



St Martin's School

Special Educational Needs

Policy

2020

This policy complies with Jersey's SEN Code of Practice 0 – 19 (Reference the 'Role of SENCo's' points 4.84 to 4.90)
<https://www.gov.je/SiteCollectionDocuments/Education/P%20Special%20Educational%20Needs%20Policy%2020160406%20C.pdf>

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SECTION 1: Responsibility for SEN

The SENCo is responsible for day to day organisation of SEN within the school and the Senior Leadership Team comprising the Headteacher, the deputy headteacher (with responsibility for Jersey Premium and EAL) and the SENCO hold weekly vulnerable children meetings in order to discuss issues as soon as they arise and to ensure that needs are met promptly.

St Martin's School uses a graduated approach to SEN at whole school level whereby all members of staff are a part of special educational needs. The graduated approach follows the principles of assess, plan, implement and review. Class teachers have initial responsibility for assessing, planning, implementing and reviewing their approach to teaching all children. Earlier decisions and action are revisited, refined and revised to enable a growing understanding of a pupil's needs. When a potential special educational need has been identified the process becomes more personalised and may involve the input of the SENCo and/or outside agencies to provide specialist knowledge.

SECTION 2: Aims and Objectives

AIM

St Martin's School is committed to the inclusion of all children and aims to provide a relentless approach to supporting every child to have high aspirations and achieve their full potential.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEN Code of Practice (2017).
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with pupils with special educational needs.

SECTION 3: Identifying Special Educational Needs

In the Government of Jersey Special Educational Needs Code of Practice there are 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social Development
- Sensory and/or physical needs

These are an overview of a range of needs and we aim to identify what action the school needs to take by considering the needs of the whole child which may encompass more than one of these areas.

St Martin's School caters to a variety of specific needs that fall within these four areas e.g. speech, language and communication, social, emotional and mental health, physical disability or medical need, specific learning difficulty, moderate learning difficulty, autistic spectrum disorder, hearing impaired, visually impaired.

There are also a number of other factors that may impact on progress and attainment but are not a special educational need:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings)
- Attendance and Punctuality
- Health and Welfare
- EAL



- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Parents may initially raise concerns with the class teacher e.g. at parent consultation or another meeting, and the following process can be initiated:

- 1) The SENCo may meet parents with the class teacher to discuss concerns.
- 2) Parents may meet with the SENCo and/or Headteacher to discuss concerns.
- 3) The SENCo will discuss strategies that could help the child and suggest outside agencies and resources that parents can access.
- 4) The SENCo may make a referral to the relevant outside agency with parental permission.

Referral Process

The SENCo will make referrals to outside agencies with parental permission, and will be responsible for explaining to parents what this will involve and providing them with any literature that is available. Copies of referrals are kept in the pupil's file and meetings with parents and dates of referrals are recorded on SIMS.

Parents are kept fully informed about the referral process and any visits by outside agencies to see the pupil.

The SENCo or class teacher will meet with representatives of outside agencies and outcomes will be fed back to families and staff involved.

The SENCo and Headteacher are responsible for organising staffing to ensure that recommendations can be carried out, which may include additional training for staff.

SECTION 4: A Graduated Approach to SEN Support: Assess/Plan/Do/Review

- ASSESS

School Entry

Before children start nursery on entry observations are used by carrying out home visits for each child, collecting information from parents and consultations with prior settings. Contact is also made with prior settings for any children that enter into the reception class without attending the school nursery, and there is an additional transition programme for these children to enable staff to identify needs. Well Comm assessment for speech and language is being used in the Foundation Stage. For children who arrive in school in other year groups guidelines in the policy Children Arriving and Leaving the School out of Normal Transition Points (2018) will be followed.

Ongoing Class Assessment

Class teachers are responsible for high quality class teaching at all times that includes differentiation for additional needs. Termly provision maps, which also include reference to Jersey Premium and English as an Additional Language, are written by the class teacher highlighting the specific needs of children within the class and these are reviewed at the end of each term. (see Section 4 for more details).

Regular class assessments are instigated by the class teacher e.g. PIRA, PUMA, RWI assessments, PM benchmarks, spelling and tables tests, end of topic assessments, continuous assessment. The class teachers are responsible for passing on any concerns from these to the SENCo and the child will be discussed at weekly vulnerable children meetings or termly PARM (Planning and Review Meetings).

Pupil progress meetings take place each term with the progress of all children discussed between the class teacher and a member of the Leadership team. This includes tracking progress on SIMS, identifying children not making expected progress and looking at interventions to address this. e.g. differentiation within the classroom, changes to the TA timetable, changes to RWI groups. In the Foundation Stage the EEXAT tracking system is used to identify children's progress relating to their chronological age.



