

St Mary's School Special Educational Needs and Disabilities Policy

February 2023



Article 3 - All adults should always do what is best for you.

Article 23 - If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life

St Mary's School values the individuality of all children, parents and staff. We are committed to all children having every opportunity to achieve their potential. We value the diversity of our school community and promote the individuality of all our children, regardless of ethnicity, attainment, age, disability, gender or background. The individual achievements, dispositions for learning and emotional well-being of all children are a high priority. We deliver a broad and balanced curriculum for all.

At St Mary's School we view Inclusion as a process that entitles all learners to:

“an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and;
- make a successful transition into adulthood, whether into employment, further or higher education and/or training” (Jersey Special Education Need Code of Practise)

Our Aims

St Mary's School aims to be an inclusive school where all children, parents/carers, staff and other community members feel valued and involved. We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals, or groups of pupils. Providing equality for all of our children is a priority for us. We aim to raise the aspirations of and expectations for all pupils with SEN and our school provides a focus on outcomes for children and young people. We make this a reality through the attention we pay to the different groups of children within our school regardless of:

- Gender
- Lingual heritage
- Any identified Inclusion needs
- Ability
- Differing family structures
- Risk of disaffection or exclusion.

Our school objectives are to:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance, provided in the SEN Code of Practice, 2017.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs & Disabilities Co-ordinator (SENDCo) who will work with the SEN Inclusion Policy

Roles and Responsibilities

All staff working within St Mary's school are committed to ensuring the safety, wellbeing and progress of all children. All staff hold the necessary safeguarding qualifications and are responsible for supporting all children in their class.

Some members of staff receive specialist training and have specific roles in school.

The Special Educational Needs Co-ordinator (SENDCo) is Lisa Harber (Deputy Headteacher, Mental Health Lead)

The role of the SENCO (SEN Code of Practice, Gov.je):

- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children/young people with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEN
- liaising with early years providers, other schools, colleges, educational psychologists, health and social services professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the Education Department and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the head teacher, and where relevant, school governors, to ensure that the school pays due regard/meets its responsibilities under the Jersey Discrimination Law with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Deputy safeguarding lead – Ms Maria Stegenwalner (Head Teacher)
ELSA – Ms Nikki Betts (Mental Health Lead)

Within school, we have 8 Teaching Assistants/Keyworkers, who are timetabled by the school SENDCo to provide support throughout the school. Our Teaching Assistants have all received training in different areas to ensure we can provide a broad range of support throughout the school. Their role can include:

- Providing support for learning.
- Providing support for emotional and wellbeing needs
- Intervention groups in Maths and English
- RWInc – teaching of groups and additional booster sessions
- Speech and Language interventions
- WELLCOMM language interventions
- Supporting children during breaktime and lunchtime with behaviour and social communication needs
- Sensory interventions

Identifying Special Educational Needs

When identifying special educational needs, St Mary's follows the guidance laid out in the SEN Code of Practise, 2017 and categorises SEN into four broad categories:

- Communication and Language
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

The purpose of identification is to work out how to support the child to meet their needs and enable them to achieve and develop. We identify the needs of pupils, looking at 'the whole child'

We also consider other factors which may impact progress/attainment that are not considered SEN:
 Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings)

Attendance and Punctuality

Health and Welfare

EAL

Being in receipt of Jersey Premium

Being a child who is Looked After, or has Previously been Looked After

Parent Consultations

We feel that it is important to let parents know as soon as concerns have been noted in school. Conversations between parents and school are crucial to identifying if a child has SEND. These consultations can be informal meetings at the end of the school day or in Parent Consultations. Many of these concerns will be short-lived and can be addressed by class teachers. However, if expected progress isn't made, teachers will discuss these concerns with the SENDCo.

We encourage all parents to speak to their child's class teacher if they have a concern. If they would like to speak to the SENDCo, appointments can be arranged by phoning the school office or emailing.

