

# Springfield School

## SEN Policy



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## Aims

At Springfield School the emphasis is on a whole school approach. All staff members accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum.

### We therefore intend . . .

- To use guidance provided by the SEN Code of Practice on the identification and assessment of special educational needs.
- To work in partnership with the child, parent/carers, all staff and outside agencies.
- That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- Where a child is identified as having special educational needs which supersede School Action Plus an Individual Education Plan will be drawn up tailored to each individual child's needs.
- Enhance self-esteem by setting appropriate targets and by using the Achievement Charts to celebrate them.
- To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To include the child within the class, wherever and whenever practicable.
- Endeavour to use all resources appropriately and efficiently.
- Make full use of all the support agencies that have been made available through the Education Department.

## Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

### Relevant Legislation: [Special Educational Needs and Disabilities – A Parent's Guide to the Code of Practice 0 – 19 years](#)

Link: [G SEND Parent Guide to the Code of Practice \(under Review\) 20240214GW.pdf](#)

## Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- Cognition and Learning
- Communication and Interaction
- Social, emotional and Mental Health Difficulties
- Sensory and/or Physical

## Identification and Assessment

"The law says that a child has special educational needs if he or she has:

- a **learning difficulty** (ie a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for special educational provision (ie provision additional to, or different from, that made generally for children of the same age in Jersey schools).

In identifying children who may have special educational needs we measure children's progress by referring to:

- their performance monitored by the teacher, Key Stage Leader and SENCO as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- their progress against the objectives specified in the National Curriculum
- their performance against the standards within the Jersey Curriculum at the end of a key stage
- standardised screening or assessment tools.

## Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met, is whether they are making adequate progress.

Adequate progress can be defined in a number of ways ie:-

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous **rate of progress**
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

If a child's progress is inadequate, the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual **ordinarily available differentiated curriculum**. This is known as **SEN intervention (K)**.

**ATM** - Some children may be recorded for Additional Teacher Monitoring (ATM) if that have a diagnosis, but this does not impact learning above and beyond ordinarily available curriculum.

**RON – Record of Need** – Children who may present with learning behaviours which are significantly below year group expectations by 2-4 years, or have high level SEMH needs, may be considered for a Record of Need. This is typically the top 2% of the SEND population.

## SEN Intervention (K)

We use the 'Plan, Do, Assess, Review' approach to all interventions.

The triggers for intervention could be the teacher's or others' concern, underpinned by **evidence**, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness over a long period of time.
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Following a meeting to review a child's targets/needs and in consultation with parents a decision may be taken to request help from external support services, both those provided by the Education Department and by outside agencies.

## SEN Meetings

Regular SEN meetings are held with all class teachers, where provision is discussed and key information recorded on to the SIMS data base. During the meeting the following discussions will take place:

- the short-term targets set for or by the pupil (graduated response)
- the teaching strategies to be used
- the provision to be put in place
- success and/or exit criteria

Meetings are on a half termly basis with teachers. The SENCO's also conduct classroom observations of specific SEN pupils on the register, or highlighted pupil's that Teachers feel may have SEN. The observations are an opportunity to see if the teacher is making every necessary effort to insure inclusion, high expectations, and access to the Jersey curriculum for all pupils.

## Assessment

It is important that records for all children are accurate. We fill in children's levels on SIMS on a regular basis. The following tests, if appropriate, will be used and recorded in the individual child's SEN file for any child who is classed as **SEN intervention (K)** This includes having a 'Pupil Passport' for all children on the register, which includes background information on the child, how they learn best and which strategies have been successful in the past.

As part of the assessment and monitoring process, we can employ a variety of tests, which can highlight areas of strength and next steps. Some can indicate a particular area to focus on improving. All tests/assessments that are completed by trained staff in school:

- British Picture Vocabulary Scale
- PIM's test
- JLAIT
- Suffolk reading test.
- PiRA tests
- PuMA tests
- COPs test
- LASS test
- NVR test
- VR test
- CATS
- Jersey Standardised assessment tests (SATS)
- SEMH assessments

## Curriculum

Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

**The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:**

- setting suitable learning challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

## Teaching and Learning Approach

### The “small steps” Approach

It is very important to realise that many children have complex, inter-connected needs and they should not be categorised or labelled. Springfield School will endeavour to build on what a child already knows in a ‘small steps’ approach.

It is more valuable to think in terms of individual differences and achievements rather than deficits from within children. We must be aware that children’s needs and difficulties can be linked to a mismatch between task demands, levels of concentration and the child’s ability/disability.

