

Children, Young People, Education and Skills (CYPES)

Title: Special Educational Needs Policy

Date: August 2021

1. Overview

This policy document describes the arrangements that must be implemented to ensure that pupils and students with special educational needs have an entitlement to effective learning opportunities.

It was produced in accordance with the Education (Jersey) Law 1999

“To ensure that the people of Jersey have access to education and training opportunities which support the fulfilment of their potential, and which meet the present and future needs of the island.”

To fulfil this aim, the Minister undertook to:

- *identify, access and provide for all students with special educational needs appropriately and equitably.*
- *ensure that all pupils and students have access to appropriate information and support.*
- *continue to improve and monitor the quality of learning opportunities in all of its schools and colleges.*
- *secure and allocate appropriate manpower, finance and Information and Communication Technology (ICT) resources required to support the achievement of the Department’s objectives.*

These policies relate to Articles 4 and Articles 28 to 36 of the Education (Jersey) Law 1999.

2. The Policy

It is the policy of the States of Jersey Minister for Education that all pupils aged 3 to 19 with special educational needs will receive appropriate support to enable them to access effective learning opportunities suited to their needs and ability. Wherever practical, this will be within mainstream schools except where it:

- is contrary to the wishes of the parent or child.
- would not be in the best interests of the child.
- would be detrimental to the education of other mainstream children.
- would require the inefficient or inappropriate use of resources.

Pupils with special educational needs will be able to access an educational setting where:

- i. all pupils are valued equally.
- ii. barriers to learning and participation are reduced.
- iii. there are systems and resources that ensure early identification and intervention.
- iv. suitable learning challenges and targets are set to meet the diverse learning needs of all pupils.
- v. pupils, teachers and parents share responsibility as defined in the Jersey Code of Practice.
- vi. the criteria for allocating resources are transparent and fair.
- vii. the procedures and processes reduce administration and bureaucracy.
- viii. there are high quality staff.

3. Interpretation

A child has 'special educational needs' if they have:

- i. a learning requirement that is significantly different from most children of the same age; or
- ii. a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his/her age in provided schools.

Educational settings include mainstream schools, mainstream schools resourced for pupils with particular special educational needs and special schools in Jersey. In exceptional circumstances where a pupil has an identified special educational need requiring a special educational arrangement, which could not be made in Jersey, the Department may place a Jersey pupil at a specialist school in the United Kingdom.

4. Implementation

In order to implement the policy and principles there will be a single Code of Practice containing procedures for and guidance on the identification, assessment and review of pupils' special educational needs, with agreed referral processes. This will be kept under review.

5. Responsibilities required to implement the policy

5.1 It is the responsibility of CYPES to:

- i. provide strategic direction for the special educational needs provision.
- ii. ensure all pupils have access to a broad, balanced, relevant, and appropriately differentiated curriculum.
- iii. collect and maintain data to allow future planning.
- iv. ensure all records relating to pupils with Records of Needs are well maintained.
- v. ensure that there are sufficient places in special schools or resourced provisions to meet the needs.
- vi. monitor the quality of the provision.
- vii. allocate resources against a consistent and transparent formula that makes efficient and effective use of all resources.
- viii. manage the eligibility for entry and the admission arrangements for resourced provisions and special schools.
- ix. arrange transfers between schools for pupils with special educational needs.
- x. maintain an education support team to provide advice, support and training to staff, providing schools with regular, effective and appropriate access to the Educational Psychology Service, Central Educational Needs Team, and the Education Welfare Service.
- xi. provide, maintain and monitor Records of Need within agreed timescales for identified pupils.
- xii. develop partnerships with other agencies to support pupils.
- xiii. provide guidance and support to gain agreement to place pupils outside their chronological age group.
- xiv. To provide training, development, and accreditation for SENCo's.

5.2 It is the responsibility of the Governing Body to:

- i. ensure that the requirements of the Education (Jersey) Law 1999 and the policies of the Minister for Education are adhered to.
- ii. planning for special educational provision is incorporated and evaluated within the School Development Plan.
- iii. a Special Educational Needs Policy is developed and maintained, and the Code of Practice is properly implemented.
- iv. all teachers are aware of the importance of identifying and providing for pupils who have special educational needs, and skilled to do so.
- v. all teachers have high expectations of pupils, and the school is consistent in implementing its teaching and learning policy to a sufficient high standard.
- vi. ensure that the allocation of resources for pupils with special educational needs is in line with Department policy.

5.3 It is the responsibility of the headteacher to:

- i. 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.

- ii. regularly review and monitor the implementation of the policy.
- iii. 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.
- iv. maintain a register of intervention for pupils with special educational needs.
- v. be accountable regarding the allocation and expenditure of all special needs' resources, in line with the specified funding allocation provided for this purpose.
- vi. 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.
- vii. identify that the resources devolved to the school have been utilized to support pupils on the special educational needs intervention register;
- viii. ensure individual pupils with special needs make progress and achieve according to their individual ability.
- ix. ensure general information concerning special educational provision is available to parents on request and incorporated within the school's "Handbook".
- x. To ensure annual reviews for RON take place with all stakeholders whose views are considered.

5.4 The specific responsibility of the Educational Needs Co-ordinator will be dependent upon particular school circumstances (NB see 'Organisational Context' section). These must include clear, time-bonded targets and use of designated funding.

- i. 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.
- ii. liaise with and advise fellow colleagues.
- iii. co-ordinate provision for pupils with special educational needs.
- iv. maintain the school's special educational needs intervention register.
- v. oversee and analyse the records for all pupils with special educational needs to identify progress clearly.
- vi. ensure all pupils on the special educational needs intervention register at 'School Action Plus' and 'Record of Need' have an Independent Learning Plan which is reviewed on a regular basis in consultation with parents, but a minimum of once a term.
- vii. liaise with parents of pupils with special educational needs.
- viii. contribute to the INSET training of staff.
- ix. support colleagues in developing teaching strategies to meet effectively the learning needs of pupils.
- x. liaise with external agencies.
- xi. manage the special educational needs team of teachers and teaching assistants.

5.5 It is the responsibility of all school staff to:

- i. follow the procedures in the school policy on special educational needs.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	June 2011	Principal Educational Psychologist and Head of SEN	
0.2	May 2014	Assistant Director, Inclusion & Family Support	Change of ownership
0.3	April 2016	Director, Inclusion & Family Support	Updated to reflect new Department name and job titles/contacts.
0.4	August 2021	Head of Inclusion	Updated to reflect new Department name and amendments

APPROVAL

Presented to	Approved by	Date
SLT	Approved	22.11.2021

ADDITIONAL INFORMATION

Planned review date:	Distribution:	
Associated policies	Name	Reference
	New numbering – insert new title – 1. Overview	1.
	SENCo Training	5.1
	SENCo not Enco	5.3.3
	RON annual Review	5.3.ix