Janvrin School



Special Educational Needs and Disabilities (SEND) Policy

May 2026

1. Introduction

At Janvrin Primary School, our ethos is 'Believe, Achieve, Celebrate'. We are committed to providing an inclusive, nurturing, and high-quality education for all pupils. We recognise that every child is unique and may require different levels of support to thrive. This policy outlines our approach to supporting pupils with Special Educational Needs and Disabilities (SEND), including those with Multilingual Learners (MLL) and those eligible for Jersey Premium (JP).

"Inclusive education is not a strategy to help people fit into the systems and structures which exist in our societies; it is about transforming those systems and structures to make it better for everyone." — Diane Richler

2. Legal Framework

This policy is informed by:

- The Education (Jersey) Law 1999

- The SEND Code of Practice (Jersey, 2017)

- Guidance from the Government of Jersey and The Central Education Team

- The UNCRC Articles 3, 28, and 29 on children's rights to education

3. Aims

- To identify and support pupils with SEND as early as possible.

- To ensure all pupils have access to a broad and balanced curriculum.

- To promote high expectations and achievement for all.

- To work in partnership with parents, carers, and external agencies.

- To ensure staff are trained and confident in supporting diverse needs.

"Every student can learn, just not on the same day or in the same way." — George Evans

4. Definition of SEND

A pupil is considered to have SEND if they have a learning difficulty or disability which requires special educational provision beyond what is ordinarily available. This includes:

- Cognition and learning difficulties

- Communication and interaction needs

- Social, emotional, and mental health challenges

- Sensory and/or physical needs

5. Identification and Assessment

We use a tiered approach (EEF, 2021)

- Whole Class: High quality teaching to engage and motivate pupils

- Targeted: Additional, 1:1 or small group intervention: school staff working together to support pupils

- Specialist: Intervention and support by a trained professional to support pupils and school staff (ASCIT, SEMHIT, Wellbeing)

"Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school." — Education Endowment Foundation (EEF).

6. Provision and Support

Support may include:

- Differentiated teaching strategies

- Individual Learning Plans (all pupils with RoNs and some pupils who need additional support)

- Access to specialist services (e.g., Speech and Language, Occupational Therapy)

- Emotional and behavioural support programmes (ELSA, Nurture activities, Alternate curriculum provisions)

- MLL interventions and language development support

7. Roles and Responsibilities

- SENCo: Oversees SEND provision, liaises with staff and external agencies, monitors progress.

- Class Teachers: Responsible for delivering inclusive teaching and identifying needs.

- Headteacher/Deputy: Ensures compliance with the Code of Practice and allocates resources.

- Central Education Team: Monitors the effectiveness of SEND provision and supports strategic planning.

8. Partnership with Parents

We value the role of parents and carers and aim to:

- Communicate regularly and transparently

- Involve families in decision-making and planning

- Provide access to support and guidance

- Parent consultations every half term

9. Monitoring and Evaluation

- Regular review of ILPs and RoNs

- Termly progress tracking

- Annual policy review

- Feedback from pupils, parents, and staff

Further information:

SPECIAL EDUCATIONAL NEEDS POLICY