

Policy	SEN		
Reviewer	Chris Jones		
Reviewed	December 2019	Next review	September 2020
Relevant States of Jersey Education policies	SEN code of practice SEN Policy SEN transition and transfer		

VCP Policy

All teachers are teachers of SEN.

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

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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.

The three *main areas* of the Code to be read in conjunction with this policy are -

Chapter One – Principles

Chapter Four – Schools

Chapter Seven – Exceptional Action and Record of Needs

This policy should also be read alongside the ‘Triangle of Need’ descriptor relating to the deployment of LSAs and the Ordinarily Available Provision document.

Definitions of Additional Teacher Monitoring (ATM) and Special Education Needs (SEN), as provided by the department, are as follows:

ATM	Additional Teacher Monitoring	For use within schools, to be used when initial concerns emerge before registering as SEN Support, pupils on this code will not be used by the department for reporting purposes
N	No Special Educational Need	This should be used for pupils who have previously had a Special Educational Need, but no longer have. This should not be used for pupils who have NEVER had a Special Educational Need
K	SEN Support	For pupils on the Inclusion Register with SEN Support - The department will use this for reporting purposes
RoN	Record of Need	For pupils on the Inclusion Register with a Record of Need - The department will use this for reporting purposes

Potential types of SEN need are identified as follows:

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	

Please read this policy alongside the SEN Need Descriptor document as provided by the Education Department, which expands upon the above.

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'.

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.

Definition of Disability -

A person has a disability if:

- they have a physical or mental impairment; and
- the impairment 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 ENCo any reasonable adjustments that would need to be put in place, well in advance of an application for a place at the school.

Special Educational Provision means -

- educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of this age.

Special Educational Needs Aims & Objectives –

Victoria College Preparatory School aims to make provision for children with learning needs in order to:

- implement good practice in compliance with current Education Department policies;
- raise the profile of SEN with all staff; and for SEN to be on the agenda for all departmental meetings.
- meet the needs of its pupils, including those with SEN;
- identify, at the earliest opportunity, any pupil who may have SEN;

- ensure that all teachers are aware of each pupil's needs, and that such needs are the shared responsibility of all staff;
- anticipate and meet the needs of those pupils identified as having SEN;
- ensure all students experience a fully inclusive education and are included fully within their peer group;
- ensure that no pupil is discriminated against, in any area of school life, on the basis of his SEN;
- ensure that wherever possible reasonable steps are taken to ensure equal access to learning, regardless of SEN;
- raise the attainment of all pupils on the SEN Register;
- to ensure that all pupils' records include information relating to their SEN;
- conduct regular reviews of pupils' progress;
- work in partnership with pupils' parents;
- include pupils in making decisions about the types of intervention and the targets for action;
- provide a regular INSET programme for teachers;
- provide support for teachers so that all are able to make their best endeavours to make reasonable adjustments for the individual learning needs of pupils;
- develop pupils' self-esteem and confidence;
- ensure all children leave our school with the core skills of literacy, numeracy and personal organisation that they will need in adult life;
- help all children learn the social, emotional and behavioural competencies they need in order to sustain positive relationships with others;

Addressing and supporting SEN will involve the child, parents, staff and agencies in a collaborative, multi – approach manner.

The key aim of our SEN provision is to -

- ensure every child can reach their potential.

The Responsibility of the Governing Body -

The Governors will ensure that:

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

Responsibility of Teaching Staff - All teachers are teachers of children with special educational needs.

Teachers should:

- On identification of a pupil with SEN, deploy ATM (Additional Teacher Monitoring) through differentiation, resourcing and the development of their own teaching practice;
- If further intervention is required, make a referral to the ENCo, indicating the support that has already been put in place, identifying the area(s) they wish for support to address and giving details of the intervention to be put in place, including what programme or approach and for how long it will run, and how it will be assessed for effectiveness;
- identify on SIMS all boys who have been identified as ATM or SEN;
- make their best endeavours to meet the pupils' needs in their classroom teaching;
- honour the responsibility for the identification and management of individual needs through continuing ATM and SEN practice in the classroom whilst an intervention is in place;
- discreetly, but positively, reinforce the learning of pupils on the SEN register in the classroom, whilst having high expectations of all pupils.

Teachers will:

- regularly update SIMS with registration of ATM or SEN provision for their pupil(s)

The ENCo will:

- notify parents of pupils that are being placed on the SEN Inclusion Register

Arrangements for coordinating provision -

The ENCo (Educational Needs Coordinator) coordinates aspects of identification, assessment and provision within the school.

Learning Support -

The ENCo aims to provide a graduated response to match each pupil's level of need.

Referrals are made to the ENCo for targeted support for a pupil from an LSA, and LSAs are deployed in accordance with the need, where the greatest need is met first.

