



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Review date: July 2025

Latest review date: July 2026

Staff responsible: Florence Clayton (Assistant Head Pastoral, SENCo & DSL)

Chair of Governors: Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- *Safeguarding and Child Protection Policy*
- *Equal Opportunities for Pupils Policy*
- *New Admissions Policy*
- *Pastoral Care Policy*

Rights Respecting School policy statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the the following articles:

- *Article 2 - No discrimination*
- *Article 3 - Best interest of the child*
- *Article 12- Respect for children's views*
- *Article 23 - Children with disabilities*
- *Article 29 - Aims of education*
- *Article 31 - Rest, play, culture and arts*

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SECTION 1: AIMS AND OBJECTIVES

The SEND Policy complies with the statutory requirement laid out in the UK DfE's [SEND Code of Practice 0-25 \(January 2015\)](#) and Jersey's [SEN Code of Practice 0-19 \(October 2017\)](#) and has been written with reference to the following guidance and documents:

- [Discrimination Law Jersey \(2013\)](#)
- [Equality Act 2010: Advice for Schools \(DfE May 2014\)](#)
- [Teachers' Standards 2012](#)
- [Statutory Framework for the Early Years Foundation Stage \(September 2021\)](#)
- [Early Years Statutory Framework Jersey \(November 2019\)](#)
- [Special Educational Needs and Disability Act \(2001\)](#)
- [Children and Family Act \(2014\)](#)

At St Michael's School we aim to create a curriculum and environment in which all children, including those with special educational needs and disabilities, can develop physically, intellectually and emotionally at a pace which is suited to their individual needs. St Michael's aims to:

- Identify all pupils with Special Educational Needs and Disabilities (SEND)
- Work within the guidance provided in the SEND Code of Practice, 2017 (Jersey). In addressing any SEND need, the school will comply with the Equality Act 2010 and the Special Educational Needs Disability Act 2001
- Provide a Special Educational Needs and Disability Coordinator (SENDCo) who will work with the SEND pupils, the specialist SEND staff and the SEND pupils
- Support SEND pupils with both learning and pastoral care
- Ensure that every SEND pupil at St Michael's has the opportunities to reach their full potential
- Ensure that every pupil follows a curriculum that is suited to their ability and needs
- Support and advise staff working with SEND pupils, ensuring that staff training is provided
- Ensure that pupils are accessing high quality teaching to ensure that they make progress in their learning and development
- Work with outside agencies where appropriate
- Inform and work with parents and carers at every stage.
- Have procedures around Access Arrangements, in line with the Equality Act 2010 and Discrimination (Jersey) Law 2013 so that no pupil is disadvantaged
- Focus on outcomes, not just hours of provision/support

The Governing Body, the Head and the SENDCo take overall responsibility for making sure the SEND policy and practice meet statutory regulations. The whole school will be involved in its planning and implementation and regularly review how expertise and resources are used to address SEND and to build the quality of whole school provision as part of their approach to school improvement. There is a member of the governing body with specific oversight of the school's arrangements for SEND.



SECTION 2: DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Definitions of special educational needs taken from section 20 of [The Children and Family Act 2014](#):

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

According to the Special Educational Needs Code of Practice (2014) there are 4 broad areas of need:

1. Communication and Interaction, including:
 - Speech, language and communication needs (SLCN).
 - ASD, and are likely to have communication needs.
2. Cognition and Learning (when children learn at a slower pace than their peers, even with appropriate differentiation)
 - Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



3. Social, Emotional and Mental Health Difficulties, including:
 - Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour, anxiety or depression.
 - Other children and young people may have disorders such as: ADHD – Attention Deficit Hyperactive Disorder or Attachment Disorder
4. Sensory and/or Physical Needs. Some children and young people require special educational provision because they have a disability which hinders them in school including:
 - Vision impairment (VI)
 - Hearing impairment (HI) will require specialist support and/or equipment to access their learning.
 - Physical disability (PD) who may require additional ongoing support and equipment to access all the opportunities available to their peers



SECTION 3: ROLES AND RESPONSIBILITIES

The **governing body** is responsible for overseeing school policy and provision for pupils with SEND.

