



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Review date: July 2026

Latest review date: July 2027

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*

Contents

1. Aims and Objectives	Page 2
2. Definition of Special Educational Needs and Disabilities	Page 4
3. Roles and Responsibilities	Page 6
4. Identifying and supporting pupils with SEND	Page 9
5. The Inclusion Register	Page 15
6. Access Arrangements	Page 15
7. Pastoral Care and Safeguarding	Page 16
8. Further aspects relating to SEND provision	Page 18



SECTION 1: AIMS AND OBJECTIVES

1. Introduction

At St Michael's School, we are committed to providing an inclusive learning environment where every pupil is known, valued and supported to achieve their full potential. We recognise that every child is unique and that some pupils may require additional support or reasonable adjustments to enable them to flourish academically, socially and emotionally.

We believe that high-quality adaptive teaching is the foundation of excellent SEND provision. Through early identification, collaborative working and personalised support, we aim to remove barriers to learning whilst promoting confidence, independence and wellbeing.

The school recognises and celebrates neurodiversity and understands that pupils with SEND often demonstrate significant strengths alongside areas requiring additional support. Our approach is centred on identifying individual needs rather than labels or diagnoses and ensuring provision is tailored to each pupil's strengths, aspirations and outcomes.

St Michael's works in close partnership with pupils, parents, staff and external professionals to ensure that all children receive the support they need to access the curriculum and participate fully in school life.

2. Aims and Objectives

This policy has been written with reference to the Jersey Special Educational Needs Code of Practice (2017) and is informed by current best practice, including the Special Educational Needs and Disability Code of Practice: 0–25 years (DfE, 2015) where appropriate. It also reflects the following legislation and guidance:

- [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)

Our Vision

At St Michael's School we strive to create a fully inclusive learning environment where every pupil is encouraged to achieve their personal best. We recognise that children learn in different ways and are committed to identifying and removing barriers to learning through high-quality adaptive teaching, appropriate intervention and reasonable adjustments.

We aim to develop confident, resilient and independent learners who are equipped with the knowledge, skills and strategies needed to thrive both in school and beyond.

Our Aims



St Michael's School aims to:

- Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible through robust assessment, observation and collaboration with parents and external professionals.
- Promote an inclusive school culture where diversity is celebrated and every pupil feels safe, valued and respected.
- Ensure high-quality adaptive teaching is the first response to meeting pupils' individual learning needs.
- Provide a graduated approach to SEND support through the Assess–Plan–Do–Review cycle, ensuring provision is regularly monitored and evaluated.
- Enable pupils with SEND to access a broad, balanced and ambitious curriculum through appropriate support, reasonable adjustments and assistive technology where appropriate.
- Promote pupils' confidence, wellbeing, independence and self-advocacy, encouraging them to understand their own strengths and learning needs.
- Ensure that pupils are involved, where appropriate, in decisions regarding their learning, targets and support.
- Work in partnership with parents and carers, recognising them as key partners in identifying needs, planning provision and reviewing progress.
- Provide a qualified SENDCo and specialist Inclusion Team to coordinate high-quality provision across the school.
- Support staff through ongoing professional development, advice and guidance to ensure they are confident in meeting a diverse range of needs.
- Make effective use of specialist advice from external agencies where appropriate.
- Ensure appropriate Access Arrangements and Reasonable Adjustments are in place to enable pupils to demonstrate their knowledge and skills fairly.
- Prepare pupils successfully for transition between year groups, phases of education and their future learning.
- Monitor the impact of SEND provision through assessment data, intervention reviews, pupil voice, parent feedback and regular evaluation to ensure provision remains effective.
- Promote an inclusive culture that celebrates neurodiversity and ensures that pupils with SEND feel valued, respected and fully included in all aspects of school life

Whole School Commitment

Supporting pupils with SEND is the responsibility of the whole school community.

The Governing Body, Headmaster and SENDCo have strategic responsibility for ensuring that the school's SEND provision meets statutory requirements and reflects current best practice. The effectiveness of SEND provision is reviewed regularly through pupil outcomes, staff feedback, parent consultation, pupil voice and governor oversight.

The school is committed to continually developing its inclusive practice, ensuring that expertise, resources and staff training are used effectively to meet the changing needs of pupils.



A designated SEND Governor provides strategic oversight of SEND provision and supports the school's ongoing commitment to inclusion and continuous improvement.

