

Special Educational Needs Policy

January 2024



Samarès School Special Educational Needs (SEN) Policy

SENCo - S.Achler - s.achler@samares.sch.je

At Samarès School we are committed to providing a broad, inclusive and effective education, where pupils can develop the necessary skills required to play a significant role in their community. We believe an inclusive education system is fundamental to developing an inclusive society. Our school aim is to provide a high quality learning environment that enables all of our pupils to be successful learners and reach their full potential. We strive to ensure that all groups of learners are provided with a range of supportive, challenging and motivating learning opportunities. Our core values of collaboration, engagement, determination and respect encapsulate all that we do at Samarès and we endeavour for all our children at Samarès to display these attributes.

We are committed to offering an inclusive curriculum to ensure the best for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement and remove barriers to learning. All children at Samarès are valued, respected and equal members of the school community. As such, provision for pupils with SEN is a matter for the school as a whole.

Objectives

1. To identify and provide for pupils who have special educational needs (SEN)
2. To work within the guidance provided in the SEN Code of Practice 0 –19
3. To operate a whole school approach to the management and provision of special educational needs
4. To provide support and advice for staff working with special educational needs pupils

SECTION 1: Responsibility for SEN

As we take a graduated approach to SEN at Samares school, all staff are responsible for SEN.

The graduated approach follows an assess, plan, do and review cycle. Class teachers have initial responsibility for assessing, planning, implementing and reviewing their approach. Earlier decisions and action are revisited, refined and revised to enable a deeper understanding of a pupil's needs. When a potential special educational need has been identified the process becomes more personalised and may involve the input of the SENCo and possible outside agencies to provide specialist knowledge.

The SENCo's role is to oversee the strategic development of the SEN policy and provisions within the school. They are responsible for the management, monitoring and day to day organisation and implementation of SEN. The SENCo is a key point of contact for colleagues, pupils and parents to offer support and advice.

For a full list of roles and associated responsibilities please refer to Appendix A.

SECTION 2: Identifying and assessing Special Educational Needs

Children may have needs and requirements which fall into one or more of the below areas

- Cognition and Learning
- Communication and Interaction
- Social, emotional and Mental Health Difficulties
- Sensory and/or Physical

These are an overview of a range of needs and we aim to identify what action the school needs to take in order to meet these needs.

There are other factors that may impact on progress and attainment but are not a special educational need, these include:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Being a Multi Lingual Learner

- Being in receipt of Jersey Premium
- Being a Looked After Child

The first step in identifying children who have additional needs is through quality first teaching. Class teachers are responsible for the progress and development of pupils in their class, this includes providing ordinarily available SEN provisions through differentiation and resourcing.

A graduated approach is used to assess the needs of the children.

- First a pupil's needs are identified by the class teacher, SENCo and/or parent and these needs are fully assessed. Through observation and assessment, outcomes from baseline assessment results and progress against the objectives specified in the Curriculum.
- Depending on the need, a variety of assessment tools are available.
- Strategies used to support the pupil are identified and this information is shared and developed with key staff, the pupil and the parent/carers.
- These strategies are then implemented and an agreed provision is put in place.
- These strategies are then reviewed and progress is monitored. The impact is measured and from this any further adjustments to provisions are made.



Asses, Plan, Do, Review cycle

- Assess any challenges to a child's learning
 - Plan what support is needed
 - Do –carryout the plan
- Review how successful the plan has been

As part of the graduated approach, Class teachers are responsible for recording the progress of pupils and will pass on concerns to the SENCo about individual children. They will also pass on concerns that are raised by parents.

For further information on how to raise a concern and the procedures that follow please refer to Appendix C.

If concerns continue, despite steps put in place, school and parents decide whether to involve outside agencies. The pupils is raised at a termly Planning and Review Meeting (PARM) or referred to the appropriate agency as required. Class teacher, SENCo, Deputy or Head meet with parents and talk through this process. Parents are invited to meetings with outside agencies to identify/review needs and assess progress and next steps. Parents are regularly updated and kept informed of any changes.

