

Castel Primary School



Persevere, Believe, Achieve

Special Educational Needs Policy

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1. Intent

At Castel Primary School our intention is that all pupils receive a high quality and ambitious education, regardless of need or disability.

We aim to ensure that:

- all children have access to a broad and balanced curriculum, in which barriers to participation and learning are addressed through high quality inclusive teaching
- learning is well planned and engaging
- our children develop independence and life-skills

We recognise that all pupils have individual needs and that any child may have additional needs in varying degrees and at different times during their school life.

We believe in strong partnerships with families, enabling them to have confidence that we will support their children to be the best they can be.

We work closely with educational support services and other outside agencies to develop our own practice and provision for children with SEND.

We follow the Bailiwick SEN Code of Practice (<https://www.gov.gg/SEN>)

2. Implementation

At Castel Primary School every teacher is a teacher of SEND. We:

- Identify pupils with special educational needs as soon as possible, in order for their needs to be met and enable them to achieve their maximum potential.
- Use Assess/Plan/Do/Review to monitor and track progress.
- Ensure that action is taken to provide appropriate provision, support and challenge, removing barriers to learning and participation, allowing every pupil to access a relevant curriculum within a caring, inclusive environment. This is done through high quality teaching which is adapted to meet needs.
- Supplement inclusive high quality classroom teaching with well planned group or 1:1 interventions where appropriate.

- Recognise the importance of positive adult/pupil relationships and of knowing each child holistically.
- Ensure that pupils/pupils with special needs are fully integrated into all activities of the school.

3. Impact

Barriers to learning and participation for individual children are identified, addressed and removed, ensuring children with SEND are included and engaged in their learning and make good progress from their starting point.

4. Definition of SEN

The Education Amendment (Guernsey) Law 1987 states that:

- A child has Special Educational Needs (SEN) if he/she has a learning difficulty which calls for special educational provision to be made
- A child has a *learning difficulty* if he/she has significantly greater difficulty in learning than the majority of children and young people of his/her age or
- Has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided in schools for children and young people of their age.

Areas of need

The main areas of learning difficulty are:

Cognition and Learning

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Specific Learning Difficulty (SpLD), including Dyslexia

Behavioural, Emotional and Social Development

- Social, Emotional and Behaviour Difficulty (SEBD)

Communication and Interaction

- Social Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Impairment

- Visual Impairment (VI)
- Hearing Impairment (HI)

- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

5. Identifying Special Needs (from the CoP)

Despite receiving differentiated learning opportunities within the classroom, the child:

- Has significantly greater difficulty in developing literacy or numeracy skills than the majority of children
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Displays emotional or behavioural difficulties which do not respond to strategies recommended in the school's behaviour management policy
- Has communication, language or social difficulties and continues to make little or no progress

A pupil may display one or a combination of these signs.

Early identification of a child who may have SEN is key to providing appropriate support and having realistic expectations and levels of challenge. If a teacher has concerns about a child, they will discuss them with the SENCo, in order that next steps can be decided.

5. Roles and Responsibilities

Class Teacher

- Early identification, assessment and monitoring of a pupil with SEN, in consultation with the SENCO
- Planning and implementing differentiated learning opportunities, providing support and strategies which enable children to access learning, including use of visuals, resources, LSAs
- Planning and recording targeted provisions and interventions, which are reviewed at least termly. All Provisions are recorded in SIMs, and a child named on the SEN register has an individual or group plan/IEP
- Liaising with parents, SENCo and others involved
- Attending review meetings, where appropriate
- Sharing information about children with SEN with new teachers at end of year transition meetings, arranging enhanced transition experience where needed

See [SEN Record Keeping](#)

SENCO

Is responsible for coordinating provision for children with SEN, including

- Coordinating the day to day operation of the school's SEN policy
- Maintaining the school's Special Needs Register and overseeing the records of children with special needs
- Assisting class teachers in the initial identification of pupils experiencing difficulties
- Advising and supporting staff in meeting the special needs of pupils, including setting targets
- Communicating with outside agencies for advice
- Liaising with teachers and parents to complete relevant paperwork for referrals to support agencies and formal assessments
- Coordinating termly multi-agency meetings
- Arranging, chairing and minuting SEN review meetings. Share minutes as appropriate
- Attending/organising meetings with other professionals as needed
- Organising contributions to school-based in-service education, collating equipment and reference materials for staff and publicising information about courses, literature and new developments in the field of special educational needs.
- Attending SENCo courses and meetings, to further professional development.
- Providing CPD about SEN to other staff as appropriate and advising staff re training opportunities from outside agencies
- Overseeing end of year transition to new classes, ensuring SEN information is shared and enhanced transition arranged where appropriate

Headteacher

The headteacher works closely with the SENCO to ensure that the SEN Code of Practice is implemented and to oversee provision for children with SEND. *He coordinates TAC, CIN and MASH meetings??*

6. Stages and Codes

Castel Primary School follows the Graduated Response and involves the cycle Assess-Plan-Do-Review.

No Special Provision (Level N)

At this level, teachers are aware of a child's difficulties and provide differentiated teaching, learning, support and resources within normal classroom provision (Quality First Teaching). This is carefully monitored.

(Please note that after a child has had special needs provision at A or P, their name will stay on the SEN register as 'Level N' once involvement has stopped, so that data is not lost.)

School Action (Level A)

When the need for support is additional to, or different from, the normally differentiated curriculum, appropriate action is taken and the child's name is added to the SEN register at

School Action (A). This is the first level of additional support to meet a child's SEN and includes identification, collation of evidence and discussion with parents, as well as planning and reviewing targeted intervention/provision.

School Action Plus (Level P)

Where there are concerns that a child's SEN are not being met within school resources, a referral may be made to education support services.

Parental consent is sought and the appropriate request or referral form requesting involvement is used. The pupil is entered on the school's SEN register at School Action Plus (P)

The main aim of the involvement of external professionals at this stage is to advise and work with teachers. Specialist assessments or in depth consultations with staff are used to plan interventions and support, which are recorded on an IEP and reviewed at least termly.

Formal Assessment

For a very small number of pupils whose special needs are not being met within School Action or School Action Plus, Formal Assessment may be requested. The relevant forms are completed by all involved agencies. The Headteacher and/or SENCO attend the formal assessment meeting with parents and other professionals and a consensus is reached about the best educational provision for the child. If a **Determination** is agreed, the child is recorded on the SEN register as '**S**' ('Statement' i.e. 'Determination').