



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Review date: January 2026

Next review date: January 2027

Staff responsible: Lindsey Fidrmuc (Deputy Headteacher & SENDCO)

Chair of Directors: Ben Whitchurch

This policy should be read in conjunction with the following St George's policies:

- Safeguarding Policy
- Child Protection Policy
- Inclusion Policy
- Equality and Diversity Policy
- Admissions Policy

Rights Respecting School Statement

Our school's vision and values have, at their heart, the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNCRC and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to the following articles:

- **Article 2:** Non-discrimination
- **Article 3:** Best interests of the child
- **Article 12:** Right to be heard in decisions that affect them
- **Article 23:** Support for children with disabilities
- **Article 28:** Right to education
- **Article 29:** Development of talents and abilities to the full

This policy complies with Jersey's SEN Code of Practice, 2017

Objectives

At St. George's we:

- ensure that all pupils are valued equally.
- are committed to meeting the SEN of pupils and to ensuring that they make progress and barriers to learning and participation are reduced.
- ensure that there are systems and resources in place to allow early identification of need and early intervention.
- provide suitable learning challenges and targets to meet the diverse learning needs of all pupils.



- work closely with parents to ensure that the best outcomes are achieved for all pupils.
- work within the guidance provided in the Jersey SEN Code of Practice.
- operate a 'whole pupil, whole school' approach to the management of SEN
- provide support and advice for all staff working with SEN pupils

Definition of SEN

A child has 'Special Educational Needs' if they have a learning need, which calls for special educational provision to be made for them, beyond the school's 'Ordinarily Available Provision'

Ordinarily Available Provision: Indicative arrangements that should be ordinarily available for pupils with SEN, from within schools' everyday resources (staffing, time, physical resources).

A child has a 'learning difficulty' if:

- They have significantly greater difficulty in learning than the majority of children of their age – i.e. they have an Educational Psychologist's Report showing that they have below average scores in English, maths, processing speed or working memory; or their learning difficulty is likely to be such that they would meet given criteria for extra time in exams.
- They have 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.
- 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 stages in their education, need support to develop their study skills within the context of an academic school

Identifying special needs

On entry to the school, we work closely with parents to ascertain whether a child has previously been identified as having SEN.

If a pupil has a difficulty in learning, high quality teaching differentiated for individual pupils, is our first step. Pupils are only identified as SEN if they do not make adequate progress despite this and other interventions/adjustments.

In the States of Jersey SEN Code of Practice there are four broad categories of need:

- Communication and Interaction (e.g. Speech Language and Communication Needs or children on the Autistic Spectrum)
- Cognition and Learning (e.g. Moderate Learning Difficulty, Severe Learning Difficulty, Profound and Multiple Learning Difficulty, Specific Learning Difficulty)
- Social, emotional and mental health difficulties (e.g. anxiety, depression, Attention Deficit Disorder, Attention Deficit, Hyperactivity Disorder)
- Sensory and Physical Needs (Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Physical Disability and Medical Condition)



At St. George's 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 schooling. We aim to identify need at the earliest point, making effective provision to help improve long-term outcomes for the pupil.

Our SEN Identification Pathway can be found in Appendix 1. *

*Percentage of SEN in school encompasses all children on identified pathways.

All pupils, whether they have SEN or not, will be involved in the full life of the school including but not limited to: sport, swimming, school teams, clubs, trips, assemblies, plays/productions and the School Council.

Roles and Responsibilities

As a member of The Board, Headteacher, Sarah Hague has oversight of SEN provision in the school. She meets regularly with the SENDCO, Lindsey Fidrmuc, and keeps the Board informed about the SEN provision made by the school.

Headteacher

It is the responsibility of the Headteacher to:

- ensure that the school has a current policy for special needs that meets the requirements of the Code of Practice containing procedures for and guidance on the identification, assessment and review of pupils' special educational needs.
- regularly review and monitor the implementation of this policy
- appoint a named coordinator for special educational needs, known as a Special Educational Needs Coordinator (SENDCO).
- maintain a register of pupils with special educational needs.
- ensure individual pupil's special educational needs are identified, known to all involved thus ensuring continuity of provision and that individual records are well maintained.
- ensure individual pupils with special needs make progress and achieve according to their individual ability.
- ensure general information concerning special educational provision is available to parents on request and incorporated within the school's "Handbook".
- To ensure annual reviews for RON take place with all stakeholders whose views are considered.

SENDCO

The SENDCO's role is to:

- co-ordinate and implement the operation of the Special Educational Needs policy in line with the Jersey SEN Code of Practice.
- develop procedures for and guidance on the identification, assessment and review of pupils' special educational needs.
- liaise with and advise fellow colleagues.
- co-ordinate provision for pupils with special educational needs.