SECTION 2: DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The School follows the definitions of Special Educational Needs and Disabilities set out in the Children and Families Act 2014, the Jersey SEN Code of Practice (2017) and relevant equality legislation.

A child or young person has Special Educational Needs (SEND) if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child or young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools.

A disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Children will not be regarded as having SEND solely because English is not their first language. Where appropriate, support for pupils learning English as an Additional Language (EAL) is provided in accordance with the school's EAL Policy.

The school recognises that pupils may experience needs across one or more of the following broad areas, as identified within the SEND Code of Practice.

Communication and Interaction

Pupils may experience difficulties with speech, language and communication, including understanding or using language effectively in different situations. This category also includes pupils with Autism Spectrum Disorder (ASD), who may require support with communication, social interaction and flexibility of thinking.

Cognition and Learning

These pupils may learn at a slower pace than their peers despite receiving high-quality adaptive teaching. Needs may include:

- Specific Learning Difficulties (SpLD), including dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Difficulties with memory, processing speed, organisation or working memory

Social, Emotional and Mental Health (SEMH)



Some pupils may experience social, emotional or mental health difficulties that affect their learning and wellbeing. These may present through anxiety, emotional regulation difficulties, withdrawn behaviour or challenging behaviour.

Some pupils may have diagnosed conditions including, but not limited to:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Attachment-related difficulties

Sensory and/or Physical Needs

Some pupils require specialist provision because of a physical disability or sensory impairment which impacts their access to learning. These may include:

- Vision Impairment (VI)
- Hearing Impairment (HI)
- Physical Disabilities (PD)
- Medical conditions requiring ongoing educational adjustments

The school recognises that many pupils present with strengths and needs across more than one area. Provision is therefore based upon each pupil's individual profile rather than diagnosis alone.

Graduated Approach

At St Michael's School, support is determined by individual need rather than diagnostic label. Some pupils with identified SEND may require substantial ongoing provision, whilst others may need only minor adjustments or short-term intervention.

The school adopts a graduated approach to identifying and meeting need, ensuring that provision is regularly reviewed, adapted and evaluated to enable every pupil to achieve the best possible outcomes.



SECTION 3: ROLES AND RESPONSIBILITIES

Effective SEND provision is the responsibility of the whole school community. All staff share responsibility for identifying, supporting and monitoring pupils with SEND, ensuring that every child receives high-quality teaching and appropriate provision to enable them to achieve their potential.

Governing Body

The Governing Body has strategic responsibility for overseeing the school's SEND provision. It will:

- ensure the school fulfils its statutory responsibilities relating to SEND and disability;
- monitor the effectiveness of SEND provision;
- support the strategic development of inclusive practice across the school;
- appoint a designated SEND Governor to liaise with the SENDCo and Headmaster.

Headmaster

The Headmaster has overall responsibility for SEND provision across the school and will:

- ensure the effective implementation of this policy;
- work alongside the SENDCo to develop inclusive practice;
- ensure sufficient staffing, training and resources are available;
- report SEND developments to the Governing Body;
- promote an inclusive culture throughout the school.

Inclusion Department

The Inclusion Department consists of:

- SENDCo (Assistant Head Inclusion)
- Inclusion Teacher (Early Years & Pre-Prep)
- Inclusion Teacher (Juniors)
- Inclusion Teacher (Seniors)
- Senior Inclusion Teaching Assistant (Numeracy)
- Emotional Literacy Support Assistants (ELSAs)
- Additional Inclusion Teaching Assistants, where appropriate

The SENDCo

The SENDCo provides strategic leadership for SEND across the school and is responsible for:

- leading and developing the school's SEND provision;
- maintaining the Inclusion Register;
- coordinating the graduated approach (Assess–Plan–Do–Review);
- identifying pupils requiring additional support;
- carrying out or coordinating appropriate assessments;



- overseeing the provision for pupils with SEND, including those with Records of Need (RoNs);
- coordinating the Inclusion Team and allocating support effectively;
- ensuring Pupil Passports, IEPs and support plans are reviewed regularly;
- supporting staff through advice, coaching and professional development;
- liaising with parents and carers;
- coordinating referrals to, and partnerships with, external agencies;
- overseeing Access Arrangements and Reasonable Adjustments;
- monitoring the progress and outcomes of pupils with SEND;
- ensuring effective transition arrangements between year groups and schools;
- maintaining accurate SEND records and ensuring compliance with statutory requirements.

