



Special Educational Needs 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. All staff work to ensure inclusion of all students. The school is committed to ensuring that students with special educational needs 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 SEN have their needs identified to support academic progression and wellbeing
- To ensure all students can access a balanced curriculum
- To ensure that all students with SEN 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

Objectives

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

- Monitor the progress of all students to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential
- Make appropriate provision to overcome barriers to learning and ensure that students with SEN have access to Hautlieu's curriculum
- Work with parents to gain a better understanding of the student and involve them in their education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their student's progress, providing information annually on the provisions for students within the school, the effectiveness of the SEN policy and the school's actions to support SEN students at Hautlieu
- 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 Medical Professionals
- Create a school environment where students feel safe to voice their opinions of their own needs

Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for students with SEN is Mrs Orla Priestley

Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN records, Learning Plans and subject targets for individual students. Individual targets will be taken from Go4schools, assessments and reports and individual subject teachers as required.

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

Definition of SEN

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

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

- Recognised cognitive learning difficulty which calls for a special educational provision to be created for them
- Recognised 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 SEN, staff must take action to remove barriers to their learning and put effective special educational provision in place. The SEN 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 their individual targets. 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 SENCo 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.

Adaptive teaching

The principle behind the Graduated Response is that optimising the effectiveness of high quality adaptive teaching means that fewer students require arrangements at SEN Support level (K).

Additional Teacher Monitoring (ATM)

Additional Teacher Monitoring is the first indication that a student needs support through adaptive teaching 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, alongside student progress, as part of the overall teaching and learning arrangements.

Students receiving additional teacher monitoring do not always need a Learning Plan and should be included on the Hautlieu SEN Inclusion register under the code ATM.

SEN Student Support (K)

SEN 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 adaptive teaching produce little or no progress. The student will then receive additional or different support strategies than those provided in the normal adaptive curriculum provision. These strategies will often be recorded on a Behaviour or Learning Plan.

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 and parents/carers to agree the initial targets and to draft a student Learning Plan and to discuss how the RoN will be implemented. RoNs are to be reviewed annually.

Roles and Responsibilities

Responsibilities (Ref: SEN Code of Practice 2017 Appendix 2 for link to this document)

Every school is required to identify and address the SEN of the students that they support. The SEN Code of Practice 2017 Section 4.11:

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 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

SENCo:

- Lead the work of the SEN team including the specialist exams assessor
- Report any significant issues relating to special educational needs to the Senior Leadership Group for consultation
- Ensure an up-to-date SEN Inclusion register is produced and is accessible to all staff, along with relevant guidance on Provision Map
- Ensure SIMS data reflects the SEN Inclusion register
- Ensure that data has been collated to identify students entering Hautlieu with SEN during transition
- Arrange contact with each of the feeder school SENCos prior to KS4 students joining Hautlieu School
- Liaise with the school office to construct a list of those students entering Hautlieu who are known to have SEN, 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 SEN Inclusion register, updating Provision Map
- Along with the Lead Teaching Assistants arrange to meet with the individual SEN students during the first half term of the academic year they join Hautlieu School
- Complete a student passport or a Learning Plan for all SEN students who require one, along with the Lead Teaching Assistants

- Ensure staff have access to Learning Plans through Provision Map
- Ensure records are analysed annually to identify clearly the progress made by students with SEN, including the use of Go4schools
- Collate data regularly, using Go4schools, on the current attainment of all KS4 SEN students. Work with faculties and departments to support and challenge SEN students who are underperforming
- Monitor and act upon any significant incidents concerning the emotional and behavioural well-being of SEN students
- Liaise with external agencies as necessary to provide assessment of and support for SEN students
- Provide whole school SEN training as required, to include additional support and training regarding all aspects of teaching students with SEN 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 SEN report for Hautlieu School and ensure it is published on the Hautlieu website

Teaching Staff:

- To know the SEN students that they teach and adapt their lesson planning to meet the needs of these students by accessing:
 - The Hautlieu School SEN Policy
 - The SEN Inclusion Register and Provision Map
 - Information on individual students' special educational needs
 - Practical advice, teaching strategies, and information about types of special educational needs from the SENCo or outside agencies
 - Information on Provision Map on individual students and their SEN and requirements
- To use adaptive teaching in their lessons to ensure they are inclusive of all learners
- To provide appropriate extension tasks as directed by the Student Learning Plan where applicable
- To utilise appropriate classroom management skills to engage all SEN students
- To ensure that the Learning Plans for students in their classes with SEN are applied, where relevant, as directed by the SENCo
- To monitor the progress of SEN students in their subjects
- To seek additional help to support SEN students from the Head of Department, AHOY or SENCo when needed
- To refer, following the Hautlieu school referral process, any student not on the SEN Inclusion Register who, in their professional opinion, may possibly be exhibiting a special educational need (link provided in Appendix 2)
- To provide evidence of any perceived special educational need to the SENCo and specialist assessor
- To provide the SENCo 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 SEN students in their classes who are giving cause for concern

Mentors:

- To be aware of all Learning Plans relating to their mentees by accessing Provision Map
- To ensure that Learning Plans for students with SEN are applied, where relevant, as directed by the SENCo
- Within the first one to one with their mentees include a discussion of any SEN that a mentee might possess
- Monitor the success of SEN students in their mentor group and provide support

Heads of Faculty/Heads of Department:

- To establish appropriate curriculum provision and arrangements to reduce barriers to learning
- To ensure Schemes of Learning include examples of adaptive teaching
- To regularly monitor the provision for SEN students in their faculties/departments
- To monitor the progress of SEN students in their departments/faculties including the use of Go4schools
- To ensure the performance of SEN students is discussed and recorded in the minutes of department/faculty meetings and share with the SENCo as required
- Lead departmental training/discussion on adaptive teaching strategies to support SEN students
- Implement strategies and offer opportunities within the department to provide enhanced support for SEN students

Academic Heads of Year:

- To have an understanding of the needs of students in their year group with SEN
- To refer any concerns directly to the SENCo about any student in their year group who in their professional judgement may be exhibiting a SEN
- To be aware of all Learning Plans by accessing Provision Map
- To regularly monitor and discuss with teachers the progress of SEN students in their year group and report as required to the SENCo

Students:

- Inform the SENCo of any SEN 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 SENCo
- Discuss individual concerns with their mentor and/or subject teacher to enable them to be referred to the SENCo if needed

Those with Parental Responsibility:

- Contact their child's mentor, subject teacher and/or the SENCo to raise a concern about their child in relation to a possible SEN
- Notify the SENCo of any diagnosis and/or access arrangements their child 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

SEN acronyms

SEN	– Special Educational Needs
SENCo	- Special Educational Needs 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
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

[JERSEY COP 2017](#)

Referrals to the SENCO: <https://forms.office.com/e/uv1KSsD7JU>

Appendix 3

Graduated Approach

Graduated Approach to Interventions-Key Considerations and Questions

Assess

- Teacher's assessment and experience of the student – information-student 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 student 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 students
 - ❖ 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 students been selected for the intervention? Do objectives of intervention match with student's 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 students 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 student 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 student attendance
 - student attitudes towards sessions and comments they make about intervention and themselves
 - the confidence of the adult in being able to deliver the intervention
- 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 student progress with the class teacher? This is important so that classroom practice can support the student 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 student 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 students' progress and make informed decisions about following issues:
 - ❖ Is it effective – is it having a positive impact on student 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 students enjoy it? Did students 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?

