



Le Rocquier School  
Learn, Respect and Succeed

## Le Rocquier School

### Special Educational Needs & Disabilities (SEND) Policy

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<b>REVIEW DATE:</b>	<b>Annually (last reviewed in January 2025)</b>
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### Introduction

Le Rocquier School is committed to ensuring the progress and achievement of children and young people with Special Educational Needs & Disabilities (SEND). It is the responsibility of all adults to ensure children and young people (CYP) with SEND are supported and included in all aspects of school life and have access to learning opportunities suited to their needs and abilities. We are committed to celebrating diversity within our inclusive community, allowing all students to feel valued and respected, regardless of their SEND status.

Le Rocquier School has a whole school population of over 700 students. Approximately 40% of our students have SEND.

The policy should be read in conjunction with the following policies:

1. States of Jersey, Special Educational Needs Policy, 2021.
2. The Special Needs Code of Practice 0-19 years, 2017.

This policy will be reviewed annually and will be made available to parents and carers on our school website.

## Key staff



Iain Nerac, SENDCo



Clare Mansfield, Deputy SENDCo



Roxanne Shipton-Taylor, Deputy Headteacher

The SEND team is a large team, which includes:

- Two ARP managers, Daniel Perrier & Paul Dicker
- Two SEND teachers, Angela Pattinson & Katie Barrette
- Senior teaching assistants
- Lead teaching assistants
- Classroom based learning teaching assistants

Additionally, the SEND team is supported by other teams within the school, including Safeguarding, Mental Health & Wellbeing, Welfare and Pastoral.

## What are Special Educational Needs and Disabilities?

A child has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream school.
- Have a learning difficulty or disability which calls for special educational provision to be made for them.

There are broadly four categories of need.

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health (including ADHD and Autism).
- Sensory and/or Physical Needs.

A child or young person can have needs across multiple categories.

### Our principles

- To work within the guidance provided in the latest version of the SEND Code of Practice.
- To identify, assess and respond to students with SEND.
- To have close working relationships with parents/carers and outside agencies, to ensure the best provision is provided for students with SEND.
- To allocate SEND funds effectively and appropriately.
- To record and monitor interventions through Provision Map software.
- To provide teaching and support staff with up-to-date access to the Inclusion Register (via Provision Map and SIMS).
- To provide teaching and support staff with regularly training and support to enable them to identify students with potential SEND, and to meet the needs of all students through high quality teaching.
- To ensure all students with SEND have the same opportunities as their peers without SEND.

## Sharing & Storing Information

Le Rocquier school will ensure that all information is:

- Shared only with those who need to know it.
- Up to date and comprehensive
- Transparent and accessible
- Produced in collaboration with other services and professionals (where appropriate).

All data sharing is guided and protected by the *Data Protection (Jersey) Law, 2018*.

Student information will be recorded on SIMS and Provision Map and all paperwork will be attached to the student's profile. Documents will be identified and secured based on the one of the following three criteria: public, private and confidential. This will enable control of access to these documents.

All student files are stored in a locked cupboard with the keys kept in a locked secure safe box.

## Identifying students with SEND

A student identified with SEND will generally have been struggling to make expected progress and is likely to be significantly behind in relation to their peers. This is likely to be noticed by classroom teachers and support colleagues in the first instance.

If a member of staff has concerns that a student may have SEND needs, they will complete a referral to the SEND Team. Information provided from classroom teachers, the student, and the parent/carer, will allow for the identification of whether the student has SEND. A plan of extra teaching or other interventions designed to secure better progress will be put into place.