Inclusion Teachers

The Inclusion Teachers work collaboratively with the SENDCo and teaching staff to:

- identify pupils requiring additional support;
- assess pupils and monitor progress;
- deliver targeted individual and small-group interventions;
- write and review Individual Education Plans (IEPs) and Pupil Passports;
- advise teachers on adaptive teaching strategies and reasonable adjustments;
- liaise with parents and external professionals;
- monitor the effectiveness of interventions;
- contribute to referrals and specialist assessments where appropriate;
- support pupils' emotional wellbeing and successful inclusion;
- attend weekly Inclusion meetings with the SENDCo.

Class Teachers

Class teachers are responsible and accountable for the progress of every pupil in their class, including those with SEND.

Teachers will:

- deliver high-quality adaptive teaching that meets individual needs;
- implement recommendations outlined in Pupil Passports, IEPs and external reports;
- monitor pupil progress and identify emerging concerns promptly;
- work collaboratively with Inclusion staff;
- contribute to reviews of provision;
- communicate effectively with parents regarding progress;
- implement agreed Access Arrangements and Reasonable Adjustments;
- create an inclusive classroom environment where pupils feel safe, valued and able to succeed.

Teaching Assistants

Teaching Assistants play an important role in supporting pupils' learning and independence.



They will:

- work alongside teachers to deliver agreed provision;
- understand and implement relevant Pupil Passports and IEPs;
- promote pupil independence rather than dependence;
- monitor pupil engagement and progress;
- communicate regularly with teachers and Inclusion staff regarding pupil needs.

Form Tutors

Form Tutors play an important pastoral role and will:

- know which pupils within their tutor group are on the Inclusion Register;
- monitor pupils' wellbeing and engagement;
- contribute to reviews of Pupil Passports and IEPs where appropriate;
- maintain regular communication with parents;
- liaise with Inclusion staff regarding concerns;
- remain vigilant to safeguarding concerns involving pupils with SEND.

All Staff

All members of staff are responsible for promoting an inclusive culture within the school. They are expected to:

- understand that every teacher is a teacher of pupils with SEND;
- maintain high expectations for all pupils;
- implement agreed reasonable adjustments;
- attend relevant training;
- contribute to early identification of additional needs;
- promote pupils' wellbeing, independence and participation;
- work collaboratively with colleagues, parents and external professionals to secure the best possible outcomes.



SECTION 4: IDENTIFYING AND SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Early identification is fundamental to ensuring pupils receive appropriate support and achieve the best possible outcomes. St Michael's School adopts a proactive, graduated approach to identifying and meeting Special Educational Needs and Disabilities (SEND), recognising that pupils' needs may change over time.

We recognise that every child is unique and seek to understand the needs of the whole child, including their strengths, barriers to learning and wellbeing, rather than focusing solely on a diagnosis.

Identification of SEND

Pupils may be identified as requiring additional support through a range of information, including:

- teacher observations and professional judgement;
- parental concerns;
- pupil voice;
- baseline and ongoing assessments;
- CAT4 assessments;
- literacy and numeracy screening;
- reading, spelling and handwriting assessments;
- examination performance;
- reports from previous schools;
- medical information;
- reports from external professionals.

Slow progress or low attainment alone does not necessarily indicate SEND. Where concerns arise, the school will gather evidence, monitor progress and discuss concerns with parents before determining whether additional provision is required.

Where appropriate, parents may be advised to seek assessment from external professionals, such as an Educational Psychologist, Speech and Language Therapist or Occupational Therapist. Parents are asked to share copies of all professional reports with the school so that recommendations can be incorporated into provision.

Graduated Approach

St Michael's follows the graduated approach outlined within the SEND Code of Practice.

Assess - The pupil's strengths and areas of need are identified through assessment, classroom observation, discussions with staff, parents and the pupil, alongside assessment data and, where appropriate, advice from external professionals.

Plan - Where SEND support is required, appropriate outcomes, reasonable adjustments, interventions and teaching strategies are agreed collaboratively between school, parents and, where appropriate, the pupil.



Provision may be recorded within:

- Pupil Passports
- Individual Education Plans (IEPs)
- Records of Need (RoNs)
- Individual Health Care Plans (where appropriate)

Do - Class teachers remain responsible and accountable for the progress of every pupil in their class, including where interventions are delivered by Inclusion staff.

