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St. Anne's School
ALDERNEY

Special Educational Needs and Disability (SEND)

Policy and Information Report

Policy Directive

and

Guidelines



Version	Date	Reviewer	Summary of Changes/Notes	Review Date
1.0	9/2021	Kim Smith	Author	09/22
1.2	9/2021	S Parrilla	UNCRC Articles added, Formatting Front Page	

Convention on the Rights of the Child

At St Anne's School we respect the rights of the children and adults in our school, community and beyond and aim for each school policy to adhere to Articles from the UN's Convention on the Rights of the Child.

In this policy, we are working towards the following articles:

Article 2: The Convention applies to every child without discrimination

Article 3: The best interests of the child must be a top priority in all things that affect the child.

Article 12/13: Every child has the right to express their views, feelings and wishes in all matters affecting them.

Article 16: Every child has the right to privacy

Article 19: Children must be protected from violence, abuse and neglect at all times.

Article 24: Every child has the right to the best possible health treatment.

Article 28: Every child has the right to an education.

Special Educational Needs and Disability (SEND) Policy and Information Report

*"I may not have gone where I intended to go,
but I think I have ended up where I needed to be."*
Douglas Adams

1. AIMS

Our Special Educational Needs and Disability (SEND) Policy and Information Report aims to:

- Set out how our school will identify, assess, support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At St Anne's School, we believe that every pupil has individual and unique needs. Pupils are entitled to an education that is most appropriate to their ability and best suited to their individual strengths and needs. We aim to provide every pupil with a broad and balanced curriculum that has high expectations for all and aim to ensure that all pupils with SEND reach their full potential, regardless of age, disability, marital or parental status, pregnancy or maternity, race, nationality, religion or belief, gender, gender reassignment, sexual orientation, political belief or socio-economic background.

All teachers are teachers of SEND.

We aim to:

- Provide opportunities for every pupil to experience success;
- Promote individual confidence and a positive attitude;
- Ensure all pupils, whatever their SEND, receive appropriate educational provision through a broad and balanced curriculum that is appropriately differentiated;
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision if appropriate;
- Ensure that pupils with SEND have opportunities to express an opinion and that opinion will be taken into account in any matters affecting them;
- Identify, assess, plan, do and review pupil's progress and needs;
- Involve parents/carers in planning and supporting at all stages of their child's development;
- Work collaboratively with parents/carers, other professionals and specialist services; and
- Ensure all staff are accountable for the SEND Policy being implemented and maintained.

2. LEGISLATION AND GUIDANCE

This policy and information report is based on [The Code of Practice and Graduated Response](#) and the Equality Act 2010.

3. DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age;
- or

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.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities. Those with a disability include with 'limitations going beyond the normal differences in ability which may exist among people.' (The Equality Act, 2010).

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. ROLES AND RESPONSIBILITIES

4.1 Special Needs Coordinator (SENCo)

The SENCo at St Anne's School is Kim Smith.

Tel: 01481 822173

Email: kim.smith@alderney.sch.gg

The SENCo will:

- Work with the Head Teacher and Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have a Determination;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of resources, including Learning Support Assistants, to meet pupils' needs effectively;

- Be the point of contact for external agencies;
- Undertake appropriate assessments to inform provision and in order to apply for examination access arrangements;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements; and
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The Head Teacher

The Head Teacher will:

- Work with the SENCo, Senior Leadership Team and Management Committee to determine the strategic development of the SEND policy and provision within the school; and
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Writing targets for an Individual Education Plan, for pupils on the SEND list;
- Ensuring that lessons are developed to focus on targets;
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision; and
- Ensuring they follow this SEND policy.

4.4 Learning Support Assistants (LSAs)

LSAs are responsible for:

- Being aware of this policy and the procedures for identifying, assessing and making provision for students with SEND;
- Assisting in making provision for the individual needs of pupils identified as having SEND, whether in class, small groups or 1:1;
- Working with the SENCo to measure the impact of any interventions; and
- Giving feedback to teachers about students' responses to tasks and strategies.

