



## 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 Three Rules for Life apply to all pupils, whatever their needs.

1. Use your talents to pursue what is good.
2. Treat other people as you would like them to treat you.
3. Be tolerant and open to respectful debate.

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.

### Our ethos

At Blanchelande College, we believe that every student is a hero on their own unique journey. The Learning Support Department is dedicated to supporting each child as they work towards their individual goals and aspirations. We understand that everyone is different, and we work closely with parents and caregivers to create personalised learning plans that meet the specific needs of each child. Our team of highly trained and experienced professionals are here to provide the resources and support that students need to succeed, including specialised teaching materials, assistive technology, and one-to-one support. We are committed to working as a team with parents and caregivers to ensure that each child has the opportunity to reach their full potential and succeed on their hero's journey.

Our Learning Support Department also works closely with all our teachers to ensure that they have the resources and support they need to deliver lessons that are tailored to the needs of each individual student. Our SEN team provides ongoing training and support to all our teachers, empowering them to create a welcoming and inclusive classroom environment for all students, including those with special educational needs and disabilities. We believe that this collaborative approach is crucial to helping our students reach their full potential and achieve their goals.



## 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 (2014) and the *Guernsey and Alderney SEND Review* (Nasen) February 2021.

## 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.

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’.
- 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 Head of Learning Support (SENCO).
  - The Nursery Department has a SEN Co-ordinator who works in conjunction with the Head of Learning Support.
- Our Nursery has its own SENCO who works closely with the Head of Learning Support/SENCO to achieve smooth transitions for children when they move into our Reception class and they work with parents to address any concerns.



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- The Head of Learning Support (or Nursery SENCO for the Nursery) plays a key role in the development of universal provision as a member of the Academic Strategy Team, working closely with the Principal, Vice-Principal, Director of Studies and Head of Inquiry (and, in the Nursery, the child's key worker).
- The Head of Learning Support manages a team of learning support teachers and Learning Support Assistants (LSAs), and liaises with teachers, parents and external agencies.
  - In the Nursery, the Nursery SENCO liaises with key workers, 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, individual educational plans (IEPs) and Determinations (i.e. Statements of SEN).
  - The Nursery SENCO is responsible for record-keeping and administration with regard to SEN pupils, including the Nursery specific SEN register and all Nursery educational plans (IEPs)
- The Head of Learning Support is assisted by an Assistant SENCO who has administrative and teaching responsibilities greater than those of classroom LSAs.
- The Head of Learning Support reports to the SLT and Governors' Education Sub-Committee on SEN provision.
  - The Nursery SENCO reports to the Nursery Manager 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.

## **Learning Support Assistants**

The College employs a certain number of part-time LSAs who provide targeted support across mainly the Infant and Junior years. LSAs are directed by the class teacher in whose lesson they are assigned. The class teacher is responsible for providing the LSA with the learning support information and strategies identified by the Learning Support Department.

## **External agencies**

The Learning Support Department (or Nursery) 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



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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.

In Nursery all children can access additional States of Guernsey services free of charge, if required. All Preschool aged children who are requiring a RAP (recourses allocation panel) referral will then have access the Early Years Educational Psychologist and Special Liaison Nurse if they meet the criteria.

## **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. The SEN room provides appropriate resources for pupils with SEN. Resources for classrooms and online resources may be provided or recommended by the Learning Support Department/ Nursery 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 (or, in the Nursery, key worker), screening or subject test result. When the identification process begins within the school, the teacher(s)/key worker(s) will, in the first instance, request the input of the Head of Learning Support, and will not pass on premature opinions of diagnoses to parents. It is the role of the Head of Learning Support (or Nursery SENCO), as the qualified professional, to make direct contact with parents.

The College may be able to identify certain SEN using internal screening procedures, or the Learning Support Department (or Nursery SENCO) 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 an identification or diagnosis of a special educational need. The Head of Learning Support (or Nursery SENCO) will record all SEN pupils on the SEN register (or Nursery 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, where necessary. 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 SEN register as needed. It is the responsibility of teachers to read each entry on the SEN register of pupils in their class and adapt teaching to their needs. Teachers should be prepared to provide evidence of differentiated support. Information on teaching strategies will be recorded by the Head of Learning Support on the SEN register which must be read and adhered to by teaching staff. This is located on iSAMS.

The Nursery SENCO will use the reports and data and key worker input to devise an individual educational plan (IEP) for the child, liaising with parents where necessary to ensure this meets the child's needs. The IEPs are kept on paper in the Nursery Department.

### **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 (and, in Nursery, the Nursery SENCO and Manager). Where appropriate, the College may confer with the States' School Nurse Team. Physical and medical needs will only be recorded on the SEN register if they have an educational impact.

### **Behavioural needs**

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/ Nursery department and/ or external agencies may be recommended. The Head of Pastoral Care/ Nursery Manager 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. For support in groups of three or more pupils, Blanchelande College does not

charge a fee and this option is exhausted before 1:1 lessons are suggested. For Nursery children, any 1:1 support is integrated into their day.

### **Communication with parents**

The College aims to provide parents with 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/ Nursery department and parents should be in close communication. Wherever possible, meetings will be arranged in person between parents and the Head of Learning Support/ Nursery SENCO and key worker. Where parents ask individual teachers for an opinion on special educational needs in relation to their child, they will be referred to the Learning Support department, which is the qualified body within the school to oversee the process of diagnosis through liaison with external experts. Parents are made aware of the role of the Head of Learning Support/ Nursery SENCO and whose contact details are on the College website. Parents are required to provide the school with any information regarding their child's learning needs that they source independently. A particular focus is placed on parental partnerships at the entry-point (admissions) to address and establish a common understanding of expectations. The Head of Learning Support aims to continually facilitate close relationships with parents to review the progress and aspirations of their child.

### **Provision of information**

The Head of Learning Support/ Nursery SENCO will circulate and make readily available all documentation needed by staff to provide support for SEN pupils. This will be principally via the ISAMS information management system and other communication platforms. 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/ Nursery SENCO 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.