St. John's Primary School



Special Educational Needs and Inclusion Policy

"Every child has the right to an education."

Article 28, United Nations Rights of the Child

Thinking Learning Caring

"Inclusion is a mindset. It is a way of thinking. It is not a program that we run or a classroom in our school or a favour we do for someone. Inclusion is who we are. It is who we must strive to be."

Lisa Friedman: Removing the Stumbling Block

This policy details the school's philosophy, intent, strategic planning and current practices regarding SEND. It is intended for the information and use of the staff, parents and carers. The policy will inform the professional development of teaching staff and teaching assistants. Taken together with the SEND Register, data analysis, inclusion guide and other information, it will also give indication of strengths, successes and specialisms in SEND at St. John's School. It complies with the statutory requirement laid out in the SEND Code of Practice (October 2017), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- Jersey's SEN Code of Practice 0 – 19. More details can be found here: https://www.gov.je/sitecollectiondocuments/education/p%20sen%20code%20of%20practice%2020180212%20jp.pdf
- Inclusion Policy of the Government of Jersey.

St John's School's Special Educational Inclusion Policy

It is the policy for St John's School that:

- for everyone in our school community barriers to learning and participation are reduced to allow inclusion
- pupils are supported in all ways to best meets their needs
- where possible, pupils with special educational needs and behavioural needs are educated within mainstream catchment schools – in this case, St John's School, Jersey

We value the support received from outside agencies, including the Educational Psychology Service, Speech and Language, Health Professionals, Education Welfare Officer, Special Educational Needs Support Service and Social, Emotional, Mental Health Inclusion Team. We maintain links with our secondary schools, other primary schools and specialist schools, whose advice and expertise is greatly valued. At St. John's, special educational needs is a whole school issue, each teacher taking responsibility for pupils in their class with special educational needs. The Headteacher, has overall responsibility for special educational needs and disability. The progress of special educational needs is co-ordinated by the SENCo. The designated teacher responsible for coordinating SEND provision for children/young people is Sian Walker. This person is a member of the Senior Leadership Team. The SENCo works, liaises and reports progress and attainment to the Headteacher on a regular basis.

Aims

At St John's School we take every care to ensure all pupils receive appropriate support so that they are able to access effective learning opportunities. To do this we:

- value all pupils equally

- reduce as many barriers to learning as we can by having systems and resources in place to identify and intervene
- provide suitable learning challenges and targets to meet all pupils needs
- create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all pupils can thrive
- identify at an early age, individuals who need extra help and attention
- enable each pupil to take part in and contribute fully to school life
- develop self-esteem within individuals
- provide access to and progression within the curriculum
- work in partnership with parents to support pupil's learning and health needs
- provide quality training for all staff to enable them to support pupils with special educational needs

At St. John's School, we seek to enable our pupils to make the best use of the opportunities offered at school so that they will grow in knowledge and understanding, learn relevant skills and be proud of their achievements in all aspects of their lives. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. In this policy we outline how we seek to meet the needs of those pupils with disabilities or special educational needs. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all these pupils. The Jersey Curriculum and Jersey Review Framework outlines how teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

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

- Teaching, Learning and Assessment Handbook
- Jersey Inclusive Practice Guidance, July 2025
- SEN Code of Practice (2017) - Graduated Approach

It is essential that these documents are referenced when addressing the needs of pupils with SEND.

Implementation

All staff at St John's School endorse the following definition of Inclusive education:

> *"the process of increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools. At times, this involves changes in the way schools are organised, in the curriculum and in teaching strategies, to accommodate the range of needs and abilities among pupils. Thus the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils".*

How will we do this?

The SENCo has termly IPM (Interim Prioritisation meetings) meetings regarding all aspects of SEN. The SLT meet regularly to discuss the monitoring and progress of pupils identified on the SEN register. An annual report is written and shared with the leadership team. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have learning needs. At

this stage any interventions that a child is receiving, that differs from the majority of the class, will be recorded on Provision Mapper. Parents will be informed of any additional interventions. We regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Guiding Principles

St. John's School has high aspirations for all pupils identified as having SEND in our school. We strive to ensure that all pupils achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. The guiding principles of special education needs at St. John's School are in line with the Education Department's Code of Practice and are as follows:

- ensure all pupils have access to a broad and balanced curriculum which is differentiated appropriately
- Every child with SEND should have their needs met
- collect relevant data and use it to plan future lessons from
- teach according to St John's School Teaching and learning policy, ensuring all teachers are responsible for pupils with special educational needs
- teaching children with SEND is a whole school responsibility
- assess pupils according to the St John's School Assessment policy
- ensure all records are maintained
- termly monitoring and assessing of pupils receiving interventions to ensure they are making expected progress, altering them where necessary
- adjust the transition process according to pupil needs
- liaise with the Education Support team and outside agencies when necessary
- develop partnerships with other agencies to support pupils
- liaise with parents and keep them informed of their child's progress
- ensure the views of the child are sought and taken into account
- ensure the school has an up to date Special Educational Needs and Inclusion Policy
- have an appointed Special Educational Needs Coordinator (SENCo)
- maintain a register of interventions for pupils with special educational needs
- ensure general information concerning special educational needs is available to parents on request

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- families seeking refuge
- learners with special educational needs
- multilingual learners
- learners who are disabled
- those who are working at greater depth
- those who are looked after by Government of Jersey
- learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St. John's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Roles and Responsibilities

Responsibility of Education Department

It is the responsibility of the Education Department to provide training and support for schools to become inclusive communities.