5. SEND PROVISION AT ST ANNE'S SCHOOL

5.1 Areas of Need

Pupils who have SEND will fall into at least one of four identified areas of need and many pupils will have inter-related needs. The areas of need as identified are:

- Communication and Interaction (including Autistic Spectrum Disorder, speech and language difficulties);

- Cognition and Learning (including moderate or severe learning difficulty, specific learning difficulty/dyslexia or dyspraxia);
- Social, Emotional and Mental Health difficulties (including attention deficit hyperactivity disorder (ADHD), attachment disorder and associated behaviours);
- Sensory and/or Physical (including hearing impairment, visual impairment, processing difficulties and physical disability).

5.2 Identifying pupils with SEND and assessing their needs

At St Anne's School, we use a graduated approach to SEND provision. Most pupils will have their needs met through quality first teaching with appropriate differentiation in the classroom. Class teachers regularly assess the progress of all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the child's previous rate of progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When a teacher has concerns about a pupil in Primary Phase, they will raise this at termly Pupil Progress Meetings and notify the SENCo via the Initial Concerns Form. The class teacher will hold an initial meeting with parents/carers and discuss which strategies have already been tried. They may ask the SENCo to attend as well. Concerns about Secondary pupils are raised with SLT, through link meetings, or with the SENCo. Again, an Initial Concerns Form will be completed and given to the SENCo.

If quality first teaching does not address the needs of a pupil, specific short-term interventions may be put in place. If interventions do not increase progress or reduce the gap with peers, the pupil may be placed on the school SEND register. Parents/carers will be contacted and given information about what this means. Most pupils will be placed on the School SEND register at School Action.

School Action: Further planned interventions are put in place and children have an Individual Education Plan (IEP). The IEP contains specific targets and suggested strategies. This is reviewed three times a year and progress against the targets is shared with parents/carers. Older pupils meet with either the SENCo or an LSA to discuss how they feel they are progressing and to set new targets if appropriate.

School Action Plus: The triggers for School Action Plus are that, despite receiving an individualised programme and sustained support at School Action, the child or young person:

- continues to make little or no progress in specific areas over a long period;
- continues working at levels substantially below that expected of children of similar age;
- continues to have difficulty in developing literacy and mathematics skills;

- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite the use of individual behaviour management strategies;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits or support by a specialised service; or
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Determination: For a small number of pupils, Formal Assessment may be appropriate. This is usually when a child would, if they were in Guernsey, have a place at a special school. As the only school in Alderney, St Anne's has a Complex Needs Base (The Den) which may be accessed to make provision for these children.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil (if appropriate) and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We consider parents' concerns;
- Everyone understands the agreed outcomes sought for the child; and
- Everyone is clear on what the next steps are.

We will formally notify parents if it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

At St Anne's we follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or behaviour;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The pupil's own views;
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Class teachers in Reception, Year 2 and Year 6 record academic levels which are accessed by the next teacher(s). In addition, the SENCo is responsible for providing transition information between phases, focusing on SEND and social/emotional needs. In Year 6, all children have taster lessons in Secondary and transition lessons. They also complete a social emotional questionnaire which is used to inform teachers of areas of need in the cohort.

As pupils leave Year 11, transition information is shared with The Sixth Form Centre, Guernsey College or another educational establishment as appropriate. Where pupils have approved access arrangements for public examinations, the assessment records are shared with post-16 provision.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

In order to enable a child or young person to learn effectively, careful consideration is be given to:

- Classroom organisation and management, including the deployment of staff;
- Teaching materials;
- Matching teaching style to individual learning styles;
- Differentiation; and
- Any identified SEN: Cognition and Learning, Communication and Interaction, Social, Emotional and Behaviour Difficulties and Sensory or Physical Impairment.

We currently provide the following interventions:

- Literacy Support by Mrs Gillingham, an LSA or teacher;
- Maths Support by Mrs Craig or an LSA;
- Read, Write Inc.;
- Toe-by-Toe;
- Word Wasp/Hornet;
- Social Skills Group;
- Working Memory Group;
- PiXL Phonics;
- Love of Reading;
- Write from the Start (handwriting programme);
- Speech Therapy;
- Occupational Therapy.

We also have Stanley, our Therapy Dog, who has passed his level 2 assessment. He will work in school to support identified children and groups.