Communication with parents is vital when children have been identified as having SEND. This is done through Parent consultations in Autumn and Spring are an opportunity for teachers and parents/carers to look at the progress pupils have made. If a SEND child has an Individual Learning Plans, Consistent Management Plans and/or Handling Plan, these will also be shared with parents/carers every term, often during the parent consultations. Further communication with parents/carers can be done through meetings, emails and communication books.

If a child needs support from an external agency, parental consent is achieved through a conversation involving the class teacher and SENCo. Parents and SENCo sign a consent form, which contains information about the child and the desired outcomes of the support for the child at school.

A Graduated Approach to SEN Support

Teachers support pupils to work within the expected age-related objectives, where possible, regardless of their needs. Learning is differentiated to support pupils and allow for a variety of learning styles.

We aim to identify SEN needs as they arise through:

- Teachers' assessments, which may show that a child is not making expected progress
- Observations
- Discussion at Pupil progress meetings
- Parental concerns

Initially, teachers will use a range of strategies to support children making slower or little progress before suggesting a child has SEND, using the Ordinarily Available document to support them. At this stage, a pupil may be placed on the school's SEN register under the category 'Additional Teacher Monitoring.' At this stage the school are closely monitoring progress and the impact of any additional support.

There are a limited number of assessments we use in school to help identify if children may have SEND. These are not diagnostic assessments, but help us to identify if there are any areas which a child may be finding difficult:

- JLAit – Literacy based assessment
- WELLCOMM – Language and communication assessment
- ELSA Assessment – Wellbeing
- Benchmark reading assessments
- Yark Reading Assessments

The school adopts an Assess, Plan, Do, Review process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details the additional support that will be provided to help overcome the barriers. Decisions are recorded on an SEN Provision map and form the basis for review meetings.

Do - provide the support – extra assistance for learning – as set out in the plan.

Review – measure the impact of support provided and consider whether changes to that support needed to be made. All of those involved – learner, parents, teacher, SENCo and outside agencies contribute to this review when necessary. This stage then informs the next cycle of provision mapping and one-page profiles.

Managing Pupils' Needs on the SEN Register

When higher levels of additional support are needed and/or if a pupil is receiving support from an outside agency such as SALT, OT, CAMHS, ASCIT or SEMHIT, they will be placed on the inclusion register under the category SEN support. Class teachers need to provide evidence that they have put targets/ strategies/ actions in to place to support a child at this stage. This will be in consultation with parent/ carer/ and pupil and recorded on a one-page profile.

Teachers are responsible for keeping up to date records of one-page profiles. One-page profiles need to be reviewed termly. They should be a working document.

Following a lack of progress at SEN support or if a pupil meets the criteria, then the SENCo may refer that pupil to the school's Educational Psychologist. In some cases, it may be necessary to consult the school's Educational Psychologist and request a multi-disciplinary assessment of a pupil that could result in a Record of Need.

Criteria for Exiting the SEN Register.

Within school whilst a child is receiving additional support regular assessments take place. These may be in the form of self-reflection, standardised tests, questionnaires, or topic specific assessments. Before a child receives additional support, clear targets and success criteria will be identified. When it is evidenced that a child at SEN support is making expected or higher than expected progress and targets have been achieved the school SENCo and class teacher may decide to reduce support, but the child will remain on the SEN Register under additional teacher monitoring. This will ensure the child is still closely monitored to ensure progress doesn't slip. Over a period, if the child continues to make good progress, they may be removed from the SEN register.

Supporting Pupils and Families

As well as providing support for pupils and their families in school we are also able to provide links and contacts for pupils and families to seek further support when necessary. The Jersey online directory <http://www.jod.je/kb5/jersey/directory/home.page> is a great source for parents and carers to access to find information, advice and details on how to access support group groups, services, organisation and activities in Jersey. Within school we are also able to provide details on how families can access arrange of other agencies such as the family support worker and mental health hotline.

As a school we publish a SEN information Report which will be available on our website. This report contains further information for parents and families regarding the SEN support taking place in school.

