

SPECIAL EDUCATIONAL NEEDS & DISABILITY 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 SEND pupils.
- Guide appropriate and reasonable intervention to the needs of pupils.

This policy should be read in conjunction with other school policies, including the Admissions Policy, Anti Bullying Policy, Curriculum Policy, Disability Policy-Examinations, English as an Additional Language (EAL) Policy and Screening Booklets.

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 SEND 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.

The College takes into account the principles outlined to the Additional Learning Needs (ALN) Code of Practice (Guernsey) 2024, the Children and Young People's Plan, 2023-2026 and work in accordance with the publication of updated guidance from the States of Guernsey.

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 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'.

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, SEND provision is overseen by the Head of Learning Support (SENCO).
- Our Nursery has its own SENCO who works closely with the Head of Learning Support to achieve smooth transitions for children when they move into our Reception class and they work with parents to address any concerns.

The Role of the Head of Learning Support (SENCO)

- The Head of Learning Support plays a key role in the development of universal provision as a member of the Academic Strategy Team, collaborating closely with the Principal and the Director of Studies.¹
- Overseeing the day-to-day operation of the College's SEND Policy.
- Monitoring and reviewing SEND policy on an annual basis.
- Managing a team of learning support teachers, an Assistant SENCO, Learning Support Assistants (LSAs) and an Emotional Literacy Support Assistant (ELSA).
- Ensuring 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.
- Coordinating provision for children with SEND.
- Being responsible for all record-keeping and administration regarding SEND pupils, including the SEND Register, individual educational plans (IEPs) and any statements of SEND from external agencies.
- Liaising with external agencies.
- Reporting to the SLT and Governors' Education Sub-Committee on SEND provision.
- Meeting weekly with the Phase Leaders of the Primary School and with the Director of Studies.
- Contributing to the Primary School meetings, Senior School briefings and Academic meetings as well as the in-service training of staff (INSET).
- Consulting with and advising colleagues.
- Consulting with and advising the Principal and the Registrar on admissions if the child has SEND.
- Collaborating closely with the Specialist Assessor and the Examinations Officer to ensure the correct Access Arrangements are in place for GCSE and A-Level pupils and for school assessments.

¹ The Academic Strategy Team consists of the Principal, the Director of Studies, the Head of Learning Support and the Head of Inquiry.

The role of the Assistant SENCO

- Working with pupils on a 1 to 1 basis or small group support if deemed appropriate.
- Liaising with and advising colleagues.
- Keeping the records of pupils with SEND.
- Writing and revising Individual Education Plans (IEPs).
- Contributing to any written reports, information for children's files.
- Liaising with parents of pupils with SEND.
- Attending relevant conferences and CPD events, disseminating information to staff on a regular basis.
- Liaising with external agencies.
- Meeting weekly with the Head of Learning Support.

- **Nursery SENCO**

- In the Nursery, the Nursery SENCO liaises with key workers, parents and external agencies.
- 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 Nursery SENCO reports to the Nursery Manager on SEN provision.

- **Exams Access Coordinator**

- The Exams Access Coordinator for JCQ external examinations works closely with the Examinations Officer to ensure the correct Access Arrangements are in place for GCSE pupils and for school assessments.
- The Exams Access Coordinator works with the Specialist Assessor and is responsible for cognitive screening assessments to determine if pupils need additional exam access arrangements for JCQ external examinations.
- Ensuring dossiers of evidence are in place with key GCSE Access Arrangements information.
- The Exams Access Coordinator keeps up to date with SEND legislation and attends a training course each year which covers any changes to JCQ Access Arrangements.
- **The Specialist Assessor** is a member of staff who is qualified and trained to assess children for specific learning difficulties.

- **All academic staff** have responsibility for implementing learning support strategies.

- All College staff are required to provide positive support for students with SEN and their families.
- The College is committed to a programme of Continuous Professional Development (CPD) so that staff are well informed regarding best practice and stimulated to adopt new ideas and to embrace assistive technology.

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 (and Nursery SENCO and/or Nursery Manager) 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. It may be possible for the College to liaise with external agencies (of the States of Guernsey or independent thereof) to coordinate support for pupils. 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 to 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 SEND pupils. Primary and Secondary pupils receive support in rooms close to their own classrooms. The Learning Support room provides appropriate resources for pupils with SEND. Resources for classrooms and online resources may be provided or recommended by the Learning Support Department.

