

Special  
Educational Needs  
and Disabilities –  
A Parent's Guide to  
the Code of Practice  
0 – 19 years

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## Introduction

### A parent's guide to the code of practice

This guide is for parents and carers of children and young people aged 0-19 years who have special educational needs and/or a disability (SEND).



This guide is written for parents. It covers:

- What SEND means
- The principles of the system that supports children and young people with SEND
- What the law is and what your rights are
- How the system should work
- What early years settings, schools, colleges and other educational providers must do, or should do, to support you and your child
- Guidance on SEND support
- Clear and comprehensive information on the Exceptional Action and Record of Needs processes

### What the guide is for

This is a publication for parents explaining how to understand and use the SEND Code of Practice to support children and young people with SEND. It gives advice about the Jersey SEND Code of Practice (2017) and works from the premise that parents know their children best. It makes it clear that children, young people and their families should be involved in decision making at every step of the process.

### When the guide should be used

You may find it useful to use this guide if you think your child or you have been told by someone, such as your child's teacher, that they think he or she has SEND. If you know that your child has SEND and you want to know more about how the system works and what to expect, you can use this guide to help you. You might want to use it in meetings with professionals, or to prepare for them.

### The Law:

Education (Jersey) Law 1999 Revised Edition (1 January 2019)

The Education (Jersey) Law 1999, (as amended, referred to as “The Law”) is the primary legislation governing the legal requirements and duties for all areas of Jersey education, including Special Educational Needs. Part 1, Article 4 of the Law defines the term “special educational needs” in Jersey, as well as the defined meaning of “learning difficulty”, “special educational provision” and “special school”.

(1) For the purposes of this Law, a child has “special educational needs” if the child has a learning difficulty which calls for special educational provision to be made for the child.

(2) For the purposes of this Law, subject to paragraph (3), a child has a “learning difficulty” if –

(a) the child has a significantly greater difficulty in learning than the majority of children of the child’s age;

(b) the child has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the child’s age in provided schools; or

(c) the child is below compulsory school age and is, or would be, if special educational provision were not made for the child, likely to fall within subparagraph (a) or (b) when the child is of compulsory school age.

(3) A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which the child is, or will be, taught is different from a language (or form of a language) which has at any time been spoken in the child’s home.

(4) In this Law – “special educational provision” means –

(a) in relation to a child who has attained the age of 2 years, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child’s age in provided schools (other than special schools); and

(b) in relation to a child under that age, educational provision of any kind; and “special school” means a school which is specially organized to make special educational provision for pupils with special educational needs.

In addition, Part 5 of the Law, Articles 28 to 32, precisely define the duty of the Education Minister in relation to a child or young person with SEN; the power of the Education Minister to require assessment and parental/carer’s rights in relation to SEN, and other powers. In addition, children and young people with SEN have rights defined in other parts of the Law, for example, in accessing the Jersey Curriculum (Article 16).

## **Definition of Special Educational Needs and/or Disabilities**

A child of compulsory school age (Part 1, Article 2 of the Education (Jersey) Law 1999) has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 settings
- has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them

Children and young people with SEND may need extra help because of a range of needs including the four areas of SEND:

**Communicating and interacting** - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation, memory skill or have specific difficulties affecting one particular part of their learning performance such as in literacy or numeracy.

**Social, Emotional and Mental Health Difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.

**Sensory and/or Physical Needs** – for example, children and young people with visual and/or hearing needs, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEND that covers more than one of these areas.

**Disabilities** – many children and young people who have SEN may also have a disability. A disability is described under the Equality Act 2010. You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Children and young people with SEND will usually be able to get help from their early education setting, school or college, sometimes with the help of outside specialists. This is often where SEND are first identified. If they do identify that your child has SEND, your school or other setting must contact you and should discuss with you what support to offer your child. The setting must tell you if they are making special education provision for your child.

If you think your child has SEND, you should talk to your child's early education setting, school, college or other provider. They will discuss any concerns you have, tell you what they think and explain to you what will happen next. There are other sources of advice and support you can access such as:

- Your GP or other child health services including your Health Visitor or Family Nursing
- Other professionals, for example Speech and Language Therapists or Occupational Therapists
- Charities and other organisations that offer information, advice and support

Here is a link to our [Special Educational Needs Policy](#) which is published on gov.je.

## Principles of the Parent Code of Practice

All children and young people have a right to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals and live fulfilling lives
- make a successful transition in becoming an adult whether that is into further and higher education, training or work



The principles of the Code of Practice are designed to support:

- the participation of children, young people and their parents in decision-making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control over support for young people
- collaboration between education and health and social care services to provide support
- high quality provision
- provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood including independent living and employment

As a parent, you should have a say in decisions that affect your child, have access to impartial information, advice and support and know how to challenge decisions you disagree with.

## Information Advice and Support

Parents, children and young people should be involved in developing services for children and young people with SEND, including the development of what is on offer locally.

### Parent Carer Forum Jersey

The Parent Carer Forum is a way of bringing parents and carers together to create a strong community of families who have children with SEND. They hope to represent all families by ensuring a diverse membership and representation of diverse views from children and young people living with SEND and parents and carers from all backgrounds and sectors of the community. They provide regular communication with parents and carers, ensuring they are able to decide whether to be involved in a piece of work or consultation that is going on. The Parent Carer Forum Jersey is run by a committee of parents and carers with an independent chair and up to 12 members. The group is supported by Government Departments for Children, Young People, Education and Skills (CYPES), Health and Community Services (HCS) and Customer and Local Services (CLS). They will work with them to feedback other parents and carers views about the SEND services on offer to Jersey's children and young people.

The volunteer parents on the committee will represent other families and put their views forward. These members will receive informal training and help, if necessary, and will attend meetings along with representatives of the organisations that help and support children and young people with SEND.

“In the most successful schools the effective engagement of parents has had a profound impact on children’s progress and the confidence between the school and parent. Parents need to be listened to more and brought into a partnership with statutory bodies in a more meaningful way.” Brian Lamb

[Lamb Inquiry into Parental Confidence in Special Educational Needs](#)

You can find more about the Parent Carer forum on their website [Parent Carer Forum Jersey](#)

## Government of Jersey Website

The [Government of Jersey website](#) contains public service information including up-to-date policies, Jersey curriculum and school term dates. You will find additional information here regarding services and teams who provide advice, support and training for all schools and settings in the following areas:

- Special Educational Needs
- English as an additional language
- Parenting and Family Support
- Educational Psychology
- Social and Emotional Mental Health
- Well-being
- Autism and Social Communication
- Visual Impairment
- Hearing Impairment
- Early Years



[Support for Children with Special Educational Needs](#) on gov.je.

You will also find information regarding health services including Speech and Language Therapy, Physiotherapy and Occupational Therapy on this site.