Additional Assessment

The school uses the computer assessments COPS (Cognitive Profiling System) for children 5-7 and LASS (Lucid Assessment System for Schools) for children 8-11. These may be used with children who have been identified as making less progress or have an area of concern. Parents will be asked for permission before this takes place and will be informed about what the assessments have indicated and if further support or referral is needed.

Children who have not met all the Early Learning Goals at the end of reception will be COPS tested in the Autumn term of year 1.

The SENCo may use additional observations of pupils in class or provide 1-1 sessions with a pupil (for assessment or to provide support).

More complex assessments will be undertaken by professionals e.g an Educational Psychologist, speech and language therapist, occupational therapy, autism and social communication inclusion team. Parents will be asked for permission, will have a meeting with the professional concerned where possible and receive a written report afterwards.

· PLAN

Teaching assistants are allocated by the Headteacher, in conjunction with the SENCo and Jersey Premium Lead, with the TA timetable being reviewed regularly to ensure that SEN needs are being met and support is flexible. The SENCo is available to meet with class teachers and SEN teaching assistants to plan how support will be used and how external recommendations may be carried out. The SENCo and the deputy headteacher (with responsibility for Jersey Premium funding) work closely to ensure that Jersey Premium funding can support some interventions.

· DO

In addition to high quality teaching within the class to ensure that individual needs are met there may be additional support provided within school e.g.

Additional Literacy support is given using Read Write Inc Hotlisting sessions, BR@P (Boosting Reading at Primary) groups and volunteers from ECOF (Every Child Our Future) provide individual reading support.

Additional Maths support may be provided within a class to enable a child to access the year group teaching or to provide pre-teaching or reinforcement of key Mathematical skills.

Some outside agencies may send key workers into school to work with specific children e.g. speech and language.

Support for wellbeing and Emotional and Mental Health is provided by a school based ELSA (Emotional Literacy Support Assistant), including setting up Lego Club sessions.

Sessions can be provided by a visiting well being worker or Primary Mental Health worker.

Behaviour support plans are written to support pupils with specific behaviour needs that may arise from their special educational need and there is flexibility within TA timetabling to ensure that this can be supported.

· REVIEW

The progress of children on the SEN register will be reviewed regularly taking into account the views of the classteacher and parents. The SENCo and Headteacher will look at the impact of the support that has been provided and will revise this support in the light of the outcome. The school believes in the importance of regularly reviewing provision of support to ensure that it is needs led and flexible.

SEN provision will be reviewed by the School Leadership Team and SENCO has responsibility for keeping SEN information up to date and information is recorded weekly on SIMS.



The Special Educational Needs Inclusion Register is constantly updated to ensure that children are added or removed depending on their current needs. This information is collected termly by the Education Department.

Parents will be kept informed when their child is placed on the SEN register.

SECTION 4: Managing Pupils on the SEN Register

- 1) At the start of the year the SENCo will meet with class teachers to discuss individual children and ensure that teachers are aware of agencies involved and past history. There is also a transition meeting with the previous class teacher to discuss day to day details and relevant information and strategies used. Some children on the SEN register may also have received additional transition support towards the end of the summer term e.g. individual personalised transition booklets, additional visits to their new class room/teacher.
- 2) All class teachers write a provision map for their class each term and they are also reviewed termly by the class teacher using information from adults and agencies working with children and any available data e.g. reading levels, PIRA and PUMA scores. The provision map format has been developed in consultation between the SENCo and deputy headteacher (with responsibility for Jersey Premium and English as an additional language) to ensure that all information is recorded in one format. The SENCo will collate the provision maps when they are written and when they are reviewed to monitor progress of pupils and look at support that can be given.
- 3) Some pupils may have individual plans or programmes to follow that have been developed by the SENCo or external agencies, and SEN teaching assistants will be trained/supported to work with pupils on these. The SENCo will give guidance about recording, assessment and reviewing.
- 4) Class teachers are responsible for recording the progress of pupils within their class and as part of the graduated approach will pass on concerns to the SENCo about individual children. They will also pass on concerns that are raised by parents.

Children with a Record of Need

The Record of Need will be updated at the beginning and end of every term by the SENCo, in consultation with the class teacher and the SEN teaching assistant working with the pupil.

Parents will be kept fully informed and additional meetings will be arranged during the year involving the SENCO and Headteacher, including the RON annual review.

The school will ensure that record keeping of interventions, strategies and use of outside agencies is kept up to date and is sufficient to provide evidence if the school is unable to fully meet the needs of a pupil through its own provision arrangements and needs to access Exceptional Action.

Guidelines about EA and RONS from the Special Educational Needs Code of Practice will be followed.