Transition

At St Mary's, we support pupils throughout their time at school, ensuring a smooth transition from class to class and across key stages and even to other schools. We ensure this by:

- Teachers meeting to discuss pupils needs and support in details.
- Training delivered by outside agencies to new staff working with children with specific needs.
- Collection and analysis of data.
- Sharing information such as provision maps and one-page profiles.
- Children who have a RON will receive a personalised transition booklet with pictures and key information.
- Annual reviews are held for pupils with a RON.
- Transition days.

Supporting Pupils at School with Medical Conditions

St Mary's school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some pupils may also have special educational needs (SEN) and may have a RoN which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2017) is followed.

There are multiple arrangements in place in school for children with medical conditions and we use individual care plans to ensure children can access all elements of school life. Care plans are written by the class teacher at the beginning of the school year. It is the class teacher's responsibility to ensure these care plans are signed by parents and updated as necessary. The SENCo is responsible for monitoring this.

Monitoring and Evaluation of SEN

At St Mary's School, we are committed to regularly monitoring and evaluating our practice in regards to SEN. We do this in a variety of ways:

- Provision maps outlining needs within each class are monitored regularly and evaluated at the end of each term.
- One-page profiles are updated termly. Parents and pupils are involved in evaluating previous targets and setting new ones.
- We collect parent, pupil and staff views regularly surrounding the SEN support in place and children's needs as they change.
- SEN support is based on a plan, do review cycle and class teachers and the school SENCo are constantly reflecting on what has been successful and trying new strategies.

Training and Resources

St Mary's school receives delegated funding from CYPES which is calculated by the size of the school and the amount of identified needs. The delegated funding is used to support pupils with SEN in line with the SEN Code of Practice (2017). As a school, we are expected to provide evidence to demonstrate how this SEN funding has been used to support children in making progress. At St Mary's the delegated funding is used to provide LSA support either on a 1:1 basis or in carrying out group interventions. We also have a school ELSA (Emotional Literacy Support Assistant) who provides wellbeing support on a 1:1 level and through group sessions. The funding also allows the SENCo release time from class to monitor the SEN practise in school through a variety of methods including carrying out learning walks, observations and liaising with outside agencies.

St Mary's school receives additional banded funded which is used to support children with Records of Need. This funding may be used to buy additional resources or provide further adult support.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff are able to access the Training Offer to Schools document and identify training they would like to receive. The school's Headteacher and SENCo also analyse the needs in school and will ensure staff working with pupils, receive the necessary training. Training requirements for staff may also be an outcome of the regular reviewing and monitoring in school such as lesson observations and performance, review and appraisals.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCo to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils. The school's SENCo regularly attend the SENCo cluster meetings to keep up to date with local and updates in SEN.

Storing and Managing Information

Within school, data and information is stored about children which is relevant to their needs. SEN information is stored in their personal files, which are kept in a locked cabinet, or in a digital file on the school system. Class teachers are provided with the information necessary, including reports from outside agencies, and store these in personal files in locked cabinets.

Information about pupils is stored for their whole time at school. When children transition to secondary school or move school all documentation and information is passed on.

Further information can be found in a school's data protection policy which can be found on our website (www.stmary.sch.je).

Accessibility

St Mary's school aims to increase and promote access for disabled pupils to the school curriculum. We are committed to ensuring that all pupils are able to access the curriculum and attend school clubs and visits. Within school we are able to support children in accessing the physical environment of the school. This is ensured by environmental audits which are carried out with outside agencies to review the environments and make changes as necessary to support children's disabilities and individual needs.

Written information within classes can be easily adjusted to ensure all children can access it. We use interactive whiteboards to display teaching material which can also be given as a handout. We use the 'Join Me' software which allows children to view the material displayed on the whiteboard on a personal iPad. We are also able to enlarge worksheets and written information as well as print of different coloured paper.

Parents and carers are able to easily access further information by contacting key staff. In the first instance all questions and queries should be raised with the child's class teacher. The class teacher will then ask for the involvement of other staff such as the SENDCo if they feel it is necessary. Parents and Carers can contact the SENCo and Headteacher by emailing or making an appointment with the school secretary (admin@stmary.sch.je) after meeting with the class teacher.

Policy Updated: February 23

To be reviewed: February 24