Role of the Headteacher

It is the responsibility of the headteacher to:

- ensure that the school has a current policy for special needs and inclusion 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
- regularly review and monitor the implementation of the policy
- appoint a named co-ordinator for special educational needs, known as a Special Educational Needs Co-ordinator (SENCo) in line with the specified funding allocation provided for this purpose
- be accountable regarding the allocation and expenditure of all special needs' resources, in line with the specified funding allocation provided for this purpose
- 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
- identify that the resources devolved to the school have been utilized to support pupils on the special educational needs intervention register
- ensure individual pupils with special needs make progress and achieve according to their individual ability
- ensure general information concerning special educational provision is available to parents on request and incorporated within the school's Handbook
- To ensure annual reviews for RON take place with all stakeholders whose views are considered.

SENCo

It is the role of the SENCo to:

- liaise with class teachers in the identification of children with SEND and ensuring children causing concern are monitored.
- give advice on keeping records for SEND pupils.
- ensure Annual Reviews are carried out for children with Records of Need.
- where appropriate, refer to relevant outside agencies and liaise with other professionals.
- liaise with the Headteacher, staff, LSAs involved with supporting SEND.

- liaise with parents of children with SEND
- liaise with and advise fellow colleagues
- evaluate the progress of children on the SEND register
- monitor the quality and effectiveness of provision for pupils with SEND together with the Headteacher.
- co-ordinate and implement the operation of the Special Educational Needs and Inclusion 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
- co-ordinate provision for pupils with special educational needs
- maintain the school's special educational needs intervention register
- ensure all pupils on the special educational needs intervention register are identified on the school Provision map which is reviewed on a regular basis in consultation with parents
- use evidence from the provision map to monitor and ensure progress is made and maintained
- contribute to the INSET training of staff
- support colleagues in developing and adapting teaching strategies to meet effectively the learning needs of pupils
- manage the special educational needs team of teachers and teaching assistants
- support and guide staff/ pupils to well-being interventions available within school
- ensure that training is up to date and well resourced

<u>Staff</u>

- All teachers within the school monitor and assess pupils in their classes by:
- Continuing to recognise the needs of individual pupils
- Continuing to develop strategies to assess the achievements and needs of pupils by observation, discussion and recording.
- Recognising pupils experiencing difficulties and recording areas of concern.
- Relaying appropriate information on individual needs to SENCo
- Ensuring pupils have appropriate targets set and provision put into place.
- Ensuring pupils already receiving additional support continue to receive the appropriate level
- continually work towards reducing any barriers to learning and participation for any pupil within the school community
- celebrate differences and utilise resources to support inclusion
- follow the school teaching and learning and positive behaviour policies to ensure inclusive educational practice

<u>Learning Support Assistants</u>

It is the responsibility of all LSA's giving support to SEND children to:

- give in-class support to identified children
- participate in the planning, record keeping and communicating relevant information to colleagues
- provide physical support where necessary eg. swimming, PE, outside visits
- provide playground support where necessary
- ensure that all work set by teaching staff is discussed with and understood by the child and to ensure that this is then carried out
- support any Consistent Management Behaviour Plans set up for a particular child
- participate in discussions with colleagues concerning the child
- provide supervision of practical work, particularly if safety factors are to be considered

"There are no immovable barriers to education."

Irina Bokova

Pupil Files

All pupils in school have a digital file saved on Provision Mapper, which details records of any agency involvement. When a report or note of visit is received in school this is logged in the file as a record. All data, including data stored electronically, is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information.

Identifying Special Educational Needs

The SEND Code of Practice identifies SEND under four broad areas of need (sections 6.28 to 6.35):

A. Communication and Interaction.
B. Cognition and learning.
C. Social, emotional and mental health difficulties.
D. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Our aim is to identify SEN needs as they arise. These needs are usually identified through:

- class teacher's regular assessment and the recording and monitoring of pupil progress
- analysis of the school's tracking system
- teacher concerns raised in Pupil Progress meetings
- pupil concerns
- parental concerns

Learning needs are managed either by using additional support or by having a Record of Need (RoN). The majority of children with special education needs or disability will have their needs met by the school which will be recorded and monitored on Provision Mapper. Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Learning Support Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. The quality of teaching is regularly reviewed for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents / carers must be informed that special educational provision is being made.