- maintain the school's special educational needs register and Provision Map.
- oversee and analyse the records for all pupils with special educational needs to identify progress clearly.
- ensure all pupils identified as needing an Individual Learning Plan (ILP) have their ILP reviewed each term in consultation with parents.
- liaise with parents of pupils with special educational needs.
- contribute to the INSET training of staff.
- support colleagues in developing teaching strategies to meet effectively the learning needs of pupils.
- liaise with external agencies.
- manage the special educational needs team of teachers and teaching assistants.
- manage additional teaching groups including timetabling, notifying parents if their child is to receive additional teaching and reporting progress to parents upon completion of the group.
- Develop and maintain a St. George's Record of Need for those children who have the most complex needs.
- Liaise with the SENDCO's in receiving schools to help provide smooth transition when children transfer from St. George's.
- Report to the Headteacher and to the Board of Directors

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 will:

- Provide high quality teaching for all
- Continue to recognise the needs of individual pupils
- Develop strategies to assess the achievements of SEN pupils
- Update provision map as required
- Ensure pupils have appropriate targets set and are included in relevant additional teaching groups.
- Liaise with parents

The SENDCO and the Headteacher work closely with staff to ensure the effective day-to-day operation of the school's SEN policy.

The SENDCO and Headteacher identify areas for development in SEN and contribute to the school's development plan.

The SENDCO and Headteacher monitor vulnerable children with SEN.

The Safeguarding Lead is Lindsey Fidrmuc.

School Secretaries have prime responsibility for meeting the medical needs of pupils, though other staff are trained in e.g. First Aid or the use of an Epi-Pen

The SEN Register

The SEN Register is stored in the EN Folder on the K-drive. Children on the Register are identified on Provision Map.



At the start of the year the SENDCO 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. Some pupils may have additional transition support beginning at the end of the summer term.

Teachers are asked to check Provision map at the start of each half-term to identify if the needs of the children in their care have changed.

The SENDCO will regularly review the SEN register. They will share the SEN information when requested each term by CYPES. The SENDCO 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 and these pupils will continue to be monitored.

Ordinarily Available

The following adaptations are ordinarily available at St. George's to ensure all pupils' needs are met:

- High Quality Teaching for all
- Differentiating and adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, voice recorders, standing desks etc.
- Differentiating our teaching e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc.
- Using and teaching discipline specific vocabulary.
- Adaptations to formal assessment procedures are made in accordance with children's reports.
- Children who have a diagnosis of dyslexia do not usually undertake spelling assessments. However, this will be agreed in collaboration with parents.
- To ensure access for pupils or parents with disabilities the school has a Disabled Toilet.

ILPs

Children with an ILP are identified on our Provision map system. If a teacher feels that a child may benefit from having an ILP, they should speak to the SENDCO.

The SENDCO works with Form teachers in writing relevant, SMART ILPs for pupils. These ILPs follow an 'Assess, Plan, Do, Review' format.

ILPs are reviewed regularly and parents are invited to view reviews and ILP on the parent portal for Provision map. They are able to make comments regarding the ILP or can request a meeting for a discussion with the SENDCO.

Pupil Passports

Some children may have an identified SEN but their needs can be met with adaptations to our ordinarily available provision. They may not need a full ILP as they are making expected progress in line with their peers. However, it is important that any adaptations made are documented and updated to ensure a seamless transition through the school. These



children will have a Pupil Passport created on our Provision Map system. These passports are live documents and should be updated as any adaptations are changed.

Parents are able to view their child's passport through the parent portal function on Provision Map.

Additional Teaching Groups

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

- adaptation 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 a teacher, TA or ELSA.
- withdrawal from normal classroom timetable to receive out of school specific targeted intervention by external agents or private enterprises.

The SENDCO will keep a record of these interventions using Provision Map and a child's parents will be informed when they have been included in an Additional Teaching Group. A review at the end of an additional teaching group will also be sent out to parents.

Resources and Training

At St. George's 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.

Time is identified for staff to review pupil progress, discuss pupil curriculum needs and transfer information between Form groups and sets.

The Headteacher and SENDCO ensure that staff are kept fully up to date about SEN issues and undertake training. For example:

- CPD for all staff
- The SENDCO regularly attends SEN meetings
- Local links are maintained with the States of Jersey SEN team
- The SEN folder on the K drive contains information for teachers

Dealing with Complaints

The complaint procedure for SEN mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the Form teacher and SENDCO. If the concern continues then the SENDCO and Form teacher will bring the issue to the notice of the Headteacher.



Other schools

The Headteacher, SENDCO and Form VI teachers liaise closely with secondary schools, and other schools children may move to, passing on all relevant information about SEN children.

Outside agencies

The school maintains links with:

- States of Jersey Education (including the Early Years Inclusion Team, Primary Mental Health Team, Psychology and Well-being Service, referring to the Training Offer for CPD for all staff)
- Health – School nurses, doctors, Occupational Therapists, Speech and Language Therapists, (Private and States-funded), Physiotherapists
- Educational Psychiatrists
- Children and Families Hub
- CAMHS
- Mont A L'Abbe
- Parent Carer Forum Jersey
- Jersey Online Directory (JOD) provides information on local services for SEN children and their parents

Review

This policy will be reviewed annually.

Appendix 1 - Identifying Children with SEN