5.7 Adaptations to the curriculum and learning environment

At St Anne's School, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.

- Using recommended aids, such as laptops, reading pens, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have Learning Support Assistants who are trained to deliver interventions such as Toe-by-Toe, Read Write Inc, hand massage etc. Deployment of LSAs is based on need of SEND pupils. They may be classroom based, running small group interventions or working 1:1 with identified pupils.

We also have a Complex Needs Base (The Den) which is a specialist provision for some pupils with a high level of need. This is staffed by a qualified SEN teacher supported by an LSA. This allows us to provide a bespoke curriculum as needed.

We also work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service;
- Communication and Interaction Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Les Voies Outreach;
- Hearing Impairment;
- School Attendance Service;
- School Nurse;
- Child and Adolescent Mental Health Service;
- Youth Commission;
- Other agencies as needed.

5.9 Expertise and training of staff

Kim Smith, our SENCo has over 10 years of working specifically with SEND children. She holds the National SENCo Award and a Certificate of Psychometric Assessment. She is a member of the British Psychological Society.

Ashley Winnett is a specialist teacher of SEND. He manages The Den, teaching a number of children with specific high level of need.

We have a team of nine Learning Support Assistants who work with children in pre-school through to Year 11.

The SEND team (SENCo, Complex Needs Teacher and LSAs) meet regularly to ensure that provision is appropriate to need. LSAs are deployed on a needs-led basis. Training is provided as appropriate.

5.10 Securing equipment and facilities

Resources are provided through the school budget. Where there is additional need, an application for extra funding can be made to the Inclusion Resource Panel in Guernsey.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term;
- LSAs completing an intervention monitoring form after each half term;
- Using pupil questionnaires as appropriate;
- Monitoring by the SENCo;
- Using provision maps to measure progress;
- Holding annual reviews for complex needs pupils.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to with their peers. Where necessary, we provide additional staffing for trips to enable all to participate.

All pupils are encouraged to take part in sports day/activity days/educational visits as appropriate.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Children with disabilities are included at St Anne's School. We have a lift between different levels of the main building and ramps to allow access to all other areas of the school. Our Accessibility Plan gives more information on how we help disabled pupils to access our school.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council;
- Primary classes use Circle Time;
- All primary and secondary pupils have lessons in PSHCE;
- All secondary pupils, including those with SEND, are allocated a mentor;
- Tea and toast sessions are held 3 times per week, at the start of the day, for selected vulnerable pupils;
- Social skills groups are run on a needs led basis;
- Sharon Jenkins, our Mental Health First Aider, meets with individuals as needed and signposts them to access further support.

In addition, for pupils with social and emotional difficulties, we can refer them for 1:1 support from the Youth Commission or CAMHS.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At St Anne's School, we can call upon the support of a number of outside agencies. The usual route is via the SENCo. Parents/carers or any member of school staff can raise concerns and a referral is made to the appropriate agency (with parental agreement). Where Annual Review Meetings are held for children with complex needs, all outside agency partners are invited to attend.

Martin Winward (Head Teacher) and Kim Smith (SENCo) are members of the Alderney Support Team, which meets once a fortnight. Other members of AST include Police, Health Visitor, School Nurse, Youth Commission Worker, Island Medical Centre and others who are invited to attend on an *ad hoc* basis. With permission from the parent/carer issues are discussed at a confidential meeting to ensure that all relevant agencies are aware of the child's needs.

Where there are child protection concerns, the Multi Agency Support Hub (MASH) in Guernsey is contacted.

5.15 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. If this does not resolve the issue, they will then be referred to the school's complaints policy. Parents/carers can also contact the Education Department in Guernsey.

5.16 Contact details for raising concerns

If they have concerns about their child's progress, parents/carers should speak to the class teacher/form tutor in the first instance. They can also contact Kim Smith, SENCo, directly. Email: kim.smith@alderney.sch.gg

6. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Kim Smith (SENCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Senior Leadership Team and the Management Committee.

7. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following policies:

- Accessibility plan;
- Engagement policy;
- Anti-bullying policy;
- Inclusion and Equality Audit;
- Supporting pupils with medical conditions.