



St. Martin's School

*Everyone who works with children should do what is in the best interests of the child.
Article 3 United Nations Rights of the Child*

Special Educational Needs Policy

Contents

Introduction	3
Responsibility for SEN	3
Aims and Objectives	3
Aim	3
Objectives	3
Identifying Special Educational Needs.....	3
Referral Process	4
A Graduated Approach to SEN Support.....	5
Assess/Plan/Do/Review	5
Assess.....	5
School Entry	5
Ongoing Class Assessment.....	5
Additional Assessment.....	6
Plan	6
Do.....	6
Review.....	7
Managing Pupils on the SEN Register	7
Children with a Record of Need.....	7
Exit from the SEN Register	8
Supporting Pupils and Families.....	8
Supporting Pupils at School with Medical Conditions	8
Monitoring and Evaluation of SEN.....	9

Training and Resources.....	9
Roles and Responsibilities.....	9
Storing and Managing Information.....	10
Accessibility.....	10
Dealing With Complaints	10
Bullying	10
Review Schedule	10
Appendices	10

Introduction

This policy complies with Jersey's [SEN Code of Practice 0 – 19](#)

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 Safeguarding) 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.

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.

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
- Multi-Lingual Learner (MLL)
- Being in receipt of Jersey Premium
- 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 the provision maps.

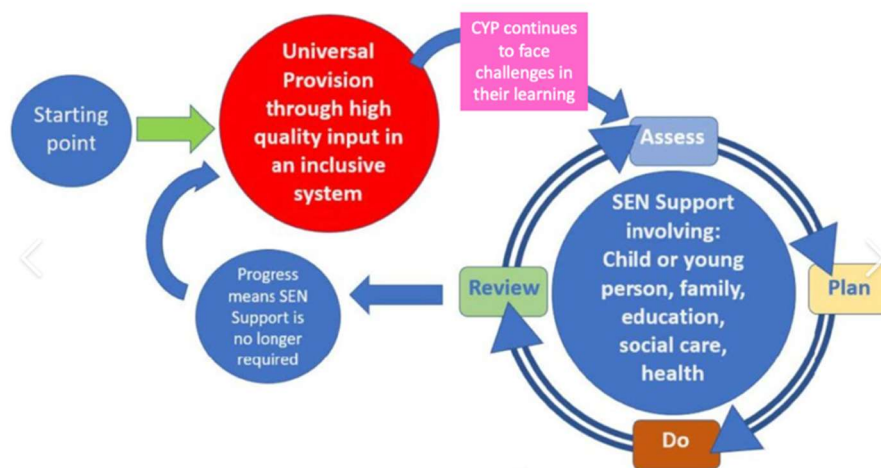
Parents are kept informed about the referral process and any visits by outside agencies to see the pupil.

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.

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. Pupils who already have an identified special need will be visited by the SENCo in their prior setting and also with a member of the Foundation Stage staff on a home visit. Well Comm assessment for speech and language is carried out in both nursery and reception.

Ongoing Class Assessment

Class teachers are responsible for high quality class teaching at all times. Termly provision maps, which also include reference to Jersey Premium are updated by the SENCo and class teacher, highlighting the specific needs of children within the class and these are reviewed termly (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, termly unaided writing, Maths and English trackers, end of topic assessments, continuous assessment. The class teachers are responsible for passing on any concerns from these to the SENCo and the pupil will be discussed at weekly vulnerable children meetings or termly PARM (Planning and Review Meetings).

Pupil progress meetings take place in the Spring Term with the progress of all children discussed between the class teacher, Headteacher and Deputy. This includes tracking progress, identifying children not making expected progress and looking at interventions to address this. e.g. within the classroom, changes to the TA timetable, changes to RWI groups, before or after school tutoring groups.

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. Additional Maths assessments take place using the Sandwell Early Maths Assessment. Additional reading assessments take place using YARC (York Assessment of Reading for Comprehension). These are used with specific children who are making less progress in Maths or reading and enables identification of specific gaps that can be worked on in interventions.