SENCo and the Senior Leadership Team support class teachers and TA's/Key workers with any recommendations from outside agencies to ensure the quality of this provision. Both parents and pupils are involved in this process and are made aware of targets within school and how these can be linked with home.

On entry to school, before children start nursery, home visits for each child are made, information is collected from parents and consultations occur with prior settings. Contact is also made with prior settings for any children that transition to Samares school and additional transition programmes are in place for children with identified special educational needs.

Weekly vulnerable children meetings are carried out in order to discuss issues as soon as they arise and to ensure that needs are met promptly. SEN class strategy meetings and Pupil progress meetings also take place each term where the progress of all children is discussed between the class teacher and a member of the Leadership team.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have received interventions, reasonable adjustments and good quality personalised teaching. Pupils who are not making adequate progress will be identified as having special educational need and placed on the SEN register. Parents or carers will be informed at this point by the SENCo or class teacher.

Adequate progress can be defined in a number of ways:

- the attainment gap closes between the child and their peers
- previous rate of progress improves
- pupil can access the full curriculum
- demonstrates an improvement in social or personal skills
- demonstrates improvements in their behaviour

SECTION 3: Managing Pupils on the SEN Register

Before the start of the academic year the SENCo will meet with class teachers to discuss individual children in their next class who are on the SEN register and talk through previous provisions, agency involvement and any other useful historical information. Transition meetings with the previous class teachers are also held to discuss day to day details and relevant information and strategies used.

Some children on the SEN register will also receive additional transition support towards the end of the summer term e.g. individual personalised transition booklets, additional visits to their new class room, additional time with new class teacher and relevant staff.

All class teachers write a termly provision map for SEN pupils in their class and these are updated and reviewed regularly. Available data, provisions in place and their impact are recorded. The SENCo will regularly refer to provision maps to monitor progress of pupils and look at how support can be adjusted when needed. Provision maps are the main driver for termly SEN class strategy meetings where they are reviewed and adapted with the class teacher.

Some pupils may have a more bespoke plan or programme that has been developed by the SENCo, class teacher and/or external agencies. The SENCo will give guidance around support, recording, assessment and reviewing progress for staff working with these pupils.

When there is sufficient evidence to suggest that school is unable to fully meet the needs of a pupil through its own provision arrangements an Exceptional Action process will be initiated. For those pupils who require a higher level of support, they may be awarded a Record of Need.

A Record of Need (RoN):

- identifies a child's needs
- determines the educational arrangements required to meet the identified needs
- determines the resources to be allocated to make these arrangements
- monitors progress

The Record of Need will be updated at the beginning and end of every term by the class teacher and SENCo. Parents will be kept fully informed and additional meetings will be arranged during the year involving the class teacher, SENCo, Headteacher or Deputy Head. Record of needs are reviewed annually, and parents and any current agencies involved are invited to contribute. If at any point, it is felt the Record of Need does not accurately reflect the needs of the pupil, an interim review may be called so that changes can be made to the RoN.

SECTION 4: Exit from the SEN Register

A child may be taken off the SEN register if:

- their previous rate of progress has improved
- they have sufficiently closed the attainment gap with their peers
- they are no longer receiving input from external agencies
- they no longer require provisions outside of the ordinarily available

The decision to take them off the register will be made by the SENCo in consultation with parents, class teachers the Head and Deputy Headteacher. These pupils will be assigned the code ATM (additional teacher monitoring) so progress can be monitored and adjustments to sustain the progress can be made.

SECTION 5: Supporting Pupils and Families

Parents are encouraged to make contact as and when they need support. This may be through the class teacher, class TA's, SENCO, Headteacher or Deputy.

In addition to parent consultation meetings, when SEN support is in place parents meet regularly with the class teacher and/or SENCo. The SENCo may then identify key staff or external agencies who can further support parents with their concerns. Parents can also access support through the Children and Family Hub <https://www.gov.uk/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx> .

The school has an annual SEN Report to provide information about the previous academic year. This is updated annually and can be found on the school website.

Parents are also regularly updated through emails and the school's website and Facebook page.

