

FCJ Primary School



SEN-D Policy

Mission Statement

*Teach the children with all the kindness
and gentleness possible.*

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Article 3: Acting in the best interest of the children in our care.



The FCJ Governors are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.

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1 Introduction

We at FCJ Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible outcomes.

2 Definition

Definition of special educational needs (SEN) taken from the Government of Jersey, CYPES SEN policy 2016

A child or young person has SEN if they have:

- *a learning requirement that is significantly different from the majority of children of the same age; or*
- *a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age (in provided schools).*

3 Our Vision Statement

Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ school is a community of personal and academic excellence. Strong in companionship, the unique giftedness of every child is recognised, nourished and celebrated. Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

In line with our Vision Statement, we endeavour to ensure that all pupils are valued by all members of staff for the individual contribution they make to the school. We believe that children should experience success and feel positive about their own achievements.

All pupils with special educational needs will receive appropriate support to enable them to access effective learning opportunities suited to their needs and ability.

4 Objectives:

Pupils with SEN will be able to access the FCJ educational setting where:

- 4.1 all pupils, including those in vulnerable groups, are valued equally.
- 4.2 the progress of all pupils is closely monitored, in order to aid the identification of SEN.
- 4.3 there are systems and resources that ensure early identification and intervention
- 4.4 suitable learning challenges and targets are set to meet the diverse needs of all pupils.
- 4.5 barriers to learning and participation are reduced. This will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- 4.6 pupils, teachers and parents/guardians share responsibility as defined in the Jersey Code of Practice.

- 4.7 the criteria for allocating resources is transparent and fair.
- 4.8 the procedures and processes reduce the administration and bureaucracy
- 4.9 quality first teaching provides children with adapted lessons, catering for all learning styles to allow children with SEN to access all areas of the curriculum.
- 4.10 there are high quality staff where support, advice and training is provided.
- 4.11 continuous monitoring of those pupils with SEN by their teachers takes place, to ensure they are able to reach their full potential.
- 4.12 where the school and parents/guardians work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services may include), Educational Psychology Service, Speech and Language Therapy (SALT), Children and Adult Mental Health Service CAMHS, Wellbeing, Primary Mental Health Worker etc.
- 4.13 active involvement by the children themselves in meeting their needs is encouraged.
- 4.14 staff ensure pupils are given the opportunity to voice their own opinion on how best to meet their needs. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, and sports teams.

Ignatian Pedagogy - The Jesuit method of Teaching and Learning

The hallmark of learning in an FCJ school is that care for the individual is paramount; we teach a person first and a subject second. This fundamentally means that the staff know the pupils well and are aware of the influences which affect their growth both personally and as learners. Knowledge of the context in which learning takes place is paramount to successful teaching and learning. Experience is the starting point for successful learning and engages the whole person - mind, heart and will in the learning process. This combined with dynamics of reflection and action allows for successful learners to grow, flourish and thrive as independent learners.

The Principles of Teaching and Learning for All

Alongside Ignatian pedagogy, in our school, Rosenshine's principles for effective instruction underpin the foundations for teaching, learning and assessment of the curriculum. The importance of giving students sufficient time to practise retrieving information and ask questions, following the delivery of curriculum content, builds upon prior knowledge and understanding to secure firm foundations. Teachers carefully sequence concepts and model learning through clear stages of practice. In our school, information is not learnt once, students must continue to rehearse it by summarising, analysing, or applying their knowledge across a range of contexts.

5 Identification of pupils needs

As outline in the Inclusion Policies, Guidelines and Procedures Manual SEN Code of Practice, there are four broad categories of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.