The **Head** is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy in practice.

The School's Learning Support Department consists of:

- SENDCo - Mrs Florence Clayton
- Teaching support is given by one of our three support teachers or SEND TAs:
 - A specialist SEND teacher for Early Years and KS1
 - A specialist SEND teacher for KS2
 - A specialist SEND teacher for KS3
 - A specialist SEND TA for numeracy for KS3
 - Three specialist ELSA (Emotional Literacy Support Assistant) TAs

The **SENDCo** is a member of the Senior Leadership Team. Their responsibilities include:

- Determining the strategic development of the SEND policy and provision in the School, together with the Head and Governing Body
- Having overall day-to-day responsibility for the operation of the SEND and disability policy
- Investigating concerns/queries around pupils not already identified with SEND, informing relevant teachers, professionals and parents of the outcome
- Carrying out assessments of pupils with SEND when required, to identify needs and monitor progress - including observations in the classroom
- Coordinating specific provision for children with SEND, including those who have Records of Need (RON)
- Coordinating the learning support team
- Working with the learning support team to ensure that Individual Education Plans are kept up to date and reviewed termly
- Ensuring all staff understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND needs
- Ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- Providing advice, guidance and training to classroom teachers and teaching assistants on supporting pupils with SEND
- Ensuring that resources are used to maximum effect



- Ensuring parental insights are considered by the School to support their child's SEND
- Liaising with external professionals and agencies, as appropriate
- Maintaining the school's Inclusion Register
- Liaising with other education providers in the transition processes
- Ensuring the provision of Access Arrangements and Reasonable Adjustments, where appropriate
- Arranging/undertaking relevant assessment of pupils when needed, using data to inform practice
- Liaising with and ensuring effective partnerships with external agencies, services or bodies
- Ensuring that the School keeps records of all pupils with SEND up to date

The **specialist support teachers and teaching assistants** are responsible for:

- Contributing to the Inclusion Register when required
- Working alongside class teachers and the SENDCo for the identification of pupils with SEND
- Carrying out assessments of pupils with SEND as required
- Raising concerns about pupils with SEND or those with possible needs with the SENDCo
- Delivering 1-2-1 and small group lessons to pupils with SEND or additional needs
- Writing and updating IEPs of pupils within their link year groups and ensure that these are shared with parents and appropriate staff
- Ensuring that Pupil Passports are in place where needed for the pupils they work with
- Ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- Advising and supporting class teachers and teaching assistants on SEND provision
- Completing referrals to outside agencies when required and to ensure effective partnerships
- Supporting the implementation of assistive technology for individual pupils
- Tracking and monitoring the progress of pupils with SEND in their link year groups
- Providing appropriate pastoral support to SEND pupils
- Maintaining regular parental contact for SEND pupils within their link year groups, working collaboratively to provide the best possible educational opportunities for pupils in their link year groups
- Ensuring that resources in their link year groups are used to maximum effect
- Attending SEND meetings weekly with the SENDCo



Class teachers are responsible for:

- Providing high quality teaching, using a range of teaching and learning strategies in order to support the progress of pupils' with SEND
- Ensuring that they are familiar with the school Inclusion Register and differentiate accordingly
- Ensuring that they are familiar with pupils' IEPs and Pupil Passports and that they implement the advice accordingly
- Giving feedback to parents of pupils with SEND
- Working closely with relevant support staff to maximise the effectiveness of support both in and out of the classroom
- Raising concerns about pupils with SEND or those with possible needs
- Providing evidence and feedback to the SENDCo in a timely manner, regarding any matters relating to pupils with, or possible with, SEND
- Ensuring appropriate Access Arrangements are in place for pupils as required
- Monitoring the academic progress of pupils in their classes
- Where appropriate, making sure that any reasonable adjustments are made to the learning environment to enable safe and inclusive teaching

Teaching Assistants are responsible for:

