

Special Educational Needs Policy



Overview

d'Auvergne is a 2-3 form entry school, there are currently 494 (Jan 2021) children on roll of which around 14% are on the SEN register.

d'Auvergne's Vision and Aims

d'Auvergne's vision for children with special educational needs is the same as for all children – That all children will be the best that they can be, believe in themselves and have high aspirations for their futures.

At d'Auvergne we value diversity and are committed to building relationships and strengthening our community. We provide a safe, stimulating learning environment with an enriched curriculum that includes exciting, engaging opportunities and develops an enthusiasm for lifelong learning. Throughout their time at d'Auvergne pupils will develop confidence, resilience and respect for themselves and others. Our pupils will be 'Fit for the Future'.

This means all children will be entitled to high quality teaching and an engaging and varied curriculum in a safe and inclusive environment. Our aim is that special educational needs are recognised at the earliest point, with the correct support implemented quickly. We recognise the importance of children and their parents/carers being involved throughout and we strive to build the strongest home-school links for our pupils with special educational needs.

The aspirations and achievement for all children will be raised through a shared focus on meeting needs.

At d'Auvergne, our curriculum and teaching will:

- Ensure every child makes consistently good progress in every class.
- Focus on developing confident communicators who have a wide vocabulary.
- Ensure our children work hard; gain increasing confidence and independence; and respond positively to challenges.
- Enable all children to do well in a broad range of subjects, equipping them with the knowledge and skills required to be successful learners and citizens.
- Cater very well for different achievement levels, routinely providing appropriate challenge and support.
- Cover in full the Jersey Curriculum, ensuring breadth, balance and depth of learning through a range of rich experiences, which build cultural capital.
- Be enhanced by the strongest home-school links.
- Promote the highest of expectations and aspirations for all associated to d'Auvergne School.
- Actively promote positive mental health and wellbeing.

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Data

Data:	Number	Percentage
Number of pupils in School	494	
Number of pupils on SEN register	73	14%
Number of SEN pupils in Foundation	12	
Number of SEN pupils in KS1	14	
Number of SEN pupils in KS2	47	
SEN Pupil Attendance	94.9%	

Support Level:

Level of Support	Number of Children
Looked After Children	1
Record of Need	4
Outside Agency Support	37
In school support	60
Additional Teacher Monitoring	17

Outside Agency Support:

Areas of Need	Number of Children
Speech and Language Therapy	20
Visual Impairment Team	1
Educational Psychologist	12
CAMHS	7
Primary Mental Health Worker	2
ASCIT	2
SEMHit	3
Occupational Therapist	1
Wellbeing	5

Identification of Special Educational Needs

A pupil has SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age.

At d'Auvergne, we identify special educational needs by building on information from previous settings, discussions with parents/carers and the

pupil, consulting with other agencies, the class teacher, assessments (both teacher and SEN specific) and information from previous teachers.

Our first response is high quality teaching, targeted at a pupil's area of need. Where progress continues to be slower, teachers work with the SENCO, to assess whether the child/young person has SEN and which category of need it can be identified as – communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and/or physical needs.

The purpose of identification is to aid us in planning how to best meet a child's needs and if necessary which agency to consult for support.

At d'Auvergne our identification process allows us to ensure other factors that may impact progress and attainment are not wrongly identified as SEN, including but not limited to; attendance, having English as an additional language or health and welfare.

d'Auvergne's Graduated Approach to SEN

At d'Auvergne teachers are responsible and accountable for progress and development of all pupils in their class. Our first step in supporting pupils who have an SEN is high quality teaching – additional provision is to support this.

To support teachers in providing the very best provision we adopt the Graduated Approach cycle – of assess, plan, do, review.