At each stage, pupils are encouraged to take an active role in managing their learning and to set themselves high standards.

Parents are involved and kept informed of the recommendations, actions and interventions at all stages, by email, telephone consultations and meetings.

Each intervention is subject to a '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.

Further or continued intervention may be required per pupil per area of learning, therefore each is taken as an individual case and bespoke provision provided.

Intervention -

Intervention in a pupil's learning is made in both in class settings and additional out of class settings.

Examples include:

- differentiation in class of lesson delivery and subsequent activities or tasks;
- one to one 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 or ELSA;
- withdrawal from normal classroom timetable to receive out of school specific targeted intervention by external agents or private enterprises;

Identification and assessment of pupils' needs -

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 act as trigger points at which a pupil may be identified as having a possible SEN and referred for formal assessment if needed.

Teachers identify needs from classroom observations and record in SIMS in the SEN – Event section.

Teachers can raise a concern through SIMS for presentation in Friday briefings if necessary.

Teachers can use the referral system if additional adult support is required.

In addition to this, the ENCo meets with the class teachers regularly on an informal basis to discuss pupils who may need support to help them achieve their academic potential.

In identification of specific learning difficulties, the school will only accept reports conducted by their own staff, an Educational Psychologist, accredited professional or medical professional.

The ENCo may recommend that parents arrange for a formal assessment by an educational psychologist or medical practitioner as a part of the process of identifying and supporting SEN.

The ENCo will offer advice regarding any need for this and how the school and parents can proceed in arranging for such an assessment.

Following such formal assessment, the parents should provide a copy of the assessment report to the ENCo. The ENCo will then invite parents for a meeting to discuss the findings of the report and the next steps to support their son, acting on any recommendations made in the report alongside the class teacher and support staff of LSAs and ELSA.

Access Arrangements -

Access arrangements for external professionals can be made with the ENCo where it is deemed appropriate for access arrangements to be considered.

Provision / Intervention & Review -

A graduated response has been developed in order to match provision to individual pupil need. Provision for specific programmes of intervention is coordinated by the ENCO. Some forms of intervention are detailed below, however pupils may experience one or more.

- Reading
- Phonics and Spelling
- Handwriting
- Writing support
- Behaviour
- Maths support
- Other (bespoke) support
- Outside agency
- Radar – wellbeing
- ELSA (various)

It is the teacher's responsibility to know the type of intervention, the time given and who is delivering the support to a pupil and can access and add to records containing this on our referral system files.

Monitoring -

Throughout the academic year, intervention / provision is monitored by the class teacher and ENCO, evaluated and reviewed on an on-going basis. We define adequate progress according to each individual situation.

Depending on the profile of the pupil concerned, it would be expected that the pupil:

- closes the attainment gap between him and his peers;
- prevents the attainment gap growing wider;
- is similar to that of his peers starting from the same attainment baseline but may still be less than that of the majority;
- matches or betters the pupil's previous rate of progress;
- accesses the full curriculum;
- demonstrates improvement in organisational, social or personal skills;
- demonstrates measurable and sustained improvements in social and emotional literacy;
- demonstrates measurable and sustained efforts in motivation;

Parent Partnership -

The school regards liaison with parents as very important, recognising that parents play a key role in enabling all pupils to achieve their potential.

Pupil Partnership -

Pupils are involved in decisions wherever it is feasible to do so. We encourage them to do this in order to help them take appropriate ownership of the support they are receiving, as the ultimate aim of any SEN identification and support is for the pupil to reach a point whereby the support is no longer needed.

Distribution of Information -

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. All parties will be informed of any decisions at each stage in support of individual needs.

Collaborative Consideration -

Every effort is made to collaborate with counterparts in other Jersey schools or agencies to facilitate the needs of students taught at Victoria College Preparatory School.

ELSA (Emotional Literacy Support Assistant) and SEN -

Emotional literacy is integral to being a successful learner; Victoria College Preparatory School's dedicated Wellbeing LSAs (ELSAa) are a part of the ENCo and LSA team.

Our ELSAs work closely with the ENCo to provide radar support throughout the school as well as targeted intervention for pupils who have been referred.

- the ENCo will promote the training and continual re-certification of the ELSA throughout the school year;
- if a member of staff believes a boy needs individual or small group support for mental health or pastoral reasons, beyond the provision in the classroom through classroom practice and the delivery of the PSHE programme throughout the school, then the teacher raises the profile with the ENCo;
- Once a pupil has been raised as a concern, this may escalate to a referral being made and ELSA involvement following an ELSA assessment, to determine a course of action.

Training

- All staff are given access to the Training Offer to Schools through the ENCo 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.