## Children and Families Hub

The Children and Families Hub provides information, advice and support for Children, young people and families. The Hub's aim is to make sure you get the right help, at the right time. This could be some advice on the telephone, a one-to-one consultation or putting you in touch with any services that can help and support you. The Hub also responds to any safeguarding concerns. The [online information directory](#) has information on over 70 services from Government and the Community and Voluntary Sector. There is a '[Request for Advice](#)' [online form](#). You can also call the Children and Families Hub on [+44 \(0\) 1534 519000](tel:+4401534519000), Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm or email them at [childrenandfamilieshub@gov.je](mailto:childrenandfamilieshub@gov.je).

## Family Nursing and Home Care (FNHC)

The Community Children's Nurses support children with nursing and health care needs and their families, at home and in the community. They provide nursing care and support in children's homes or other community settings, such as nurseries or schools. They prevent or reduce hospital admissions for children and young people and provide families and carers with information, resources and support to promote independence, as far as possible.

You can find more about FNHC on their website [Family Nursing and Home Care](#).

## SEND Support

The first step to meeting your child's needs would be high quality differentiated teaching. This is the universal offer that is made available to all pupils. If your child needs additional SEND Support, this is designed to provide a graduated approach, which is timely and proportionate, based on a cycle of action that can be revisited with increasing detail, increasing frequency and with the involvement of parents.

Practitioners may adapt their approach, resources or the environment in order to meet educational needs and help to overcome any barriers to learning.

Throughout the graduated approach, the practitioners, for example a keyworker or teacher, remains responsible for working with the child on a daily basis and implements agreed interventions. The Special Educational Needs Coordinator (SENCo) supports individual practitioners and leads and coordinates the graduated approach across the setting.

This graduated process helps meet the emerging additional concerns or needs carefully through a cycle of assess, plan, do and review. This means any support provided over and above normal differentiation could be categorized as SEND support. The school setting will record your child's name on an Inclusion Register. This is to ensure that their needs are recorded and met.

The cycle can be revisited in order to identify the best way of securing good progress.

**Assess:** Your child's difficulties must be assessed so that the right support can be provided. This might include asking parents and carers what they think, talking to professionals who work with your child and looking at records and other information. This may include information from other related professionals.

**Plan:** Your school or other setting needs to agree, with your involvement, the outcomes that the SEND support is intended to achieve. All those involved will have a say in deciding what support is needed and setting a date to review this.

**Do:** The setting will put the planned support in place and track progress to check that the support is effective.

**Review:** The support your child receives should be reviewed at the agreed time and then you can decide together if the support is having a positive impact,

whether the outcomes have been or are being achieved and if or how any changes should be made.

Throughout the cycle, children and young people's views can be represented by parents and practitioners, but in order to ensure the child or young person's views inform the process directly, these need to be captured before any discussion. Whether they communicate verbally or by other means, pictures and objects of reference can be used to promote communication with younger children about their views and their preferences, both at home and in the setting. These views can be brought to inform discussion and decisions at each stage.

A professional supporting your child may suggest completing a Child and Family Assessment with you, sometimes called an Early Help assessment. This may be because your child or your family have needs or concerns that are broader than can be addressed by one service or setting alone. It may be because your child's needs are unclear, and more information is needed, or because multi-agency support needs to be coordinated. Following the assessment, next steps will be agreed and if a multi-agency approach is required you will be offered a Team around the Child meeting. This will bring together the practitioners who are already supporting your child and family. You will be a vital member of the team around your child and your voice, and the voice of your child, will be central.

During the meeting, the strengths and needs identified in the assessment will be discussed and together, a child and family plan will be developed to support your child and family with clear goals and responsibilities. A lead worker who will be the single point of contact for you will also be agreed. This approach, known as Jersey's Children First, recognises that children, young people and families are entitled to coordinated help and support when they need it. It has the commitment of all agencies working with children and young people in Jersey.

Related Links:

[Graduated Approach](#)

[SEND Support in Schools](#)

## Early Years

Parents and carers early observations of their child are crucial to identification of needs. Early identification health assessment and advice may be delivered by Health Visitors through the Healthy Child Programme, Early Years Pathway or services provided by Family Nursing and Home Care (FNHC). When an Early Years setting or any additional health professionals are involved and feel that a young child has SEND, they must inform parents and carers and provide formal notification to the Pre-School Forum which is chaired by the Head of SEND. Parental consent must be obtained in order to share any information about your child.



The Early Years Foundation Stage curriculum (EYFS) is taught in school nurseries, day nurseries, pre-schools and reception class and is for children aged 3 to 5 years. It covers the years from the beginning of nursery or pre-school to the end of the reception class in primary school and includes ongoing observation of your child's progress. The Early Years Statutory Requirements is a framework that states all registered early years settings must have arrangements in place to support children with SEND. This includes ongoing observation of your child's progress and a written assessment in the summer term of reception year in school. Your child's Health Visitor will also offer to carry out a health check on your child when they are about 2 to 2 ½ years old.

All early years settings have duties to prevent discrimination, to promote equality of opportunity and to foster good relations. They must also make reasonable adjustments for children with disabilities - such as providing auxiliary aids (for example tactile signs) so that these children are not disadvantaged when compared to other children. An intimate care policy is in place and applies to all staff undertaking personal care tasks for children especially in the early year's foundation stage or other vulnerable groups of children who require support with personal care due to SEND.

To safeguard consistent service and commitment throughout all settings in the early years, the Jersey Pre-School Quality Framework acts as a way of assessing whether maintained and private sector nurseries are providing good quality service for pre-school children by setting clear agreed standards to ensure every child has high quality opportunities for learning and development around four important components including relationships, organisation, learning and achievement.

If you think your child has a SEND or you are worried about the progress they are making, you should first talk to your early years setting. A setting may request advice from the Early Years Inclusion Team (EYIT). You can also talk to your GP or Health Visitor. They must tell you if they think your child has SEND or a disability and should discuss with you what kind of support your child might need.

A delay in learning and development in the early years may or may not indicate that your child has SEND nor does difficult or withdrawn behaviour necessarily mean that a child has SEND. Challenges related solely to learning English as an additional language are not SEND.

If the setting have taken relevant and purposeful action to assess, identify and meet the special educational needs of your child and they have still not made expected progress, an Exceptional Action may be considered. This may lead to increased SEND support or a Record of Needs. If your child's SEND needs are very complex or severe, they might need a Record of Needs. Only a small percentage of pupils in Jersey (1-2%) possess a Record of Needs.

Related links:

[Inclusion Policy in Schools](#)

[Support for Children with Special Educational Needs](#)

[Intimate Care Policy](#)

## Schools

All children and young people are entitled to an appropriate education, one that is appropriate to their needs which promotes high standards and provides fulfilment of potential. Most children of school age who have SEND will attend a mainstream school.

If your child has a disability, whether or not they have SEN, their school must make reasonable adjustments, including the provision of auxiliary aids, (such as tactile signage or induction loops) and services to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

If you think your child has SEND, you should talk to your school; start with the class teacher. Every school has to have a teacher who coordinates the SEND provision in the school called a Special Educational Needs Coordinator (SENCo) and you might also need to talk to them.