- Ensuring that they are familiar with the school Inclusion Register and differentiate accordingly
- Ensuring that they are familiar with relevant pupils' IEPs and Pupil Passports
- Providing necessary support to pupils with SEND
- Liaising with teachers and the SENDCo in order to maximise the effectiveness of the support for pupils with SEND

Form tutors are responsible for:

- Ensuring that they know which of their tutees are on the Inclusion Register
- Ensuring that they are familiar with their tutees' IEPs and Pupil Passports and contributing towards these when necessary
- Monitoring the wellbeing of pupils with known SEND
- Keeping in close liaison with parents of pupils with SEND
- Raising concerns to the SENDCo about pupils with SEND or those with possible needs
- Being aware of and acting upon all safeguarding concerns of pupils with SEND



SECTION 4: IDENTIFYING AND SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Early identification of pupils with Special Educational Needs is vital in overcoming barriers to learning and improves long term outcomes for the child. St Michael's has specialist SEND teachers in each area of the school in order to work closely with teaching staff, teaching assistants and the SENDCo with the identification of children with additional needs. We identify the needs of the whole child, not just their Special Educational Needs or Disability.

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEND and/or disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will usually be borne by the parents. Where parents wish to request a formal assessment from outside of school, they must ensure the School is given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents should always be consulted and kept informed of any action taken to help their child, and of the outcome of this action. Due weight will also be given to a pupil's wishes (according to their age, maturity and capability).

Arrangements for special educational provision and support are made through the School's graduated approach to SEND support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. e.g. Cognitive Ability Tests, internal assessments, outcome of examinations, progress reports, link learning support teacher reports. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEND support, the teacher and the link SEND teacher or SENDCo will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on The Portal.



- **Do:** Teachers will work closely with the SENDCo and link SEND teacher to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed as agreed between the School and parents. Teachers working with the SEND link teacher or SENDCo, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEND may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

St Michael's SEND provision:

- Class teachers are responsible and accountable for the progress and development of children in their class. The first response to concerns should be high quality teaching targeted at their areas of weakness. Planning will be directly targeted towards achieving agreed outcomes.
- Teaching support is given both individually or in small groups, either within the class or by withdrawal for thirty-minute sessions.
- To ensure that pupils gain full access to the curriculum, wherever possible extra support withdrawal is given outside core subjects. Some lessons are timetabled to occur when similar lessons are being undertaken by the rest of the class, such as English or Maths.
- The majority of pupils with special educational needs are identified by the form teacher and/or Learning Support teacher or by analysis of baseline assessment, COPS/LASS results, school exams, school reading/spelling tests or CATs scores. The school may also act on concern expressed by a parent or how the child is performing within the class.
- It may be necessary to carry out an assessment by an outside agency. A decision on whether to make SEND provision will be taken after considering all the information which can be gathered from within the school about a child's progress, alongside expectations of progress. This will include teacher assessments, formative assessments, and appropriate early assessment materials and parental concerns. Where necessary, the school may ask the parents to draw on specialised assessments from outside agencies and professionals, for example, an Educational Psychologist, Speech and Language Therapist, Occupational Therapist or Physiotherapist. When on the register and with interventions in place the school will use the Assess – Plan – Do - Review model for tracking the effectiveness of the intervention. The SENDCo will work closely with all specialists involved and when necessary, will include their suggestions in their Pupil Passport. Reports from external agencies are available for staff to view on the school's Google Drive and summaries of these are available on Pupil Passports.
- If the pupil is found to have language or communication difficulties, an assessment by



the school's SEND link teacher may be conducted, or a referral to a Speech and Language external agency, both of which may result in a course of therapy. All children in Nursery are screened using the Wellcomm Assessment Programme by the Nursery Teacher. Support is given by the Nursery staff within the provision to support development. In the first term of Reception (R), all pupils are screened by our link SEND teacher, and this too may result in a set of lessons or a referral to state or private speech and language support.