For transition processes such as pupils joining Nursery or Reception, joining part way through a year, transition to secondary school or transitioning to another setting/provision, the SENCo works closely with the settings SENCo's to ensure transition plans are put in place for any pupils who require additional support.

SECTION 6: Supporting Pupils at School with Medical Conditions

Pupils with a medical condition have full access to all aspects of the curriculum. In consultation with parents, and any relevant external agencies, a health care plan will be in place and updated annually by the SENCo. This is shared with adults supporting the child and other staff if appropriate. Any training or updates by medical staff are organised when necessary. Any related risk assessments will be in place and checked by a member of the leadership team.

SECTION 7: Monitoring and Evaluation of SEN

Progress is monitored by the class teacher, SENCo and other members of the Senior Leadership Team. The school carefully monitor and evaluate the quality and effectiveness of provisions for SEN pupils.

This is done through:

- scrutiny of data
- SEN Class strategy and Pupil progress meetings,
- work scrutiny
- observations
- assessments
- questionnaires
- pupil and parent voice

Any strategies that are not leading to significant progress are reviewed and alternative strategies are explored.

SECTION 8: Training and Resources

All teachers and support staff undertake an induction when starting a post, this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends SENCo cluster meetings in order to keep up to date with local developments in SEN.

Staff receive training throughout the year, and this is presented in a variety of ways:

- whole staff training on identified areas
- individual staff training relevant to the children that they are supporting
- Specialist support/external agencies working with staff in school to further develop skills.
- CPD online training
- sharing of specialist knowledge between staff

All staff are encouraged to undertake further training and development in order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils.

SECTION 9: Roles and Responsibilities

SENCo: Sarah Achler

Head teacher: Jenny Posner

Deputy Head: George Lumley

Safeguarding lead: Virginia Mc Inerney

Responsibility for managing LAC: Jenny Posner, Sarah Achler

Responsibility for meeting the medical needs of pupils: Jenny Posner, Sarah Achler

SECTION 10: Storing and Managing Information

Paper copies of SEN information are stored in locked cabinets in pupils' files in a secure area. SEN information is also stored online using SIMS and additional online information is stored on a secure shared area in individual pupil files. Information of a safeguarding nature is stored on a safe and secure software called My Concern.

On receipt of external SEN information, the SENCo will share the information with relevant staff. All information is filed by the SENCo or SENCo Admin and SIMS is updated to keep an additional record of the information that has been received.

For pupils joining or leaving the school, files will confidentially be transferred between settings. Any paper copies will be hand delivered and signed for.

SECTION 11: Reviewing the Policy

The SEN policy is reviewed annually and updated with any relevant information or developments.

SECTION 12: Accessibility

Ground floor and outdoor areas are readily accessible to children and adults with additional needs. School has wide corridors and doorways, a ground floor and first floor disabled toilet, and lift access to the first floor.

School has a washroom with toilet, available for wheelchair use and personal care. The washroom also has a hoist facility. Shower facilities are available to pupils and adults if needed.

The school makes reasonable adjustments for accessibility to teaching and learning, the school environment and the curriculum. It also supports access to school trips, after school clubs and enrichment activities. The

development of quiet areas and individual workstations are in place for pupils who require a calmer space to learn and regulate.

SECTION 13: Dealing With Complaints

The first point of contact in the event of a parental complaint regarding the provisions made for their child is the child's class teacher. If it is felt this complaint has not been dealt with sufficiently, parents are asked to contact the school's SENCo. If still dis-satisfied parents will be directed to the Head Teacher or Deputy Headteacher.

If a parent would like to escalate this further, they will be advised to contact the Education Department.

