



Special Educational Needs and Disabilities Policy

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Strategic Vision

At Hautlieu we support and value the abilities of all our students. It is our duty to provide equal opportunities for every student in our care and a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the school both within the curriculum and participation in all aspects of school life.

Hautlieu adopts a 'whole school approach' to special educational needs and disabilities. All staff work to ensure inclusion of all students. The school is committed to ensuring that students with special educational needs and disabilities can fulfil their potential academically and socially and support them in reaching their individual goals.

Aims

We aim to provide every student with access to a broad and balanced education.

Our aims are:

- To ensure that all students with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all students can access a balanced curriculum, differentiated where appropriate
- To ensure that all students with SEND can access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning
- To promote an inclusive ethos throughout Hautlieu and encourage social responsibility and understanding amongst all students

Objectives

- Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, students, CYPES, health, care services as well as schools prior to the student's entry into the school

- Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential
- Make appropriate provision to overcome all barriers to learning and ensure students with SEND have access to Hautlieu's curriculum. This will be co-ordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for
- Work with parents to gain a better understanding of their son/daughter and involve them in all stages of their education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their student's progress, and providing information annually on the provisions for students within the school, and the effectiveness of the SEND policy and the school's SEND work
- Work with, and in support of, outside agencies when the students' needs cannot be met by the school alone, for example CAMHS, Hearing Impaired Service, Educational Psychologists and PMHW
- Create a school environment where students feel safe to voice their opinions of their own needs. This means providing one to one meetings between students and their teacher/SENDCo/TA. This will be made easier by carefully monitoring the progress of all students. Student participation is a right, this will be reflected in decision-making but also encouraged through wider opportunities for participation in school life

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for students with SEND is Mrs Orla Priestley
- The person co-ordinating the day-to-day provision of education for students with SEND is Mrs Orla Priestley

Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND records, student passports and subject targets for individual students. Individual targets will be taken from Go4schools, assessment reports and individual subject teachers as required.

This information is made accessible to all staff and relevant students and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and disabilities and their requirements which will enable them to provide for the individual needs of all students in and out of the classroom.

Definition of special educational needs and disabilities

In this policy, 'special educational needs and disabilities' refers to a learning difficulty that requires special educational provision. This can be due to cognitive, social, physiological and/or emotional difficulties.

Special Educational Needs or Disability (SEND) is defined according to the following relevant legislation:

Education (Jersey) Law 1999 Revised Edition (1 January 2017).

Special Educational Needs Part 5, Articles 28-32, which defines SEND, in more detail.

A student is considered to have SEND if they have a:

- Recognised cognitive learning difficulty which calls for a special educational provision to be created for them.
- Recognised physical disability which prevents or hinders them from making use of educational facilities of a kind ordinarily provided for others of the same age. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties.
- Learning difficulty or disability that has created a recognisable gap in their attainment away from the majority of their peers.

Definition of intervention levels

Graduated Approach

Where a student is identified as having SEND, staff must take action to remove barriers to their learning and put effective special educational provision in place. The SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the 'Graduated Approach'.

The subject teacher remains responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the subject teacher has a duty to work closely with and liaise with any teaching assistants or specialist staff involved in the student's learning, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the subject teacher in the further assessment of the student's particular strengths and weaknesses in problem solving and advising on the effective implementation of support. See Appendix 3 for Graduated Approach.

High quality first teaching

The principle behind the Graduated Response is that optimising the effectiveness of high quality first teaching, including differentiation, means that fewer students require arrangements at student support level (K).

Additional Teacher Monitoring (ATM)

Additional Teacher Monitoring is the first indication that a student needs support through clearly targeted differentiation within the classroom. At this point the student should be monitored by the subject teacher (if there are difficulties within a specific subject), tracking the specific support required and given, and student progress, as part of the overall teaching and learning arrangements.

Students receiving additional teacher monitoring do not need student passports and should be included on the Hautlieu SEND Inclusion register under the code ATM.

SEND Student Support (K)

SEND Student Support is the second level of support to meet students' needs. It will be initiated when the strategies used in additional teacher monitoring and / or high quality first teaching produce little or no progress. The student will then receive additional or different support strategies than that provided in the normal differentiated curriculum provision. These strategies will often be recorded on a student passport, behaviour plan or PSP, for example.

