



SEND POLICY

1. Philosophy

- 1.1. Elizabeth College is committed to meeting the educational needs of all its students.
- 1.2. We accept that all children and young people are of equal value; they have the same basic emotional, social and educational needs regardless of their gender, ethnic origin, ability or disability. We seek to promote inclusion, high standards and equal opportunities throughout the school.
- 1.3. We believe that all children should be offered full access to a broad, balanced and relevant curriculum.
- 1.4. We recognise that a significant number of children may experience an additional learning need during their time at EC and may require further help to access the curriculum, either through internal support or through external services.
- 1.5. We make every effort to make an early identification of difficulties and provide intervention for children with additional needs.

2. Aims

- 2.1. To apply a whole school policy to meet each child's individual needs, following the guidelines of *The Special Educational Needs Code of Practice (Guernsey 2004)* and, where appropriate, the 'Every Child Matters' Agenda.
- 2.2. To ensure that no child is discriminated against in any area of school life, on the basis of his / her SEND.
- 2.3. Early identification and support for any students who have SEND. Reference to external agencies where necessary and appropriate.
- 2.4. To conduct regular reviews of student progress through formative and summative assessment procedures.
- 2.5. To provide pastoral care and support for all students so that they develop confidence in all areas of the curriculum and build a strong sense of self-esteem.
- 2.6. To provide INSET training and support to staff so that student needs will be met in the mainstream classroom.
- 2.7. To communicate with parents effectively, involving home/school partnerships in intervention.
- 2.8. To involve and engage students in decisions about programmes of intervention where appropriate.



- 2.9. To work as a school to ensure continuity of management and support of children and young people with SEND.

3. Management of Procedures and Protocols

3.1 EC chooses to apply the Guernsey Special Educational Needs Code of Practice (2004) to its identification of SEND. Throughout this document, it is referred to as the Code. The Code reflects a continuing commitment to develop an education service that provides equality of opportunity and high achievement for all children and young people. It promotes a consistency of approach in meeting the additional needs of children and young people. The focus is on preventative work to ensure any such needs are identified as quickly as possible and that early action is taken to meet those needs.

3.5 While the Code is a regulatory framework by which schools and services maintained by the Education Department operate with regard to special educational needs, it also provides guidance for any establishment or professional service working with children in Guernsey. Although not obliged to by law, EC accepts the guidelines suggested and follows similar procedures.

3.3 The Education (Amendment) (Guernsey) Law, 1987 states that:

- a pupil has *SEND* if he/she has ‘a learning difficulty which calls for special educational provision to be made’
- a child has a *learning difficulty* if he/she ‘has a significantly greater difficulty in learning than a majority of children and young people of his/her age’ or ‘has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided in schools for children’
- *special educational provision* for a child of two years or more means educational provision that ‘is additional to or otherwise different from the educational provision made generally for children’
- A learning difficulty should not be assumed where ‘the language in which he/she is, or will be, taught is different from a language which has at any time been spoken in the home’.

3.4 In addition to the above, EC also recognises that a child has a special educational need if they are

- exceptionally able and/or talented.

At EC, this group is referred to as more able and talented (MA&T) and a separate policy exists regarding provision made for this group of students. It is also recognised that there may be children who occupy both ends of the special needs spectrum. In both the Upper and Junior schools there is close liaison between the Head of LS and the member of staff responsible for the MA&T register



3.5 The Guernsey Education Department provides exemplification criteria for all schools which clarifies the categories of Special Educational Need and advises on identification, assessment and resources. 4 main categories are identified:

Cognition and Learning Needs / LDD

This covers Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Specific Learning Difficulties including Dyslexia, Dyscalculia and Dyspraxia.

Behaviour, Social and Emotional Difficulties

This includes Emotional Disorders, Conduct Disorders, Hyperkinetic Disorders (including ADD and ADHD) and syndromes such as Tourette's.

Communication and Interaction Needs

This includes Social and Communication needs, Autistic Spectrum Disorders and Asperger Syndrome.

Sensory and Physical Impairment

This includes Hearing Impairment, Visual Impairment, Multi-Sensory Impairment and Physical Disability.

