none"> • Before referrals are made you will be contacted to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the college to refer your child to a specialist professional; | <p>Students with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p> |

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| <p>Wave 2 and 3 Interventions This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the college. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the Social Communications Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. | <p>e.g. a Speech and Language Therapist or Educational Psychologist. This will help the college and yourself to better understand your child's particular needs.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better o Support to set targets which will include their specific professional expertise o Your child's involvement in a group run by college staff under the guidance of the outside professional e.g. a social skills group or sensory circuit o A group or individual work with outside professional • The college may suggest that your child needs some agreed individual support or group support in college. They will tell you how the support will be used and what strategies will be put in place. | |
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| <p>Specified Individual support for your child of more than 15 hours in college. <i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching (more than 15 hours a week), which cannot be provided from the resources already delegated to the college. Usually, if your child requires this high level of support they may also need specialist support in college from a professional outside the college. This may be from:</i></p> <ul style="list-style-type: none"> • Local Authority central services such as Specialist Social Communication (including Autism) Outreach Team or Sensory Impaired Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy Service, Physiotherapy and/or CAMHS (Child and Adolescent Mental Health Service) | <p>The college (or you) can request that the Local Authority carry out a Statutory Assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/</p> <ul style="list-style-type: none"> • After the college have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the college to continue with the support in place through the Graduated Approach. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 15 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the | <p>Students whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 15 hours of support in school |
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| | <p>college to continue with the support through the Graduated Approach and also set up a meeting in college to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none">• The Statement or EHC Plan will outline the support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.• The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child, or the class teacher may support your child in a small group. | |
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Who are the other people providing services to children with SEND in our college?

Directly funded by the school:

- Learning mentors
- Head of Year Pastoral Support
- Pets As Therapy Dog (PAT Dog)
- KS2-3 Transition Support
- Teaching Assistants
- HLTA in English, Maths, Science and Humanities providing specialist support
- Learning Support Unit access and mentor
- Nurture group provision for Y7
- Specialist Teaching and Applied Psychology Service (STAPS)
 - Young Action for Carers

Paid for centrally by the Local Authority but delivered in college:

- Specialist Social and Communication Outreach Service
- Educational Psychology Service
- Sensory Impairment Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions

Provided and paid for by the Health Service (NHS Trust) but delivered in college:

- School Nurse
- Occupational Therapy
- Physiotherapy

Staff Training: How are the adults in college helped to work with children with SEND and what training do they have?

The SENCO's job is to support the class teacher in planning for students with SEND.

The college has a School Development Plan, including identified training needs for all staff to improve the teaching and learning of students including those with SEND. This may include whole college training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia, differentiation, etc.

Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with SEND.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class e.g. from the Specialist Social Communication Outreach Service, STAPS, Sensory Impairment Service or medical /health training to support staff in implementing care plans.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO/ Inclusion Manager.

Monitoring student progress

How do we measure the progress of your child and how we keep you informed?

- Your child's progress is continually monitored by the subject teacher. Subject teachers will set subject specific targets differentiated to the student's need.
- His/her progress is reviewed formally every term. For KS3, a National Curriculum Level is assigned to indicate the current level and predicted levels. For KS4, GCSE grades indicate the student's current and predicted level. Individual Support Teachers also use reading age and spelling age test results. End of term reports also provide information regarding the student's attendance, classwork, homework and behaviour.
- If the student is below Level 1, a more sensitive assessment tool is used which shows their level in more detail. This will also show smaller, but significant, steps of progress. The levels are called 'P levels'.
- The progress of a student with a Statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will monitor your child's progress within any individual or group provisions that they take part in.
- You will be invited to meet three times a year for a Student Profile review to set more specific targets for students aimed at addressing specific areas of difficulty or concern.
- You will also be invited to a Parent Consultation evening calendared throughout the academic year.

How will the school let me know if they have any concerns about my child's learning in school?