If your child's school thinks your child has SEND, they should talk to you to see what you think and gather evidence such as reports about your child's progress. If they decide to provide your child with support for their SEND, they must tell you.

If your child has SEND, your school needs to use its best endeavours, that means to do its very best, to give your child the support they need. That could include getting advice and support from specialists outside the school (such as an Educational Psychologist, a Speech and Language Therapist or a specialist advisory service). Children with SEND will be provided with SEND support (see section in this guide on Support for Children and Young People with Special Educational Needs and the related SEND support flowchart link).

The support provided is to help children achieve the outcomes or learning objectives that have been set for them. SEND support can take many forms.

This could include:

- a special learning programme for your child
- extra help from a teacher or a teaching assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break times and making notes

- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- helping other children to work with your child, or play with them at break time

Using the SEND support, involving a graduated approach, ensures that schools will have clear steps to identifying and responding to SEND. Schools will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings, parents/carers, pupils, other agencies and key stages where appropriate. Teachers will make observations of your child to identify if he/she is making less than expected progress given their age and individual circumstances. The first response will be for the teacher to provide targeted, high quality teaching.

If your child's progress is still significantly slower, the teacher may work with the SENCo to put in place extra teaching or interventions while they continue to collect evidence. Parents/carers will be informed of any interventions and will have the opportunity to share information or concerns about their child. Your child's response to support and interventions will also help to identify their needs. A date will be set to review the impact of the interventions and, with discussion including the child and parents/carers, the plans or support will be continued or changed to meet the child's needs.

For some children, SEND can be identified at an early age. However, for other children, difficulties become evident only as they develop. Other circumstances may contribute to a child's development and may not always mean that they have a SEND. A number of factors such as wellbeing or family or peer circumstances such as bereavement or bullying may influence your child's attainment or progress.

If you are concerned, you should speak to your child's class teacher in the first instance. The teacher can offer advice, explore additional assessments and provision with you or recommend other agencies where needed. In some cases, provision need only be put in place for a pupil's short term need to prevent problems from escalating. Where there are long-lasting difficulties, the school may consider if your child may have SEND.

Where a setting has taken relevant and purposeful action to meet the educational needs of your child, including securing meaningful involvement from appropriate professionals, and they have not made expected progress, a setting will, with the consent of parents/carers, consider requesting an Exceptional Action Assessment which might lead to a Record of Needs (see the related links below). You should discuss this with your child's school through your child's class teacher or the school's SENCo.

Your child's school must provide you with an annual report on your child's progress. They should talk to you regularly about your child's progress, set clear outcomes and produce a report of these as well as the action taken and support agreed, and you may want to ask for this to be outside of the regular parents' evening. It is important that the views of your child are included in these discussions.

Your child's school must publish a SEND Information Report on their website and keep the report up to date. The report needs to include things like:

- the kinds of SEND support the school provides
- their approach to teaching children and young people with SEND
- what arrangements they have for consulting parents/carers and involving them in their child's education (and also for engaging young people directly)

Your child's school also needs to set out what arrangements they have for admitting children with disabilities, what steps they are taking to make sure children with disabilities are treated fairly and not discriminated against, what facilities are provided for children with disabilities and what plans they have for improving access in the future.

Many children with a Record of Needs will be taught in mainstream schools, but some may be taught in special schools. Special schools only provide education for children and young people with special educational needs which are more severe and complex in nature.

In the same way that mainstream schools do, special schools should regularly discuss with you your child's education and the support they offer and keep you up to date with their progress.

Related links:

[Inclusion Policy in Schools](#)

[Support for Children with Special Educational Needs](#)

[Bullying Policy](#)

Special Educational Needs Code of Practice  
Special Educational Needs Policy

Also see Chapter 6: Exceptional Action and Record of Needs  
Graduated Approach

Role of SENCo

SEND Support in Schools

Parents Frequently Asked Questions

## Further Education

The range of available study programmes in Jersey at post-16 education is broad and includes A-levels; technical and vocational qualifications at all levels; apprenticeships; traineeships; supported internships and bespoke packages of learning. Mainstream providers include school sixth forms, a general Further Education college and Skills Jersey, incorporating apprenticeships and a full-time foundation apprenticeship provision.

On moving into further education, your child should have the chance to say whether they have a SEND which may affect their learning. Colleges and post-16 providers should then discuss and explain how they will provide support to meet the young person's needs.

The college or post-16 provider should keep a record of support up to date which will include information about the student's SEND, interventions and the support of specialists. This information should be used as part of regular discussions with the student and, where appropriate, their family about the students' progress, expected outcomes and planned next steps.



Further education providers should be involved in plans for young people to leave school and enter college and post-16 provisions, so they can be prepared to meet their needs. They should give young people the chance, before they enter college or post-16 provisions, to say whether they have SEND or a

disability which might affect their learning. Further Education providers should then discuss with young people and explain how they will provide support to meet their needs.

If your child has SEND, the college/post-16 provider needs to use its best endeavours to give them the support they need. Support for most young people will be provided through SEND support (see section in this guide on [Support for Children and Young People with Special Educational Needs](#)). This might include support from outside the college or post-16 provider setting.

At age 16, and beyond, young people will often become increasingly independent and may want to exercise more control over the support they receive for their SEND. Colleges/post-16 providers and others who provide services for young people when they are over compulsory school age, are expected to communicate directly with the young person. You should talk to your child and agree how best you can be involved and how much support they will need as they get older. Once you have agreed arrangements which work for you and your child, you should let their college/post-16 provider know so that you can receive the information and support you need as a parent/carer to continue to give your child the support that they need from you. A college/post-16 provider should, where they can, ensure you have access to external specialist services and expertise. This may, for example, include Educational Psychologists, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support teams, supported employment services and other involved professionals.

If a college/post-16 provider, despite its best endeavours, cannot meet a young person's needs, then a young person, with support from their parents, should consider whether they need an Exceptional Action needs assessment, which might lead to a Record of Needs (see section in this guide on Exceptional Action and Record of Needs). If you think your child needs an assessment, you should both discuss this with the college/post-16 provider. A request can be made for a Record of Needs up until a young person reaches the age of 19. It would, however, be unusual for a new Record of Needs to be considered at this late stage unless the young person is new to the Island or is affected by a significant event.

For more information about support for young people aged 16+ in further education who have SEND, please refer to Chapter 7 of the Jersey 0-19 [SEND Code of Practice](#) or the Information, Advice and Support (Chapter 4) section of this guide.

Related Links:

[Skills Jersey](#)

[Highlands College](#)

[Trackers Apprentice Programme](#)

[The Prince's Trust](#)

[Support for Children with Special Educational Needs](#)

## **Preparing for Adulthood**

This section looks at how services should work together and support you to help your child prepare for adulthood, such as going into higher education, independent living, being involved in their community and being as healthy as possible in adult life.

