



Being different, succeeding together

SEN policy

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

We believe that learning should be joyous and purposeful; where learners are excited and engaged through excellent teaching which challenges them and shows them what they can do.

We ensure that learning is of high quality which is planned and managed so that every child is supported and challenged.

We believe in strong partnerships with families and the wider community to ensure that learning outside of our school thrives.

Through our teaching and learning, we aim to achieve the core purposes and outcomes of the Bailiwick Curriculum.

Please also refer to the Island's special SEN Code of Practice (2004) and the SEN Criteria- Google Drive/Polices/SEN

All teachers and LSAs are aware of the importance of identifying and providing for children with Special Educational Needs. All children have individual needs, and may have special needs in varying degrees and at different times during their school life.

Aims of the policy

To ensure that every child

- achieves his or her full potential
- is equipped with the learning and skills he or she needs for life
- is given equal worth and respect
- enjoys learning

We need to-

- identify all children with special educational needs as early as possible in order for their needs to be met
- set suitable learning challenges, responding to children's diverse learning needs
- ensure that, wherever possible, children are able to access the curriculum and be included in the school community
- seek and allocate provision by the most appropriate outside agency
- target resources effectively
- involve parents/carers and educational professionals in partnership
- provide effective assessment procedures
- review provision for each child with SEN regularly

Definition of Special Educational Needs

The Education (Amendment) (Guernsey) Law 1987 states that

- A child has Special Educational Needs if he/she has a learning difficulty which calls for special educational provision to be made
- A child has a learning difficulty if he/ she has a significantly greater difficulty in learning than a majority of young people of his/her age
- A child has a disability which prevents or hinders him/ her from making use of educational facilities of a kind generally provided in schools for children and young people of his/her age

Areas of need

The four main areas of learning difficulty are Cognition and Learning; Social, Emotional and Behaviour Development; Communication and Interaction; Sensory and/or Physical Impairment.

1. Cognition and Learning

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Specific Learning Difficulty (SpLD)

2. Social, Emotional and Behaviour Development

- Social, Emotional and Behaviour Difficulty (SEBD)

3. Communication and Interaction

- Social Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

4. Sensory and/ or Physical Impairment

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

Indicators of pupils with SEN

- Child has significantly greater difficulty in developing literacy or numeracy skills than the majority of children
- Child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Child displays emotional or behavioural difficulties which do not respond to strategies recommended in the behaviour policy
- Child has communication, language or social difficulties and continues to make little or no progress

A child may display one or a combination of the above.

Identification, Assessment and Provision

The importance of early identification of pupils who may have SEN is recognised at St Martin's Primary School. Some children have attended an early years education

setting, such as a pre-school playgroup or nursery, and have been identified as having SEN on entry. If a pupil has an identified need, a transition plan is made to meet that child's needs and is discussed with parents/ carers and reception staff during the summer term prior to starting school.

When children begin school, Reception teachers observe each child in order to complete an initial profile in line with the 2014 EYFS Curriculum. Discussions with Parents/Carers and pre-school settings also form the basis of these judgements. This ensures the unique pattern of learning and experience already established is built upon. The Foundation Stage Profile indicates whether a child is developing at the appropriate age related expectation for seventeen areas. If a child is showing they are below the expected age and stage of development after the initial assessment period then a specific SEN Reception tracker is completed half termly in the Prime Areas. Parental involvement in learning and any interventions within school or externally are also recorded.

Information about the individual needs of children is made clear to new teachers when pupils progress from year to year through meetings with the previous/ new teachers and, where appropriate, with the SENCO. Information is also included in the SEN register, the Additional Information Folders and Pupil Progress Meetings documentation. The SENCO organises Transition Reviews as appropriate for pupils who leave the school at the end of KS2 or at other times.

Pupils who may have SEN are identified in the first instance by class teachers measuring individual's progress by referring to:

- his/her performance as part of **ongoing observation and assessment**
- his/her performance against age related expectations
- his/ her performance in relation to standardised scores

St Martin's Primary School has a graduated response which includes a variety of strategies. In many cases the action taken by the class teacher to address a pupil's identified SEN will mean that the pupil's difficulties are resolved. For those pupils whose progress continues to cause concern, some additional or different action is taken to enable the pupil to learn more effectively.

The SENCO and class teacher will decide on the action needed to help the pupil progress in the light of their earlier assessments. Intervention or action taken should be provided from within the school's resources e.g. further differentiation within the classroom, introduction of different learning materials or inclusion in an intervention group. Intervention groups are identified by year groups and shared centrally so the SENCO has an overview. Progress will be monitored carefully and the impact of any intervention measured every 6-8 weeks. It will be recorded that the pupil has an identified special educational need on the SEN register and they should be placed at **Level N (No special provision)**. Careful monitoring will continue. *(Please note that children will also stay on the register as a Level N once involvement has stopped so that historic data is not lost).*

When a class teacher or SENCO identifies a pupil with SEN, and action is taken in addition to the normal level of support available in St Martin's Primary school, this should be recorded as **School Action (Level A)** on the SEN register. This is the first

level of additional support to meet a pupil's SEN, and will include collation of evidence and parental consultation. Concerns are shared with parents/carers and additional information sought from them. A review is carried out between the classteacher and parents to collate views. The outcome of the review may be to formally request advice or support from Education Support Services or Health & Social Services Department.

The SENCO makes a request for involvement from Education Support Services through referral processes, with the parental consent. The pupil is entered onto the SEN register as **School Action Plus (Level P)**. As appropriate, an IEP is drawn up to include strategies for supporting the child's progress. The IEP is reviewed regularly and at least twice annually. Review meetings are co-ordinated to include the Headteacher, SENCO, classteacher, parents, support staff and external specialists.

For the very few children who do not make adequate progress through School Action Plus, a request is made for additional support from the Education Department. A **Formal Assessment** of a pupil's special educational needs under the Education (Amendment) (Guernsey) Law, 1987 is made. If it is concluded that a pupil's needs cannot reasonably be met within the resources available at St Martin's Primary a Draft Determination will be produced by an Education Officer. If a Determination is agreed, the Education Department considers a recommendation for placement.

Roles and Responsibilities

Class Teacher

Class teachers offer differentiated learning opportunities within the classroom through appropriate classroom management and organisation and effective teaching materials and teaching styles to individual learning styles. Class teachers meet with parents on regular occasions. The class teacher informs the SENCO of any concerns that may indicate a pupil has SEN, including concerns raised by parents and carers. They plan for, liaise with and monitor the day-to-day work of support staff working in their classroom and draw up, implement, monitor and review IEPs as necessary.

SENCO

The SENCO is responsible for the day-to-day operation of the SEN policy and works closely with the Headteacher, EHW manager, Senior Leadership Team and staff. They assist class teachers in the identification and assessment of SEN pupils and co-ordinate provision, involving Education Support Services when appropriate. The SENCO maintains the SEN register using SIMS and oversees the records for all pupils with SEN. They ensure IEPs are written and organise review meetings in line with the Code of Practice. The SENCO identifies in-service training needs for special needs.

Headteacher

The Headteacher works closely with the SENCO to ensure that the Code of Practice is properly implemented, and the SEN policy is developed and maintained.

November 2018 C Giles J Horsepool
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