

Special Educational Needs (SEND) Policy

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At Les Quennevais school we follow the guidelines set out in the 2017 Code for Special Educational Needs: for 0 to 25 years. The key elements of the statutory framework reflect the principles below:

- Involving students, parents and young people in decision making.
- Identifying students and young people's needs.
- Greater choice and control for parents and young people over their support.
 - Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of students and young people with SEND.
 - Supporting successful preparation for adulthood.

Definition of Special Educational Needs and Disabilities

In accordance with the Code of Practice, we believe that students have a Special Educational Need or Disability if they:

“Have a learning difficulty or disability which calls for special educational provision to be made for them.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Students with SEND are classified into 4 broad areas of need. There are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical (SP)

We ensure that students in our care are not regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. In keeping with Equal Opportunities guidance, we ensure that students are not disadvantaged for any reason, because of their race, gender, nature of need or socio-economic background

Inclusion statement

The staff at Les Quennevais School are committed to the inclusion of all students. We aim to:

- Provide an environment which enables students to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupil's diverse and individual needs
- Identify and overcome barriers to learning
- Set suitable learning challenges for every pupil

Objectives of Inclusion

Our objectives are to:

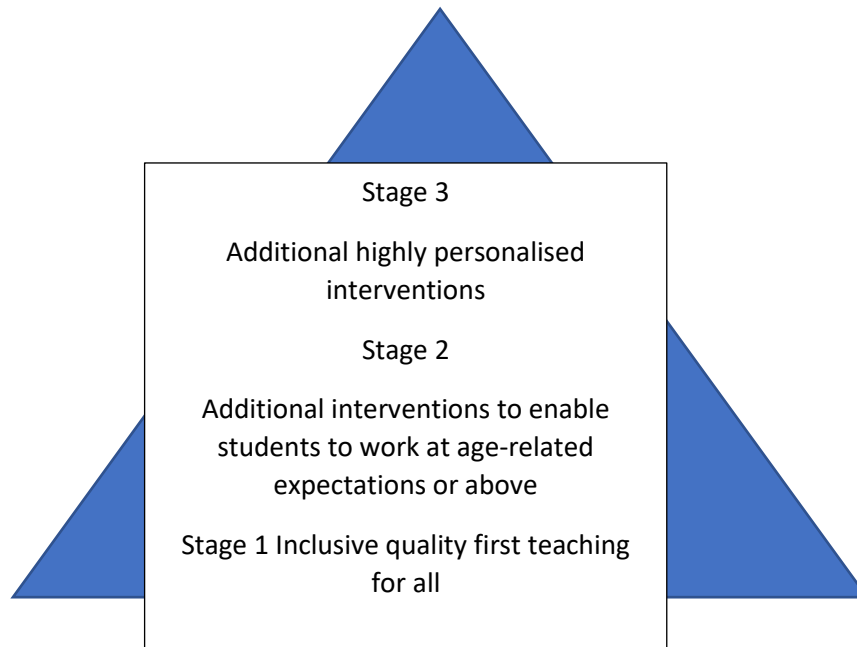
- Provide an environment which fosters a close partnership with parents and carers
- Promote the self-worth and self-esteem of all who learn and work at Les Quennevais School
- Provide a broad and balanced curriculum which meets the requirements of the Jersey Curriculum
- Promote early identification, assessment and provision for students with SEND
- Promote early identification, assessment and provision for students who have additional needs. These include English as an additional Language (EAL) students, students from families who are asylum seekers or refugees, looked after students, travellers, students who are at risk of exclusion and gifted and talented students.
 - Provide quality first teaching with differentiated teaching resources matched to the needs of the students ensuring access to the curriculum for all students.
- Provide effective relationships with external agencies
 - Promote independent learning skills in all SEND students

SEND Provision

The Director of Inclusion (DOI) at Les Quennevais School is Mrs Gillian Pickersgill. The DOI works closely with the Headteacher to implement this policy day to day and co-ordinate the provision for SEND students throughout school. The school's SEND register includes those students who have been identified by the school as having some additional needs and are monitored internally as well as students who also have some involvement from outside agencies and those who have a Record of Need in place. Inclusion Support plans show targets for these students. Students that need individualised timetables have them and all RON students have passports

for learning. Students with English as an additional language (EAL) and students with disabilities and or special educational needs (SEND) will be given equal access to identification.

