

<b>Policy</b>	<b>SEND</b>		
<b>Reviewer</b>	Mrs Clare Scott, SENDCo Mr Anthony Griffin, Assistant Head Student Progress		
<b>Reviewed Changes</b>	Autumn Term 2023	<b>Next review</b>	Autumn Term 2024

**Relevant SoJ Education documentation:** [Special Educational Needs Code of Practice](#)  
[SEN Transition and Transfer Policy](#)  
[Special Educational Needs Policy](#)

The Student Support team consists of our SENDCo, Lead TA, Wellbeing coordinator, Learning Support Assistants, Emotional Literacy Support Assistants, and School Counsellors. The Student Support Team can be accessed by any boy at any time during the school day.

### **SPECIAL EDUCATION NEEDS AIMS & OBJECTIVES:**

Victoria College aims to make provision for children with learning need(s) in order to:

- implement good practice in compliance with current Education Department policies;
- anticipate and meet the needs of those pupils identified as having SEND;
- ensure that all teachers are aware of each pupil's needs and that such needs are the shared responsibility of all staff;
- ensure all students experience a fully inclusive education; and
- help all children learn the social, emotional and behavioral competencies they need in order to sustain positive relationships with others.

### **Role of SENDCo (Special Educational Needs & Disabilities Coordinator)**

- SEND Academic - coordinating the provision for boys with Specific Learning Difficulties (SPLD);
- Liaise with outside agencies to support students with conditions diagnosed out of school including (but not exclusive to) ASD and ADHD.
- Coordinating the provision for boys with Complex Visual or Physical Needs;
- HLP- High Learning Potential - coordinating provision and identification of boys with high potential learning
- In conjunction with Heads of Department, ensure that the additional needs of boys with SPLD are met within Department

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- To oversee provision for boys with Mental Health, Social, Emotional and Behavioural needs
- To ensure appropriate Access Arrangements are put in place for internal and external examinations.
- To ensure teachers are kept informed of all students with specific needs through the regular updating of the inclusion register.
- To receive help and support with study skills and revision techniques, together with appropriate understanding of the impact stress and other variables can have on 'how well a boy performs' in examination conditions.
- To work closely with parents, staff and outside agencies to support the inclusion for all
- To ensure provision is made to support boys who may have an attendance or punctuality problem or are missing school on short term medical grounds

### **Role of Wellbeing Coordinator**

- To work closely with students who are struggling with any issues within school or at home.
- To have one to one or group sessions with students on a weekly basis.

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### **Definition of SEND**

A child has 'Special Educational Needs' if he has a learning difficulty, which calls for special educational provision to be made for him.

### **Definition of Disability**

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The School aims to ensure accessibility by making reasonable adjustments for students with disabilities. Parents are therefore urged to discuss with the SENCO any reasonable adjustments that would need to be put in place, well in advance of an application for a place at the school.

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## The Responsibility of the Governing Body

The Governors will ensure that:

- they are fully appraised of the school's SEND Policy;
- all Governors are up-to-date and knowledgeable about the School's SEND provision; and
- SEND provision is part of the School's development plan.

## Responsibility of Teaching Staff

All teachers are teachers of children with special educational needs. It is their responsibility to ensure that the needs of students identified to them are met. The most up to date information sits in a document on the Desktop, and is regularly updated by the SENDCo.

## Identification and assessment of pupils' needs

Many pupils join the school with a diagnosis of SEND or disability already. Victoria College has in place a number of procedures to help identify undiagnosed pupils. These include:

- Teachers make referrals when there are concerns about a pupil's work or for any other reason;
- Housemasters make referrals when there are concerns about a pupil's work or for any other reason;
- Pupils, or their parents, are encouraged to contact The Study Centre Team with any concerns they may have.

A qualified member of the Student Support team will conduct diagnostic tests with boys who are referred to this area. **The school will only accept reports conducted by their own staff or an Educational Psychologist assigned by the school or a Medical professional.**

## Access Arrangements

Access Arrangements for external examinations can only be carried out by the school's own Assessor for Access Arrangements. Where it is deemed appropriate for access arrangements to be considered, the final decision will rest with the SENDCo. **A boy who has access arrangements is not necessarily also on the Inclusion register.**

## Mental Health, Wellbeing and Behaviour

The Student Support Centre has a dedicated team to help pupils regarding the above. Our team includes; the Wellbeing Coordinator; the School Counsellors and trained ELSAs. If a member of staff believes a boy needs individual or small group support they refer them to the Student Support Team team, who will choose an appropriate intervention. Victoria College is fortunate to have over 70 Peer Mentors and Anti-bullying Ambassadors who support boys with any of the above needs. The school counsellors offer confidential one-to-one counselling. The Student Support services can be accessed by self, parental or staff referral.

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## Contacts

Mrs Clare Scott, SENDCo. Please direct any queries regarding SEND, Disability, Access Arrangements or SPLD to [c.scott@vcj.sch.je](mailto:c.scott@vcj.sch.je)



Miss Jacky Bryan, Wellbeing Coordinator. Contact: [j.bryan@vcj.sch.je](mailto:j.bryan@vcj.sch.je)

Mrs Alicja Raffray, School Counsellor. Contact: [a.raffray@vcj.sch.je](mailto:a.raffray@vcj.sch.je)

## LAYERS OF INTERVENTION

	Academic		Pastoral (Mental Health/Wellbeing, Attendance/Punctuality/ Social & Behaviour)
<b>Level 1</b>	Subject Teacher  Voluntary / Teaching Assistant (In class support) 	S c h o o l  C o u n s e l l o r	Tutor  Peer mentors & Anti- bullying Ambassadors. (Support in Houses) 
<b>Level 2</b>	Academic Head of Year 		Housemasters 
<b>Level 3</b>	SENCO <ul style="list-style-type: none"> <li>• Literacy &amp; Numeracy</li> <li>• Small group work</li> <li>• Interventions coordinated by ENCO</li> </ul> 		Inclusion Coordinator and Wellbeing Coordinator <ul style="list-style-type: none"> <li>• 1-1</li> <li>• Small group work</li> <li>• Interventions coordinated by Inclusion Coordinator</li> </ul> 

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<b>Level 4</b>	<p>Whole School Testing &amp; Outside Agency Referrals coordinating by ENCO. Individual Testing by Access Arrangements Coordinator</p> 		<p>Outside Agency co-ordinated by Inclusion Coordinator</p> 
<b>Level 5</b>	<b>SLT – Headmaster</b>		<b>SLT – Headmaster</b>
	<p><b>Process</b></p> <p>Boys can be referred by parent, subject teacher, TA, Academic Head of Year, via email to The Study Centre.</p>		<p><b>Process</b></p> <p>Boys referred by parents, Tutor, Housemaster and Teaching Assistants via email to The Study Centre.</p>

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## Appendix A – Waves of support identified on the Inclusion Register

Each boy on the Inclusion Register is identified as being in one of four waves. This is for clarity and easy of use.

Each boy is also identified by his Name & Form, a photo, type of need, background information, suggested strategies and the lead member of staff.

This is regularly reviewed and updated by the Study Centre Team and the most up to date version sits on the Desktop Area for staff.

<b>Additional Teaching Monitoring</b>	Catered for within lessons using the strategies provided
<b>Small Group Interventions</b>	Catered for within lessons using the strategies provided plus Small Group Interventions
<b>One-to-One Interventions</b>	Catered for within lessons using the strategies provided plus One-to-One Interventions
<b>Refer to MDG for information</b>	

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