SECTION 14: Bullying

Please refer to the schools [Counter Bullying Policy and Procedures](#)

SECTION 15: Appendices

At a glance documents, that support and further explain parts of the SEN policy are available on our website. These include:

- Appendix A: Roles and responsibility for SEN
- Appendix B: Graduated Approach
- Appendix C: Raising a concern: Procedures for SEN support
- Appendix D: Inclusion pyramid of support
- Appendix E: Glossary of terms

Roles and responsibilities for SEN

Class teachers have a responsibility to:

- Ensure that the school's SEN Policy is followed in their classroom.
- Ensure that all children have access to quality teaching and that support is adapted to meet children's individual needs.
- Plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.
- Check on the progress of children and identify, plan and deliver any additional support they may need using the graduated approach (Assess, Plan, Do, Review)
- Raise initial concerns, early on, with the SENCo.
- Meet with parents to set targets and agree provisions.
- Write and update Provision Maps.
- Make sure all members of staff that work with the child are aware of their individual needs and the specific adjustments that need to be made. Model and offer support on what strategies work best with the child. This requires thoughtful planning and communication with key staff.
- Gain pupil voice to support provisions and targets
- Build trusting relationships with pupils

Keyworkers / TAs have a responsibility to:

- Work closely with: the class team, key staff members and the SENCo to support the planning and delivery of specific support programmes, interventions and class-based support.
- Review and monitor progress and report to class teacher.
- Support in the planning and preparation of sessions, including 1:1 support programmes.
- Attend meetings to discuss a child's progress and provision.

SENCO responsibilities include:

- Oversee the co-design and delivery of the schools' special educational needs strategy and school's SEND policy
- Lead, manage, develop, implement, and maintain a structure of co-ordinated support within the school for special educational needs and disabilities (SEND) to deliver high-quality support to meet individual pupil needs
- Provide expert, best practice advice and guidance to the School Leadership Team (SLT) on short term/long term performance, trends, and developments in relation to special educational needs and disabilities to inform the effective planning of resources and provision within schools.
- Contribute and oversee the Annual School SEND Information report ensuring it is accessible to parents and published on the school website.
- Liaise with the relevant designated teacher where a looked after pupil has SEND
- Coach and advise staff members on the graduated approach to providing SEND support
- Advise on the deployment of the school's inclusion budget and other resources, including the recruitment, and development of staffing to meet pupils' needs effectively, including line management of LSA's who are employed from the inclusion budget.
- Develop effective partnerships and communications with pupils, parents, and carers to create an active dialogue and to underpin a culture of transparency, mutual accountability, joint evaluation and review ensuring all stakeholders are kept informed responding to all queries and complaints.
- Liaise with early years providers (for primary based role), other schools, colleges, educational psychologists, health and social services professionals, and independent or voluntary bodies
- Act as a key point of contact with external agencies working with children with SEND and their families, especially the Education Department and Inclusion services, representing the school at relevant meetings as required.
- Liaise with potential next providers of education to ensure a pupil and their parents/carers are informed about options and overseeing the planning and monitoring the implementation of a smooth transition.
- Work with the head teacher to ensure that the school pays due regard and meets its responsibilities under the Jersey Discrimination Law, Children and Young People Law, other relevant legislation, the SEND Code of Practice, and education policy with regard to reasonable adjustments, access arrangements and support arrangement to ensure best outcomes for children with SEND

- Ensure that the school maintains a SEND register and that this is reviewed regularly so ensure the records of all pupils with SEND are up to date.
- Oversee access arrangements, in partnership with the schools' examinations officer and subject leaders, to ensure all rules set down by the Joint Council for Qualifications (JCQ) are followed documenting evidence in support of special examination arrangements for individual students (Secondary/FE based role)
- Build SEND capacity, skills and confidence within the whole school through a coherent and progressive policy and a comprehensive development programme for all staff.

SENCo Admin

- To help keep and maintain records relating to the SEND on SIMS, SEN paper files and on main school files and to be aware of requirements for retention of such paper
- To support preparation of documentation connected to Annual Reviews of Record of needs
- To support the paperwork for referrals to outside agencies
- To liaise with outside agency (dates, paper work, meetings etc)
- To liaise with staff on SEN related issues when needed as directed by SENCo
- To maintain telephone contact with parents as directed by SENCo.
- To record SEN events on SIMS.
- To ensure all students have an SEN status on SIMS including other specific groups if required.
- To be responsible for other duties as directed by the SENCO.
- To update appointments on school calendar and invite relevant staff
- Have an awareness of the SEND Code of Practice.
- To supply staff with info as required, such as reports
- To maintain SEN diary and meet and greet visitors as necessary.
- To act as point of call for parents and outside agencies in the SENCos absence