From the age of 16, the law recognises young people have rights to take some decisions for themselves (provided they are capable of doing so). For example, they have a right to request a Record of Needs directly from CYPES. That does not mean that you, as parents/carers, are excluded. CYPES, college and other involved agencies should still continue to involve you, particularly when your child is 16 or 17. Typically, young people of this age will still want support from you as parents/carers and will want your advice on decisions that affect them.

As children get older and become young people and adults, it is important that they are given opportunities to take more control over their lives. All young people need support at this important time, from you as parents/carers, and from professionals such as teachers, college lecturers, youth workers and others. This is particularly important for young people with SEND.

Preparing for adulthood is about preparing for things like higher education, independent living, being involved in the community and being as healthy as possible in adult life. It needs to start early, Schools and other service providers should start having discussions with young people about long-term goals, ideally before they reach the age of 14. As parents/carers, you of course need to be included in those discussions.

A transition pathway may be put in place with input from parents/carers and the young person. This is a multi-agency approach to support young people with special needs and disabilities who require multi-agency support in preparing for adulthood. The purpose of the pathway is to raise aspirations and ensure the young person's goals and dreams for education and employment, health and

wellbeing, community participation and independent living inform transition planning from the start.

Recognising the increasing independence of young people once they reach 16 and beyond, CYPES has a number of legal responsibilities such as:

- making sure information, advice and support is available directly to young people, independent of their parents/carers if they wish. Information, advice and support services should work sensitively with families, and explain to you what this means for you as parents/carers
- including accessible information about preparing for adulthood and support available to them in higher education\*
- making sure that all reviews of Records of Needs for young people from age 13-14 onwards, include a focus on preparing for adulthood
- making sure services they provide, such as housing and adult social care, help children and young people prepare for adulthood
- carrying out an adult care transition assessment for young people aged 18 and over with SEND, if they think it will benefit that young person

\* Refer to Chapter 4 Information, Advice and Support Section of this guide

## Children and Young People in Specific Circumstances

This section highlights particular groups of children and young people whose specific circumstances require additional consideration by those who work with them. CYPES have particular responsibilities for these children and should support the educational achievement and support the educational needs (SEND) with an effective joined up service of these children, regardless of where they are placed.

These groups include:

- children looked after (CLA)
- children and young people with SEND and social care needs, including children in need
- children and young people educated off-island
- children and young people with SEND who are educated other than at school
- children and young people in an alternative provision
- children and young people with chronic illness, long term illness or serious injury
- children and young people in youth custody

If any of the circumstances above apply to your child, you will find out more by looking at Chapter 8 in the Government of Jersey Special Educational Needs Code of Practice.

Related Link:

[Children Looked After Policy](#)

## **Exceptional Action Assessments and Record of Needs**

The majority of children and young people with special educational needs (SEND) will have their needs met within local mainstream early year's settings, schools or college. Some children and young people may require an Exceptional Action assessment in order for CYPES to decide whether it is necessary to make provision in accordance with a Record of Needs (RoN). The purpose of a RoN is to make special educational provision to meet the SEND of a child or young person and to help to secure the best possible outcomes for them across education including helping to prepare them for adulthood as they get older.

The Exceptional Action assessment would be the first step in this process and it should follow on from planning undertaken with parents/carers, the child/young person and the school or other providers as described in the SEND Support section of this document. School will use the descriptors within the Ordinarily Available document to help in making a judgment about if or when to initiate an Exceptional Action request. As part of the request, school are required to show that a pupil has needs that require SEND arrangements significantly beyond the descriptors for ordinary available provision.

An Exceptional Action will not always lead to a RoN. The information gathered during an Exceptional Action assessment may indicate ways in which the school, college or other provider can meet the child/young person's needs without a RoN.

RoNs should be a comprehensive and forward-looking document that help raise aspirations and outline the provision required to meet assessed needs to support your child in achieving their ambitions. Parents/carers and children/young people's views should always form part of the RoN process. RoNs should explain how best to achieve the outcomes for your child.

If your child receives a RoN, this must be reviewed as a minimum every 12 months. Reviews should focus on your child's progress towards achieving the outcomes specified in the RoN. The review should also consider whether the outcomes and supporting targets remain appropriate. Invitations for the review will be sent by your child's school. The review should be undertaken in partnership with you and your child. You may want to suggest involved adults who may attend with you, and the school will invite any professionals who have been meaningfully involved or they may request a written report. The review is generally held in the educational setting attended by the child/young person. As an outcome of the review process, you will be involved and informed of any changes or decisions regarding your child's RoN and you will be given 10 term time working days to comment and make representation on any proposed changes.

There are processes and timescales that must be followed by CYPES to conduct assessments and prepare and maintain RoNs in the most efficient way possible, working collaboratively with children/young people and their parents/carers. This timely process is put into place throughout the assessment, planning and review process.

Parents/carers have the right of appeal under the Education (Jersey) Law 1999. This differs from school admissions that are non-statutory.

The relevant extract from the Law is below:

#### Article 31: Parent rights in relation to special educational needs section

The parents/carers of a child/young person in relation to whom it is proposed to make an assessment of special educational needs and special educational provision, shall have the right to appeal against any part of the results of the assessment.

If you have any questions about the Exceptional Action, RoN or Annual Review process, school or other providers will explain the steps within the process and keep you informed throughout.

You can refer to the links below to give you more information about the Exceptional Action, RoN and Annual Review process through:

[Annual Review Flowchart](#)

[Key Points of SEND Support in Schools](#)

[Requesting an Exceptional Action Assessment](#)

SEND Support in Schools Flowchart  
Graduated Approach

A detailed description of the stages of the Exceptional Action and RoN process can be found in the Special Educational Needs Code of Practice.

## Challenging or Disagreeing with Decisions

### Appeals Procedure

Parents and carers have the right of appeal to any part of the results of an assessment of special educational needs and special educational provision under the Education (Jersey) Law.

An appeal can be made to the Education Minister no later than 15 term time days after the parents/carers are notified of the results of the assessment and they shall be determined by the Education Minister. The Education Minister may, by written direction, delegate the power to receive and determine any appeal to the Group Director of Education or to a panel of persons appointed by the Education Minister for the purpose.

If a parent/carer wishes to appeal regarding the content of the assessment or the educational arrangements offered, they have 15 term time days in which to make a written appeal.

The appeals panel will be made up of:

- Principal Educational Psychologist
- either the Education Minister or the Assistant Education Minister
- an independent member of high standing in the community

Appeals will follow the principles set out in the School Admissions Appeals Policy.

## Appendix 1

### Glossary

**Additionally Resourced Centre (ARC):** A specialist facility within a named school for pupils with a Record of Needs (RoN) who require highly targeted provision and resources to meet their identified need. Placement within such centres are the responsibility of CYPES.

**Annual Review:** The review of a Record of Needs which schools and settings must make as a minimum every 12 months.

**Area Special Educational Needs Coordinator (Area SENCo):** Area SENCos provide advice, training and guidance to early years providers on the development of inclusive early learning environments and will help develop the capacity of setting and school staff to manage the operational arrangements put in place for children identified with SEND.

