

SPECIAL EDUCATIONAL NEEDS, DISABILITY & EAL POLICY

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Aims of this policy

Blanchelande College is committed to providing outstanding support for pupils with special education needs and/or disabilities. The College's Golden Rules apply to all pupils, whatever their needs.

1. Do your best to be your best
2. Be kind and helpful
3. Treat others as you would like to be treated
4. Be polite and well-mannered
5. Respect the views of everyone in our community and beyond

The aim of this policy to:

- Ensure early and comprehensive identification and monitoring of special educational needs.
- Outline roles and responsibilities of academic staff with regards to SEN pupils.
- Guide appropriate and reasonable intervention to the needs of pupils.

Framework

The College adheres to The Special Educational Needs Code of Practice (Guernsey 2004). The College also has regard to the *Special Educational Needs and Disability Code of Practice (SEND): 0 to 25 years* published by the Department of Education and the Department of Health.

Definitions

A student has a special educational need or disability if s/he requires some educational provision additional to, or different from, the educational provision for other children in the school in the same year group. In addition, Blanchelande College also recognises that exceptionally able students may also have particular learning needs.

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

- A pupil has SEN if he/she has 'a learning difficulty which calls for special educational provision to be made'.



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- 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'.

The SEN Code of Practice (Guernsey) 2004 identifies four areas of special need:

1. Cognition and learning needs
2. Social, emotional and behavioural needs
3. Communication and interaction needs
4. Sensory and/or physical needs

Roles and responsibilities

- At Blanchelande College, SEN provision is overseen by the Vice-Principal (Senior) who directs the Head of Learning Support (SENCO).
- The Head of Learning Support manages a team of learning support teachers in both the Senior and Primary departments, and liaises with teachers, parents and external agencies.
- The Head of Learning Support ensures that suitable training is delivered through staff INSET and courses so that, for instance, staff understand pupils' strategies for accommodating different learning styles and needs.
- The Head of Learning Support is responsible for all record-keeping and administration with regard to SEN pupils, including the SEN register, all individual educational plans (IEPs) and Determinations (i.e. Statements of SEN).
- The Vice-Principal (Senior) and/ or the Head of Learning Support report to the SMT and Governors' Education Sub-Committee on SEN provision.
- All academic staff have responsibility for implementing learning support strategies.
- All College staff are expected to provide positive support for students with SEN and their families.

Classroom assistants

The College employs a certain number of part-time Teaching Assistants (TAs) who provide targeted support across mainly the Infant and Junior years. Teaching Assistants are directed by the class teacher in whose lesson they are assigned. The class teacher is



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responsible for providing the TA with the learning support information and strategies identified by the Learning Support Department.

External agencies

The Learning Support Department maintains strong links with external agencies who can provide additional expertise. As an independent College, Blanchelande does not receive direct and funded access to the States of Guernsey's educational services. While it may be possible for the College to liaise and coordinate support for pupils with external agencies (of the States of Guernsey or independent thereof), any additional costs will be recharged to parents. It may be possible for therapists and other professionals to deliver support on the College premises, subject to the usual safeguarding and safer recruitment procedures being followed, and the level of administration and time demands being reasonable.

Facilities and resources

The College provides appropriate facilities and resources for SEN pupils. Primary and Secondary pupils receive support in rooms close to their own classrooms. SEN rooms have appropriate resources for SEN pupils. Resources for classrooms and online resources may be provided or recommended by the Learning Support Department.

Identification of SEN

The College aims to identify any SEN at the earliest possible opportunity. Identification usually follows an observation from a previous school, parent, class teacher, screening or subject test result. The College may be able to identify certain SEN using internal screening procedures, or the Learning Support Department may recommend that parents seek an external assessment, for instance from a Educational Psychologist or other suitably qualified professional. Any parents applying for a place at Blanchelande must disclose on the Registration Form any SEN diagnosis that their child has received and share any reports/ IEPs that are available. Where SEN pupils are applying to Blanchelande, the College will consider carefully whether or not it is able to support these needs.

SEN intervention

The College aims to make appropriate interventions following a identification or diagnosis of a special educational need. The Head of Learning Support will record all SEN pupils on the SEN register. The Head of Learning Support will use the reports, data and teachers' input to devise an individual educational plan (IEP) for the pupil. This will be distributed to staff and saved electronically in the Learning Support folder on the staff drive. Pupils on the SEN register and those with an IEP should have their progress regularly reviewed; review dates should be stated on each IEP. All teaching staff will be aware of any updates to the IEP as needed. It is the responsibility of teachers to read each IEP of pupils in their class and adapt teaching to their needs. Teachers should be prepared to provide evidence of differentiated support.



Exam access arrangements

In some instances pupils with SEN may be eligible for special exam access arrangements, e.g. extra time. With parental consent, the Learning Support Department will coordinate any additional tests, the cost of which be recharged to parents.

Physical needs and medication

Where pupils have physical or medical needs that impact their learning, parents should communicate these to the Head of Pastoral Care and the Head of Learning Support. The School Nurse, who can be contacted via the School Office, visits the school usually on a fortnightly basis, and should be aware of all medications being taken by pupils, particularly if being administered onsite. Physical and medical needs will only be recorded on the SEN register if they have an educational impact.

Behavioural problems

Where pupils show a pattern of inappropriate behaviour that requires special provision, they will be placed on the SEN register and may also be given an IEP. Additional support from the Learning Support department and/ or external agencies may be recommended. The Head of Pastoral Care and other relevant staff will be consulted and involved in the support provided.

1:1 and group support

Parents whose children have SEN may be offered the opportunity for 1:1 learning support. These lessons, which are charged as an extra, will be timetabled wherever possible to minimise the impact of missing other lessons. It is the responsibility of pupils to request from their teacher any work they may have missed. Teachers will provide help in explaining this work. Support may also be provided in small groups where pupils' needs are similar.

Communication with parents

The College aims to provide parents will the fullest possible picture of their child's special educational needs. From the first stages of identification to the implementation of support, the Learning Support Department and parents should be in close communication. Wherever possible, meetings will be arranged in person between parents and the Head of Learning Support. Parents should receive an up-to-date copy of their child's IEP. Parents are made aware of the role of the Head of Learning Support and whose contact details are on the College website. Parents are requested to provide the school with any information regarding their child's learning needs that they source independently.

Provision of information

The Head of Learning Support will circulate and make readily available all documentation needed by staff to provide support for SEN pupils. This will be via the



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ISAMS information management system, the Learning Support folder on the shared drive, and email. Some information about pupils is confidential and may be shared with only certain members of staff. Sensitive information should always be shared on a need-to-know basis. Blanchelande shares information with schools upon request where pupils move on from the College.

Pupils with disabilities

Blanchelande College is committed to making all reasonable adjustments to enable pupils with disabilities to access the curriculum. The nature of the College's buildings mean that not all adjustments will be possible. Upon application, the College will consult parents to ascertain whether it is able to make the necessary adjustments.

EAL

Pupils for whom English is not their mother tongue may need additional support. The Head of Learning Support will assess their needs when they join the College and offer parents additional supports in line with 1:1 provision, explained above. EAL pupils may only need additional support for a fixed period, and may not be classified as SEN.