Other factors that may impact on progress may include:

- Attendance and punctuality
- Health and welfare
- Multi Lingual Learners
- Jersey Premium
- Children Looked After
- Behaviour where there is no underlying SEND
- Bereavement and family issues

Managing SEND pupils in our School

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Where a pupil is identified as having SEN and/or a disability, St. John's School adopts a process of "Assess, Plan, Do, Review". The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes. Provision/ action that is additional to or different from that available to all will be recorded on a Provision Mapper. Information recorded on Provision Mapper will indicate the area of need and will specify individual and small group provision for the pupil. Specific short term targets will be agreed in consultation with the pupils (where appropriate) and parents and then be recorded on the provision map. This will be completed by the class teacher but always in consultation with pupils, parents/ carers and the SENCo. It may also involve consultation and advice from external agencies.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. Outside agencies that may be consulted include Social Services, EYIT, Educational Psychologists, SEMHIT, Well-being and Primary Mental Health, CAMHS, Occupational Therapy, Family Nursing and Health, the Hearing and Visually Impaired service, the Speech and Language Service and any other service that may provide useful in supporting staff and pupils. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Assessment

Children on an intervention have a baseline assessment to track and monitor the progress made, following on from the intervention. Pupils are expected to achieve the targets set on Provision Mapper. This would inform the exit data and be used as a baseline for the following term. This is regularly monitored and adjustments made as appropriate.

Review

Often needs identified are short-term difficulties and can be addressed by class teachers. Sometimes there are more long-term difficulties which might require on-going support or consideration so if there is continued concern after some action and monitoring from the class teacher, then procedures

are in place to further assess and consider the needs of the pupils, this may include continued intervention support or the involvement of support from outside agencies.

More details on the school processes for the identification, assessment and review of pupils SEN needs can be found in the St. John's SEN report, available on the school website.

IPM

IPM meetings are held termly and are attended by the SENCo, together with the school's representatives from the Educational Department support services. These would include, the Educational Psychologist, SEMHIT, ASCIT representatives and Wellbeing Facilitator. These meetings provide the school with the opportunity to gain specialist advice and support for pupils who, having received support through the school's systems, continue to give cause for concern.

Monitoring and Evaluation of Special Educational Needs

At three points during the year we analyse the data we have on the percentage of our pupils with very low attainment. The SENCo will provide information to the Headteacher as to the numbers of pupils receiving Special Educational provision. The number of children transferring to or from each type of provision will be noted, in addition to reports about the progress of various groups. Intervention support for children with additional needs will be reviewed on an ongoing process.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Targets are set and reviewed regularly. These targets aim towards increasing the number of children with additional needs who achieve Age Related Expectations at the end of each key stage.

In addition to monitoring the academic development of children, the Social and Emotional Development of pupils in the school is monitored. Children identified as requiring additional support in these areas are then highlighted and appropriate intervention put in place.

Coming off the SEND Register

A pupil will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some pupils may require support for particular aspects of their learning which may be due to their underlying learning issues.

All pupils will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some pupils it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease. A pupil with a RoN Plan will follow the statutory guidance for ceasing a RoN Plan as set out in the Code of Practice. The ceasing of a RoN is determined by the local authority where a child no longer requires the special education provision as specified in the RoN. However, a child's progress will continue to be monitored by using the school's tracking systems.

Transition Arrangements

St. John's School is committed to ensuring that Parents / Carers have confidence in the arrangements for pupils on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with Parents / Carers and agree the information that should be passed to the next phase of education. This will be individualised to meet each child's needs and a Transition Plan put in place.

Training and Resources

Training needs are identified through a process of analysis of need of both staff and pupils as and when required. Training and CPD will be provided as necessary by either in house training or by accessing outside courses or agencies. The SENCo will provide information on specific needs for new staff. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

SEN Information

St. John's School presents its SEND information in two ways:

1) By information placed on the school website including the SEND report which can be found at www.stjohn.sch.je
2) Through information contained in this policy which is also published on the school website. All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

Looked After Children

Victoria Bisson, is the Virtual School Head (VSH) who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school. St. John's School has a designated CLA Teacher (Mr Pallant) who is responsible for liaising with the VSH, updating Personal Education Plans for looked after children, attending strategy meetings and also for having an active overview of the child's general wellbeing and welfare in collaboration with the pupil's class teacher and Headteacher.

Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo. If the issue cannot be resolved, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Procedure which is available from the school office or found on the school's website.

Jersey Online Directory and Children and Families Hub

In here you will find all sorts of useful information and details on how to access support groups, services, organisations and activities, in Jersey, that are right for you. More information is available at:

- Citizens Advice Jersey on 0800 735 0249
- Jersey Online Directory at: www.jod.je/kb5/jersey/directory/home.page

- Children and Families Hub at: https://www.gov.je/Caring/ChildrenAndFamiliesHub/pages/childrenandfamilieshubhomepage.aspx

"If a child can't learn the way we teach, maybe we should teach the way they learn."

Ignacio Estrada

Change History

Version	Date Issued	Issued by	Reason for Change	Presented To	Approved by:	Date
0.1	December 2025	Sian Walker	New policy to incorporate SEN policy and Inclusion Policy			