**Care Plan:** A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parents/carers and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by the Government of Jersey for children who are looked after, in this instance, the Care Plan will contain a Personal Education Plan (PEP) in addition to the health and social care elements.

**Childcare and Early Years' Service (CEYS):** The teams that support regulation and development for all registered provisions under the Daycare of Children (Jersey) Law 2002 for children from birth to 12 years of age and also the Early Years Foundation stage within the Government of Jersey sector of schools. This is managed by the Head of Early Years at CYPES.

**Child Development and Therapy Centre:** The Child Development and Therapy Centre offers a comprehensive assessment, treatment, diagnostic and family support service to children with complex developmental and / or health needs from birth to 18 years of age. Professionals within the Child Development and Therapy Centre include:

- Physiotherapists
- Occupational Therapists
- Speech and Language Therapists

- Family Care Coordinators
- Social Workers
- Community Short Break Development Officer

**Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural and/or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist CAMHS which provide care for those who are severely mentally ill.

**Children, Young People, Education and Skills (CYPES):** This is an umbrella term for departments, including Children’s Service, Education, Further Education and Skills Jersey, which provide advice, support and guidance to all educational settings where learning opportunities take place, beginning at nursery and continuing through statutory, further and higher education to adulthood. This supports our commitment to encourage lifelong learning that enables everyone to realise their potential.

**Early Years Foundation Stage (EYFS):** The foundation stage begins the year children reach the age of 3. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the Jersey Curriculum.

**Early Years Advisory Team (EYAT):** A small team of experienced early years teachers who work directly with the Early Years Advisory Teacher and CYPES. Through advisory visits and training, EYAT support best practice across the early year’s sector in all settings and schools. The team are available on request and are seconded from their schools in order to facilitate the role.

**Early Years Inclusion Team (EYIT):** EYIT consists of two Early Years Special Needs Co-coordinators and two Portage Home Visitors. The team runs as an outreach service for both Government of Jersey maintained schools and private pre-school settings.

**Early Years Pathway:** An integrated pathway from pre-birth to age 5 for children with complex neurodevelopmental needs or complex enduring health conditions that require multi-disciplinary support, providing coordinated “team around the child and family” multi-agency assessment, diagnosis and support.

**Early Years Provider:** A provider of early education places for children under 5 years of age. This can include state-funded and private nurseries as well as childminders.

**Educational Psychology Team:** The Educational Psychology Team provide psychological services and support to all education settings and schools in Jersey to help children and young people (0-19 years) with a range of special educational needs (SEND).

**Education Law:** Provision for the education of children and for special educational needs in Jersey is determined by laws enacted by the Government of Jersey.

**Exceptional Action (Multi-agency Assessment):** An assessment which will normally arise out of extended interventions to implement Inclusion and Early Intervention (and other appropriate agencies) advice at SEND support. It is initiated where CYPES (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 Needs or a Note in Lieu of a Record of Needs.

**Family Nursing and Home Care (FNHC):** The Family Nursing & Home Care Community Children's Nurses support children with nursing and health care needs and their families, at home and in the community. They provide nursing care and support in children's homes or other community settings, such as nurseries or schools.

**Further Education (FE) college:** A college offering continuing education to young people over the compulsory school age of 16. This includes general further education college, sixth form colleges, specialist colleges and adult education institutes.

**Graduated Approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child/young person may be experiencing.

**Healthy Child Programme:** The Healthy Child Programme covers pregnancy and the first 5 years of a child's life, focusing on a universal preventative service that provides families with a programme of screening, immunisation, health and development reviews, supplemented by advice around health, wellbeing and parenting.

**Health and Community Service:** The Health and Community Service aims to enable Islanders to live longer, healthier and productive lives by ensuring the provision of safe, sustainable, affordable and integrated health and social care services that are delivered in partnership with others. Responsibilities include the provision of a wide array of hospital services and health and social care support in the community including adult social care.

**Health Visiting Team:** The Health Visiting Team comprises Health Visitors (Specialist Community Public Health Nurses) and Community Nursery Nurses who work with children and their families delivering four levels of services based upon the Healthy Child Programme (Department of Health 2009).

**High Quality Teaching (HQT):** Provision that is based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

**Individual Learning Plan (ILP):** This is a plan or programme designed for children with SEND to help them to get the most out of their education. An ILP builds or modifies the curriculum that a child with learning difficulties is following and sets out the strategies being used to meet that child's specific needs.

**Jersey Curriculum:** This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**Jersey Child Care Trust (JCCT):** A charitable organisation that is helping families access the nurture, care and learning they need so each child can reach their full potential. The charity provides direct services to children and their families including support for children with SEND in their private nurseries.

**Jersey's Children First (JCF):** Jersey's Children First is a way of working which has been adopted across services and settings in the public, community and voluntary sectors. It is the vehicle for delivering the four outcomes of the Children's Plan that all children in Jersey:

- grow up safely
- live healthy lives

- learn and achieve
- are seen and heard

Agencies, services and settings working with children, young people and families are committed to improving outcomes for them, in particular those who are most vulnerable. The Jersey's Children First way of working promotes working together effectively to ensure children, young people and families can access the right help at the right time.

**Parent:** Under Education (Jersey) Law 1999, the term 'parent', in relation to a child, includes any person who is not the child's parent but who has parental responsibility for the child (within the meaning of the Children (Jersey) Law 2002) or care of the child.

**Parental Responsibility:** Under Children (Jersey) Law 2002, parental responsibility is defined as:

- (1) Where a child's father and mother were married to each other at the time of the child's birth, they shall each have parental responsibility for the child.
- (2) Where a child's father and mother were not married to each other at the time of the child's birth –
  - (a) the mother shall have parental responsibility for the child; and
  - (b) the father shall not have responsibility for the child, unless he acquires it in accordance with the provisions of this Law.
- (3) The rules of Law that –
  - (a) where a child is legitimate, the child's father has sole custody of the child; and
  - (b) where a child is illegitimate and the child's mother marries, her husband (whether or not he is the father) has sole custody of the child
- (4) More than one person may have parental responsibility of the same child at the same time.
- (5) A person who has parental responsibility for a child at any time shall not cease to have that responsibility solely because some other person subsequently acquires parental responsibility for that child.
- (6) Where more than one person has parental responsibility for a child, each of them may act alone and without the other (or others) in meeting that responsibility; but nothing in this Part shall be taken to affect the operation of any enactment which requires the consent of more than one person in a matter affecting the child.
- (7) The fact that a person has parental responsibility for a child shall not entitle the person to act in any way which would be incompatible with any order made with respect to the child under this Law.

(8) A person who has parental responsibility for a child may not surrender or transfer any part of that responsibility to another but may arrange for some or all of it to be met by one or more persons acting on his or her behalf.

(9) The person with whom any such arrangement is made may be a person who already has responsibility for the child concerned.