Other professionals will be involved when necessary to support in the identification, assessment and planning for a student with SEND. This could include:

- Educational Psychologist
- ASCIT (Autism and Social Communication Inclusion Team)
- SALT (Speech and Language Team)
- Health professionals, including CAMHS.
- SEMHIT (Social, Emotional and Mental Health Intervention Team)

Other factors impacting progress (not necessarily SEND related) include:

- CLA (Child, Looked After)
- Jersey Premium
- Attendance and Punctuality
- Welfare and Safeguarding
- Medical
- Exam Access Arrangements
- Young Carers
- MLL

Support arrangements will be reviewed and adjusted if a student fails to make expected progress. The students voice will be central to their support plan.

## Stages of Referral for Support – Staff

1

- Initial concern raised by teacher, support staff.

2

- SEND team will gather information. This may include:
  - observing the student in the classroom
  - looking at their work.
  - Looking at their progress data (including their reading age, CAT data and Progress Test data)
  - Speaking to their teachers (known as a 'round robin')

3

- If evidence is found to support the concern, contact will be made with parents/carers. A meeting will be held to discuss how we can best support their child moving forward.
- If the evidence to support the concern is not found, additional support and training will be provided (if necessary) to support the colleague raising the concern.

## Stages of Referral for Support – Parents/Carers

1

- Initial concern raised by parent/carer.

2

- SEND team will gather information. This may include:
  - observing the student in the classroom
  - looking at their work.
  - Looking at their progress data (including their reading age, CAT data and Progress Test data)
  - Speaking to their teachers (known as a 'round robin')

3

- If evidence is found to support the concern, meeting will be held with parents/carers to discuss how we can best support their child moving forward.
- If the evidence to support the concern is not found, parents/carers will be contacted to explain the findings and ensure a way forward is found.

## The 'Graduated Approach' to SEND Support

The 'assess, plan, do, review' cycle is used to identify a student's needs and to plan for the next steps.

**Assess** – An analysis is made of needs based on:

- views of the student and their parents / carers
- teacher assessments and observations
- student's current and previous attainment
- assessments by external agencies if appropriate
- In-school screenings to identify specific areas of needs.



**Plan** – following assessment, the SEND Team, parent / carers, and student agree on a plan of action, which may include:

- SMART targets for the student.
- the adjustments, support, and interventions to be put in place.
- a date for review.
- The use of technology and assistive tools, such as
  - Laptop
  - Reading pen
  - Text-to-speech software

All planning must be student centred and outcomes focussed and recorded. All interventions will be logged on Provision Map.

**Do** – all the student's teachers and support staff are made aware of the plan (via Provision Map) and implement the adjustments, support, and interventions.

Teachers are responsible for:

- Regularly reading Provision Map, to ensure the latest information and guidance is applied to their teaching.
- Adapting and personalising the curriculum delivery.
- Linking interventions to classroom teaching.
- Providing regular updates to the SEND Team (via data drops and round robins).
- Referring students for additional support and screenings (e.g. dyslexia screenings, exams access screenings, cognitive assessments).



The SEND Team is responsible for:

- Supporting teachers in planning and delivering high quality lessons that meet the needs of a student with SEND.
- Measuring the impact of all group and one-to-one interventions delivered by support staff.

**Review** - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with student and parent/carers and seeking their views.

The cycle then starts again at "Assess" with the updated needs of the student being considered before planning a continuation of or change to provision.

Details of interventions will be recorded on the school provision map. This allows the range of provisions, additional staffing, and support interventions to be strategically monitored and reviewed.

### Medical Conditions

Le Rocquier School recognises that it is required to have regard to UK statutory guidance '*Supporting pupils at school with medical conditions*' which is referenced in the *Ordinarily Available* document. We will endeavour to support students with medical conditions using Individual Healthcare Plans.

