



Being different, succeeding together

Special Educational Needs (SEN) policy

UNCRC Article 2: Rights apply to every child without discrimination

UNCRC Article 12: Every child has the right to a voice

UNCRC Article 23: Every child with a disability has the right to special education and care so they can live a full life

UNCRC Article 28: Every child has the right to an education

UNCRC Article 29: Education should develop children's personalities, talents and abilities

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 SEN Code of Practice (Guernsey, 2004) and the SEN Criteria- Google Drive/Polices/SEN

Introduction

At St Martin's, all staff are aware of the importance of identifying and providing for children with Special Educational Needs (SEN). We are a GOLD Rights Respecting School where children know, understand and value their rights and the rights of others. Our tagline 'Being different, succeeding together' encapsulates our whole school ethos; we recognise that 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

To do this we need to

- identify all children with special educational needs as early as possible
- have high expectations and aspirations for all learners with personal targets which stretch and challenge
- use effective assessment and tracking procedures

- ensure that, wherever possible, children are able to access the whole curriculum and are included in the school community
- offer flexible and alternative provision when appropriate
- manage school resources, including staff, effectively
- provide regular training opportunities for staff
- build strong partnerships with parents/carers
- work in partnership with outside agencies who can offer specialist level advice and support
- have excellent links between pre-schools and feeder school/destination schools to support transition
- review the provision for each child with SEN regularly and closely monitor their progress

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;
or
- 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 SEN Code of Practice (Guernsey, 2004) identifies four areas of need:

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) *Now known as Social, Emotional and Mental Health (SEMH) needs*

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)

Identification of SEN

The importance of early identification of pupils who may have SEN is recognised at St Martin's Primary School. A clear and defined system for identifying, assessing and providing for pupils with SEN is explained in the Special Educational Needs Code of Practice (Guernsey, 2004).

Indicators of pupils with SEN:

- a child has significantly greater difficulty in developing literacy or numeracy skills than the majority of children

- a child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- a child displays emotional or behavioural difficulties which do not respond to strategies recommended in the behaviour policy
- a 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.

Some children are identified as having SEN before entry to Reception. If a pupil has an identified need, this is discussed with parents/carers, SENCO and the class teacher during the summer term prior to starting school and if appropriate, a transition plan is put in place.

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

- ongoing, informal daily observations
- a child's performance in routine assessments
- a child's performance against age related expectations
- a child's performance in relation to standardised scores

The SENCO organises Transition Reviews as appropriate for pupils who leave the school at the end of KS2 or at other times.

The Graduated Response

St Martin's Primary School has a graduated response to providing SEN provision which recognises that there is a continuum of SEN and that a child's needs often change over time.

In many cases, action taken by the class teacher through 'high quality teaching' will mean that a pupil's individual needs can be met.

When concerns continue, some additional or different action may be taken to enable the pupil to learn more effectively. Intervention or action taken will 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 is monitored carefully and the impact of any intervention measured every 6-8 weeks. If it is felt appropriate, 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).*

School Action

When a class teacher or SENCO identifies a pupil with SEN, and action is taken in addition to the normal level of support available, 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. Concerns are shared with parents/carers and additional information sought from them. Intervention or action taken will be carefully planned and will be provided from within the school's own resources. This may include a more targeted intervention group or programme such as speech and language support, literacy support or support for emotional wellbeing. School Action will continue until it is no longer needed or it is decided that a child needs more specialist support at School Action Plus.

School Action Plus

If concerns about a pupil continue despite them receiving an individualised programme and sustained support at School Action, then with parental consent, the SENCO can follow referral processes to make a request for involvement from a specialist service including:

- Communication, Interaction and Autism Service (CIAS)
- Les Voies Outreach Service (LVO)
- Educational Psychology Service (EPS)
- Speech and language therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy
- Sensory Support Service - Hearing and Vision
- Child & Adolescent Mental Health Service (CAMHs)
- Dyslexia Day Centre (DDC)

The pupil is then entered onto the SEN register as **School Action Plus (Level P)**. Recommendations from specialist services are included in the pupil's IEP. Review meetings are co-ordinated to include the Headteacher or SENCO, classteacher, parents, support staff and any outside agencies.

A child will remain at School Action Plus until either

- it is agreed that the specialist level support is no longer required and a child reverts to School Action (Level A) receiving support through school resources
- it is agreed that the specialist level support is no longer required, all intervention is discontinued and no special provision is made (Level N)
- it is felt that additional resources beyond that provided at School Action Plus are required to meet the child's SEN and so Formal Assessment is requested

Formal Assessment

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

Individual Education Plan (IEP)

An individual education plan (IEP) is a document which details a child's individual targets and the strategies which will be used to help the child succeed in achieving these targets.

- all pupils at School Action or School Action Plus should have an IEP.
- it is the responsibility of the class teacher to ensure that IEPs are completed and shared appropriately.
- the IEP should contain SMART Targets (Specific, Measurable, Achievable, Realistic targets with a clear Timescale for completion)
- targets should be formulated in liaison with any external services involved as well as the child and their parents.
- as a minimum, IEPs are reviewed twice a year and shared with parents.

Roles and Responsibilities

Class Teacher

At St Martins we recognise that all teachers are teachers of children with SEN. Class teachers are responsible for

- differentiating learning opportunities within the classroom through appropriate classroom management and organisation and effective teaching materials and teaching styles to suit individual learning styles
- implementing any recommendations agreed with the SENCO and specialist services
- meeting with parents on regular occasions, including twice a year parent appointments
- raising initial concerns with parents/carers
- informing the SENCO of any concerns that may indicate a pupil has SEN, including concerns raised by parents/carers
- planning for and monitoring the day-to-day work of support staff working in their classroom
- writing, implementing and reviewing IEPs

SENCO - Miss Jo Horsepool

The SENCO is responsible for

- the day-to-day operation of the SEN policy which involves working closely with the Headteacher, Emotional Health and Wellbeing Manager, Senior Leadership Team and teaching staff.
- supporting class teachers in the identification and assessment of SEN pupils
- monitoring the quality of teaching and learning for pupils with SEN
- coordinating SEN provision across the school
- liaising regularly with outside agencies from Education Inclusion Services and Health and Social Care.
- making referrals to outside agencies
- maintaining the SEN register using SIMS
- maintaining accurate pupil records
- supporting staff to ensure that IEPs are written, implemented, reviewed and shared
- organising SEN review meetings and attending other meetings relating to children with SEN
- identifying in-service training needs for staff related to SEN

Headteacher

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

Linked Policies

Inclusion policy, SEN Code of Practice (Guernsey, 2014), Teaching and Learning Policy, Attendance Policy, Respectful Behaviour Policy, PSHE Policies, Rights Respecting Policy.

J.Horsepool

March 2022

Review date: September 2022