(10) The making of any such arrangement shall not affect any liability of the person making it which may arise from any failure to meet any part of his or her parental responsibility for the child concerned.

**Parent Carer Forum Jersey:** The Parent Carer Forum Jersey is a group of parents and carers of disabled children who work with local authorities, education, health and other providers to make sure the services they plan and deliver meet the needs of children with SEND and their families.

**Person Centred Approach:** Person centred approaches are part of a broader approach originating from work in North America in the 1960s with disabled adults which promoted individualization or personalization known as Person Centred Planning (PCP). PCP is a methodology which is focused on self-determination in terms of what is important to a person from their own perspective and which contributes to their full inclusion in society. Person centred thinking tools are essentially methodical ways to ensure that education is meeting the needs of each child and young person, recognising that each has a unique style of learning, communicating, building relationships and making decisions.

**Personal Education Plan:** An element of a Care Plan in respect of a child that is looked after, which sets out the education needs of the child. If a child who is looked after has a RoN, the regular reviews should, where possible, coincide with reviews of the Personal Education Plan.

**Pre-School Forum:** A forum to support the coordination and involvement of key local professionals and agencies with pre-school children who may require close monitoring.

**Provision Mapping:** Provision mapping takes into account the full scope of provision, including high quality whole class teaching, guided and group work and individual interventions in order to identify and overcome potential barriers to learning and meet the needs of all pupils within and beyond the school setting. A provision map is a management tool providing an 'at a glance' way of documenting and showing the range of provision, additional staffing and support that a school makes available to its pupils.

**Record of Needs (RoN):** A document drawn up where Exceptional Action assessment indicates that CYPES (rather than the school) needs to specify a child's special educational needs and arrangements to address these. A Record of Needs is subject to Annual Review.

**Safeguarding Partnership Board (SPB):** A team who coordinate work locally which will safeguard children and adults and monitors and challenges the effectiveness of Jersey's safeguarding arrangements.

**Skills Jersey:** Skills Jersey is a centre of excellence that links Education and Industry, through 3 business streams, to provide an all age, independent service on Jersey. It incorporates the previous teams of Careers Jersey, Trackers, Trident and Student Finance.

**Special Educational Needs or Disability (SEND):** A child/young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**Special Educational Needs Coordinator (SENCo):** A qualified teacher in a school or maintained nursery school who has responsibility for coordinating SEND provision. In a small school, the head teacher or deputy may take on this role. In larger schools there may be a team of SENCos. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENCo and childminders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

**Special Educational Needs Panel:** A decision making forum that can:

- effectively ensure that all Exceptional Action requests received are considered in accordance with appropriate evidence, Jersey Code of Practice and relevant legislation
- consider recommendations from Annual Reviews where there is a proposal for changes of arrangements with budgetary implications beyond the schools' delegated resources, the deployment of centrally maintained staff/resources or consideration for more specialist provision
- consider recommendations from Annual Reviews where there is a proposal to 'cease to maintain' a Record of Needs.

**Special Educational Provision:** Special Educational Provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children/young people with SEND to access the National Curriculum at school or to study at college.

**Special school:** A school which is specifically organised to make special educational provision for pupils with SEND.

**Speech and Language Therapy:** Speech and Language Therapy is a health care profession, the role and aim of which is to enable children, young people and adults with speech, language and communication difficulties (and associated difficulties with eating/swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

**Team Around a Child/Family (TAC/F):** An individualised and evolving team of the few practitioners who see the child and family on a regular basis to provide practical, coordinated support in education, therapy and treatment. Its purpose is to provide a more coordinated, thorough and consistent approach to supporting a child and their family.

**Transition Pathway:** A multi-agency approach to support young people with special needs and disabilities who require multi-agency support in preparing for adulthood. The purpose of the pathway is to raise aspirations and ensure the young person's goals and dreams for education and employment, health and wellbeing, community participation and independent living inform transition planning from the start.

**Young Person:** Under Education (Jersey) Law 1999, a 'young person' means a child who is over compulsory school age.

## Appendix 2

# Parent's Guide to the Code of Practice

## Frequently Asked Questions

### 1. What does SEND (Special Educational Needs and Disabilities) mean?

**Special Educational Needs and Disabilities (SEND):** A pupil has SEND where their learning difficulty and or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age.

**Disability:** A child or young person may have a disability stated under the Equality Act 2010 as a “physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

An explanation of SEND support and a Record of Needs is as follows:

**SEND support:** Extra or different help is given from that provided as part of the school's usual curriculum. The class teacher and special educational needs co-ordinator (SENCo) may receive advice or support from outside specialists.

**Record of Needs (RoN):** A pupil is said to have a Record of Needs when a formal assessment of SEND has been made. A document is in place that sets out the child's needs and the extra help they should receive.

### 2. Where do I go for support?

(4.1)\*Every school is required to identify and address the SEND of the pupils that they support, including those that are in alternative provision. It is best to share any concerns or questions initially with your child's teacher. The first response to pupils making less than expected progress should be a whole school approach to SEND and high quality teaching. If your child's progress seems to be significantly slower or if you or the teacher believe that your child may have SEND they may take advice or make a plan for you to meet with the SENCo.

You should expect clear and consistent communication within school. If you or school feel that further advice or a referral is needed from other services this should be discussed.

(4.60)\* Schools should work closely with the department for Children, Young People, Education and Skills (CYPES) and other providers when making requests for specialist services. If you have further concerns that you feel have not been addressed through your interactions with the teacher and SENCo you may want to speak with the Head teacher.

### 3. What do I do if I need more support?

It is best to maintain regular communication with school and the teacher. Be proactive if you have concerns so that little problems do not become more complex. Schools have a number of ways of keeping in contact through home-school journals, email, telephone conversations and face-to-face meetings. Keeping an open line of communication can often be sufficient to prevent future complications. Remember teachers are often busy with classroom commitments during the day so that in order to facilitate the most useful and constructive conversations about your child's progress it may be best to make an appointment to meet with the teacher or SENCo. If you would like to raise further concerns about your child's educational arrangements, you may want to arrange a meeting with the Head teacher. Each school will have a SEND Information Report included on their website. This will include contacts and help to determine who the best point of contact might be.

### 4. I think my friend's child has better support than mine. I don't think all schools can provide the same level of service or resources

To support schools in fulfilling their responsibilities, CYPES delegate all but a small proportion of SEND monies from central budgets to school budgets. The Ordinarily Available document is a detailed document, which outlines how schools are expected to use its delegated SEND funds to fulfil its delegated responsibilities in the area of SEND. On a practical level it outlines how a school might support pupils with SEND in different areas and at different stages of the Code of Practice.

The Ordinarily Available document:

- Promotes opportunities for inclusion by supporting the development of high quality SEND support across the island
  - Promotes a shared understanding (generally) and clarifies expectations and aspirations for parents, schools and support teams in the area of SEND
  - Works towards a level playing field (for pupils, schools and parents) in providing for pupils with SEND across the Island
  - For more specific information on how individual schools provide for SEND look at their SEND Information Reports and school SEND policy which should be available on their school website
5. We think we need a diagnosis to get a RoN. We think that is the only way to get support.