The main aim is always to give children access to all aspects of the curriculum, with priorities which are

- Real - relating to the child’s needs
- Relevant - so that the child sees the purpose of the activity
- Realistic - so that the child can achieve success

This means – differentiation of work by:

1. Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
2. Breaking difficult tasks down into more manageable parts, across the curriculum.
3. More attention to the child’s point of entry.
4. More variety between practical and written tasks.
5. Making use of computers, concept keyboards and ipads.
6. Building on a child’s strengths and interests, rather than dwelling on weaknesses.
7. Modifying of worksheets and activities when necessary.
8. Being aware of the differing concentration levels of children within the class.
9. Praising and enhancing self-esteem.
10. The setting of achievable targets.
11. Effective use of additional staff, parents and other children.

### Graduated Response (SEND support in education provision)

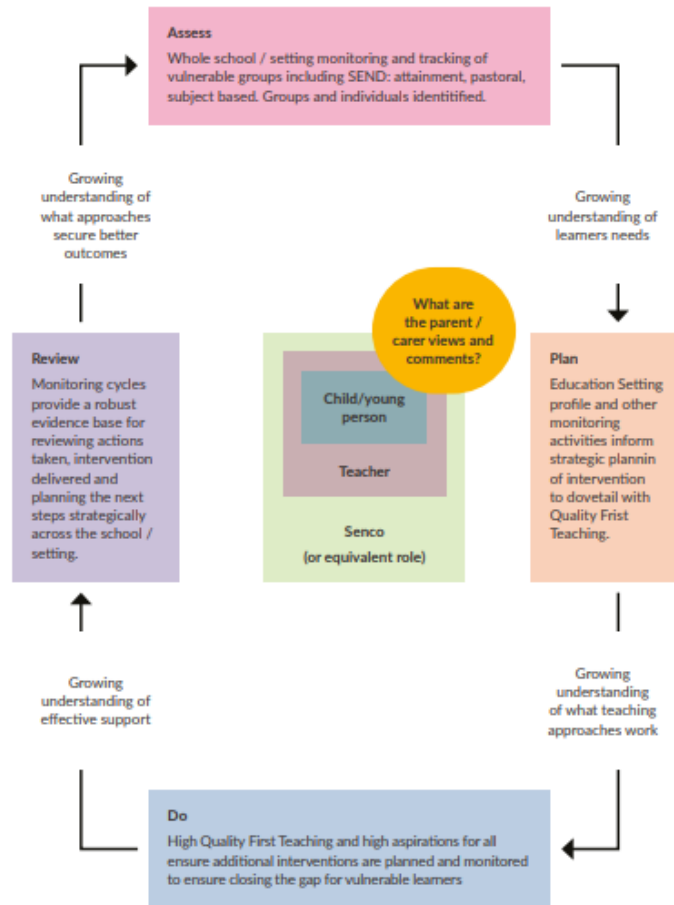
Where a child or young person is identified as having Special Educational Needs, Springfield School will take action to remove barriers to child or young persons learning and put effective special educational provision in place. This is called SEN support. Support should take the form of a four-part cycle involving the parent and carers and the child or young person. By taking this approach earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person needs and of what support will help to secure good progress and good outcomes for them. This approach is known as the Graduated Response.

### What is the SEND Graduated Response?

The SEND Graduated Response is intended to be used as a tool for schools and settings and those partner agencies working with them and has been created in collaboration with SEND professionals, parents and carers and young people.

The guidance has been designed to help ensure children and young people at Springfield School with Special Educational Needs reach their full potential.

## Whole School / Setting Approach 'Assess, Plan, Do, Review'



Graduated responses to highlighted issues will be addressed in the half termly SEN meetings with the SENCO.

### 1. Assess Needs:

In identifying a child/young person as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the child/young person's needs. This should draw on the teacher's assessment and experience of the child/young person, their previous progress and attainment, as well as information from the school's core approach to progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the child/young person's own views and, if relevant, advice from external support services.

Educational establishments should take seriously any concerns raised by a parent/carer. These should be recorded and compared to the establishments' own assessment and information on how the child/young person is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place, and their effect is developed. For some types of SEN, the way in which a child/ young person responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child or young person. These professionals should liaise with the educational establishment to help inform the assessments. Where professionals are not already working with staff, the SENCO should contact them, if the parents agree.

Actions Required:

- Gather parent/carer views and ideas of what works well, areas of concern for child/young person in context of family;
- Gather learners' views on their strengths, successes, areas of difficulty and ways to help;
- Collate information from other agencies including health and social care;
- Carry out relevant additional diagnostic assessments e.g. dyslexia assessments, BPVS, reading and spelling, non-verbal, Boxall Profile;
- Consider feedback from assessment for learning;
- Use Early Help assessments if social, emotional, family aspects are a factor;
- Build a Support/Learning Plan/ Individual Plan formulated on all of the information gathered;
- Ensure that the Parent/carer/learner receives relevant information as support/intervention commences.