Head and Deputy responsibilities:

- The day to day management of all aspects of the school, including the support for children with SEN and/or disabilities.
- Ensure SENCo and class teachers are aware of their responsibility for ensuring that SEN needs within school, are met.
- Ensure the Education Department is kept up to date with any concerns in the school relating to SEN.
- Ensure that funds allocated to the setting are used to meet the needs of identified children and are monitored and evaluated
- Support SENCo in liaising with outside agencies in response to pupil needs.

Graduated approach

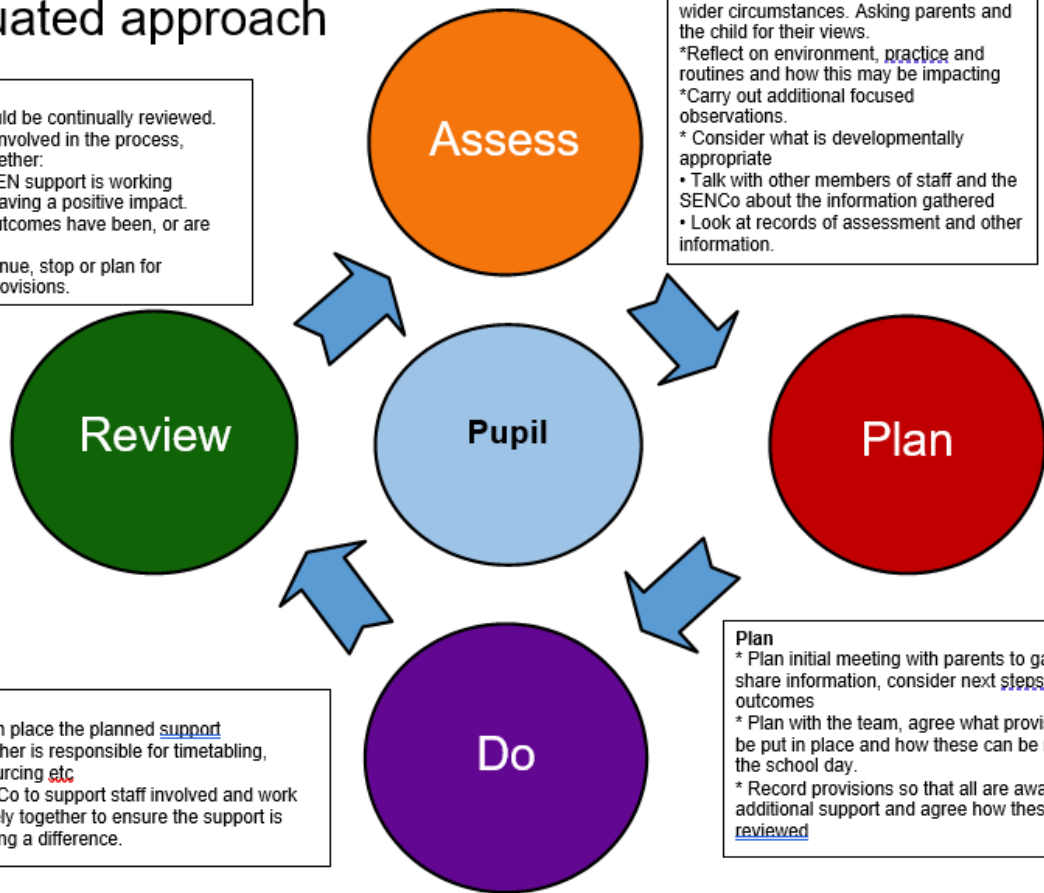


Review
 SEN support should be continually reviewed. Everyone who is involved in the process, should decide together:

- Whether the SEN support is working effectively and having a positive impact.
- Whether the outcomes have been, or are being, achieved.
- Whether to continue, stop or plan for further/different provisions.

