



Date: 05/04/23

S Refault

## Haute Vallee School Special Educational Needs and/or Disability Policy

### 1. Introduction

The States of Jersey Education Department's Code of Practice, October 2017 outlines the action mainstream schools should take to fulfil their responsibilities in relation to identifying and supporting all children/young people with special educational needs (SEN).

Special Educational Needs (SEN) Definition:

- A child or young person has SEN if they have a learning difficulty or disability which call for special educational provision to be made for him or her;
- A child or a young person has a learning difficulty or disability if he or she:
  - Has a significantly greater difficulty in learning that the majority of others of the same age, or
  - 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 school.

Special educational provision is education that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 2. Aims

We aim to provide every pupil with best education possible and are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability. All pupils are fully included into the life and curriculum of our school and reasonable adjustments are made so that this can be achieved.

### 3. Objectives

- All of our pupils have an entitlement to receive quality first teaching so that they at least make good progress and realise their full potential;
- We offer a rich and varied curriculum accessible to all abilities and needs;
- We work in partnership with parents, carers, external agencies and young people in developing abilities and meeting needs;
- We identify a pupil with a special educational need or disability as early as possible through a robust referral system and ensure their needs are met and supported;

- We make sure all teachers and other adults are able to meet the needs of all pupils by providing relevant and up-to-date training;
- Reasonable adjustments are made to support any pupil with a special educational need to help them realise their full potential.

#### **4. Roles and responsibilities**

##### **Our Headteacher will:**

- Have regard to the Special Educational Need and Disabilities Jersey Code of Practice in their planning;
- Determine the use of financial resources, staffing levels and staff deployment;
- Support the SENCo in compiling the SEN Information Report and ensure it is reviewed and updated annually and published on the school's website;
- Ensure development and training for staff and Governors;
- Monitor SEN performance data;
- Ensure that the SENCo is a trained teacher

##### **Our SEN Governor will:**

- Help to raise awareness of SEN issues at governing body meetings;
- Support and challenge provision and impact of provision for SEN pupils and report back to the full governing body;
- Have regard for the Code of Practice in all decisions;
- Have in place appropriate arrangements for dealing with complaints from parents with SEN pupils;
- Support the appointment of SENCo and ensure the SENCo has sufficient time and resources to carry out the role.

##### **Our SENCo will:**

(taken from Code of Practice section 4.88, page 42)

- Oversee the day-to day operation of the school's SEN Policy;
- Co-ordinate provision for children/young people with SEN;
- Liaise with the relevant designated teacher where a looked after child has SEN;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaise with parent/carers of pupils with SEN;
- Liaise with early years providers, other schools, colleges, educational psychologists, health and social services professionals and independent or voluntary bodies;
- Be a key point of contact with external agencies, especially the Education Department and its support services;
- Liaise with potential next providers of education to ensure a pupil and their parent/carers are informed about options and a smooth transition is planned;
- Work with the head teacher and where relevant, school governors, to ensure that the school pays due regard/meets its responsibilities under the Jersey Discrimination Law with regard to reasonable adjustments and access arrangements;
- Ensure that the school keeps the records of all pupils with SEN up-to-date.

## Our Teachers will:

- Take responsibility for the needs of all of their pupils. “A teacher is a teacher of all pupils”;
- Personalise learning specifically for individual student needs, in lesson planning, homework, and the delivery of lessons. Teaching techniques and strategies within each class, including different resources and learning tasks, will accommodate those of differing abilities. This will enable all learning needs to be met and all students to maximize their potential in all areas of the curriculum.
- Will ensure that modifications and reasonable adjustments stated on a student’s strategy sheet are met, both in their lesson planning and lesson delivery;
- Meet regularly with school leaders to monitor the progress of pupils with special educational needs or a disability as part of our School Impact Data meetings;
- Ensure they support the SENCo by following the school’s SEN Policy.
- To feed back to the SENCo regularly (upon request) on how the student with an ILP is progressing and whether they have met any of their targets.

## 5. Identification of SEND

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages. Teachers will make regular assessments of progress for all students and support the SENCo to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child’s previous rate of progress;
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

There are four broad areas that should be considered when assessing a pupil with a special educational need:

(more detail can be found in Code of Practice, Sections 4.26 to 4.34, page 32)

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

Students may have needs that encompass more than one of these areas and therefore detailed assessments must be undertaken in order to provide the correct and most relevant support.

SEN Support should take the form of a four-part cycle where actions are revisited, refined and revised as the understanding of the pupil’s needs grow and to ensure good outcomes are secured. This is known as the ‘graduated approach’ and draws on more detailed assessments, more frequent review and more specialist expertise in successive cycles in order to match interventions to the individual special educational need of the pupil. The graduated approach has four main parts: **assess, plan, do and review.**

### **Assess**

- Subject teachers will monitor and regularly assess a pupil's progress.
- This will include previous progress and attainment, current observations and behaviours.
- School internal assessments will guide student levels – CATs, Reading Age Tests, Progress in English, Maths and Science.

If concerns are raised SENCo or SEMH team will:

- Complete lesson observations;
- Do any additional testing required;
- Meet with student to gain their concerns
- Involve parent / carers

### **Plan**

The teacher, SENCo and parent should agree the adjustments (Strategy Sheet), interventions (for example LEXIA) and support to be put in place, as well as the expected impact on progress, development or behaviour.

A date for a review meeting should also be included.

### **Do**

The teacher should remain responsible for working with student in their curriculum areas. The teacher must be putting in place any reasonable adjustments and advice given on the Strategy Sheet.

Teachers must maximise the role of any Teaching Assistant in the lesson – the TA must be working with the pupil(s) to monitor the Strategy Sheet and follow advice given.

All teachers must support Interventions and allow pupil(s) to leave their lesson to attend – failure to do this will affect outcome due to time lost.

### **Review**

The effectiveness of the support and interventions and the impact on the pupil's progress should be reviewed and evaluated.

Teachers must feedback to SENCo what impact they have seen in their subject areas.

TAs must feedback on the usefulness and impact of the Strategy Sheet/ Intervention/ Support.

This cycle of support continues and during the review stage, it may be relevant to seek advice from outside specialists who will be involved in the next planning stage.

## **6. Exceptional Action and Record of Needs (Code of Practice, Section 7, page 58 to 77)**

The majority of children and young people with SEND will have their needs met within a mainstream setting. However, some children/young people may require an EA Assessment in order for the Education Department to decide whether it is necessary for it to make provision in accordance with a RoN. This is likely where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available.

The EA assessment, however, should not be the first step in the process, it should follow on from planning already undertaken following the graduated response. Involvement with an Educational Psychologist over a minimum period of two terms would allow sufficient time for a school to implement and review interventions identified.

Code of Practice (Section 7.11, page 60): Evidence to be provided to the Special Educational Needs Panel when requesting EA Assessment:

- General details
- Background information
- Levels of attainment
- Pupil's strengths
- The views of the students as appropriate
- The views of the parents/carers
- School chronology – copied of Individual Learning Plans / Strategy Sheets / Provision Map at SEN Support level, including records of regular reviews.
- Involvement of external agencies including members of Inclusion and Early Intervention.
- Views about the way forward.

The SEN Panel must decide during the panel meeting whether or not to proceed with an Exceptional Action assessment and should inform school and parents of their decision within 5 term working days.

If the Education Department decides not to conduct an EA Assessment it must provide feedback to referrer and parents/carers.

More information regarding SEND can be found on our SEN Information Report on our website.