



SEN Policy

Janvrin school will support and make provision for pupils with special educational needs (SEN) by:

- valuing all pupils equally
- reducing as many barriers to learning as we can by having **systems** and **resources** in place to identify and intervene
- providing suitable learning challenges and targets to meet all pupils' needs

At Janvrin school we follow the Government of Jersey's SEN Code of Practice which outlines procedures and guidance. A key part of this is the graduated response which provides the framework for the organisation of support for pupils with SEN.

To do this effectively we:

- ensure all pupils have access to a broad and balanced curriculum
- teach and assess pupils according to the school's Teaching and Learning Policy
- regularly monitor and assess pupils receiving interventions
- keep parents and carers informed of their child's progress
- ensure the school has a SENCO
- liaise with and develop partnerships with outside agencies to support pupils
- adjust the transition process according to pupils' needs
- ensure general information regarding SEN is available to parents and carers on request

The SENCO will:

- ensure that the Code of Practice containing procedures for and guidance on the identification, assessment and review of pupil's SEN needs is adhered to
- liaise with and advise staff both generally and during termly Class SEN meetings
- prepare, lead and respond to termly PARM meetings and its outcomes
- maintain the SEN register on SIMS and ensure it is kept up to date
- regularly review the records for all pupil's with SEN to identify progress
- liaise with parents and carers of pupils with SEN

- contribute to and coordinate the professional development of staff
- support colleagues in developing teaching strategies, interventions and using appropriate resources to effectively meet pupil's needs
- liaise with outside agencies
- write and update the yearly SEN Information report for the school

At Janvrin we have monitoring and tracking systems to ensure SEN needs are identified and responded to appropriately.

The Graduated Response

The graduated response (referred to in the Jersey Code of Practice) is the process which involves: -

Wave 1 – high quality teaching

Waves 2/3 – ordinarily available provision

Wave 4 – special provision

All pupils receive Wave 1 (high quality teaching) and then those with identified SEN will receive interventions or a more refined approach to address their barriers to learning as part of Wave 2/3. Some pupils will need special provision (Wave 4) which would occur when their needs cannot be met by what is ordinarily available.



Termly Class SEN meetings

Class teachers will meet with the SENCO and SEN Lead TA each term to review progress of those children identified with SEN. These meetings are a key part of the Assess, Plan, Do and Review approach: -

Assess- class teachers, SENCO and SEN Lead TA will be involved in assessments of those children who have identified SEN or who have barriers to their learning, are working below expected levels or are making slow progress. This will include observations, assessments, progress and attainment data and views and experiences of parents and carers.

Plan – during the SEN meeting the current strategies will be considered and any further possible interventions or referrals discussed. A support plan will be developed and a date to review will be identified.

Do – the class teacher remains responsible for working with the pupil on a daily basis, even where interventions may involve 1:1 or small group support. The SENCO and SEN support staff will help to support and facilitate this.

Review – reviewing progress will take place at the termly SEN meetings or more regularly if needed. Class teachers will also review progress with parents and carers. Class teachers and support staff will review interventions and individual learning plans on Provision Maps. We will also review priority concerns as part of our termly PARM meetings.

PARM meetings (Planning and Review meeting)

PARM meetings are held termly and attended by the SENCO, Headteacher, SLT and Pastoral team together with representatives from Educational department support services such as EP, SEMHIT, ASCIT and Wellbeing team. These meetings help us to prioritise support for pupils and gain specialist advice.

Provision Maps

Janvrin School use the Provision Maps software to collate all information around children with additional needs. This includes pupil passports, interventions, records of meetings, reports from outside agencies and individual learning plans. These are reviewed online regularly as part of the Provision Maps system.

SEN Information report

Each year the SEN Information report is updated by the SENCO. This report contains: -

- the kinds of SEN that are provided for in the school
- how pupils with SEN are identified and assessed
- how the pupils with SEN are reviewed and how we evaluate the effectiveness of our SEN provision
- how transition is supported (between year groups, phases and secondary school)
- our approach to teaching pupils with SEN
- our work with other agencies

This policy will be reviewed by the SENCO every year and will be updated if any changes are made during the year.

It will be approved by the Headteacher and SLT.