Stages of Intervention or support:



Roles and Responsibilities:

The Director of Inclusion will:

Work in partnership with colleagues, parents/carers, students and outside agencies to set, monitor and review progress for all identified SEND students.

- Ensure Teachers are providing Quality First Teaching for SEND students in all Classrooms
- Monitor the achievement of students on the SEND register and those who have additional needs
- Provide professional guidance and continuing professional development for all staff to secure quality teaching and effective use of resources for these students
- Maintain records for students with SEND
- Regularly liaise with other members of the wider Inclusion Team (Head of Guidance, SBEWO, Head of Student support, Head of Years and Careers)
- Liaise with the Raising Achievement team and meet as a team half termly.
- Liaise as appropriate with parents and carers of students with SEND to provide thorough and meaningful support, which provides SEND students with the best opportunities possible to make good progress
- Liaise with and organise support from external agencies i

- Keep staff up-to-date with training needs
- Line manage LSA's working with SEND students
- Liaise with all stakeholders including parents and governors
- Monitor, support, and review planned interventions

Teachers:

In accordance with the Jersey SEND Code of Practice, all teachers are teachers of SEND and their role is:

- To ensure they are familiar with the school Inclusion register and differentiate accordingly, ensuring they offer quality led inclusive teaching as the first level of SEND support.
- To ensure they are familiar with strategy sheets and Pupil Passports that have been written for students they teach and implement advice accordingly.
- To attend training or meetings when requested.
- To use a range of teaching and learning strategies in order to support the progress of students with special educational needs
 - Where appropriate, to advise and guide, or be guided by, the Learning Support Assistant to maximise their effectiveness and the Teacher/LSA's partnership in the classroom.
- To raise concerns about students with special educational needs or disabilities or those with possible needs.
 - To provide evidence and feedback to the DOI in a timely manner, regarding any matters relating to students with, or possibly with special educational needs.
 - To provide evidence for students across both KS3 and KS4 to show a "history of need" for students who have "significant and persistent" needs meaning they will require exam access arrangements.

Heads of Department /Subject Leaders

- To assign a member of staff to liaise with DOI, acting as a Link for the curriculum / subject area
- To monitor academic progress of the cohort of students with special educational needs within their curriculum / subject area.
- Where appropriate, to ensure that any reasonable adjustments are made to the learning environment to enable safe and inclusive teaching.

- To provide any subject specific updates to colleagues within the curriculum / subject area, on anything relating to SEND that they may not have been directly updated on.
- To raise concerns about students with special educational needs or disabilities or those with possible needs.
- To support curriculum /subject staff to meet SEND related deadlines.

Learning Support Assistants

- To ensure they are familiar with the school Inclusion register and differentiate accordingly.
- To ensure they are familiar with Provision Mapper and Student Passports that have been written for students they teach and implement advice accordingly.
- To attend training or meetings when requested, if it falls within the hours of work.
- To provide necessary support to student/s with special educational needs or disabilities.
- To liaise with teachers in order to maximise the effectiveness in supporting the students.
 - To use provided administrative time to plan and prepare for individual or group sessions.

Pastoral Staff / Form Tutors

- To monitor the well-being of students with known special educational needs or disabilities and support the implementation of actions around their progress with close home-school liaison and if a Form Tutor, provide close Tutor-student liaison.
- To raise concerns about students with special educational needs or disabilities or those with possible needs.

The provision for Inclusion will be monitored by:

- Review meetings between DOI and HOD in the core subjects
- Regular reviews with parents
- Evaluation of the impact of provision including intervention programmes.
- Analysis of data
- Regular meetings between DOI and Inclusion Governor (Julian Bernstein)
- Monitoring of classroom practice and provision for students with additional needs

Section 2 The School's Admission and Inclusion Arrangements Admissions Policy

When students join Les Quennevais School we liaise with parents / carers and previous settings to create a clear picture of students' needs.

The admission arrangements for those students with Special Educational Needs and Disabilities with or without a Record of Need are the same as for all students. We welcome all students to our school and endeavour to ensure that appropriate provision is made to cater for their needs. This will usually mean that the child is fully integrated into the school. In these circumstances extraordinary arrangements might need to be considered. All students with Special Educational Needs and Disabilities play a full part in the daily life of the school and are encouraged to join in all activities.