Support may include:

- adaptive classroom teaching;
- targeted intervention;
- assistive technology;
- small group support;
- individual teaching;
- pastoral support;
- examination Access Arrangements;
- reasonable adjustments.

Review - Provision is reviewed regularly to evaluate its effectiveness and ensure it continues to meet the pupil's needs.

Parents and pupils are involved wherever appropriate, and provision is amended in response to progress and changing needs.

Provision at St Michael's

Provision is tailored to the individual needs of each pupil and may include:

- high-quality adaptive teaching within the classroom;
- individual or small-group intervention;
- specialist literacy and numeracy programmes;
- Speech and Language programmes;
- Emotional Literacy Support (ELSA);
- social skills interventions;
- pastoral support;
- assistive technology, including Chromebooks and touch typing;
- Supported Prep;
- Access Arrangements;
- Reasonable Adjustments.

The school recognises that support should promote independence wherever possible and aims to minimise unnecessary withdrawal from the curriculum.

Where withdrawal is appropriate, every effort is made to minimise disruption to pupils' access to the wider curriculum.



Universal Provision and Adaptive Teaching

St Michael's School recognises that high-quality, adaptive teaching is the first step in responding to the needs of all pupils, including those with SEND. Class teachers remain responsible and accountable for the progress and development of every pupil in their class, including where pupils access additional support from the Inclusion Team.

Adaptive teaching may include:

- adapting teaching approaches and resources to meet individual needs;
- breaking learning into manageable steps;
- using visual supports and practical resources;
- providing additional modelling, repetition and scaffolding;
- reducing cognitive load where appropriate;
- allowing additional processing time;
- adapting recording methods;
- using flexible grouping and targeted questioning.

The majority of pupils' needs can be successfully met through high-quality classroom practice. Additional interventions are introduced where there is evidence that further support is required through the graduated approach of **Assess – Plan – Do – Review**.

Assistive Technology

The School recognises that assistive technology can enable pupils with SEND to access learning more independently and confidently.

Where appropriate, pupils may be supported through the use of assistive technology, including:

- Chromebooks or laptops;
- touch typing;
- word processing with spell-check and predictive text;
- speech-to-text software;
- text-to-speech technology;
- coloured overlays or screen filters;
- enlarged text and digital resources;
- other specialist software or equipment recommended by external professionals.

Assistive technology is introduced where it is considered to be an appropriate reasonable adjustment and forms part of the pupil's normal way of working both in lessons and, where appropriate, during assessments.

Developing Independence and Preparing for the Future

Although St Michael's is a preparatory school, we recognise the importance of developing the independence, confidence and self-advocacy skills that pupils will require throughout their education and beyond.



Where appropriate, SEND provision aims to develop pupils':

- organisational and study skills;
- resilience and confidence;
- self-awareness of their strengths and areas of need;
- ability to use appropriate strategies independently;
- confidence to seek support when required;
- effective use of assistive technology and access arrangements.

As pupils move through the school, they are encouraged to become increasingly involved in discussions about their learning, contribute to reviews of their support and understand the strategies that help them to achieve success. The School works closely with families and receiving schools to ensure smooth transitions and continuity of provision.

Early Years

Early identification begins within the Early Years.

Children in Nursery are screened using the WellComm Speech and Language Toolkit.

All pupils in Reception receive speech, language and communication screening during the Autumn Term. Where concerns are identified, pupils may receive targeted intervention within school or be referred to external professionals following discussion with parents.

Emotional Wellbeing

St Michael's School recognises the close relationship between emotional wellbeing, mental health and learning. We are committed to fostering a nurturing and supportive environment where pupils feel safe, valued and able to seek help when needed. Our Inclusion and Pastoral Teams work closely together to provide a graduated, tiered approach to supporting pupils' emotional wellbeing and mental health, ensuring that support is tailored to individual needs.

Mental Health and Emotional Wellbeing Support

St Michael's School recognises the close relationship between emotional wellbeing, mental health and learning. We are committed to fostering a nurturing and supportive environment where pupils feel safe, valued and able to seek help when needed. Our Pastoral and Inclusion Teams work closely together to provide a graduated, tiered approach to supporting pupils' emotional wellbeing and mental health, ensuring that support is tailored to individual needs.