The Peele Community College has robust measures for tracking student progress. When classroom teaching is not meeting the needs of a student, the teacher will raise this with the SENCO.

If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group, and will inform you.

If your child is still not making expected progress the college will discuss with you:

- any concerns you may have

- any further interventions or referrals to outside professionals to support your child's learning
- how we could work together, to support your child at home/school.

Differentiation: How will the teaching be adapted for my child with learning needs or SEND?

Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs and increase your child's access to what is on offer. Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.

Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child individually and in groups.

How will we support your child when they are new to our school, moving classes or leaving the school?

We recognise that 'moving on' can be difficult for a child with SEN and/or disabilities and steps are taken to ensure that any transition is as smooth as possible.

How will we support your child with identified special needs starting at school?

- We will first invite you to visit the college with your child to have a look around and speak to staff
- If other professionals are involved, a Team Around the Child (TAC) meeting, or an Annual Review will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- We may suggest adaptations to the settling in period to help your child to settle more easily

For students moving to us from Primary School

- The SENCO will attend Primary Visits to meet students and the SENCO and Class Teacher within the primary setting.
- You will be invited to visit us on Year 6 parents' evening, held in July, and Year 6 Induction days, also held in July. We may arrange additional visits to the college for students who may have difficulty making the transition. This will be discussed with you. There will also be an additional Nurture transition day for identified vulnerable students.

- Our SENCO or a member of the Senior Team may visit your child in their primary school on several occasions. Where students are 'Looked After' or have a Statement of Educational Need, we will attend the year 6 PEP or Annual Review.
- We offer a 2 week summer school focusing on literacy, numeracy and teambuilding. This provision is free to students who are also eligible for Pupil Premium or identified

For students moving classes or year groups in our school

- The SENCO will pass Information on to the new subject teachers and form tutors.
- Students receiving wave 2 and 3 interventions will have SEND student profiles which are shared with staff. The profiles outline the student's specific areas of difficulty and recommended strategies for support.
- Pen Pictures of students' identified needs are provided to staff for all SEND students.
- Staff are able to access the school data base to gather appropriate information to aid classroom support.

For students moving from our school into new schools or colleges

- We can be contacted by the new school for discussions about specific support.
- We will make sure that all records about your child are passed on as quickly as possible.
- We will provide evidence of additional classroom or exam based support.

What support do we have for you as a parent of a child with SEND?

The SENCO or The Director of Student Support with responsibility for Inclusion is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be shared with you in person or via a written report. The SENCO will share any new assessments and support strategies suggested by outside agencies with you. You will be notified when new support measures are implemented and invited to discuss these with the SENCO.

Homework will be differentiated to your child's individual needs, as required.

Keep us informed about effective strategies that support your child in the home. This can support the college to help the student transfer appropriate effective strategies into the classroom.

In addition: If your child is undergoing Statutory Assessment you will also be supported by the Children's Services SEND Team. They will ensure that you fully understand the process.

How is extra support allocated to children and how do they move between the different levels?

The school budget, received from Lincolnshire LA, includes money for supporting children with SEND. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the college. The Headteacher and the Director of Student Support with Responsibility for Inclusion discuss all the information they have about SEND in the school, including:

- Students getting extra support already

- Students needing extra support
- Students who have been identified as not making as much progress as would be expected.

A decision is then made about existing and new resources, training or support for the school. All resources, training and support are reviewed regularly and changes made as needed.

How have we made this college physically accessible to children with SEND?

- We ensure that equipment used is accessible to all children regardless of their needs. *We undertake a standard accessibility plan which is reviewed annually or whenever a student with specific needs joins the school.*
- The Peele Community College is a smaller than average secondary school. The rooms are spread over three floors. There is no lift access within the college.
- There is designated access parking near the front entrance.
- There is one toilet with disabled access
- An audit of the Visual Environment has shown the majority of classrooms have window blinds and identified areas of risk will have clear markings. Communal areas such as the Canteen and Social Area do not have blinds.
- Policies are available in a print format from the school and from the website.