SECTION 5: Exit from the SEN Register

A child will exit the SEN register after consultation between the SENCO and Headteacher. This may be when:

- they are no longer receiving input from outside agencies
- their previous rate of progress in their targeted area has improved
- they have sufficiently improved the attainment gap with their peers

They will then be assigned the code ATM (additional teacher monitoring) which means that they may still be receiving additional support within school or their progress is being monitored by the SENCo.

SECTION 6: Supporting Pupils and Families

The school has an open door policy whereby parents are encouraged to make contact when they need support. This may be through the class teacher, SENCO or Headteacher, and meetings are regularly held with parents, in addition to parent consultation meetings.



The school has a Family Support worker who has held events for parents, and holds a regular afternoon drop in slot for parents to access in order to find support for specific needs. Parents can also make appointments to discuss more complex issues. She is also available to run Triple P sessions for parents and can provide information about agencies.

Parents can access support through the Children and Family Hub

<https://www.gov.je/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx> .

The school also holds additional sessions to support parents with specific issues e.g. Primary Mental Health, Online safety, and information is shared about Parentscope, the Jersey Online Directory, through emails, and the school facebook page.

The school has an annual SEN Report to provide information about the year.

The school places great importance on all transition processes e.g. children joining the school in nursery or reception, joining part way through a year, transition between year groups, and transition to secondary school. Additional support can be provided to children who find these transitions difficult.

SECTION 7: Supporting Pupils at School with Medical Conditions

Pupils with a medical condition are fully supported so that they have full access to all aspects of education.

All pupils with a medical condition have a health care plan which is updated yearly by the SENCo or Headteacher, in consultation with parents. This is shared with adults working with the child, or whole staff if appropriate. Additional training and updates by medical staff are organised at the start of the school year where necessary e.g. diabetic training, epi pen administration. Medical conditions and arrangements are added to all risk assessments and are checked by a member of the Leadership Team.

Some pupils with a medical condition may also have special educational needs and may have a Record of Need which will bring together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2017) is followed.

SECTION 8: Monitoring and Evaluation of SEN

Throughout the year progress is monitored by the class teacher and the Senior Leadership Team, including the SENCo. The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils including those with SEN. This is done through scrutiny of data and achievement of pupils using pupil progress meetings, work scrutiny, observations and questionnaires. A flexible approach is taken to ensure that if strategies are not leading to significant progress an additional strategy needs to be adopted.

SECTION 9: Training and Resources

A positive attitude towards extending knowledge and training is fostered within the school and staff receive training in a variety of ways. This can include whole staff training on specific issues, individual staff being sent on specific courses relevant for children that they are working with, or staff from outside agencies working with staff in school to further develop their skills. Staff are also encouraged to access online training. The sharing of specialist knowledge between staff is also encouraged and the school values the input of SEN TA's who are often able to share knowledge from training and observation of outside agencies.

The SENCo attends all SENCo meetings in order to keep up to date with relevant information which can then be passed on to staff and parents.

SECTION 10: Roles and Responsibilities

SENCo: Hilary Hince

SEN Teaching Assistants – Sara Douglas, Ingrid Faudemer, Tina Le Mercier, Angela Le Rossignol

Safeguarding responsibility: Jenny Posner



Responsibility for managing LAC: Jenny Posner

Responsibility for meeting the medical needs of pupils: Jenny Posner/Hilary Hince/Karen Cooper

SECTION 11: Storing and Managing Information

Paper copies of SEN information are stored in locked drawers in the pupils' files in the school office. These must be signed in and out by staff when they are accessed. Additional SEN information is stored on computer using SIMS and signed permission is given by parents for the use of SIMS.

On receipt of SEN information the SENCo will share the information with relevant staff who will all sign paper information to show that it has been seen. All information is filed by the SENCo and SIMS is updated to keep an additional record of the information that has been received.

SECTION 12: Reviewing the Policy

The SEN policy will be reviewed annually.

SECTION 13: Accessibility

The school is a modern building that was purpose built to ensure accessibility. It has wide corridors and doorways, a number of disabled toilets and lift access to the first floor. A hearing loop is available in the main office and sound field systems are available in all classrooms. The school is able to make reasonable adjustments for accessibility for teaching and learning, the school environment and curriculum, and supports access to school trips, after school clubs, enrichment activities, for all pupils.

The school takes advice from outside agencies about additional resources to support the individual needs of children e.g. the use of large text, special paper for photocopying, the use of technology.

For Key Stage 2 assessments an application would be made for pupils who require extra time.

SECTION 14: Dealing With Complaints

Refer to the school complaints policy or the Government of Jersey Customer Feedback policy.

SECTION 15: Bullying

St Martin's School bullying is unacceptable and we therefore do everything we can to prevent it. St Martin's School full anti-bullying policy and can be found on the school website.

SECTION 16: Appendices

Our school website is www.stmartin.sch.je . Our data reports, policies and further information can be found on this website.

