

**Le Rocquier School**  
**Special Educational Needs and Disability Policy**



**DATE CREATED: March 2018**

REVIEW DATE: Annually (last reviewed in August 2021)

**LEAD PERSON: SENDCo (Nicola Eastham)**

This Policy is based on the States of Jersey, Special Educational Needs Policy, 2016 and the Special Needs Code of Practice 0-19 years, 2017.

Le Rocquier School is committed to ensuring all students with special educational needs will receive appropriate support to enable them to access effective learning opportunities suited to their needs and abilities.

Miss Nicola Eastham is the school's Special Educational Needs Co-ordinator, the role is directly line managed directly by the deputy head, Mrs Roxanne Shipton-Taylor. Both Miss Eastham and Mrs Shipton-Taylor can be directly contacted through school or by email.

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Le Rocquier School has a whole school population of over 740 students. Approximately 20% of this population have special educational needs. Our school also has an additional resource base (ARC) for Deaf and hard of hearing students. It is expected that every teacher takes responsibility for meeting the needs of students with SEN by providing High Quality First Teaching. At Le Rocquier School, we believe that it is a whole school responsibility, to offer an inclusive learning environment that allows all students to make progress regardless of their area of need.

### **Aim**

Le Rocquier School is committed to meeting the needs of all students, ensuring access to a broad, balanced, relevant, and appropriately differentiated curriculum. The individual needs of pupils will be met through the processes of differentiation and good classroom management strategies.

### **Objectives**

- To work within the guidance provided in the SEN Code of Practice 2017
- To identify, assess and respond to students with SEN (Assess, Plan, Do, Review System)
- To have close working relationships with parents, carers and outside agencies.
- To allocate SEN funds appropriately and monitor through the use of a provision map.
- To provide staff with access to an up-to date Inclusion Register, support, and training to enable them to meet the needs of all students.

## **Identifying Special Educational Needs**

A student has SEN when their learning difficulty requires a special educational provision. This is generally a provision beyond that which is ordinarily available to pupils of the same age.

A student identified with SEN will generally have been struggling to make expected progress and continues to be significantly delayed in relation to his or her peers. The subject teachers, working with the SENCo, will assess whether the student has SEN. This requires the gathering of evidence, including the views of the pupil and their parents/carers. A plan of extra teaching or other interventions designed to secure better progress will be put into place.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as an undiagnosed learning difficulty or difficulties with communication or mental health issues. If it is thought housing, family or other domestic or social circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported using approaches such as the Early Help Assessment, maybe appropriate.

Other professionals will be involved when necessary to support in the identification, assessment, and planning for a student with SEN.

There are some areas of need that on their own are not recognised as a SEN however are recognised by school as a whole that can impact on student progress and other support arrangements could be put into place. These include:

- CLA
- Jersey Premium
- Attendance and punctuality
- Welfare and safeguarding
- Medical
- Exam Access Arrangements
- Young Carers
- EAL

## **A Graduated Approach to SEN Support**

### **Assess, Plan, Do, Review**

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

**Assess** - clear 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



**Plan** - following assessment, the teacher, SENCO, parent / carers and student agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and interventions to be put in place
- a date for review

All planning must be pupil centred and outcomes focussed and recorded.

**Do** - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support, and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching
- The SENCO supports teachers in the effective implementation of provision

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

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

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

### **Provision Map**

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.

### **The Inclusion Register**

An up-to-date Inclusion Register is kept by school and accessible to all teaching and support staff. Students are categorized needs, level of intervention and year group.

The categories of the Inclusion Register include the following:

- Record of Need
- SEN Support
- Additional Teacher monitoring

For staff information the following has also been added to the register:

- Medical
- Use of Overlays
- Reading Interventions
- Young Carers
- CLA
- Exam Access Arrangements

All parents/ carers will be notified if their child is on the Inclusion Register.

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

### **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 ESC issued *Ordinarily Available* document. We will endeavour to support pupils with medical conditions using Individual Healthcare Plans.

For students where there is also a SEN need there will be a necessity to bring together health and educational provision.

### **Supporting students and families**

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, parenting, understanding of SEN, attendance, parenting programmes, breakfast club, after school club and homework support, however this list is not exhaustive, and we will work closely with parents to enable them to meet the needs of their child.

### **Monitoring and evaluation of SEN**

The monitoring and evaluation of SEN provision at Le Rocquier School is subject to internal and external review procedures.

An annual SEN report is provided by the school and published on the school website.

### **Training and Resources**

Training needs identified through reviewing the progress of students with SEN and identify training needs such as ADHD and Behaviour Management. SEN training needs are identified through the SENCo and discussed with Senior Leadership Team before a plan is agreed.

Training can be funded through the SEN budget and the whole school Professional Development budget. In addition, we may agree to use our allocated educational psychologist and primary mental health worker 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 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 SENCo to explain the systems and structures in place around the school's SEN provision. This also includes discussion around practice and the needs of individual pupils.

The SENCo regularly attend the SENCo cluster meetings to keep up to date with local and national updates in SEN and shares practice with other SENCos working in a secondary setting.

### **Storing and Managing Information**

Student information will be recorded on SIMS and Provision Mapper and all paperwork will be attached to a 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 meetings and interventions will also be recorded under SEN on SIMS.

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

### **Accessibility**

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 will work closely with parents, students and outside agencies on ensuring that we offer an accessible environment where possible.

### **Complaints**

We will always aim to work with families/carers to ensure the best possible outcomes for students with SEN, we prefer to resolve any difficulties by working together with families/carers. If this does not prove possible however, any formal complaints regarding SEN support can be made following Le Rocquier Schools' complaints procedure. Details of this can be found on the school website.