Wave 1 – Universal Support

All pupils benefit from the school's strong pastoral system. Form Tutors, class teachers, Heads of Phase and the wider pastoral team provide daily support, promoting positive relationships, emotional wellbeing and early identification of concerns. Through PSHE, assemblies and everyday interactions, pupils are encouraged to develop resilience, emotional literacy and healthy coping strategies. Pupils are encouraged to speak to a trusted adult, and parents are kept informed where concerns arise.



Wave 2 – Targeted Support (ELSA)

Where additional support is required, pupils may be referred to one of the school's trained Emotional Literacy Support Assistants (ELSAs). ELSA programmes typically run over six weeks and are tailored to meet the individual needs of the pupil. Sessions may focus on areas such as emotional regulation, anxiety, self-esteem, friendship skills, bereavement, emotional literacy or social communication. The impact of each intervention is reviewed to determine whether further support is required.

Wave 3 – School Counsellor

Where a pupil requires more specialist therapeutic support, the School may, in consultation with parents, refer them to the school's external counsellor. Counselling provides pupils with a confidential, supportive environment to explore emotional difficulties and develop strategies to support their mental health and wellbeing. Regular communication between the counsellor, school (where appropriate) and parents helps ensure that pupils receive coordinated support.

Wave 4 – Specialist External Agencies

Where a pupil's needs require more specialist assessment or intervention, the School will work collaboratively with parents and relevant external agencies. This may include referrals to CAMHS (Child and Adolescent Mental Health Services), paediatricians, Educational Psychologists or other appropriate health and education professionals. The School works closely with external agencies to ensure recommendations are implemented and reviewed, providing a joined-up approach to supporting the pupil's wellbeing and educational progress.

This graduated approach enables St Michael's School to provide timely early intervention while ensuring that pupils requiring specialist support receive appropriate, coordinated care.

Supported Prep

Supported Prep is available within the Senior School for pupils who benefit from additional adult guidance when completing homework.

Sessions are delivered by members of the Inclusion Team and provide structured support, organisation and encouragement. Charges may apply.

Records of Need (RoNs)

Where a pupil continues to experience significant difficulties despite purposeful and sustained intervention, the school may discuss with parents whether a statutory assessment for a Record of Need (RoN) would be appropriate.

Where a pupil has a RoN, the school will:

- implement the provision outlined within the plan;
- work collaboratively with parents and external agencies;
- contribute to annual reviews;
- monitor progress against agreed outcomes.

At the time of writing, independent schools in Jersey are unable to initiate applications for a



Record of Need unless a pupil is transferring into the Government of Jersey education system. However, St Michael's will fully support families throughout this process where applicable.

Medical Needs

The school recognises that some pupils with medical conditions may also have SEND or disabilities.

Where required, Individual Health Care Plans (IHCPs) are implemented in partnership with parents and healthcare professionals.

The Inclusion Team works closely with the School Nurse and external professionals, including Occupational Therapists, Physiotherapists, Speech and Language Therapists and Vision or Hearing Support Services, to ensure pupils can fully access school life.

Working with External Professionals

St Michael's School values the expertise of external professionals and works collaboratively with a range of agencies to ensure pupils receive appropriate support.

Where appropriate, and with parental consent, the School may work alongside professionals including:

- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- Physiotherapists;
- Paediatricians;
- CAMHS and other mental health professionals;
- Visual and Hearing Support Services;
- Inclusion and Early Intervention (Government of Jersey).

Recommendations from external professionals are carefully considered and, where appropriate, incorporated into Individual Education Plans (IEPs), Pupil Passports and classroom practice. Regular communication between the School, families and external professionals helps to ensure a consistent and coordinated approach to supporting each pupil.

These additions will make your SEND policy feel very current, strengthen it for ISI inspection, and better reflect the excellent practice already taking place at St Michael's.



SECTION 5: THE INCLUSION REGISTER

St Michael's School maintains a confidential Inclusion Register, which is reviewed regularly by the SENDCo and Inclusion Team. The register enables staff to identify pupils requiring additional support and ensures that appropriate provision is implemented consistently across the school.

The Inclusion Register is available to relevant members of staff through the school's secure information management systems and is updated throughout the academic year. Information is also submitted to the Government of Jersey Inclusion and Early Intervention Department as required.