Access to the Curriculum

It is the responsibility of all teachers to include SEND students within the classroom and provide Quality First Teaching by planning effectively to enable them to access the curriculum and make progress. We always strive to

- Set suitable challenges
- Respond to students' diverse needs
- Overcome potential barriers to learning

The curriculum for students with additional needs including SEND can be flexible and differentiated according to need.

Identification and Review of students with SEND or additional needs

All students are assessed upon entry into Year 7 through CATs and GL assessments. Appropriate support and resources are then put in place. Progress is closely monitored through regular assessment and conversations with subject teachers.

Internal referrals to the Inclusion team can be made at any time by staff. Staff are kept informed and updated about SEND issues and students on the SEND register by the DOI or other key staff as appropriate.

Allocation of Resources for Students with Special or Additional Needs

Support for SEND students will be allocated through the use of available funding (Jersey Premium, Banded Funding and whole school SEND budget).

Prior to secondary school transfer, students who have special or additional needs may have an individual integration program.

In Service Training

We regularly review the training needs in relation to SEND provision and provide in house and outside agency training to meet the identified needs.

MLL (Multi Language Learner)

MLL is not a SEND need. However, to support identification of potential needs beyond language acquisition for our many new to English students we ensure students who are MLL are assessed by a member of the MLL central team. Appropriate support and resources are then put in place. If necessary small group work or individual work is organised. If additional need is identified thereafter this will be reviewed in line with everyone else and as outlined in this document.

Students who are at risk of exclusion:

The behaviour of students who are at risk of exclusion is closely monitored. These may take the form of a daily target sheet. ABC forms are used when necessary and filled in to assess triggers. Advice and support from outside agencies is sought if required. If needed, identified students will have an individual risk assessment.

Safeguarding: The DOI and SBWO work closely together on attendance and to ensure families with SEND students are making the most out of family life, to be healthier, to achieve, be safe, to strengthen and enjoy their lives together. Early Help plans are created with families where required to help them move forward and reach their goals. Meetings are held every 6 weeks and targets are reviewed and reset. At times, the School may be required to support other agencies and professionals in an early help assessment.

Students who are Looked After

As a school we seek to work in partnership with parents, carers and Health and Social Services. All looked after students will have their needs assessed regularly. Specific needs will be identified and individual targets set in a Personal Education Plan. This is initiated by Social services. The Designated Looked After Teacher (Alex Ritchie) is responsible for attending these meetings, liaising with Subject Teachers and Carers. We work closely with the Virtual School, The Safeguarding Officer and Social Services.

Pastoral

The DOI is part of the Guidance team and attends regular half termly meetings to ensure all members are kept up to date with the most recent SEND events.

Students with Medical needs

The school ensures students medical needs can be met and seeks the appropriate support and training required to support individual students. The school makes use of outside agencies, seeking support and advice to maintain the high standard of provision.

Links to support services

The school makes good use of outside agencies, seeking support and advice to maintain the high standard of provision. Links and partnerships are developed with outside agencies to enable the school to meet student needs effectively.

Working in partnership with parents/carers

We welcome and encourage parents/carers to participate in their child's educational progress from the outset, seeing them as equal partners. We will endeavour to foster effective partnerships, valuing parent/carer views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Parent Partnership Service). Where possible translation/interpreter services can be made available. We invite parents/carers to discuss their child's Record of Need with regular and Annual reviews.

Outside Agencies

At Les Quennevais school we work in partnership with outside agencies to provide effective interventions for students. These agencies include:

Educational Psychology

School Nurse

Education Welfare Officer

Occupational Therapy

Child and Adolescent Mental Health Service (CAMHS)

Speech and Language Service

STORING AND MANAGING INFORMATION

Student information is recorded on SIMS and within the staff drive is password protected so it is GDPR compliant. On Transition to KS5, student information will either be transferred to the next educational establishment, kept in archive or shredded/deleted.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the DOI, who will try to resolve the situation. Please refer to the schools Complaints Policy

This Policy should be read in conjunction with:

<https://www.gov.je/SiteCollectionDocuments/Education/ID SEND Parent Guide to the Code of Practice 20200928AW.pdf>

<https://www.gov.je/SiteCollectionDocuments/Education/ID SEND Support in Schools 20201005AW.pdf>

Inclusion Policy

Behaviour For learning Policy

Emotional Wellbeing Policy

Manual Handling Policy

Intimate Care policy

Equality and Diversity policy

Accessibility Policy