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 and social, emotional and mental health 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, volunteers from ECOF (Every Child Our Future) provide individual reading support, after school spelling intervention using Sir Linkalot.

Additional Maths support may be provided within a class to enable a pupil to access the year group teaching or to provide pre-teaching or reinforcement of key Mathematical skills. Some pupils will complete one to one Maths interventions e.g. Plus One/Power of Two.

Some support may be accessed as part of before or after school tutoring.

Some outside agencies may send key workers into school to work with specific children e.g. speech and language, OT, and TAs will sit in on these sessions so they can then be replicated.

Support for Wellbeing and Emotional and Mental Health is provided by 3 school based members of staff who have received ELSA training. In addition the school is allocated time from a Wellbeing Facilitator for one afternoon per week. The school now shares a Family Engagement worker with Trinity school which

is a new and evolving role to support pupils and their families. Wellbeing support can also be provided by a visiting Wellbeing Facilitator.

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 the SENCo has responsibility for keeping SEN information recorded and up to date

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 and if they are removed.

Managing Pupils on the SEN Register

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.

A comprehension provision map for SEN and Jersey Premium that follows the class throughout their time at school is regularly updated, and any pupils with special needs or who access Jersey Premium will have an individual Learning Passport as part of the provision map. The provision maps are an ongoing working document that are added to by the SENCo and class teacher to ensure that all information is recorded in one place and are reviewed termly by the SENCo to monitor progress and look at support that can be given.

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.

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 school will go through the Exceptional Action process before a Record of Need can be issued. 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 key workers working with the pupil.

Parents will be kept fully informed and additional meetings will be arranged during the year involving the SENCo and class teacher, including the RON annual review with other professionals attending.

The school will ensure that record keeping of interventions, strategies and use of outside agencies is kept up to date.

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

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.

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 or Deputy Headteacher, and meetings are regularly held with parents, in addition to parent consultation meetings. Advice and support can be given about agencies that are available, and up to date information for parents is regularly included in the weekly school newsletters and in the school reception area. Additional events to support families are also held eg. CAMHS workshops, monthly School Nurse drop ins and the Jigsaw Families programme.

Parents can also access the [Children and Families Hub](#) for more information.

The school has an annual SEN Report to provide information about the year and this is available on the school website.

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. There may also be additional home visits/nursery visits by the SENCo for children joining in nursery and reception.

Supporting Pupils at School with Medical Conditions

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

All pupils with a medical condition have a health care plan which is updated yearly by the SENCo, 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.

See also:

- Supporting Children with Medical Conditions
- Administration of Medication Policy

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 discussion with class teachers/keyworkers. A flexible approach is taken to ensure that if strategies are not leading to significant progress an additional strategy needs to be adopted.

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 Teaching Assistants 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.

Roles and Responsibilities

SENCo	Hilary Hince
SEN Teaching Assistants	Sara Douglas, Tina Le Mercier, Athena Glasgow, Leah Mosdell, Sarah Jane Burns
Safeguarding Responsibility	DSL: Karen Cooper Deputy: Chris Godden
Responsibility for managing Looked After Children (LAC)	Karen Cooper
Responsibility for meeting the medical needs of pupils	Hilary Hince/Karen Cooper
ELSA	Sara Douglas, Clesia Da Silva, Evelyn Martin Foley
Family Engagement Worker (shared jointly with Trinity School)	Evelyn Martin-Foley

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 class provision maps.

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 the provision map is updated. This was previously recorded on SIMS so information from previous years is located within SIMS.

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 and 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 or other additional requirements.

Dealing With Complaints

Please refer to the Comments, Compliments and Complaints policy on the school website.

Bullying

At 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 can be found on the school website.

Review Schedule

The SEN policy will be reviewed annually at a minimum

Date	Reviewed by	Changes made
May 2025	Hilary Hince	Policy reviewed.
June 2025	Emma Matthews	Format updated.

Appendices

Our school website is www.stmartin.sch.je

Our SEN report, data reports, policies and further information can be found on this website.