Assess:

- Teacher's assessment and experience of the pupil – information-pupil progress, attainment and behaviour
 - Development in comparison with peers
 - Views and experience of parents and pupil
 - Seek advice from external support services
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Plan:

- Make the pupil/family aware of the need
- Explore ability to change – what needs to be in place for the change to happen?
- Continually reflect on the needs
- Consider how the intervention has been selected – do objectives of intervention match with pupils' identified needs?
- Consider whether the person who is delivering the intervention has the necessary skills, knowledge and understanding
- Consider whether all those involved in the intervention are aware of what it is and why it is happening – including the child

Do:

- Support changes – put intervention in place based on need.
- Evaluate the change – What can pupil do now that they could not before it?
- Record and measure
- Have a process for sharing information about the intervention and pupil progress with the class teacher

Review:

Consider –

- Has the aim of the intervention been achieved? Is further intervention needed?
- Is it effective – is it having a positive impact on pupil outcomes?
- What factors made it effective?
- Could any changes be made to make it more effective? Eg. Is lead person confident in their skills? Need for staff training? Did pupils enjoy it? Did pupils think there was a point to them doing it?

We use provision maps to record and monitor each step of the graduated approach. Our provision maps are working documents that are regularly reviewed by the class teacher and the SENCO. These are tools for monitoring

and are used as an overview of the needs, targets and provision for a child with SEN that can be shared with all adults working with the child.

Criteria for Exiting the SEN Register

A child on the SEN register, who is showing continual progress and improved attainment, who is now working within age-related expectations, will be re-assessed and discussion regarding the removal, or change of status on the SEN register will follow.

Careful observations, progress and attainment data, scrutiny of work produced, discussion with teachers, views of parents and carers and the views of the pupil will all be taken into consideration when reviewing.

Monitoring and Evaluation of SEN

Careful monitoring and evaluation of the quality of provision provided for all our pupils is of great importance to us at d'Auvergne. We regularly observe teaching and interventions, we hold SEN audits with experienced SENCOs from other schools, we value and consider pupil and parent views and our school senior leadership team regularly review SEN provision. As a school we are aiming to be 'data rich' meaning we will have optimum information to inform our practice and support of all pupils, especially those on the SEN register.

Training and Resources

All staff receive regular, relevant and up to date training. Training needs are informed through observations, audits, need of pupils and through discussions with staff. We regularly hold in school training led by staff, outside agencies, or professionals from the UK. Staff also attend training held by the Education Department and when necessary we will attend training opportunities in the UK.

Roles and Responsibilities

At d’Auvergne we believe meeting the needs of pupils with SEN is everyone’s responsibility. We have a shared vision of inclusion and understand how we all contribute to pupils learning and progress.

Mrs Fernandes, the schools SENCO is responsible for the day-to-day implementation of The SEN Policy and co-ordination of specific provision made to support individual pupils with SEN.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The SENCO and Head Teacher will identify areas for development in special educational needs and these will contribute to the school’s development plan.

Storing and Managing Information

All information on pupils with SEN is stored in a named SEN file, in a locked filing cabinet. We encourage all staff working with the child to access this information. Any information sent via email will be password protected or a child’s initials will be used. We will always seek a parent’s permission before sharing a child’s information with any support agencies.

Accessibility

At d’Auvergne all teachers set high expectations for every child, whatever their prior attainment. We aim to identify and address potential areas of need at the outset. Lessons are planned to address need and to remove barriers to pupil achievement, such planning means that pupils with SEN and disabilities will be able to study the full Jersey Curriculum.

d’Auvergne aims to ensure that: -

- All efforts are made to overcome individual pupils’ barriers to learning
 - All classrooms have well planned activities which are differentiated to enable all pupils to make progress
 - Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
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- A range of teaching styles are used including auditory, visual and kinaesthetic
 - The successes and achievements of all pupils are celebrated through the school's reward system
 - All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
 - A range of different organisational settings are planned to provide class, group, paired and individual work

We have disabled toilets throughout the school. We have wheelchair access to the ground floor of the building and lift access to the second floor. The staircases have handrails and clear markings on the stairs. The Year 2 and Year 3 classrooms each have a Soundfield system installed. We have an adjustable changing bed in one of our disabled toilets.

Supporting Pupils and Families

If you require further information about d'Auvergne School or wish to view our SEN Information Report, you can visit our school website: <http://www.dauvergne.sch.je>

Island wide support services can be found on the Jersey Online Directory: www.jod.je

Comments, Complaints and Questions

If you have any questions, comments or complaints please contact our SENCO, Mrs Josie Fernandes – j.fernandes@dauvergne.sch.je, or our Headteacher, Mr Sam Cooper – s.cooper@dauvergne.sch.je