Raising a Concern

How can I let the college know I am concerned about my child's progress in college?

If you have concerns about your child's progress you should speak either to your child's Subject Teacher, Form Tutor, a member of the Senior Leadership Team with year group responsibility or Head of Year initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or the Director of Student Support with responsibility of Inclusion.

If you are still not happy, you can request to meet with the Headteacher by contacting the Headteacher's PA on 01406362120. The Headteacher's PA is also able to help you make a formal complaint in accordance with our complaints procedure.

Frequently Asked Questions

My child is having problems with learning. How do I find out what his/her particular difficulties are?

There are several options open to you. We recommend that you discuss the difficulties with the Subject Teacher or Head of Year in the first instance. Alternatively, you can contact the SENCO directly. The SENCO Higher Level Assistant is on duty to take your call between 8:30am and 3.20pm. You are welcome to leave a message and we will return your call at the earliest opportunity.

The Peele Community College offers Specific Learning Difficulties (SpLD) assessments to students showing signs of dyslexia, dyscalculia and/or dyspraxia completed by the STAPS team. Please note however, there is a waiting list for assessments. If further assessment or diagnosis is required, we can refer the case to the appropriate agency on your behalf. Referrals to agencies such as Child and Adolescent Mental Health Services (CAMHS) or the Community Paediatrician can also be completed by your GP.

What tests do you administer on entry to year 7?

Students in year 7 take CATs, (Cognitive Ability Tests) within the induction days prior to joining the college. This data helps the school to identify students who may experience difficulties with a secondary school curriculum. It also helps us to identify Gifted and Talented students. Students in year 7 also take reading and spelling tests.

My child is not dyslexic but has trouble reading and writing. What can the SEND department do?

Students who have reading or spelling issues will be identified to complete the Freshstart programme within English lessons in year 7. This is a phonic based intervention programme designed to enable rapid progression of these skills. If your child's skills are particularly weak, we may withdraw him/her from lessons for additional literacy support with a trained Teaching Assistant. We will also provide in class support where possible. We will monitor academic progress and assign further support if sufficient progress is not being made.

My child has been diagnosed with dyslexia. What can the SEND department provide?

Students with mild dyslexia receive support in class via differentiation from subject teachers and may also benefit from support from a Teaching Assistant. Their progress is monitored and additional support may be provided should progress be slow. Students with moderate or severe dyslexia may be offered additional literacy support outside of the classroom. Staff receive guidance to support students with dyslexia from the SENCO and via specific training.

My child has a Statement of Educational Need. How will the school ensure that he/she gets the support to which he/she is entitled?

The college has a responsibility to ensure that child's needs are met as outlined in the EHC plan or Statement. We will meet with parents three times a year to discuss pastoral and academic issues and review profiles. Support is provided to students in line with the recommendations of the Statement or recent annual review. Students with Statements each have a keyworker who supports them as needed. For students with Autistic Spectrum Disorder (ASD), the keyworker will also be responsible for reading social stories where a need is identified. Staff receive specific advice for each student and are expected to deliver differentiation work during lesson times. Reasonable adjustments are made when applying the school policies.

How does the college manage the administration of medicines and personal care?

Medication is routinely administered by authorised staff. All medication is kept under lock and key in a central place in the school or SEND office. For the safety of the school community, students are not allowed to carry medicines in school, apart from inhalers. Medications are all clearly labelled to identify the student it belongs to. Instructions for medication are kept with the medication/ Health Care Plan. Medication is administered by the authorised member of staff and this is witnessed by another member of staff.

How will my child/ young person be able to contribute his or her views?

Pupils are invited to share their views with their key worker and are also asked to attend Student Profile and Annual Reviews. Students are asked to complete a questionnaire about college, their learning and their well being on a regular basis as part of the Quality Assurance cycle. Students with additional needs are also able to make their views known within the student feedback section of the annual review.