3.6 The fundamental principles of the Guernsey Code of Practice are as follows:

- The emphasis is on early identification and effective assessment procedures.
- Students should have their needs met and should be educated in mainstream schools where possible.
- A significant number young people will have special educational needs at some time during their schooling.
- A student with special educational needs should be offered full access to a broad, balanced and relevant education in accordance with school and curriculum policy.
- Some students will require additional help from external agencies.
- Parents have an essential role to play in supporting education and their knowledge, views and experience should be valued.
- Where appropriate, the views of the child or young person should be sought and taken into account.

3.7 At Elizabeth College, we recognise that a student's additional educational needs may become apparent through a variety of ways:

- Admission procedures
- Teaching and Formative assessment within the classroom.
- Summative assessment.
- Parental/Student concern.
- Assessments by qualified specialist teachers.
- Specialist assessments by external agencies.



4. Stages of Intervention

4.1 Elizabeth College identifies a staged approach to children with additional needs:

- After referral from a student's teachers or parents, the relevant Head of Learning Support will arrange for an analysis/tracking of the student's needs and provide feedback to the referee.
- Children may then be placed on the Inclusion register by the relevant school Head of Learning Support. In consultation with colleagues, they will place children at the appropriate level (see 4.2), according to the allocation made in ISAMs.
- Children may be removed from the formal Register if issues noted have been resolved.

4.2 The register identifies three levels of support:

[WAVE 1 - Monitoring – blue star \(on iSAMS\)](#)

Identification of a potential additional need. No further intervention is required beyond the normal differentiated curriculum, although parents will have been alerted and the Learning Support department will be monitoring to assess the need for potential action. Students who have been involved with external agencies in the past and whose difficulties have been resolved may also be at this level.

[WAVE 2 – School Action/Intervention – grey star \(on iSAMS\)](#)

This is the first level of additional or in class support offered to meet a student's needs within school. Once a student's rate of progress and development has been identified as being of concern, by the appropriate Head of Learning Support, despite having appropriate learning experiences, additional differentiated learning opportunities or support strategies should be provided. These involve:

- Identification of difficulty in accessing the curriculum.
- Collation of evidence.
- Parental consultation and involvement.
- Recognition where there is a need for Special Access arrangements for examinations at the Upper School (eg extra time or the use of a word processor).

Planned intervention is made to meet the student's needs within the class setting or by referral to either the ECJS or the EC Learning Support service. If required, the development of an individualised programme within the context of an inclusive curriculum may be appropriate. Children may be at this level and have been referred to an external agency for assessment.



WAVE 3 – Action Plus – yellow star (on iSAMS)

A referral has been made for private lessons with the Learning Support Department for which a charge is payable or for support and advice from any external agency; either through the States of Guernsey or on a private basis, instigated by parents or school;

There will also be:

More regular contact with the parents as necessary and reports within the usual school reporting cycles.

Setting of IEP targets.

MA&T– red star (on iSAMS)

A similar, star-based allocation exists to identify students who are MA&T on ISAMs. For more details please see separate MA&T policy.

5. Liaison with Outside Agencies

5.1 Children may be referred to:

- Dyslexia Day Centre/Specialist Teacher Assessment for external exam Access arrangements
- An Educational Psychologist.
- The Paediatric Occupational Therapy Service.
- The Speech and Language Therapy Service.
- CAMHS.
- In pre-school we have consultative access to the Sensory and Physical Support Service (this may include school visits on a regular basis).
- Any appropriate UK based assessment service approved by the College.

6. Staff Responsibilities

6.1. All teaching and non-teaching staff should be involved in the implementation of the EC Inclusion policy and be aware of procedures for identifying, assessing and making provision for children with SEND.

6.2. It is the responsibility of a teacher to be aware of any students in their class with SEND and the specific problems that have been identified.

6.3. At ECJS, there are also Teaching Assistants who provide support in class, either with individuals or small groups, usually at the direction of the class teacher

6.4. Teachers and TAs should be aware of access routes to the Inclusion Register.

6.5. In addition, teachers have a responsibility to:

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- Assist the Head of Learning Support in early identification, assessment, provision and monitoring of a student with SEND.
- Support any students with SEND by working with Learning Support staff, asking for support and advice where necessary.

