



# St. John's Primary School



## Special Educational Needs Policy

*Thinking  
Learning  
Caring*

**“Every child has the right to an education.”**

Article 28, United Nations Rights of the Child

“There are no immovable barriers to education.”

Irina Bokova

**UNCRC Article 2:** You have the right not to be discriminated against.

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

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

This policy complies with 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>

### Aim

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

### Definition of Special Educational Needs

Those pupils who have a learning requirement significantly different from the majority of children the same age or who have a disability which hinders them from making use of the educational facilities for pupils their age in school have a ‘special educational need’.

### Code of Practice

At St John’s School we follow the Education Department’s Code of Practice which outlines procedures and guidance on special educational needs. To do this effectively we:

- ensure all pupils have access to a broad and balanced curriculum which is differentiated appropriately
- collect relevant data and use it to plan future lessons from
- teach according to St John’s School Teaching and learning policy
- assess pupils according to the St John’s School Assessment policy
- ensure all records are maintained
- termly monitor and assess 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 school has an up to date Special Educational Needs 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

## Responsibilities

### Role of the Headteacher

It is the responsibility of the headteacher to:

- ensure that the school has a current policy for special needs 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
- maintain a register of intervention for pupils with special educational needs
- 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.

### Role of the SENCo

The SENCo will:

- co-ordinate and implement the operation of the Special Educational Needs 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
- liaise with and advise fellow colleagues
- co-ordinate provision for pupils with special educational needs
- maintain the school's special educational needs intervention register



- oversee and analyse the records for all pupils with special educational needs to identify progress clearly
- 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
- liaise with parents of pupils with special educational needs
- contribute to the INSET training of staff
- support colleagues in developing and adapting teaching strategies to meet effectively the learning needs of pupils
- liaise with external agencies
- 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

### **Role of School Staff**

All St John's School staff follow the procedures in the school policy on special educational needs.

### **Identification, Assessment and Review of Pupils' Special Educational Needs**

As part of the graduated approach the SENCo and class teachers work together to assess, plan, do and review the process. Through high quality teaching, teachers will use their best endeavours to make sure that a child/young person with SEN gets the support they need, this means doing everything they can to meet the child/young person's SEN. Every teacher is expected to adapt their classroom, teaching and resources to help children with SEN make the best progress they can.

#### **Identification**

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

#### **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 in the provision map. 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.

### 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](http://www.jod.je/kb5/jersey/directory/home.page)
- Children and Families Hub at:  
<https://www.gov.je/Caring/ChildrenAndFamiliesHub/pages/childrenandfamilieshubhomepag e.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 2018	Kelly Loveless	Amendment made to SENCo role to include well-being, training and resources.	All staff	T. de la Haye	Dec 18
0.2	June 2021	Kelly Loveless	Policy reviewed	All staff	T. de la Haye	June 2021
0.3	January 2023	Sian Walker	Added Headteachers responsibilities, Children and Families Hub, link to Code of Practice and information about identification, assessment and review process.	All staff		