Record of Need

A Record of Need (RoN) will be appropriate where an Exceptional Action assessment indicates that CYPES should:

- Specify the individual's needs
- Determine the educational arrangements required to meet the identified needs, and the resources required to make these, including possible involvement of other educational provisions
- Specify involvement of external agencies
- Determine the arrangements by which student progress will be monitored

Once a RoN has been issued it is the school's responsibility to initiate a meeting between school, parents/carers and the Educational Psychologist to agree the initial targets and to draft a student passport and to discuss how the RoN will be implemented. RoNs are to be reviewed annually.

Roles and Responsibilities

Responsibilities (Ref: SEND Code of Practice 2017 appendix 2 for link to this document)

Every school is required to identify and address the SEN and Disability of the students that they support. The SEND Code of Practice 2017 Section 4.12:

All students should have access to a broad and balanced curriculum. The Jersey Curriculum Inclusion Statement and Jersey Review Framework outlines how teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full Jersey Curriculum. The document 'The Entitlement of Students in Mainstream Schools – Ordinarily Available Provision in Jersey Schools,' will support such arrangements. (See appendix 2 for link to this document).

There are key documents, which define the responsibilities of teaching staff and provide essential guidance for delivering high quality learning experiences for all our students:

- The Entitlement of Students in Mainstream Schools – Ordinarily Available Provision in Jersey Schools (Appendix 2)
- SEN Code of Practice (2017) (Appendix 2 for the link)
- Graduated Approach (Appendix 3 as provided by CYPES)

Responsibilities

SENDCo:

- Lead the work of the SEND team including the specialist exams assessor. Meet regularly with the team and individuals within the team
- Report any significant issues relating to special educational needs and disabilities to the Senior Leadership Group for consultation
- Ensure a SEND Inclusion register is produced and is accessible to all staff
- Ensure the SEND Inclusion register is up to date
- Ensure SIMS data reflects the SEND Inclusion register and is kept up to date as student's special educational needs and disabilities become apparent
- Ensure that data has been collated to identify students entering Hautlieu with SEND during transition
- Monitor the procedures for the initial collection and updating of information from parents of students with SEND to ensure that the SEND Inclusion register is up to date
- Arrange contact with each of the feeder schools' SENDCo prior to KS4 students joining Hautlieu School
- Construct a list of those students entering Hautlieu who are known to have a SEND, ensuring the files for the listed students are received in a timely manner from the previous school
- Read through the files and note relevant details for entry onto SIMs and the SEND Inclusion register
- Along with the Lead Teaching Assistants arrange to meet with the individual SEND students during the first half term of the academic year they join Hautlieu School
- Complete a student passport for all SEND students who require one, along with the Lead Teaching Assistants
- Ensure staff have access to student passports and individual assessment reports, as produced by the specialist assessor
- Review, along with the Lead Teaching Assistants, all targets on student passports at least termly
- Ensure records are analysed annually to identify clearly the progress made by students with SEND, including the use of Go4schools
- Collate data regularly, using Go4schools, on the current attainment of all KS4 SEND students. Work with faculties and departments to support and challenge SEND students who are underperforming
- Monitor and act upon any significant incidents concerning the emotional and behavioural well-being of SEND students
- Liaise with parents as required and record minutes from meetings, to include notes on SIMS of parent contact
- Liaise with external agencies as necessary to provide assessment of and support for SEND students
- Provide whole school SEND training as required, to include additional support and training regarding all aspects of teaching students with SEND to assist teaching staff, Heads of Department and AHoY as requested or as felt necessary
- Lead on the examination access arrangements process within Hautlieu School and ensure the timely completion of arrangements in line with the Hautlieu school exams policy and national deadlines as set by the JCQ
- Liaise with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Obtain permission from parents to share information with other professionals in accordance with data protection legislation
- Write an annual SEND report for Hautlieu School and ensure it is published on the Hautlieu website

Teaching Staff:

- To know the SEND students that they teach and adapt their lesson planning to meet the needs of these students by accessing:
 - The Hautlieu School SEND Policy
 - The SEND Inclusion Register
 - Information on individual students' special educational needs and disabilities, including action plans, PSPs, targets set and copies of their student passport
 - Practical advice, teaching strategies, and information about types of special educational needs and disabilities from the SENDCo or outside agencies
 - Information on SIMs on individual students and their SEND and requirements
- To provide appropriate extension tasks as directed by the student passport
- To utilise appropriate classroom management skills to engage all SEND students, using the student passport where relevant
- To ensure that the student passports for students in their classes with SEND are applied, where relevant, as directed by the SENDCo
- To monitor the progress of SEND students in their subjects
- To seek additional help to support SEND students from the Head of Department, AHoY or SENDCo when needed
- To refer, following the Hautlieu school referral process, any student not on the SEND Inclusion Register who, in their professional opinion, may possibly be exhibiting a special educational need or disability
- To provide evidence of any perceived special educational need or disability to the SENDCo and specialist assessor
- To provide the SENDCo with evidence of students with access arrangements after formal or informal tests / examinations have been completed, outlining how the access arrangement has been beneficial to the student
- To inform the Head of Department of any SEND students in their classes who are giving cause for concern