5.1 Appendix 1- A Graduated Approach to SEN Support

At FCJ Primary, we adopt a “high quality teaching” approach. The key characteristics of high quality teaching are:

- 5.1.1 highly focused lesson design with SMART objectives
- 5.1.2 high demands of pupil involvement and engagement with their learning
- 5.1.3 high levels of interaction for all pupils
- 5.1.4 appropriate use of teacher questioning, modelling and explaining
- 5.1.5 an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- 5.1.6 an expectation that pupils will accept responsibility for their own learning and work independently
- 5.1.7 regular use of encouragement and praise to engage and motivate pupils

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book and planning scrutiny, Data Driven Instruction & Assessment, moderation and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEN and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 5.1.8 is significantly slower than that of their peers starting from the same baseline
- 5.1.9 fails to match or better the child's previous rate of progress
- 5.1.10 fails to close the attainment gap between the child and their peers
- 5.1.11 widens the attainment gap

The first response to such progress is high quality teaching, targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, FCJ takes action to remove barriers to learning and puts effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of



what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

6 Assess

In identifying a child as needing SEN Support the class teacher, working with the SENDCo, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents/guardians, the pupil's own views and, if relevant, advice from external support services. FCJ takes seriously any concerns raised by a parent. These are compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo should contact them (if the parents/guardians agree).

7 Plan

Where it is decided to provide a pupil with SEN Support, the parents/guardians will be formally notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Pupil Passports seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil is made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information will be outlined on a child's Pupil Passport. Some pupils may require a behaviour plan to support their Social, Emotional or Mental Health needs. Please read in conjunction with the Behaviour, Safer Handling and Part-Time Timetable policies.

8 Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

9 Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents/guardians. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.



10 Criteria for exiting Special Educational Needs Provision

A child may no longer require SEN provision, where they

- 10.1 make progress which closes the attainment gap between them and their peers, so they are working within Year Group Emerging, Developing, or Secure
- 10.2 make progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- 10.3 make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

FCJ Primary is committed to working closely with parents/guardians and several initiatives to develop closer working relationships have been developed. Parents/guardians meet regularly with school staff and concerns and successes are shared. Where applicable, parents/guardians are supported to engage with external agencies.

Parents/guardians will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENDCo. Parents/guardians are encouraged to be involved with target setting for personalised plans (Pupil Passports). Some home activities may be provided/completed. Parents/guardians are invited to target setting meetings and to review progress.

Medical issues are first discussed with the parents/guardians/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the SENDCo and/or Headteacher, as Designated Safeguarding Leads.

Depending on the special educational needs of the children, different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, wellbeing facilitators, Primary Mental Health Workers etc..

The School's Designated Safeguarding Leads are Ms Lenzi (Headteacher) & Mrs Inglis (Deputy Headteacher). All SLT are also trained as DSLs.

11 Admissions

The Admissions policy is available from the school.

When a pupil transfers to another school transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school, the Year 6 teachers will meet with the designated person of the receiving school, to discuss SEN records and the needs of the individual pupils.

12 Medical Needs

FCJ Primary recognise 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.

Each child in our school with a medical need will have a Care Plan, written together with parents/guardians, outlining specific needs and treatment required.

13 Monitoring and evaluation of the Policy



This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the SDP.

14 Training and resources

Governors will ensure that there is a suitable SENDCo who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

Teaching Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans, and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher or the SENDCo.

The SENDCo will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals. The SENDCo will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff. External agencies may be invited to take part in INSET. SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

15 Roles and Responsibilities

15.1 The Governing Body

The SEN Governor will support the Governors to fulfil their statutory obligations by ensuring:

- 15.1.1 ensure that the requirements of the Education (Jersey) Law and the policies of the Minister for Education are adhered to
- 15.1.2 planning for special educational provision is incorporated and evaluated within the School Development Plan
- 15.1.3 a Special Educational Needs Policy is developed and maintained and the Code of Practice is properly implemented
- 15.1.4 all teachers are aware of the importance of identifying and providing for pupils who have special educational needs, and skilled to do so
- 15.1.5 all teachers have high expectations of pupils and the school is consistent in implementing its teaching and learning policy to a sufficient high standard

15.2 The Headteacher

It is the responsibility of the Headteacher to:

- 15.2.1 ensure that the school has a current policy for special needs that meets the requirements of the Special Educational Needs Policy of the Minister for Education and the Code of Practice containing procedures for and guidance on the identification, assessment and review of pupils' special educational needs
- 15.2.2 regularly review and monitor the implementation of the policy