- Touch typing is taught throughout the school from Year 3 as part of ICT. There is also early morning provision for a select group of Senior children who have been identified as having handwriting difficulties or a Specific Learning Difficulty that would be supported by work being typed.
- Supported Prep is offered instead of the usual prep activity in the Senior school. This is run by either the SENDCo, or by a specialist SEND teacher or teaching assistant. Pupils with additional needs are supported with their prep during this 60 minute session. There is an additional charge for this.
- We have 1 qualified and 2 training ELSAs (Emotional Literacy Support Assistants) in school who are able to run the ELSA 6 week programmes to pupils who we feel would benefit from this intervention.
- The school nurse keeps medical records and may advise the special needs staff of any auditory, visual, physical or medical difficulties.
- There is a charge to parents for individual one-to-one lessons, a reduced rate charge for small group sessions and no charge for some arranged group lessons.
- A weekly meeting is held between the SENDCO and the support teachers. At these meetings the progress of special needs children is monitored, practices reviewed and relevant issues discussed.
- Pupils who receive individual one-to-one lessons have an Individual Education Plan (IEP) which is available on the Portal for both staff and parents to view. This is updated termly. Parents and children will be involved in the review and informed of progress and if outcomes have been achieved. If a child makes expected progress and no longer receives individual support they will continue to be monitored, after consultation with parents.
- Other pupils who have a diagnosis of SEND, an EP report or additional needs may also have a Pupil Passport, with key strategies on how to support them available to staff. The Pupil Passport will only record that which is additional to and different from the differentiated curriculum plan.



Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage ('EYFS'). The designated teacher responsible for coordinating SEN provision in the EYFS provision is Mrs Fiona Green. The child's class teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Requesting a Record of Need (RON)

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Education Department to carry out a statutory assessment of their needs to see if they are eligible for a RON. RON plans are legal documents that help raise aspirations and outline the provision required to support the child or young person in achieving their ambitions. RON plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person. The Education Department will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The RON will need information about the pupil's progress over time and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies. Once a pupil has an RON Plan, the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the RON plan will take place at least annually. Parents and children are encouraged to give their opinions and comments. If a pupil's SEND changes, the Department will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the RON plan is appropriate.

It is important to note that at this time, St Michael's is not able to apply for RoNs to the Department, unless the child is moving into the States system in the near future.

Supporting pupils with medical conditions

St Michael's School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 and Discrimination (Jersey) Law 2013. Some children who have severe medical issues may have IHC plans (Individual Health Care Plans). Some may also have a special educational need and may have a RON which brings together health and social care needs, as well as their special educational provision. We have regular contact with Nurses, Occupational Therapists, Physiotherapists, Speech Therapists and teachers for visual impairment on a regular basis when needed, to ensure that provision is effective.



SECTION 5: THE INCLUSION REGISTER

The school maintains an Inclusion Register which is accessible to all staff. Pupils are identified by their year group and description of need. This is reviewed throughout the year and submitted to the Inclusion and Early Intervention department three times a year. This information is saved on the school system and is also accessible to staff through the portal.

The Inclusion Register contains the following:

- Pupils who have a diagnosed SEND and pupils who are receiving support for SEND
- SEND data on types of need per year group and whole school data
- Pupils who are currently being monitored
- Access Arrangement needs
- Pupils who have an IEP
- Pupils who have an EP assessment
- A list of English as an Additional Language pupils
- A list of Potential Plus pupils (with a mean CAT score of 126 and above)

SECTION 6: ACCESS ARRANGEMENTS

Access Arrangements allow pupils with SEND, medical conditions or temporary injuries to access assessments without changing the demands of the content. Access Arrangements can include the following:

- Extra time
- Readers
- Scribes
- Separate rooms
- Prompts
- Rest breaks
- Enlarged papers

St Michael's follow JCQ guidelines to ensure that "reasonable adjustments" are met for pupils, in line with the Equality Act 2010 and Discrimination (Jersey) Law 2013. Pupils who show a persistent and significant need may have Access Arrangements put in place and these can then become their "normal way of working". Access Arrangements can also be recommended by Educational Psychologists.

Access Arrangements recommended by Educational Psychologists are valid for 26 months prior to Common Entrance examinations. If the time between an Educational Psychologist assessment or an assessment from a professional assessor has exceeded 26 months, the pupil may need an updated assessment. If this assessment is conducted by the SENDCo, there may be an additional charge.