Mentors:

- To be aware of all student passports relating to their mentees
- To ensure that the student passports for students with SEND are applied, where relevant, as directed by the SENDCo
- Within the first one to one with their mentees include a discussion of any SEND that a mentee might possess
- As part of their regular 1:1 sessions with mentees monitor the success of SEND students in their mentor group

Heads of Faculty/Heads of Department:

- To establish appropriate curriculum provision and/or setting arrangements to meet student's SEND
- To ensure Schemes of Learning include evidence of exercises appropriate for students with SEND
- To regularly monitor the provision for SEND students in their faculties/departments
- To monitor the progress of SEND students in their departments / faculties including the use of Go4schools
- To ensure the performance of SEND students is discussed and recorded in the minutes of department/faculty meetings and share with the SENDCo as required

- Lead departmental training/discussion on strategies to support SEND students
- Implement strategies and offer opportunities within the department to provide enhanced support for SEND students

Academic Heads of Year:

- To have an understanding of the needs of students in their year group with SEND
- To refer any concerns directly to the SENDCo about any student in their year group who in their professional judgement may be exhibiting a SEND
- To be aware of all student passports relating to students in their year group
- To regularly monitor and discuss with teachers the progress of SEND students in their year group and report as required to the SENDCo

Students:

- Inform the SENDCo of any SEND diagnosis and / or access arrangements already in place when joining Hautlieu School (especially KS5 students)
- Utilise access arrangements in internal and external assessments and, along with the subject teacher, provide evidence to the SENDCo
- Discuss individual concerns with their mentor / and or subject teacher to enable them to be referred to the SENDCo if needed

Those with Parental Responsibility:

- Contact their son / daughter's mentor, subject teacher and / or the SENDCo to raise a concern about their son / daughter in relation to a possible SEND
- Notify the SENDCo of any diagnosis and / or access arrangements their son / daughter already has in place when joining Hautlieu School

Links to UN Convention on the Rights of the Child:

- Article 3: The best interests of the child must be a top priority in all decisions and actions that effect children.
- Article 23: A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independent and to play an active part in the community.
- Article 28: Every child has the right to an education.
- Article 29: education must develop every child's personality, talents and abilities to the full.

Appendix 1

SEND acronyms

SEND	– Special Educational Needs and Disabilities
SENDCo	- Special Educational Needs and Disabilities Co-ordinator
CYPES	– Children, young people, education and skills
RoN	– Record of Need
SEMH	– social, emotional and mental health
PMHW	– Primary Mental Health Worker
PSP	– Pastoral support plan
PARM	– Progress and review meeting
EBNA	– Emotionally based non-attender
EWO	– Education Welfare Officer
IST	– Intensive Support Team
EP	– Educational Psychologist
YES	– Youth Enquiry Service
ADD	– Attention Deficit Disorder
ADHD	– Attention Deficit Hyperactivity Disorder
ASD	- Autistic spectrum disorder
SPLD	– Specific learning difficulty
TA	– Teaching Assistant
LSA	– Learning Support Assistant
PEP	– Personal education plan
LAC	– Looked after Child
SALT	– Speech and Language Therapist
ASCIT	- Autism and social communication inclusion team
JCQ	- Joint Council of Qualifications
CAMHs	- Child and adolescent mental health service

Appendix 2

Useful links

The Entitlement of Students in Mainstream Schools - Ordinarily Available Provision in Jersey Schools

<https://www.gov.je/Freedom%20of%20Information%20library/ID%20FOI%20The%20Entitlement%20of%20Students%20in%20Mainstream%20Schools%2020160419.pdf>

Jersey Code of Practice 2017

<https://www.gov.je/SiteCollectionDocuments/Education/P%20SEN%20Code%20of%20Practice%2020180212%20JP.pdf>