Assistive Technology

- The ALN Code of Practice emphasises the need for pupils to have access to ICT as a means of meeting their needs.
- Blanchelande College is expanding the use of assistive technology through the use of laptops and ICT programmes. The College ensures access to different digital formats for SEND pupils if needed.
- The College is committed to developing the use of assistive technology. Exam Reader pens are also now available for pupils to use in place of a reader if appropriate.
- The SENCO liaises with the Examination Officer and the Specialist Assessor to discuss Access Arrangements in School examinations and GCSEs.

Identification of SEND

The College aims to identify any SEND 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 SENCO, as the qualified professional, to make direct contact with parents.

The College may be able to identify certain SEND using internal screening procedures, or the Learning Support Department may recommend that parents seek an external assessment.

Admissions

Any parents applying for a place at Blanchelande College must disclose on the Registration Form any SEND diagnosis that their child has received and share any reports/ IEPs that are available. Where SEND pupils are applying to Blanchelande, the College will consider carefully whether it is able to support these needs. Children must not be disadvantaged in seeking entry to Blanchelande College as a result of any SEND. The College shows due regard to the UK Equality Act 2010 and is aware of reasonable adjustment duties. An admissions assessment is undertaken by prospectives pupils to ensure they can access the mainstream curriculum and navigate their way around our site.



SEND intervention

The College aims to make appropriate interventions following an identification or diagnosis of a special educational need. SENCOs will record all SEND pupils on the SEND register. SENCOs 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 SEND register should have their progress regularly reviewed. All teaching staff will be aware of any updates to the SEND register as needed. It is the responsibility of teachers to read each entry on the SEND 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 SENCOs on the SEND 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, when required, liaising with parents where necessary to ensure this meets the child's needs. The IEPS are kept on paper in the Nursery Department.

Graduated Response to SEND Support

- On entry, information about any known SEND is asked for by the School and appropriate action taken. A pupil may be added to the SEND register if a child has a diagnosed specific learning difficulty/disability that warrants action that is additional to or different from other pupils.
- The graduated response starts with the class teacher using differentiation strategies to meet individual needs.
- The key test of the need for action is evidence that current rates of progress are inadequate.
- Staff adopt an ASSESS, PLAN, DO, REVIEW to SEND support.
- When a pupil is causing concern, differentiation may take place and targets set. The pupil's work is monitored, and teaching staff will review progress on a regular basis. The SENCO will be consulted to advise as regards strategies that could prove helpful. Parents are kept fully informed.
- If progress is not being made, time with the Learning Support Teacher or with the LSA or one to one/small group sessions with the subject teacher may be appropriate. The School's Specialist Assessor may be consulted.
- Pupils are added to the SEND Register for SEND Support when this is agreed to be appropriate through discussions with staff, parents, the SENCO.
- If a specific learning difficulty is suspected, in consultation with parents, an assessment with the Specialist Assessor or an appropriate outside agency may be

sought. Full diagnostic assessments are actioned, and from Year 9, the assessment will be able to be used as evidence for Access Arrangements at GCSE.

- Once assessments have taken place, if a specific learning difficulty is diagnosed appropriate differentiation in class will be provided as necessary by subject teachers.
- The College welcomes support and advice from outside agencies for SEND children.

Exam Access Arrangements

In some instances, pupils with SEND may be eligible for special exam access arrangements, e.g. extra time. With parental consent, the Learning Support Department will screen pupils for processing difficulties and allow access arrangement for internal and external exams.

- The SENCo works closely with the Specialist Assessor, Exam Access Coordinator and the Examinations Officer to ensure the correct Access Arrangements are in place for GCSE and A Level pupils and for school assessments.
- Pupils can be provided with extra time, readers, assistive technology, scribes, word processors, modified papers, prompters and separate invigilation and rest breaks.
- The SENCo ensures dossiers of evidence are in place with key GCSE Access Arrangements information.

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 SEND register if they have an educational impact.

Behavioural needs

Where pupils show a pattern of inappropriate behaviour that requires special provision, they may be placed on the SEND register and may also be given an IBP (Individual Behaviour Plan). Additional support from the Pastoral Department/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 SEND 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 or SENCO. 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 and SENCOs 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 mutual understanding of expectations. The SENCOs aim to continually facilitate close relationships with parents to review the progress and aspirations of their child.

Provision of information

The SENCOs will circulate and make readily available all documentation needed by staff to provide support for SEND 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 first language may need additional support. The SENCOs 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 SEND.

Complaints

Complaints about SEND provision will be dealt with by the Head of Learning Support in the first instance, who will then refer them to the Principal should the matter be unresolved. If a complaint is made about the Head of Learning Support this is forwarded to the Principal. The School's Complaints Policy is followed.