The Inclusion Register includes:

- pupils with an identified Special Educational Need and/or Disability (SEND);
- pupils receiving SEND support or targeted interventions;
- pupils who are being monitored through the graduated approach;
- pupils with Individual Education Plans (IEPs);
- pupils with Pupil Passports;
- pupils with Records of Need (RoNs);
- pupils with Educational Psychologist reports or other specialist assessments;
- pupils requiring examination Access Arrangements or Reasonable Adjustments;
- pupils with English as an Additional Language (EAL);
- pupils identified as Potential Plus (mean CAT score of 126+)

The Inclusion Register is used to inform teaching, monitor provision and ensure pupils receive appropriate support to achieve the best possible outcomes.

SECTION 6: ACCESS ARRANGEMENTS

Access Arrangements are agreed where there is evidence of a genuine and substantial need and are intended to remove unnecessary barriers to learning without altering the assessment objectives.

Access Arrangements may include:

- extra time;
- rest breaks;
- readers;
- scribes;
- use of a word processor;
- separate accommodation;
- supervised rest breaks;
- prompts;
- enlarged examination papers;
- coloured overlays or modified resources where appropriate.



The school follows current JCQ guidance, where applicable, alongside the Equality Act 2010 and the Discrimination (Jersey) Law 2013, to ensure that reasonable adjustments are made for eligible pupils.

Access Arrangements are based on evidence gathered through:

- normal classroom practice;
- specialist assessments;
- recommendations from Educational Psychologists or other external professionals;
- medical evidence, where appropriate;
- the pupil's normal way of working.

The SENDCo is responsible for coordinating assessments for Access Arrangements and ensuring that appropriate evidence is maintained.

Where an Educational Psychologist's report is required for examination purposes, parents will be advised if an updated assessment is necessary. Any associated costs will be discussed in advance.

Current Access Arrangements are reviewed regularly and recorded on the Inclusion Register to ensure they continue to reflect each pupil's needs.

SECTION 7: PASTORAL CARE AND SAFEGUARDING

St Michael's School recognises that pupils with Special Educational Needs and Disabilities (SEND) may be more vulnerable to barriers to learning, bullying, social isolation and safeguarding concerns. We are committed to providing an inclusive, safe and supportive environment where every pupil feels valued, respected and able to thrive.

The school promotes positive mental health, emotional wellbeing and inclusion through its pastoral systems, Personal, Social, Health and Economic (PSHE) education, assemblies, form time and the wider curriculum. Pupils are encouraged to celebrate diversity, respect differences and treat others with kindness and consideration.

Pastoral Support

The school recognises that some pupils with SEND may require additional pastoral support alongside educational provision.

Support may be provided through:

- Form Tutors;
- Heads of Phase;
- the Inclusion Team;
- Emotional Literacy Support Assistants (ELSAs);
- the School Nurse;
- the Pastoral Team;
- the SENDCo, who is also Assistant Head (Pastoral);



- external professionals, where appropriate.

Pastoral and Inclusion staff work collaboratively with parents to ensure pupils receive coordinated support that promotes both wellbeing and academic progress.

Anti-Bullying

The school operates a zero-tolerance approach to bullying, discrimination, harassment and victimisation.

We recognise that pupils with SEND may be at greater risk of bullying or social exclusion and therefore monitor their wellbeing carefully.

Any concerns relating to bullying will be addressed promptly and in accordance with the school's Behaviour Policy and Anti-Bullying Policy.

Safeguarding

The welfare of every pupil is paramount.

The school recognises that children with SEND may face additional safeguarding challenges and that these can make recognising abuse or neglect more complex.

Additional barriers may include:

- communication difficulties;
- assumptions that changes in behaviour are linked solely to a pupil's SEND;
- increased vulnerability to bullying, exploitation or abuse;
- reduced ability to recognise or report concerns independently.

All staff receive safeguarding training that includes the additional vulnerabilities of pupils with SEND and understand their responsibility to remain professionally curious and vigilant.

Where safeguarding concerns arise, staff will follow the procedures outlined within the school's Child Protection and Safeguarding Policy without delay.

Attendance and Emotional Wellbeing

The school recognises the strong relationship between emotional wellbeing, attendance and educational outcomes.

Where concerns arise regarding attendance, anxiety or emotional wellbeing, the Inclusion and Pastoral Teams will work collaboratively with families and, where appropriate, external agencies to identify barriers and implement appropriate support.

The school aims to provide early intervention wherever possible to promote positive outcomes and reduce escalation of need.



SECTION 8: FURTHER ASPECTS RELATING TO SEND PROVISION

Admissions

St Michael's School is a non-selective school and welcomes applications from pupils who are able to access and benefit from the opportunities offered within our inclusive learning environment.

