



Grouville School

Special Educational Needs and Disability Policy & Procedures 2021

UNCRC Article 2: You have the right not to be discriminated against.

UNRC Article 3: Everyone who works with children should do what is best for each child.

UNRC Article 29: Your education should help you use and develop your talents and abilities

Overview

At Grouville School, we believe that **all** children should be encouraged to be the best they can be (Article 29); and as such we are committed to meeting the special educational needs (SEN) and disabilities of our pupils and providing an inclusive learning experience for all. In order for this to happen it is crucial that everyone involved in supporting pupils with special educational needs and disabilities is clear about their roles and responsibilities to ensure early identification, appropriate support and positive outcomes with regards to well-being and achievement.

- A pupil is identified as having SEN when, 'their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'. (SEN Code of Practice 2017).
- A pupil has a disability if they have a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Roles and Responsibilities

The Senior Leadership Team (SLT) will:

- Appoint a Special Educational Needs Coordinator (SENCo) - Lydia Arrowsmith.
- Fulfil statutory duties towards children with SEN and disabilities.
- Ensure policy, practice and provision at Grouville school is governed by the core principles of the SEND Code of Practice 2017, Jersey Legislation and United Nations Convention on the Rights of a Child.
- Strive to uphold a culture of high aspirations for all.
- Work closely alongside class teachers to support differentiation and curriculum development and thus improve the quality of teaching for all pupils.
- Support the SENCo in monitoring every child's entitlement to high-quality teaching across the curriculum by carrying out a range of evaluation and monitoring exercises including lesson observations, learning walks, pupil progress meetings, book looks, pupil voice, parental feedback, analysis of data and assessing and providing appropriate continuous professional development (CPD) for all staff.
- Monitor, implement and review the Accessibility plan.

The Special Educational Needs Coordinator (SENCo) will:

- Ensure all staff understand their role and responsibilities in relation to pupils with SEN and disabilities and how they contribute to a pupil's well-being and achievement.

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- Work closely alongside the Headteacher and other Senior Leaders to develop a whole school response to SEND.
- Manage and advise on the deployment of the school's delegated SEN budget/resources and be accountable for its use.
- Co-ordinate and oversee the day-to-day provision for children with SEN (including those who are receiving Additional Teacher Monitoring, SEN support or who have a Record of Need).
- Maintain the school's SEN register, produce the school's annual SEN report and oversee the records of all pupils with SEN and disabilities.
- Use a wide range of tools to assess the amount and level of SEN support required by a pupil and plan and measure the effectiveness of interventions.
- Support teachers in planning to address potential areas of difficulty and in attempting to remove barriers to pupil achievement by using 'The Entitlement of Pupils in Mainstream Schools - Ordinarily Available Provision in Jersey Schools' for support.
- Oversee the graduated approach (Assess, Plan, Do Review) to ensure a growing understanding of pupil's needs and the support a pupil needs in order to secure good outcomes.
- Liaise with parents of pupils with SEN ensuring they are fully informed and involved.
- Engage, liaise and utilise outside agencies and professional support effectively.
- Ensure the transition at each point of a pupil's journey is managed effectively and where necessary create individual transition plans.
- Send out invitations to, Chair, take minutes and distribute to all professionals involved in the termly Planning, Assessment Recording and Monitoring meeting (PARM).
- In consultation with other professionals prioritise pupils to be seen by the Educational Psychologist and other relevant agencies and complete referrals.
- Seek further support from outside agencies if a pupil is making limited progress despite significant support and intervention.
- Evaluate the impact of SEN provision and take steps to ensure high-quality provision for all.
- After extended intervention and two terms of meaningful involvement from the Educational Psychologist consider the appropriateness of applying for Exceptional Action and carry out Annual Review meetings for all children with Records of Need.
- Recommend or arrange appropriate SEN training for staff as needed.
- Monitor the work of teaching assistants formally and informally.
- Audit and source SEN resources
- Review Pupil Passports and Learning Plans with teachers.
- Use the school's tracking systems and comparative local/national data and expectations to monitor the level and rate of progress for pupils identified with SEN.

Class Teachers will:

- Be aware of the policy and procedures for identifying and assessing pupils with SEN or disabilities.
- Remain responsible for working with pupils with SEN on a daily basis and be accountable for their progress.
- Be committed to providing high quality teaching, which is differentiated for individual pupils as the first step in responding to pupils who may have SEN.
- Set high expectations for every pupil, regardless of their prior attainment.
- Use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.

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- Seek to explore any other factors which may be contributing to underachievement including: attendance and punctuality, health & welfare, children previously looked after, bereavement and family issues and disability where there is no impact of progress and attainment.
- Liaise with any teaching assistants or specialist staff involved in pupils learning, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Identify any areas of concerns and begin the cycle of *Assess, Plan, Do and Review*.
- Complete the Initial Concerns form and arrange a meeting with the SENCo to share concerns and agree a plan of action.
- Ensure all recommendations from Outside Agencies are implemented and effectiveness tracked.
- Adhere to the SEN learning environment guidelines.
- Use inclusive teaching approaches and plan effectively for support staff.
- Complete, monitor and review Pupil Passports and or Learning Plans and share them with parents.

Support Staff will:

- Liaise with the class teacher on a daily basis to ensure consistency of care and support for pupils with SEN
- Carry out interventions and report progress to the class teacher and SENCo
- Encourage pupils with SEN to develop their independence and skills to become an effective learner.
- Contribute to a pupil's records.
- Be proactive in seeking advice and support if necessary
- Attend Support Staff SEN meetings

Pupils will:

- Be given the opportunity to share their views and have them taken into account regarding decisions made.
- Be involved in reviewing their targets and what helps them to learn.

Parents/Carers will:

- Be invited into a meeting to discuss their child's progress and begin the 'Assess - Plan - Do - Review' cycle if there is concern regarding possible SEN.
- Be encouraged to be actively and meaningfully involved in the SEN arrangements for their child, including sharing information and attending meetings to discuss progress and next steps.
- Be made aware of agencies and services that may offer advice/support.
- Support the targets of their child within the home environment.
- Liaise with their child's class teacher or SENCo initially if there are any concerns regarding the SEN provision provided.

This policy should be read in conjunction with the following:

- Grouville School Accessibility Plan
- Grouville School Teaching, Learning & Assessment Handbook
- Grouville Equal Opportunities Policy
- The Special Educational Needs Code of Practice (2017) Graduated Approach
- The Entitlement of Pupils in Mainstream Schools - Ordinarily Available

This policy will be reviewed and updated annually by the SENCo.

Date: May 2021

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Review Date: May 2022

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