6.5 The **Head of Learning Support** will, in addition to their own teaching commitments in the department,

- develop, maintain and operate a clearly defined Inclusion policy.
- co-ordinate the provision made for individual children with SEND, working closely with students, staff, parents and external agencies.
- liaise with and advise colleagues with the aim of securing high quality teaching by assisting in the identification, assessment and management of students with additional needs.
- maintain the Inclusion Register / ISAMs records. These identify children with any form of SEND, their level in the Code of Practice and the area(s) requiring attention.
- disseminate additional information regarding SEND as and when required.
- manage arrangements for specialist teaching in class, to groups or to individuals, in response to needs identified.
- liaise with the Examinations Officer regarding Special Access arrangements for examinations.

7. Record Keeping

7.1 Details of children on the Inclusion Register are readily available from ISAMs. All teaching staff should be aware of how to locate the necessary information and understand the grading system used.

7.2 Information is provided to teachers concerning details of special access arrangements for examinations at appropriate points in the year.

7.3 Copies of any external agency reports are kept by the Head of Learning Support and are available for staff to read. Where possible, they are attached to ISAMs records and shared directly with teaching staff as necessary.

8. Support structure

8.1. EC has its own Learning Support Department operating in each designated phase. The number of staff and any further training required varies depending on the level of support required across EC and is determined on a yearly basis.

8.2. At ECJS, support is offered on a more formal basis and an additional charge is levied for lessons. Programmes are devised on an individual basis by LS teachers, working in

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collaboration with class teachers, parents and children. The aim is to establish needs and respond flexibly including a regular review of progress and adjustment of the programme.

- 8.3. Similarly, at Elizabeth College, Learning Support is offered mainly on an individual or small group basis through weekly lessons within the department. Support programmes encompass Literacy Support and Curriculum Support and are subsidised, but the bulk of the cost of providing lessons is passed on to parents.
- 8.4. Formal, recorded reviews are undertaken regularly.
- 8.5. Once a student has made suitable progress, their individual programme may cease. A student should feel secure in their knowledge and learning and all should be confident that he/she has reached a point where individual support will no longer be required on a regular basis.
- 8.6. The school has a strong collegiate approach and there is regular, close contact between Learning Support and all school staff.

9. English as an Additional Language

- 9.1. On occasion, we are joined by students whose first language is not English. Where possible, these children are assessed prior to entry to establish their English capabilities. Extra support may be provided by teachers and TAs, although it should be noted that it is usually recommended that young children may not benefit from too many focused 1:1 intensive lessons. School policy is to allow each individual child to settle before ascertaining the need for any additional input. There is a provision mapping document which provides guidance for developing the language skills of young children with EAL.

10. Children with Disabilities

- 10.1 EC makes any reasonable adjustments required to teach children with disabilities – temporary or otherwise. This has included the relocation of teaching to a ground floor, assistance with stairs, alternative arrangements for games sessions and preferred seating in classrooms. Adjustments are made on a case by case basis.

11. Individual Education Plans (IEPs)

- 11.1 At ECJS, Provision Mapping clearly identifies defined, strategic responses to children experiencing difficulty. In addition, there is a comprehensive programme of personal target setting within individual classrooms. All students receiving individual LS lessons have IEPs.
- 11.2 At EC, IEPs are used for Action Plus students who receive individual Learning Support lessons to ensure that targets are addressed across the whole curriculum.

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11.3 Students being monitored have a Student Profile on ISAMS which gives details of their difficulties and classroom strategies for the teachers.

11.4 IEPs are reviewed at the end of each term and new targets are written.

12. Special Access arrangements for Examinations (at the Upper School):

12.1 It is EC policy that children should be enabled to demonstrate what they know in tests and examinations. Whenever it is recommended, 25% extra time is permitted in all examinations except those that result in a standardised scoring procedure.

12.2 Readers, scribes or other individual services may be recommended for examinations, following current guidelines. These currently state that this type of support is applicable to all assessments except those assessing English skills. Parents will be charged to cover additional costs to the College for specific individual services such as an amanuensis and/or reader and/or other highly individual requirements recommended by the assessment.

13. Resources

13.1 The quality and quantity of resources used within the LS departments is continually reviewed.

13.2 All Learning Support staff play a role in identifying useful resources and the departments have a budget allowance each year.

14. Admission

14.1 If any potential difficulties become apparent during the entrance assessment process, they are identified in the acceptance letter and recommendations made.

14.2 Occasionally, children who have already had a SEND identified apply for entry to Elizabeth College. Relevant reports are requested at the time of their entrance assessment.