The School is committed to considering applications from pupils with Special Educational Needs and Disabilities (SEND) fairly and in accordance with the Equality Act 2010 and the Discrimination (Jersey) Law 2013.

Parents are encouraged to disclose any known SEND, disability, medical condition or additional need at the earliest opportunity so that the School can work collaboratively with families to determine whether appropriate provision can be made.

As part of the admissions process, the School may:

- meet with parents and the prospective pupil;
- review reports from previous schools and external professionals;
- liaise with outside agencies where appropriate;
- invite the pupil to attend a taster day or assessment visit.

This process enables the School to determine whether it can reasonably meet the pupil's educational, pastoral and welfare needs.

Where appropriate provision cannot reasonably be made within the resources available, the School reserves the right not to offer a place. Every decision will be made following careful consideration of the individual child's needs and the School's duties under equality legislation.

Further information can be found in the School's Admissions Policy.

Working in Partnership with Parents

St Michael's School recognises that parents play a vital role in supporting their child's education and development.

The School values open, honest and collaborative relationships with parents and seeks to involve them fully in decisions regarding SEND provision.

Parents will be:

- consulted throughout the Assess-Plan-Do-Review cycle;
- involved in reviewing Individual Education Plans (IEPs), Pupil Passports and Records of Need (RoNs), where applicable;
- informed of progress, interventions and outcomes;



- invited to meetings where appropriate;
- encouraged to share their views, aspirations and concerns.

Parents of pupils receiving individual learning support will receive written reports alongside whole-school reporting arrangements and are welcome to meet with the SENDCo or Inclusion Team throughout the academic year.

Staff training and development

St Michael's School recognises that high-quality SEND provision relies upon knowledgeable, skilled and confident staff.

The School is committed to providing ongoing professional development to ensure that all staff understand their responsibilities in supporting pupils with SEND.

Training may include:

- whole-school SEND training;
- safeguarding and inclusion training;
- Government of Jersey Inclusion and Early Intervention training;
- external specialist courses;
- in-house workshops;
- coaching and mentoring.

All new members of staff receive an induction with the SENDCo and other relevant colleagues to ensure they understand the School's SEND systems, provision and expectations.

EAL

The School recognises that pupils learning English as an Additional Language (EAL) may require additional support whilst developing English proficiency.

However, limited English language acquisition alone does not constitute a Special Educational Need.

Where concerns arise regarding a pupil's progress, the School will carefully assess whether these difficulties relate to English language development, SEND, or a combination of both.

Further information is available within the School's EAL Policy.

Transition

The School recognises that transitions can be particularly significant for pupils with SEND.

Transition arrangements are planned carefully and may include:

- meetings with parents;



- transition visits;
- enhanced handover between teachers;
- sharing of Pupil Passports and SEND records;
- liaison with receiving schools or colleges;
- additional support where appropriate.

The School works collaboratively with pupils, families and receiving settings to promote successful transitions at all stages of education.

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.

Where appropriate, concerns will be managed in accordance with the School's Complaints Policy.

Three-year accessibility plan

The School is committed to improving access for pupils with disabilities.

The School's Accessibility Plan outlines how it intends to:

- increase access to the curriculum;
- improve the physical environment;
- improve access to information.

The Accessibility Plan is reviewed regularly and is available on request.

The Role of the SEND Governor

The Governing Body appoints a Governor with responsibility for overseeing SEND provision.

The SEND Governor works with the Head and SENDCo to monitor the effectiveness of



SEND provision and ensure the School continues to fulfil its statutory responsibilities.

The SEND Governor may:

- receive updates on SEND provision and outcomes;
- monitor implementation of the SEND Policy;
- review SEND trends and strategic priorities;
- support school improvement;
- report to the Governing Body.

The SEND Governor does not become involved in individual pupil cases but maintains strategic oversight of SEND provision across the School.

Record Keeping and Confidentiality

The School maintains accurate, confidential and up-to-date records relating to pupils with SEND.

Records are stored securely in accordance with the School's Data Protection Policy and relevant data protection legislation.

Information is shared only with staff who require it to fulfil their professional responsibilities.

Where pupils transfer to another school, relevant SEND records will be shared securely with the receiving school to support continuity of provision, subject to appropriate data protection requirements.

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.

Policy Review

This policy will be reviewed annually by the SENDCo, Head and Governing Body, or sooner if there are changes to legislation, statutory guidance or school practice.