Pupils with a medical condition or diagnosis may not need an updated assessment. Current Access Arrangements for pupils can be found on the Inclusion Register.



SECTION 7: PASTORAL CARE AND SAFEGUARDING

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, assemblies, form time and PSHE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEND may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters such as bereavement) can lead to learning difficulties or wider mental health difficulties. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEND and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns about a pupil. Please consult our Safeguarding and Child Protection Policy for more information.

We understand that pupils with SEND may need additional pastoral support in school. Form tutors, SEND link teachers, our ELSAs are able to support SEND pupils and will raise any concerns with the SENDCo. Our SENDCo is also our Assistant Head Pastoral. Please consult our Pastoral Care policy for more information.



SECTION 8: FURTHER ASPECTS RELATING TO SEND PROVISION

Admissions

The School is non-selective and welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School will treat every application from an SEND and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

We will try our utmost to be inclusive in our admissions arrangements, in the education and resources provided by the school, and to treat disabled pupils as favourably as others, but at present, St Michael's School has limited access for non-mobile physically disabled children. We aim to use IT to provide access to the curriculum for children with poor recording skills.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEND or learning difficulties are advised to discuss their child's requirements with the School before the School considers the application for a place and before they come for a taster day or an interview. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools and assessment of the pupil at a taster day, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010 and Discrimination (Jersey) Law 2013.

The School's Admissions Policy can be found on the school's website. It applies equally to all prospective pupils.

Involvement of parents/carers

St Michael's considers partnership with parents very important. The school acts on parents' concerns and incorporates parents' views and knowledge of their child in assessment. Parents are kept informed about what action the school proposes to take and will often be asked to support pupils by supervising work completed at home. Written reports on special needs pupils who receive additional 1-2-1 learning support are issued at the same time as other school reports. There are opportunities to discuss the pupils' progress at parents' evenings or the support teachers are available to speak with parents at other times by appointment.



SEND training for staff

St Michael's recognises the importance of professional training in order to meet the needs of children who have learning difficulties. St Michael's School, has the opportunity to attend some training for teaching children with Special Needs, through the Inclusion Offer with the Education Department (Government of Jersey). Staff may also avail themselves of training on offer from other sources. The SENDCo will also organise SEND training within school throughout the year. New staff will be provided with an induction session with the SENDCo and other appropriate staff.

EAL

The identification and assessment of the special educational needs of children whose first language is not English requires particular care, as lack of competence in English is not considered a learning difficulty. However, if their progress is slow it should not be assumed that language status is the only reason. The School will look carefully at whether their poor performance is due to limitations in English or Special Educational Needs.

Complaints

The school aims to talk about concerns as soon as difficulties become apparent. Dialogue will be built on a foundation of trust, respect, clarity and openness. We aim to prevent disagreements before they become major difficulties. Where it has not been possible to obtain parental agreement for SEND intervention the school will endeavour to meet the child's needs to the best of our ability. Where SEND needs relate to behaviour, the school will resort to the recommendations of the Behaviour Policy. The arrangements for considering complaints with regard to SEND provision are:

- Parents to discuss the matter with the form tutor and/or link SEND teacher
- To consult the Head of Phase (EYFS, Pre-Prep, Juniors)
- To consult the SENDCo
- To consult the Head
- To consult the Governor responsible for SEND
- The matter to be referred to the Governing Body.

Three-year accessibility plan

A copy of the School's Accessibility Plan can be provided upon request. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.



The Role of the SEND Governor

The designated Governor for SEND will be made aware of the number of children receiving extra provision, the variety of their needs, and school trends in policy, procedures, practice and long and short term development planning. The Governing Body may liaise with outside agencies in matters where the school is unable to procure the help required.

Storing and managing information

On transition to a new school, all SEND information held on a pupil will be passed on to their new school (once they have started).

All SEND information is saved on St Michael's staff Google Drive and the Data Management System and will be stored until the pupil reaches the age of 25.