Assess

- Consider what is happening in the child's wider circumstances. Asking parents and the child for their views.
- *Reflect on environment, practice and routines and how this may be impacting
- *Carry out additional focused observations.
- * Consider what is developmentally appropriate
- Talk with other members of staff and the SENCo about the information gathered
- Look at records of assessment and other information.



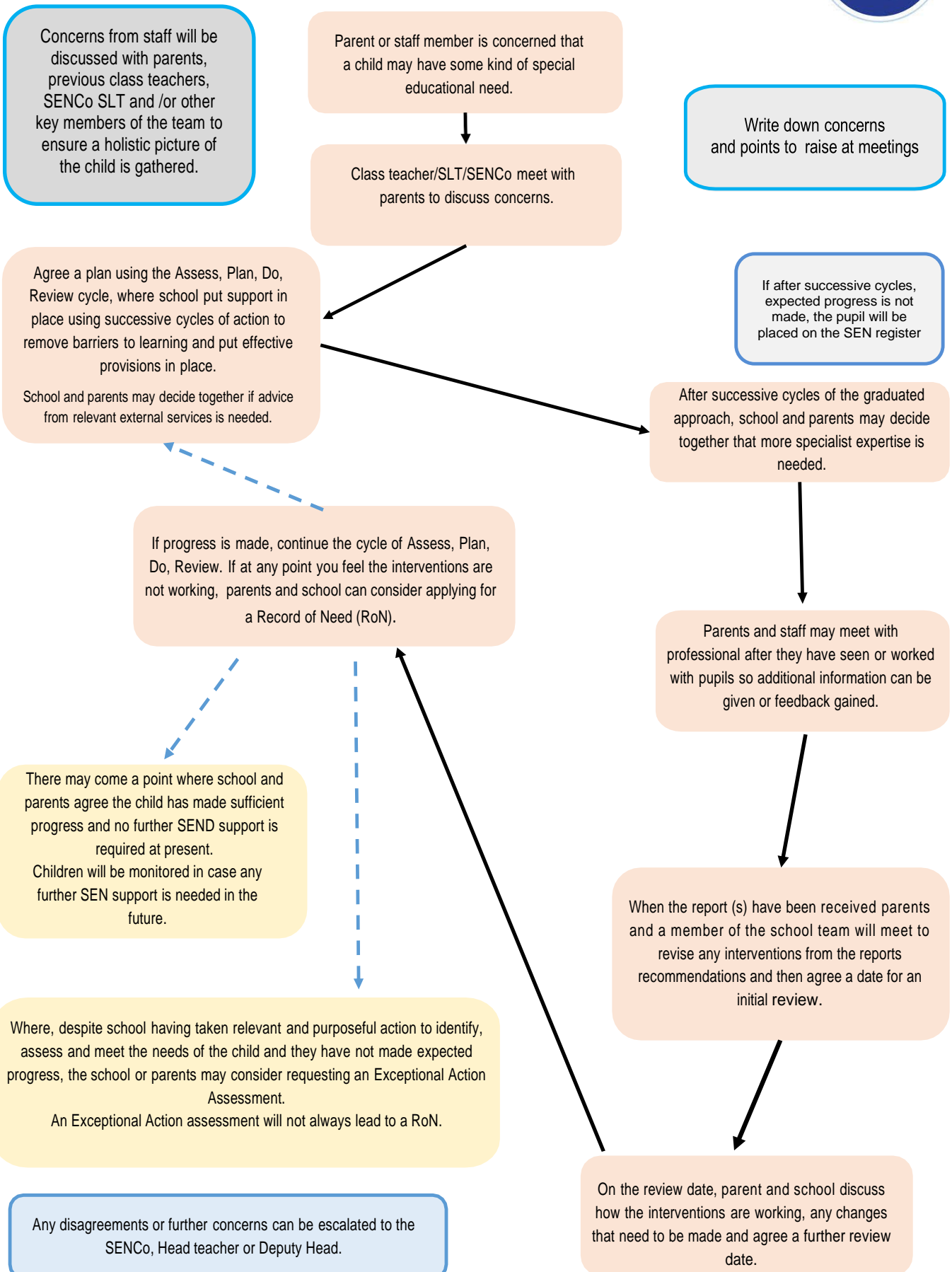
Do

- Put in place the planned support
- Teacher is responsible for timetabling, resourcing etc
- SENCo to support staff involved and work closely together to ensure the support is making a difference.

