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| Policy | SEN Policy | | |
| Reviewer | Caroline Finch | | |
| Reviewed | January 2024 | Next review | October 2024 |
| Relevant States of Jersey Education policies | SEN code of practice SEN Policy SEN transition and transfer | | |

VCP Policy

At VCP we are committed to enabling all pupils to achieve their potential and supporting all pupils with special educational needs (SEN). All teachers are teachers of SEN.

This policy should be read in conjunction with the States of Jersey SEN Code of Practice 0-19 years:

<https://www.gov.je/sitecollectiondocuments/education/p%20sen%20code%20of%20practice%2020180212%20jp.pdf>

The SEN Code of Practice contains both statutory guidance, setting out what schools must do to comply with the law, as well as non-statutory guidance which provides advice for schools regarding *how* to comply with the law.

Definition of SEN -

A child has 'Special Educational Needs' if he has a learning difficulty, which calls for special educational provision to be made for him, beyond 'Ordinarily Available Provision' and 'Additional Teacher Monitoring'.

Ordinarily Available Provision: Indicative arrangements that should be ordinarily available for pupils with SEN, from within schools' delegated budget shares (SoJ SEN Code of Practice)

Additional Teacher Monitoring: Additional monitoring from teacher when initial concerns emerge before registering as SEN

A child has a 'learning difficulty' if:

- he has significantly greater difficulty in learning than the majority of children of his age – i.e. he has an Educational Psychologist's Report showing that he has below average scores in literacy, numeracy, processing speed or working memory; or his learning difficulty is likely to be such that he would meet given criteria for extra time in exams. Mild

specific learning difficulties do not automatically equate to a 'learning difficulty', however, the School recognises that pupils with specific learning difficulties may, at various key stages in their education, need support to develop their study skills within the context of an academic school,

and/or

- he has a disability which either prevents or hinders him from making use of educational facilities of a kind normally provided for children of his age in mainstream schools.

Aims

At VCP our aim is to:

- ensure quality first teaching for all
- create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs in which all pupils can thrive
- identify individuals who need extra help and attention
- enable each pupil to reach their potential and contribute fully to school life
- develop self-esteem
- provide access to and progression within the curriculum
- work alongside pupils, parents and agencies to provide support and opportunities
- provide training opportunities for staff
- implement good practice in compliance with current Education Department policies

At VCP we are committed to our pupils having access to a broad and balanced curriculum. The teachers have high expectations for every pupil, whatever their prior attainment. Teachers are to use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

Identifying special needs

In the States of Jersey SEN Code of Practice there are four broad categories of need (Appendix A):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At VCP we follow a graduated response to pupils' needs recognising that there is a continuum of need, matched by a continuum of support. Whilst pupils may join the school with a diagnosis of SEN or disability already in place, the school has in place a number of procedures which can support us in identifying SEN at any time during their time at VCP. We aim to identify need at the earliest point, making effective provision to help improve long-term outcomes for the pupil.

- Teachers identify needs from classroom observations and share these at half termly SEN meetings
- SENCo will observe pupil
- SENCo may carry out internal assessments and/or gather evidence
- Teacher will deliver high quality teaching targeted at pupils' area of weakness
- SENCo and/or class teacher may meet parents to discuss concerns
- SENCo will discuss strategies, agencies, resources that parents can access
- SENCo may make a referral to the relevant agencies with parental permission
- Where appropriate pupil may be raised at a Planning and Review Meeting (PARM)

A graduated approach to SEN

Assess:

Before any pupil starts our school, where possible, we ensure that we are aware of any needs as part of our transition process. Regular assessments are utilised by our class teachers e.g. PIRA, PUMA, PM benchmarks, SWST spelling etc... The class teachers are responsible for passing on concerns to the SENCo at either our SEN meeting or Pupil Progress meetings. Concerns that require external support can then be raised at PARM.

The school uses additional computer assessments COPS (Cognitive Profiling System) and LASS (Lucid assessment System for Schools). These may be used with children who have been identified as making less progress or have an area of concern. Parental permission will be requested.

The SENCo may observe a pupil in a whole class or 1:1 session.

Plan:

Where it is decided to provide a pupil with SEN support, the SENCo, alongside the class teacher will organise adjustments, interventions etc... The intervention and support will be recorded on the provision map. This provision map can be found in Q:\ENCo\Provision Maps.

Do:

In addition to the high-quality teaching within the class to ensure that individual needs are met, there may be additional support provided within school e.g. phonics groups, BR@P (Boosting Reading at Primary), YARC (York Assessment of reading for Comprehension). Support for wellbeing, emotional and mental health is provided by a school based ELSA (Emotional Literacy Support Assistant). At VCP the deployment of Learning Support Assistants to support our pupils with SEN follows a continuum (Appendix B). This is set out in our Deployment of Learning Support Assistants policy.

Review:

The progress of the pupil will be reviewed regularly during our termly SEN meetings (Appendix C), our termly pupil progress meeting, our termly PARM or when a need may arise. The targets

set on the provision map will be updated by the class teacher and the impact will be discussed during the meetings. This follows the Teachers' Standards 'monitor progress, set targets'. As well as being internally reviewed by the SLT, the Governing Body will review the information as part of our Safeguarding subcommittee.

Each intervention is subject to a 'Asses - Plan – Do – Review' process. Each intervention requires a clear starting point and defined assessment at the close of the intervention to ascertain effectiveness.

Following guidance from the Education Department, it is policy to remove intervention from a pupil's learning journey through the school, at intervals, to allow for consolidation and processing time.