(7.1)\* The majority of children and young people with SEND have their needs met within a local mainstream school or setting. The first step to meeting SEND is providing high quality teaching and provision through what is Ordinarily Available in schools. Schools may provide evidence based SEND support through an 'Assess, Plan, Do, Review' process and interventions. They may also seek the advice of other professionals. You should be kept informed and involved in this process. If the school feels, in discussion with you, that your child requires arrangements that are significantly above those ordinarily provided, they may consider an Exceptional Action request. A diagnosis is not required to receive SEND support nor to begin an Exceptional Action request. However schools are required to provide sufficient evidence that above ordinarily provided SEND support has been implemented and regularly reviewed. (7.10, 7.11)\* This would include at least two terms of Educational Psychology involvement as well as evidence of above ordinarily provided SEN support shown through individual learning plans or provision maps, background information and attainment, pupil and parents views, possible involvement by other agencies and views about the way forward. This information is collated and submitted to CYPES for a panel review. An Exceptional Action request does not always lead to a RoN.

6. Does my child need a diagnosis? How would he/she get one?

A diagnosis is not required in order to receive SEND provision. Schools look at the child's needs and plan arrangements to meet them with or without a diagnosis.

7. How many children with SEND are educated in mainstream school

This number can vary from year to year but most children in Jersey with SEND are educated in a mainstream setting. The total number of pupils of statutory school age (5 -16 years) is currently approximately 12,600 of which about 12.5% are classified as having SEND. Of these pupils about 93% of pupils with SEND are educated in mainstream schools and approximately 7% of pupils with SEND are educated in special schools. Approximately 1-2% of all pupils have a RoN (Record of Needs). Less than 1% of all pupils in Jersey are educated in special schools.

8. What other provisions are available?

There are two special schools on the Island Mont a l'Abbe and La Sente and a short stay support centre.

School	Need(s) Met	Age/Year group
<b>Mont a l'Abbe</b>	Learning difficulties	Nursery to 19 years
<b>La Sente Key Stages 2 and 3</b>	Social, Emotional and Mental Health Needs	Years 3 to 9
<b>La Sente Key Stage 4</b>	Social, Emotional and Mental Health Needs	Years 10 to 11
<b>La Passerelle</b>	Short stay therapeutic guidance, and academic support, to re-engage with school life	Years 7 to 11

Some pupils' needs may be best met in an Additional Resource Centre (ARC) within a mainstream school. These pupils still access their mainstream school with support but some of their educational needs are met in the ARC with more specialist resources and presentation in addition to a higher pupil-adult ratio. All pupils in special schools and in ARCs will be in possession of a RoN.

<b>School</b>	<b>Need(s) Met</b>	<b>Age/Year group</b>
<b>Bel Royal Primary</b>	Physical and medical needs	Reception to Year 6
<b>Rouge Bouillon Primary</b>	Autism and social communication needs	Reception to Year 6
<b>St Clement's Primary</b>	Deaf / hearing impaired needs (combined with Le Rocquier)	Reception to Year 6
<b>St Saviour's Primary</b>	Autism and social communication needs	Reception to Year 6
<b>Grainville secondary</b>	Autism and social communication needs	Years 7 to 11
<b>Haute Vallee secondary</b>	Autism and social communication needs	Years 7 to 11
<b>Le Rocquier secondary</b>	Deaf / hearing impaired needs (combined with St Clement)	Years 7 to 11
<b>Les Quennevais secondary</b>	Physical and Medical needs	Years 7 to 11

An application cannot be made directly for an ARC or specialist placement. Pupils who have a placement within an ARC at a mainstream school will access the curriculum where possible within the mainstream setting. As all pupils in ARCs have a RoN, a determination of their placement will have been made through a statutory Exceptional Action (EA) process involving discussions with CYPES, school and parents.

9. When do I know my child is on the Inclusion register, is that a good thing?

Before a child is placed on the Inclusion Register, school should have a discussion with parents/carers in order to develop a good understanding of the pupils areas of strength and difficulty, the parents'/carers' concerns and the agreed outcomes should be sought concerning their child's next steps. A short report with agreed actions for the school and for the parents/carers of these early discussions should be added to the pupil's record on the school information system and a copy given to the parents/carers. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches required. Slow progress and low attainment do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being recorded as having SEND. This should be regularly recorded and updated on the school information system. School must inform parents/carers if their child is included on the SEND register. If your child has an identified SEND it is advantageous to have their name on the register as it increases awareness of your child's needs and in addition where a pupil is identified as SEND, schools should take action to remove barriers to learning and put effective special education provision in place.

10. What does Ordinarily Available mean?

Ordinarily Available (OA) document is a detailed document, which outlines how schools are expected to use its delegated SEND funds to fulfil its delegated responsibilities in the area of SEND. At a practical level it outlines how a school might support pupils with SEND in different areas and at different stages of the SEN Code of Practice.

11. I didn't know my child had an ILP. What is that?

An Individual Learning Plan (ILP), sometimes known as IEP (Individual Education Plan) is a tool to help plan, teach, monitor and evaluate a pupil's

progress. This should be a fluid and co-produced document that is regularly reviewed by school and parents/carers. A school may develop an ILP for pupils who are not fulfilling their potential and who have a specific need which might be addressed by a modified curriculum, extra resources or an alternative learning environment. It should be a record of the pupil's goals and should focus on the strategies to be adopted in order to help the pupil achieve their objectives. Goals are generally written with parents/carers and pupil's input and are usually reviewed on a termly basis. Many schools are adapting the ILP format and you may find that specific needs and targets may be recorded and shared as part of a Personal Profile or individual and group provision maps.

## 12. What is a personal profile?

Many schools use a variety of methods and resources to help children and young people to co-produce documents which identify strengths and weaknesses as well as goals and targets. These may be used for different purposes for example giving pupils a voice in determining their learning and goals, sharing information with others and allowing pupils with limited interaction to share information about themselves and how they learn. Schools will develop these documents in a myriad of ways with photos, text or on iPads and you may hear those called personal profiles, All About Me templates, Communication Passports, or My Learning Pathway for example. Schools may also use provision maps which help to best match pupils to the resources or interventions they may need to overcome barriers to learning.

## 13. What is a Provision Map?

A provision map is often used in school to take into account the full scope of provision. This will include high quality teaching, guided or group work and individual interventions. The provision map can be shared with you to show what resources and interventions your child may be receiving at school in order to overcome learning barriers and to meet your child's needs. This will be a working, fluid document which should be regularly shared and reviewed so that you are aware of and can discuss the provision that is put in place.