- 15.2.3 appoint a named co-ordinator for special educational needs, known as an Educational Needs Co-ordinator (SENDCo) in line with the specified funding allocation provided for this purpose
 - 15.2.4 ensure a register of intervention for pupils with special educational needs is maintained
 - 15.2.5 be accountable regarding the allocation and expenditure of all special needs resources, in line with the specified funding allocation provided for this purpose
 - 15.2.6 ensure individual pupil's special educational needs are identified, known to all involved thus ensuring continuity of provision and that individual records are well maintained
 - 15.2.7 identify that the resources devolved to the school have been utilized to support pupils on the special educational needs intervention register
 - 15.2.8 ensure individual pupils with special needs make progress and achieve according to their individual ability
 - 15.2.9 ensure general information concerning special educational provision is available to parents/guardians on request and incorporated within the school's "Handbook".
- 15.3 The SENDCo is responsible for:
- 15.3.1 co-ordinate and implement the operation of the Special Educational Needs policy and ensure that the Code of Practice containing procedures for and guidance on the identification, assessment and review of pupils' special educational needs is adhered to
 - 15.3.2 liaise with and advise fellow colleagues
 - 15.3.3 co-ordinate provision for pupils with special educational needs
 - 15.3.4 maintain the school's special educational needs intervention register
 - 15.3.5 oversee and analyse the records for all pupils with special educational needs, to identify progress clearly
 - 15.3.6 ensure all pupils on the special educational needs intervention register have an Independent Learning Plan (Pupil Passport), which is reviewed on a regular basis in consultation with parents/guardians (minimum of once a term).
 - 15.3.7 liaise with parents/guardians of pupils with special educational needs
 - 15.3.8 contribute to the INSET training of staff
 - 15.3.9 support colleagues in developing teaching strategies to meet effectively the learning needs of pupils
 - 15.3.10 liaise with external agencies
 - 15.3.11 manage the special educational needs team of teachers and teaching assistants
- 15.4 Role of Class Teacher and Support Staff:
- It is their responsibility to follow the procedures in the school policy on special educational needs.



Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENDCo to formulate and review ILPs/IBPs (Pupil Passports) and to maintain a class file, that is kept securely in the classroom for reference by staff including supply staff as appropriate.

16 Storing and managing information:

The confidential nature of SEN information is fully recognised at FCJ Primary School. Hard copy files are stored in a locked cupboard in the DH office, whilst electronic files are stored in the Teacher Sensitive Drive.

17 Reviewing the policy:

The policy will be reviewed as part of the school's evaluation cycle.

18 Complaints:

The complaint procedure for Special Educational Needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should, in the first instance, discuss this with the class teacher. If the matter is not resolved satisfactorily parents/guardians have recourse to the following:

- 18.1 discuss the problem with the Teacher & Key Stage SLT
- 18.2 discuss the problem with the SENDCo
- 18.3 discuss the problem with the Headteacher
- 18.4 More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors



19 Appendix 1:

Broad areas of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and behavioural development difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory / Medical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.



Cognition and Learning (MLD)

The majority of pupils with learning difficulties will be identified early within their school life. In most cases, they will have difficulty acquiring basic numeracy and literacy skills and may have commensurate speech and language difficulties. They may find it hard to deal with abstract ideas and to generalise from experience. Some may also have poor social skills and may show signs of emotional and behavioural difficulties. Pupils subject to curriculum enhancements through targeted support, e.g. short term booster sessions, should not be categorised as having MLD unless there is evidence of indicators outlined below in their profiles of attainment:

- Resources needing to be deployed which are different from or additional to those normally available to pupils in the school, through a differentiated curriculum.
- Consistently evident problems with processing, organisation and co-ordinating spoken and written language to aid cognition.
- Consistently evident problems with sequencing and organising the steps need to complete tasks.
- Consistently evident problems with problem solving and developing concepts.
- Consistently evident problems with fine and gross motor co-ordination, which significantly limits access to the curriculum.
- Consistently evident problems with fine and gross motor co-ordination, which significantly limits access to the curriculum.
- Consistently evident problems with abstract thinking, understanding ideas, concepts and experiences.

At FCJ Primary, we identify the specific needs of our pupils by considering, not just their special educational needs but the needs of the whole child.

It is important to note that there are other considerations that may impact a child's progress and attainment, but these do not always suggest there is a special educational need:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Service-Person

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

Reviewing the policy

The policy will be reviewed as part of the school's evaluation cycle.