Roles and Responsibilities

Teachers

All teachers are teachers of children with special educational needs.

In line with our Teachers' Standards all teachers will 'adapt teaching to respond to the strengths and needs of all pupil' and 'have a clear understanding of the needs of all pupils, including those with special educational needs...' (DfE Teachers' Standards)

Teachers should:

- Provide high quality teaching for all
- Continue to recognise the needs of individual pupils
- Develop strategies to assess the achievements of SEN pupils
- Meet with the SENCo every half term
- Update the provision map
- Ensure pupils have appropriate targets set and provision
- Liaise with parents

SENCO

The SENCO's role is to:

- Co-ordinate the provision for pupils with SEN
- Support staff with identifying pupils with SEN
- Liaise with parents and external agencies
- Carry out assessments and observations of pupils
- Maintain the school's SEN register
- Liaise with the SENCo's in receiving schools to help provide smooth transition
- Report to the school's governing body

Managing pupils on the register

At the start of the year the SENCo will meet with class teachers to discuss individual pupils. The previous teacher will meet with the new class teacher as part of the transition process. Pupils on the SEN register will create a Pupil Passport to share relevant information. Some pupils may have additional transition support beginning at the end of the summer term.

All teachers will write a provision map which will be regularly updated and discussed at the SEN meetings. This provision map can be found in Q:\ENCo\Provision Maps. (Appendix D).

The SENCo will regularly review the SEN register. They will share the SEN information in the annual SEN information report. The SENCo may remove a pupil from the SEN register if they have made sufficient progress over a period of time and are able to successfully access the curriculum. The pupil may still require some support. These pupils will continue to be monitored at ATM (additional teacher monitoring) level.

Intervention

Intervention in a pupil's learning may occur both in class settings and additional out of class settings.

Examples include:

- differentiation in class of lesson delivery and subsequent activities or tasks;
- 1:1 or small group, class based, interventions for pupils identified as needing support;
- withdrawal from normal classroom timetable to receive in-school specific targeted intervention with an LSA, teacher or ELSA;
- withdrawal from normal classroom timetable to receive out of school specific targeted intervention by external agents or private enterprises;

Training and Resources

At VCP there is a positive attitude to training opportunities and we encourage and support staff to attend SEN training. This may include whole staff training on specific issues, individual staff being sent on specific courses relevant for the children that they are working with, observing / working with teachers from our own school or other schools on the island.

All staff are given access to the Training Offer to Schools through the SENCo to access the latest training in the field of SEN, as well as access to external agencies, such as MIND Jersey, in the support of Mental Health, for example. Collaboration with Victoria College Jersey, Jersey College for Girls and Jersey College Preparatory is undertaken whenever possible.

Storing and Managing Information

All data, including data stored electronically, is subject to Data Protection law. All paper will be held in line with the school’s policy. Paper copies of SEN information are stored in locked drawers in the pupils’ files in the school office. Any information or assessment material in support of a learning need or mental health need is stored securely in line with data protection guidelines. Staff are made aware of the confidential nature of this information.

Appendix A

| SEN Need Description | | |
|----------------------|---|--|
| SPLD | Specific Learning Difficulty | Cognition and Learning |
| MLD | Moderate Learning Difficulty | |
| SLD | Severe Learning Difficulty | |
| PMLD | Profound & Multiple Learning Difficulty | |
| SEMH | Social, Emotional and Mental Health | Social, Emotional and Mental Health Difficulties |
| SLCN | Speech, Language or Communication Need | Communication and Interaction |
| ASD | Autistic Spectrum Disorder | |
| VI | Visual Impairment | Sensory and/or Physical Needs |
| HI | Hearing Impairment | |
| MSI | Multi-Sensory Impairment | |
| PDM | Physical Disability and/or Medical | |

Appendix B

LSA deployment

| Stage 1 | Stage 2 | Stage 3 | Stage 4 |
|--|---------------------------------|---|--------------------|
| Jersey Premium LAC RON EAL SEN CP | Specific learning needs ELSA | <ARE pupils Low level ATM/class based learning support >G&T | Resources Trips |



Appendix C



SEN Meetings

Date:

| First Name | Surname | Date of Birth | SEN Status | Primary Need | Agency |
|------------|---------|---------------|------------|--------------|--------|
| | | | | | |

| Discussion Point: | Notes: |
|--------------------|--------|
| SEN pupils | |
| ATM pupils | |
| Book Look | |
| LSA Support time | |
| Assessments needed | |
| Wellbeing | |
| New Children | |
| AOB | |

| To do: | By whom and when: |
|--------|-------------------|
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| Additional notes: |
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Appendix D



Class Provision Map

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|-----------------------|----------------|-------------------|
| Year group: | Class teacher: | Date: 2020 – 2021 |
| Ordinarily available: | | |
| Extra information: | | |

| SEN support: Interventions / Arrangements: children with an identified SEN who are receiving support | | | | | | | | | | |
|--|----------|--------------|----------------|-----------------|------|---------------------|------------|-----------|-----------|-----------------------|
| Pupil name | SEN need | Area of need | Focus / Target | Adults involved | Time | Current data / info | Entry date | Exit data | Exit date | Outcome / way forward |
| | | | | | | | | | | |

| ATM support: Interventions / Arrangements: | | | | | | | | | | |
|--|--------------|----------------|-----------------|------|---------------------|------------|-----------|-----------|-----------------------|--|
| Pupil name | Area of need | Focus / Target | Adults involved | Time | Current data / info | Entry date | Exit data | Exit date | Outcome / way forward | |
| | | | | | | | | | | |