14. What's the best way for me to keep the lines of communication open about daily issues and processes?

If you have any concerns, it is always best to start by speaking to your child's teacher. Try not to wait until a problem becomes unmanageable as school will be willing to work with you to determine what actions may be the best to put into place. Sometimes it is just best to share the problem! You can communicate with teachers in a variety of ways through informal chats, email, letters, home-school books, and telephone. If your concern requires more time or attention it may be best to make arrangements for a meeting with the teacher. If you or the teacher have additional concerns about your child's SEND they may involve the SENCo or other relevant professionals. The SENCo will support both you and the classroom teacher and may be able to give more detailed information about your child's SEND support and how it might look in the classroom. Most SEND support concerns will be met by your child's teacher or the SENCo but if you feel that you require further advice or discussion you may want to get in touch with the Head teacher.

15. Where can my child get support around wellbeing?

If you have concerns about your child's wellbeing it is best to talk to their teacher first. As with other support for pupils, school will use a graduated approach to wellbeing concerns by working in partnership with you and your child to gradually build up support through an 'Assess, Plan, Do and Review' process.

Many students require some form of wellbeing support at some stage in their education and this is monitored by their teachers and other relevant members of school staff. If you feel that your child would benefit from someone to talk to, an emotional check-in or some other form of additional support for their wellbeing then your first step is always to talk to a staff member you trust at school. Whilst there are several support teams who support schools in their wellbeing role, they all ask for guidance from the school before they get involved so it is important that staff members are aware of how you feel and what your thoughts are.

In addition to talking to a trusted member of school staff, the next steps to accessing advice around wellbeing can include the following:

- Start by having a conversation with school through your child's teacher, SENCo, or Headteacher

- Schools have a variety of their own pastoral resources they can offer and discuss with you, if appropriate, such as Emotional Literacy Support Assistants (ELSAs). ELSAs are trained by the Psychology and Wellbeing Service (PAWBS) and undergo regular supervision and professional development on how to best support pupils in schools.
- You can contact the [Educational Psychology Telephone Consultation Line](#) which is available to all schools, parents, carers and young people and can offer advice and signposting
- The Wellbeing Team also offer a [consultation line](#) which is available to anyone and is a good resource for parents who may be looking for strategies regarding what you can do at home or want some advice about the most appropriate services to consider
- Face to face consultations with parent/carers at Parentscope meetings are also offered by the Educational Psychology Team and the Primary Mental Health Team
- If your child is at secondary school then they might also have access to a school based counsellor, to which they can usually self-refer
- Jersey is also fortunate enough to have a varied voluntary sector with many charities set up offering well-being support e.g. Mind Jersey, Silkworms, YES.

Related Links:

[The Yes Project](#)

[You Matter](#)

[Mind Jersey](#)

[Silkworms](#)

A referral may be made to the [Child and Adolescent Mental Health Service](#) (CAMHS) through school or other related professionals. CAMHS is a multi-disciplinary team of professionals with backgrounds in psychiatry, clinical psychology, family therapy, psychotherapy, nursing and social work. They offer assessments and therapeutic interventions to children and young people and their families where there are moderate to severe difficulties with their mental health. The team's role is to offer interventions where more specialised help is required.

## 16. How is my child supported through transitions?

Children and young people regularly experience change as they are required to work with different teachers and move between different educational settings. Planning should be put in place for SEND pupils who require additional support during transition times. This should be started well in advance of the transition and parents/carers should be aware of the plan. Transitions within school may involve activities such as visiting new classes, meeting teachers and new classmates or sharing communication passports. In a move from primary to secondary, schools should begin to make arrangements for transition in the autumn term, although schools may begin to discuss transition considerations prior to this in certain instances. Secondary school representatives should be invited to the Year 6 Annual Review for those pupils with a RoN. The pupil's identified needs for a successful transition may include for example: enhanced visits, meeting with familiar people, timetables, photos, social stories and maps. These transition interventions should be discussed, and plans made for an agreed implementation.

Young people moving onto Further Education or an Adult Pathway should be in possession of a co-produced person-centred transition plan which takes into account their identified needs and aspirations in their new settings.

There is a policy for Transfers and Transition for SEND pupils. There is also a transfer and transition policy which applies to all transitions from Early Years to Adulthood.

The AET (Autism Education Trust) Transition Toolkit includes useful information and advice for pupils with Autism but which may also be suitable for children with a variety of SEND needs especially during transition times.

Related Links:

[SEND Transfer and Transition Policy](#)

[Transfer and Transition Policy](#)

[AET Transition Toolkit](#)

## Appendix 3

### The Role of the SENCo

Mainstream schools **must** ensure that there is a qualified teacher designated as the Special Educational Needs Coordinator (SENCo) for the school.

The SENCo must be a qualified teacher working at the school.

The type of responsibilities a SENCo has are:

#### **Overseeing the day-to-day operation of the school's SEND policy:**

- Supporting the identification of children with special educational needs
- Co-ordinating provision for children with SEND
- Liaising with parents of children with SEND in planning and reviewing progress
- Liaising with other providers, outside agencies, educational psychologists and external agencies
- Requesting an Exceptional Action assessment
- Effective deployment of Teaching Assistants (TA)
- Providing professional advice to colleagues
- Leading on the access arrangements process within their centre
- Liaising with potential next providers of education to ensure a pupil and their parent / carers are informed about options and a smooth transition is planned
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Attending CPD (Continued Professional Development) relevant to the SENCo role
- Coordinating with head teacher and senior leaders to determine the strategic development of SEND policy and provision in the school and to ensure that the school pays due regard to its responsibility under the Jersey Discrimination Law with regard to reasonable adjustments and access arrangements
- Compile the schools Special Educational Needs and Disabilities Information Report

### **What should I expect from my SENCo:**

- You should expect commitment to working in partnership with you to provide the best service possible for your child
- You should expect the SENCo to ensure that any plans or provision agreed for your child are carried out by the school
- You should expect understanding and empathy for children with SEND
- You should expect honesty about your child and the provision provided
- You should expect a commitment to improving the service

### **How will the SENCo support my child and me?**

- They should ensure that you are well-informed about the provision for your child and that you are invited to regular review meetings where you can discuss how things are going. In school they should advocate for your child by understanding his or her needs and ensuring that everyone who regularly works with your child knows how best to support them

### **What questions can I ask my school?**

- What expertise is there in the school to support my child?
- What support is or will be in place, which is additional to or different from what children without SEND are receiving?
- Is the support working? Is my child happy in school and making good progress?
- It may be helpful to refer to the SEN Information Report which is published on your school's website. This may answer many of the questions you have about SEN at your school.

It is important that you receive honest answers to these questions because honesty, even if it's not always exactly what you might want to hear, will build your confidence and trust in the school.

### **Required Qualifications:**

A qualified teacher working at the school.

Secondary SENCos undertake specialist training to enable them to be competent in diagnostic assessment (The Certificate in Psychometric Testing, Assessment and Access Arrangements - CPT3A).

**Desirable:**

National Award in Special Educational Needs Co-ordination

**Source:**

SEN Code of Practice (2017)

Joint Council for Qualifications

