



Pent Valley
TECHNOLOGY COLLEGE

Policy: Inclusion

Pent Valley Technology College

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Vision statement

Every student at Pent Valley Technology College will achieve their academic, personal and social potential. They will achieve this within a technologically rich environment and through a personalised experience designed around real life and world of work contexts and nurtured by strong community principles of equality, achievement and pride.

Guiding Principle

Our guiding principle is one of Inclusion. Pent Valley Technology College is committed to inclusion and to developing cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We want to identify and break down possible barriers to learning. Good special needs practice is good practice for all students.

At Pent Valley Technology College every child really does matter. All students are special and have specific educational needs. All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if a student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having special educational needs.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty but they will be supported by our EAL department.

Additional Educational Needs

A student is defined as having Additional Educational Needs (AEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. All students with AEN must have those needs addressed, via a broad and balanced education. This policy describes the way we meet the need of children who experience barriers to their learning.

Roles and Responsibilities/ Co-ordination of provision

Provision for students with additional educational needs is a matter for the school as a whole.

The school governing body has specific responsibility to

- do its best to ensure that the necessary provision is made for any student who has special educational needs
- ensure that students' needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs

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- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources
- ensure that parents are notified of a decision by the school that AEN provision is being made for their child. This will be achieved by notifications on termly reports.

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with AEN. The Head teacher keeps the governing body fully informed.

Assistant Headteacher (ECM) holds the lead role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area.

Each Mini-school has a CSF leader responsible for overseeing the support available to all students in a mini-school.

Every teacher is a teacher of special or additional needs.

Learning coaches and other support staff are employed to support students throughout the school.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, young people with additional educational needs.
3. To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having AEN at **School Action** or **School Action Plus**.
6. To ensure that pupils with AEN are perceived positively by all members of the school community, and that AEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To ensure that our students are equipped to leave school and go into the adult world with the necessary skills to make a positive contribution to society.

Differentiation

Differentiation means teaching a student in ways and at levels, which match their ways of learning. Students make progress in different rates. Not all students learn in the same way and need to be taught in different ways. All students will receive help through

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differentiation but if the student does not make adequate progress, the school will do more to help.

School Action (A)

Through School Action, the student will receive help that is either extra to and/or different from the help that the school usually gives students through differentiation.

School Action Plus (P)

If the student does not make adequate progress receiving School Action support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Students and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Statutory Assessment (S)

A number of students may have statements of AEN. In addition to the regular review of their IEPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. The school will liaise with other agencies to arrange Transition Plans for students with Statements (and other students with AEN who may benefit from Transition Planning) in Year 9/11, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.

Arrangements for coordinating AEN provision

The ECM forum meets fortnightly. All mini-schools are expected to attend. Students are raised and discussed by the members. Access to extra inclusion provisions is dependent on the student being discussed at the forum.

Students joining the school with a Statutory Assessment (Statement of SEN) will be attached to a specialist resourced provision, if that is appropriate for their needs but remain always members of a mini-school. Annual reviews will be conducted by Heads of Mini-schools with other appropriate staff.

Inclusion at PVTTC (specialist provisions including Gifted & Talented)

Golden curriculum for Moderate Learning Difficulties (MLD) provision.

KCC resourced provision for Specific Learning Difficulties (SpLD)

KCC resourced provision for Physical Impairment (PI)

KCC resourced provision for Visual Impairment (VI)

Department of English as an Additional Language (EAL)

Inclusion support for Behavioural, Emotional and Social Difficulties. (BESD) All mini-schools have "Safe Zones" or "Quiet rooms" to enable young people to cope with school life and other pressures.

Inter agency working

The **SEN Code of Practice** highlights the importance of inter-agency/sector working to support pupils with special educational needs. Pent Valley Technology College actively seeks to work with other educational establishments and support services, health and social services together with the voluntary and private sectors on behalf of students.

Parents

The school will always tell parents when their child is receiving help for their AEN.

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The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of students with additional educational needs will be treated as partners and supported to play an active and valued role in their child's education.

Students

Students and young people with additional educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes.

Access to the Environment

PVTC is a large site on two floors. Lifts are available for PI and VI students. Ramps are available for wheelchair users. Most of the classrooms are carpeted to allow for good acoustics for the Hearing Impaired. Markings are on the floor to support VI students.

Access to Information

All children requiring information in formats other than print have this provided - e.g. Braille. Information is translated into languages required for the EAL communities e.g. Nepali, Slovak and Czech where possible. Technology is available such as IPADs, laptops etc as deemed necessary for individual students' learning.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Disability equality and trips or out of school activities

Pent Valley Technology College tries to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our afterschool activities.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with Mrs Allcock (AHT ECM) who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.

This policy has been equality impact assessed to consider all members of the school community and especially the vulnerable groups in the school.

Consideration has been made for age of staff and students, disability (physical, learning and mental health needs), gender, race, religion and sexual orientation. Pent Valley Technology College believes that this policy does not affect any group adversely.

Pent Valley Technology promotes equality and good inter-group relations at all times.

As this policy is a major policy of the school, it will be subject to a review biennially by the governors of the school.

J. Allcock AHT ECM/AEN