Plan

- * Plan initial meeting with parents to gain view, share information, consider next steps and agree outcomes
- * Plan with the team, agree what provisions will be put in place and how these can be managed in the school day.
- * Record provisions so that all are aware of the additional support and agree how these will be reviewed

Raising a concern. Procedures for Special Educational Needs support



Quality First Teaching for all

The class teacher is responsible for meeting the needs of all children. Ordinarily available SEN provisions are provided through high quality teaching, differentiation and resource arrangements. Examples of these strategies and techniques are stated on the front page of class provision maps.

Additional Teacher Monitoring (ATM)

For these pupils, personalised strategies and/or class based support may be in place. This might include interventions or general support within the classroom. The SENCo will be aware and learning needs and strategies will be recorded on the class provision map. This will help ensure that progress is monitored and this information will be transferred to subsequent year groups so they can continue to be monitored

SEN Support (K)

These Individuals will have specific and focused targets or interventions related to their needs. The pupil will be placed on the SEN Register. A learning plan will be in place with strategies, targets and progress and these will be recorded on the class provision map. This will be reviewed and updated regularly. Pupil and parent voice will be gathered. Outside professional advice and support might be sought.

EA/RoN

If relevant, and purposeful action has been taken and a child has still not made expected progress, an Exceptional Action may be considered. This may lead to increased SEND support or a Record of Need. Other professionals will be involved. The pupil will be recorded on the SEN Register. Record of needs are updated regularly and will be reviewed at least annually.

Glossary of Terms

ADHD Attention Deficit Hyperactive Disorder

ASCIT Autism Social Communication Inclusion Team

ASD Autism Spectrum Disorder

ATM Additional Teacher Monitoring

CAMHS Child and Adolescent Mental Health Services

CATs Cognitive Ability Tests

CIN Child In Need CoP Code of Practice

CMP Consistent Management Plan

CPD Continual professional development

CPR Child Protection Register

DfE Department for Education,

EA Exceptional Action

EAL English as an Additional Language

ECT Early Career Teacher

EP Educational Psychologist

EST Education Support Team

EWO Education Welfare Officer

EYFS Early Years Foundation Stage

EYIT Early Years Inclusion Team

INSET In-Service Training

JP Jersey Premium

ILP Individual Learning Plan

KS1 Key Stage one

KS2 Key Stage two

LAC Looked After Child

LSA Learning Support Assistant

MFL Modern Foreign Language

MLD Moderate Learning Difficulties

MLL Multilingual Learners

OCD Obsessive Compulsive Disorder

ODD Oppositional Defiant Disorder

PARM Planning and Review Meeting

PDA Pathological Demand Disorder

PEP Personal Educational Plan

PIRA Progress in Reading Assessment

PMLD Profound and Multiple Learning Difficulties

PN Physical Needs

PUMA Progress In Understanding Mathematics Assessment
PSP Pastoral Support Plan
RON Record of Need
K SEN intervention
SALT Speech and Language Therapy
SATs Standard Assessment Test
SEAL Social and Emotional Aspects of Learning
SEN Special Educational Need
SEND Special Educational Needs and Disabilities
SENCo Special Educational Needs Co-ordinator
SEMH Social, Emotional Mental Health
SEMHIT Social, Emotional, Mental Health Inclusion Team
SIP School Improvement Plan
SLCN Speech, Language and Communication Needs
SLD Severe Learning Difficulties
SALT Speech and Language Therapist
SLT Senior Leadership Team
SMART Specific, measurable, achievable, realistic/relevant, time bonded
SPaG Spelling, Punctuation and Grammer
SpLD Specific Learning Difficulties TA Teaching Assistant
TEACCH Treatment & Education of Autistic and Related Communication of Handicapped Children
TAC Team around the Child
VI Visual Impairment