



## St Luke's School SEND and Inclusion Policy 2022

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

UNRC Article 23: You have the right to special education and care if you have a disability so that you can live a full life

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

At St Luke's School, we are committed to providing an inclusive learning experience for all our pupils. The SEND Code of Practice 2017 is the key document that sets out the core principles that has been used in the writing this policy and is what the SEN provision at St Luke School is governed by. We are required to fulfil our statutory duties towards children with SEN or disabilities in the light of the guidance set out in the SEND Code of Practice and Jersey Legislation. Our school aim is to provide a learning environment that enables all of our pupils to be successful learners where we strive to ensure that all groups of learners are provided with a range of supportive, challenging and motivating learning opportunities to ensure that they reach their full potential

In order to ensure best practice, we continually review and develop the provision and learning experiences we provide to ensure that pupils with additional need develop the necessary skills and strategies, to overcome barriers to their learning. We hold regular meetings with support staff to review current intervention success, meet termly with class teachers to establish 'next steps' both in terms of staff development and pupil needs and by involving all involved parties in dialogue around how best to facilitate success for pupils. At St Luke, our SEND provision is designed as a graduated response where initially teaching and learning is modified at a class level to ensure all learners are provided with differentiated learning activities to access the Jersey Curriculum, taking into account the particular needs of individual or groups of learners.

During the course of their time at school there are many children who might, for any number of reasons, experience continuing barriers to their learning. These might be recognised as a SEND (Special Education Need or Disability) or be triggered by factors affecting a child's wellbeing, for example, changing family circumstances or bereavement. Please see SEND Code of Practice 2017 - Chapter 4: Schools; for detailed information on the action that school providers should take to fulfil their responsibilities in relation to identifying and supporting all children with special educational needs (SEN), whether or not they have a Record of Need.

## Special Educational Needs or Disability (SEND)

This 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 SEN, in more detail.*

A pupil 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.

## Responsibilities (The SEND Code of Practice 2017 **appendix 5**)

Every school is required to identify and address the SEN and Disability of the pupils that they support.

### ***The SEND Code of Practice 2017 Section 4.12:***

All pupils **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 pupil, 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 pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full Jersey Curriculum. The document 'The Entitlement of Pupils in Mainstream Schools - Ordinarily Available Provision in Jersey Schools,' will support such arrangements.

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

- ~ Teaching, Learning and Assessment Handbook
- ~ The Entitlement of Pupils in Mainstream Schools - Ordinarily Available Provision in Jersey Schools
- ~ SEN Code of Practice (2017)
- ~ Graduated Approach

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

## Graduated Approach

Where a pupil is identified as having SEN, Teachers, SENDCo and Senior Leaders **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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the 'Graduated Approach'. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children in a more tightly structured way. There is **no** longer a requirement to register at School Action and School Action Plus as these are now collapsed under the heading of SEN SUPPORT with appropriate information about additional support.

The Class Teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, the Class Teacher has a duty to work closely with and liaise with any teaching assistants or specialist staff involved in their 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 Class Teacher in the further assessment of the child's particular strengths and developmental needs, in problem solving and advising on the effective implementation of support.

High Quality Teaching (Wave1), Ordinarily Available Provision (Wave 2/3) and Special Provision (Wave 4) are summarised through the Graduated Approach. See Appendix 3 for Graduated Approach.

The Graduated Approach, referred to in the Jersey Code of Practice 2017, provides the framework for the school's organisation of support for pupils with SEND and for the joint work with the CYPES support Teams and other agencies. This process is cumulative. Successive levels are initiated where closer planning, intervention, monitoring and evaluation is required to meet needs. When changing needs can be appropriately met with lesser response, arrangements can revert to a previous cycle or level.

## Identification and Monitoring

At St Luke we use the online resource 'Provision Map' which is run by the company 'Edukey'. This tool enables us to compile ongoing in depth individual plans for SEND pupils. Each term class teachers will complete ILPs for identified children detailing their current attainment, skills and required next steps. Allocated staff and tracking processes will be identified at this point. This initial document will record the Child's voice and will be available for parents and carers to be able to add their comments too. A review date will be set which will allow for collated evidence to be recorded and the ILP shared with child and their connected adults. Reminders will be emailed to class teachers and when

possible added to the school calendar.

### **SEND Meetings**

SEND meetings take place once a term. The Class Teacher attends this meeting, which is carried out with the Deputy Head teacher/SENDCo. Additionally, an LSA/TA might attend, when they have worked extensively with an individual or group of pupils. These meetings focus particularly on pupils who are working below expected levels or who have not made expected progress. Ongoing formative teacher assessments and specific summative assessments are reviewed to help identify such pupils. Prior to the meeting the teacher will have identified areas of concerns and begun the cycle of *Assess, Plan, Do and Review*. This evidence will be used to identify the most appropriate way to address the pupil's needs, and will be monitored at subsequent Pupil Progress Meetings and SEN Meetings. Information gathered both before and during the SEN Meeting should be recorded on the *Class Provision Map* by the class teacher and the SENDCo.

In addition to this Teaching Assistants or Teachers who form the school 'Inclusion Team' will meet frequently with the SENDCO to discuss the progress of individual pupils and identify any new methods of support that may be required. Each week class teacher from Years 2 - 6 are given allocated time during assembly to meet with members of the School Inclusion Team to discuss their support roles in class, adapt any plans and resources and feedback to the SENDCo when necessary. Each member of the Inclusion Team will collate evidence to be shared with class teachers and SENDCo and will be allocated to support in different classes for specific subjects on a needs led basis.