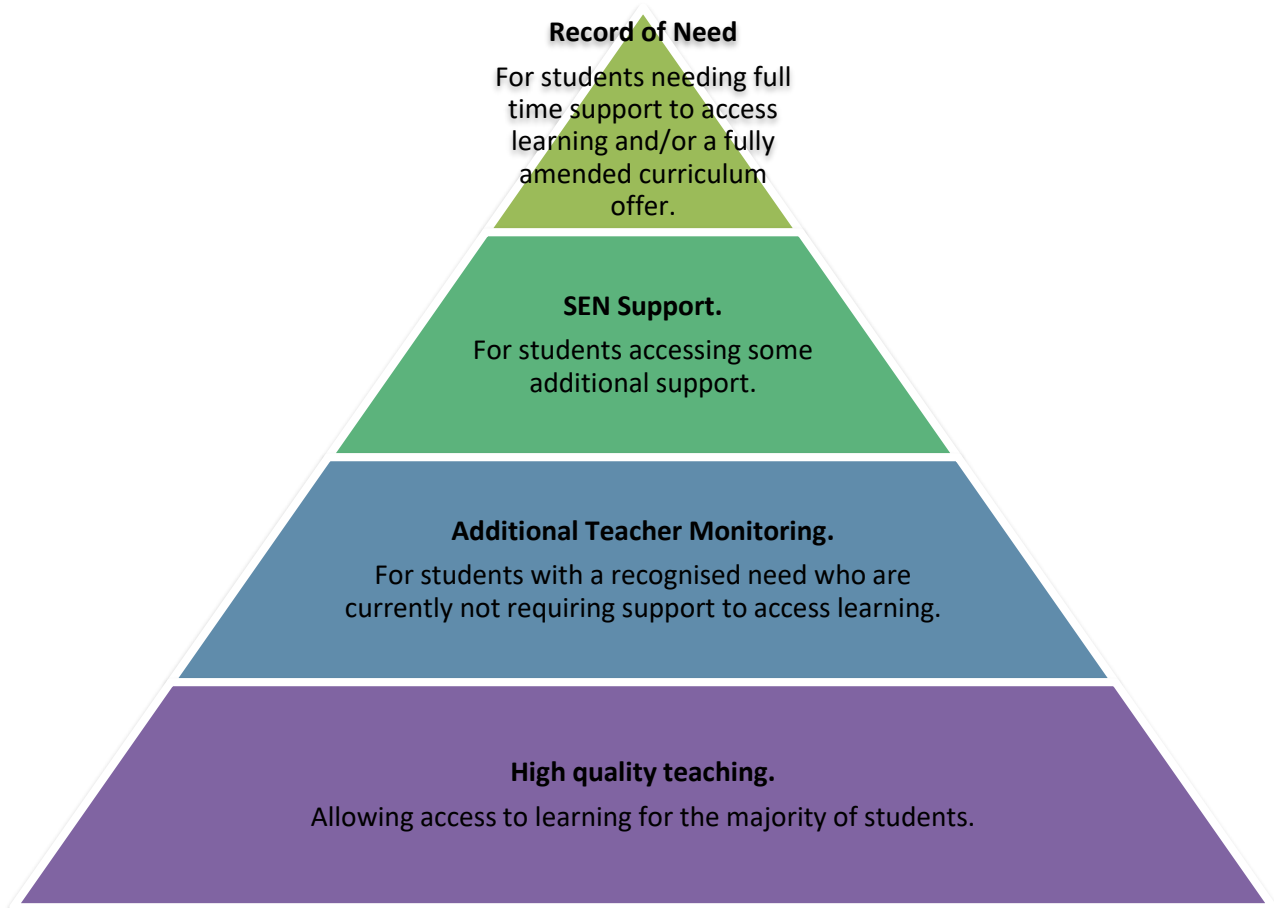
For students where there is also a SEND need there will be a necessity to bring together health and educational provision. This will be done on an individual basis, to ensure the needs of the student are met both academically and physically.

## The Inclusion Register

An up-to-date Inclusion Register is kept on SIMS and accessible to all teaching and support staff. This allows for the easy identification of students with SEND, along with clear tracking of their progress.

The categories of the Inclusion Register are.

- Record of Need
- SEN Support
- Additional Teacher monitoring



All parents/ carers will be notified if their child is on the Inclusion Register. We will also share their Provision Map Learning Plan with them annually.