Appendix 3

Graduated Approach

Graduated Approach to Interventions-Key Considerations and Questions

Assess

- Teacher's assessment and experience of the pupil – information-pupil progress, attainment and behaviour
- Individual's development in comparison with peers
- Views and experience of parents
- Child's own views
- If relevant, advice from external support services
- Tools to enable teachers to dig a little deeper to accurately assess pupil need may include:
 - ❖ standardised tests
 - ❖ criterion-referenced assessments checklists
 - ❖ profiling tools e.g. for behaviour, speech, language and communication needs
 - ❖ observation schedules and prompt sheets
 - ❖ questionnaires for parents
 - ❖ questionnaires for pupils
 - ❖ screening assessments, for example dyslexia
 - ❖ specialist assessments from e.g. speech and language therapist

For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Plan

- Explore intention to change – is young person/family aware of the need? Do they want it to change?
- Explore ability to change – what needs to be in place for the change to happen?
- Reflect, reframe and reconstruct the profile of need (don't stop doing this!)
- How have pupils been selected for the intervention? Do objectives of intervention match with pupils' identified needs?

- How is intervention impact going to be evaluated? Gathering information for 'review' needs to start before intervention begins.
- If planning group intervention do all pupils have needs that can be met by the same intervention? This does not necessarily mean the same needs e.g. Where social and emotional skills are being targeted it is often useful to have a group in which some participants are skilled in areas where others have difficulties, to enable sharing of strategies.
- Does the person who is delivering the intervention have the necessary skills, knowledge and understanding? If there are training needs, who will be able to provide this training –will it come from within or outside school?
- Is there a dedicated space where the intervention can take place? Is this within or outside the classroom?
- Are all those involved in the intervention aware of what it is and why it is happening (including the child)

Do

- Facilitate changes – put intervention in place based on hypotheses about need. Deliver the goods!
- Evaluate the change – measure impact. What can pupil do now that they could not before it?
- Is there a method for recording/being aware of:
 - the number of 'sessions' that actually happen
 - individual pupil attendance
 - pupils' attitudes towards 'sessions' and comments they make about intervention & themselves
 - confidence of adult in being able to deliver the intervention & having beliefs about usefulness
- Are all physical resources needed available? Is time available to prepare them? Is there somewhere to store them?
- If intervention is occurring beyond the classroom, is there a process for sharing information about the intervention and pupil progress with the class teacher? This is important so that classroom practice can support the pupil in the areas being addressed.
- Where an intervention involves supporting an individual or group with their work, is there awareness of research into the impact of having support?

Review

- Review process – has goal been achieved? Is further intervention needed?

- Will monitoring over time (how long?) be necessary? Who will do this & what are arrangements for this?
- Evaluating & reviewing seek to assess the impact of a defined project. There are two clear purposes of evaluating an intervention:
 - ❖ To measure individual pupil progress (or lack of it), enabling you to plan the next steps
 - ❖ To decide if the intervention is useful and should be used again
- Reviewing is important - enables you to monitor individual pupils' progress and make informed decisions about following issues:
 - ❖ Is it effective – is it having a positive impact on pupil outcomes?
 - ❖ What factors made it effective?
 - ❖ Could any changes be made to make it more effective? E.g. is lead person confident in their skills? Need for staff training? Did pupils enjoy it? Did pupils think there was a point to them doing it?
 - ❖ Should you continue it or repeat it with another group?
 - ❖ Is it cost effective – could similar improvements have been made with no intervention or another?

**Appendix 4
Example Student Passport**

Student 1		Student Passport	School: Hautlieu	
D.O.B: 24/01/2008			Adult Liaison:	Date of Update: 05/7/18
Year: 10			I would like you to know that: <ul style="list-style-type: none"> • I like Science and Maths as these have answers • I need to read aloud to help me understand • I need to reread to help me understand • I have a fear of many animals • I may repeat words This means that: <ul style="list-style-type: none"> • I may not complete the work expected of me in a set time • I interpret tasks in my own way 	I find it difficult to: <ul style="list-style-type: none"> • Read long text in one go • Ask for help from my teachers • Be organised in school or for school • Complete work in timed conditions • Understand new (especially foreign) language • Cope with change
Access Arrangements 25% Extra time				

It would help me if you could: <ul style="list-style-type: none"> • Check I understand the task by asking me to explain it back • Check I have written homework In my planner • Give me handouts in advance so I can read before the lesson • Seat me at the front of the class 	I will help myself by: <ul style="list-style-type: none"> • Working on my school organisation • Remembering to write everything down so I can recall • Remembering my timetable and where I need to be
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Particular difficulties in relation to the individual: <ul style="list-style-type: none"> • Poor memory, including auditory • Sometimes only hears the first part of a sentence • Forgets things quickly and easily 	Data and Attainment Information:	
	CATS:	
	Additional support:	1:1 check in with TA as required In class support for 2 English lessons each week