Teachers must not wait for the termly SEN meeting should they have concerns about any children. Teachers must arrange to meet with SENDCo to share concerns and an agreed plan of action (ILP) and meeting notes should be created. A copy of the meeting notes and ILP should be retained in the pupil's file and class teacher's SEN file.

#### **Assess**

Having identified a child as working below expected levels or making slow progress, the teacher should carry out a clear analysis of the child's needs. This should draw on assessments, teacher observations, progress and attainment data and the views and experience of parents and the child.

#### **Plan**

During the SEN Meeting, current strategies deployed by the teacher will be considered and any further possible interventions discussed. A plan will be developed, where appropriate, to agree interventions and support and identify the impact on progress, development and or behaviour that is expected and identify a date for review.

### Do

The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class.

### Review

Reviewing pupil progress will be made at the termly SEN Meeting. The review process will evaluate the impact and quality of the support and interventions. Class teachers will also review progress at least twice a year during parent consultation meetings.

### Class Provision Maps (online)

Class Provision Maps are the key document for providing an ongoing overview of the learning interventions, for a class. At the termly SEND Meeting the previous annotated Class Provision Map is reviewed. Outcomes and additional information, for example pupil observations and assessments and arrangements for provision is noted. During the meeting, these are updated. A copy of this should be shared with the Head teacher and saved on the Teacher Shared Area (SEN folder: Class Provision Maps), usually directly after the SEN Meeting.

### Wellbeing

At St Luke's School, where there are concerns for a child's wellbeing we will seek to support them through an intervention programme, which is designed and tailored to meet their specific and individual needs.

This programme is delivered each week by one of our school's Wellbeing ELSA (Emotional Literacy Support Assistant). The programme of sessions might support the child individually or as part of a group, where there are those with similar needs. We also benefit from provision provided by our department based Wellbeing Facilitator. The Wellbeing Facilitator attends termly PARM meetings, when there is the opportunity to identify and prioritise key areas for support and determine how this should be delivered. Additionally, they are able to support class teachers, by delivering whole class, PSHE focused, teaching.

### PARM Meetings (Planning, Assessment, Recording and Monitoring)

PARM meetings are held termly and are attended by the Head Teacher and SENDCO, together with the school's representatives from the Educational Department support services. These would include, the Educational Psychologist, SEMHIT and ASCIT representatives, Educational Welfare Officer, Family Support worker 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.

## **Individual Learning Profile (ILP)**

At St Luke, pupils who need additional support are required to have an ILP (appendix 2) in place. This document sets out the pupil's identified area of needs, their targets, provides reference to activities/interventions and states the review date. As the targets should be SMART (see below), this date should be within as short a period as possible; between 3 to 6 weeks maximum. ILPs should be reviewed at least half termly, by the class teacher and in collaboration with the SENDCo. ILPs provide staff with a record of a pupil's progress and are an essential element of the documentation and evidence required should it be necessary to involve the support of outside agencies and in some circumstances - provide key evidence for a move towards Exceptional Action (EA).

### **Target Setting**

In order to support successful progress, it is essential that targets are carefully identified to meet a pupil's specific needs. Given a clear understanding of these needs, targets should be written with the following considerations, in order to ensure they are SMART.

- Specific
- Measurable and manageable
- Achievable, appropriate and agreed
- Relevant, realistic and recorded
- Time-related

ILPs are stored electronically in the SEN folder on Teacher Shared Area. A paper copy should also be kept in the Class SEN folder together with any notes/evidence recorded by those working with the pupil, their work etc, in reference to their target, should also be kept in the folder. In this way a clear record can be seen of the pupil's progress and of any difficulties they may experience. This information can then be used to inform their next targets and ILP.

Where a period of SEN Support arrangements resolves the identified need, the pupil will no longer be classified on the Inclusion Register as receiving 'SEN Support'. For some pupils, however, continuing interventions at SEN Support Level may be needed in order to maintain progress.

### **Exceptional Action (EA/Multi-agency Assessment)**

This will normally arise out of extended interventions to implement EST (and other appropriate agencies) advice at SEND Support. It is initiated where the Department (rather than the school) needs to identify a pupil's special educational needs and arrangements to address these. The outcome will be to issue either a 'Record of Need' or a 'Note in Lieu' of a Record of Need.

### **Record of Need**

This is put in place where Exceptional Action assessment indicates that the Department (rather than the school) needs to specify a child's special educational needs and arrangements to address these. A

Record of Need is subject to an Annual Review. Banded funding may be allocated at this stage but this is not a given.

### **Multi Lingual Learners (MLL)**

At St Luke School, we frequently welcome children to our school for whom English is an additional language. Whilst, these children have a specific need, it does not constitute a SEND. However, it is essential that they receive the necessary teaching and learning in order to ensure that they are fully able to access the appropriate curriculum. The MLL Support Service is available to provide staff with the necessary advice and support. The level of support is tailored to meet the needs of individual pupils and staff, and might be provided as a 'one off' or on a weekly basis over a period of time. St Luke's holds a licence for 'Learning Village' (an online language development website) and each MLL is given an individual account and log in with class teachers assigning differentiated learning activities. Staff are required to complete training through the Bell Foundation throughout the year.

### **Looked After Children**

Toria Bisson performs the role of 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 Luke School has a designated LAC Teacher who is responsible for liaising with the VSH, assisting class teachers in updating Personal Education Plans for looked after and post 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 Head Teacher.

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