If a student is deemed able to be removed from the Inclusion Register, then parents / carers will again be informed.

## Parent/Carer Partnership

Students and their families will be supported throughout their time at Le Rocquier School, including entry and exit transition periods.

Offers of support include:

- Welfare & EWO support
- Parenting programmes
- Attendance support
- Breakfast club
- After school clubs and homework support
- Helping students to understand and manage their needs/diagnosis
- Helping parents/carers to better understand and support their child's needs/diagnosis
- Referral to outside agencies for appropriate support.
- Careers and further education guidance
- Mental health & wellbeing support

This list is not exhaustive, and we will work closely with parents/carers to tailor support to meet the specific needs of their child.

We engage with parents/carers in a range of ways, including:

- Parent meetings
- Updates in our termly newsletter
- Sharing of the learning plan for updates and feedback
- SENDCo drop-ins

Le Rocquier School aims to be accessible for all. Where possible adaptations to the building, curriculum and off-site activities will be made to ensure inclusion for all. We work closely with parents, students and outside agencies on ensuring that we offer an accessible environment where possible

We always aim to work with parents/carers to ensure the best possible outcomes for students with SEND. We prefer to resolve any difficulties by working together to find a solution, putting the needs of the student first.

If this does not prove possible, any formal complaints regarding SEND support can be made following Le Rocquier Schools' complaints procedure. Details of this can be found on the school website.

## Transition

Transition can be a challenging time for students with SEND. We support a range of transitions, including:

- Primary (Y6) to Secondary (Y7)
- Transition between year groups
- Choosing GCSE options (Y9)
- Preparation for post-16 education, training and employment.

We work in close partnership with Primary Schools to ensure a smooth transition to Secondary School. This includes:

- Attending Year 6 Annual Reviews
- Extra transition, starting in January of Year 6
- Handover meetings between Year 6 teachers, Primary School SENDCo and our SENDCo

To support post-16 transition, we work closely with Highlands and Hautlieu to ensure support remains in place for those students who require it. This includes:

- Support during Year 11 PSHE lessons for applications to further education
- Attending handover meetings with post-16 providers
- Working with JET and other agencies

## Monitoring and Review

Our GCSE results are published annually, showing the progress made by students with SEND compared to their peers without SEND.

The monitoring and evaluation of SEND provision is subject to rigorous internal and external review procedures. These reviews ensure continuous improvement and accountability and include:

- An external annual safeguarding audit
- Regular reviews conducted under the Jersey School Review Framework by CYPES (Children, Young People, Education and Skills)

Additionally, an annual SEND report is provided by the school to CYPES. The report is also made publicly available on the school website.

Within the Le Rocquier School Governors, there is a dedicated subcommittee linked to Inclusion, which includes SEND. This is to ensure our Governors have an oversight into the work within school and can challenge and support school leaders (as necessary).

## Staff Training and Resources

We offer a comprehensive training programme (known as continuous professional development, CPD) for all staff in school. This covers a wide range of topics, including SEND.

Whole staff training needs are identified through:

- New/emerging needs (particularly for staff if a Year 6 student is joining us with a specific support requirement)
- Analysis of student progress and outcomes
- Lesson observations
- Feedback gathered from staff voice

Training will be funded through the SEND budget and the whole school CPD budget. In addition, we may agree to use our allocated educational psychologist and SEMHIT hours to address training needs.

Le Rocquier School support staff access the training offer booklet that is issued annually by Inclusion Early Intervention. This includes training offers from a range of agencies, including SEMHIT and ASCIT.

All new staff, regardless of their role, undertake an induction on taking up their post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision. This also includes discussion around practice and the needs of individual students (where applicable)

The SENDCo regularly attends the SENCo cluster meetings to stay updated with local and national updates in SEND and share practice with other SENDCos working in a secondary setting.

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