## **2. Plan:**

Where it is decided to provide a child/young person with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree, in consultation with the parent and the child/ young person, the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the child/young person should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the educational establishment's information system. The support and intervention provided should be selected to meet the outcomes identified for the child/ young person, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge

### **Actions Required:**

- Staff meet with parent carers and child/young person;
- Outcomes for intervention are agreed with the child/young person and their parents/carers;
- Teacher's planning is appropriately informed by advice/guidance from specialist support agencies where relevant;
- Supports plan written, reflecting all learner needs and expected outcomes against interventions. The support plan may gather together other plans such as a pastoral support plan, personalisation of learning. Review date set;
- A consistent approach is developed for the child/young person by all teachers and support staff;
- Professional development may be planned for individual staff to update skills and knowledge e.g. how to set up a 'circle of friends';
- SENCO/Inclusion Leader coordinates appropriate provision and supports staff in creating One Page Profiles for groups and individual support;
- Resource costs calculated: including financial costs, time commitment of staff, external services and reviewed in light of the effectiveness of the spend of the SEND Notional budget.

## **3.Do:**

The class or subject teacher should remain responsible for working with the child/young person on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the child/young person. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Actions Required:**

- Quality First Teaching (QFT) is the first response to meeting learner needs; teachers and support staff make suitable adaptations to classroom practice and routinely draw on a range of inclusive strategies and approaches;
- Additional targeted support and individualised intervention dovetails with QFT; short term timeframes are set for targeted support/interventions;
- "In addition to/different from" provision is implemented where personalised support and individualised intervention is required;
- Targeted support/ intervention links to class learning where appropriate to ensure continuity, overlearning and application of skills;
- Support staff understand their role in supporting learning and in completion of tasks;
- Links with other agencies are maintained if appropriate;
- SENCO/Inclusion Leader seeks advice and specialist support from agencies as and when necessary.

## **4. Review:**

The effectiveness of the support and the impact on the child/young person's progress should be reviewed in line with an agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the child/young person and their parents/carers. This should feed back into the analysis of the child/ young person's needs.

The class or subject teacher, working with the SENCO, should revise the support in light of the child/young person's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child/young person. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

### **Actions Required:**

- Gather evidence from school/ setting monitoring systems;
- Learner has personalised progress meetings e.g. 2 weekly, 4 weekly, half-termly, termly depending on school/setting policy and practice;
- Review meetings with parents/carers are scheduled on at least a termly basis and incorporate their reflections, aspirations, wishes and ideas;
- Learners reflections, aspirations, wishes and ideas reviewed alongside other information;
- All evidence helps to revisit, refine, refresh and revise what has worked well, what needs to continue and what needs to change.

## Resources

Some of the interventions and resources that we have at Springfield school to support our learners are:

- Precision Teaching
- SALT and language Groups
- EAL groups.
- Wellbeing Facility
- Dyslexia friendly overlays
- Specific Ipad and APPs
- Clicker Literacy Support available on separate laptops.
- Social awareness programme
- Small group intervention
- Visual discrimination resources
- Able and Gifted groups.
- ELSA
- Access to outside agencies who specialise in specific areas of need
- Phonic interventions
- Extra-curricular activities

## Monitoring and Evaluation

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of targets achieved against those set in the ILP.
3. Early identification of SEN.
4. Improvement in standards of achievement by individual children as determined by formal and informal assessment.
5. Analysis of expected rates of progress
6. Successful use of outside agencies to provide next steps and recommendations

# Appendix 1

## **The role of the SENCO**

The role of the SENCO is to meet the educational needs of children with SEN and to ensure that the best outcomes are achieved for each individual. Along with the Head Teacher the SENCO determines the strategic development of the SEN policy and provision in school.

## **Springfield School SENCO**

Anthea Carroll

### **Professional Responsibilities**

- Knowing and understanding the Jersey Education Law and Jersey Code of Practice and relevant developments.
- Knowing and understanding high incidence SEN, as defined in the Island Inclusion Policy, and how they can affect pupils' learning and participation.
- Have a critical understanding of teaching and learning, behaviour management strategies and how to select, use and adapt approaches to remove barriers for learning for pupils with SEN.
- Have a critical understanding of approaches, strategies and resources for assessment and how to select, use and adapt them to remove barriers to assessment for pupils with SEN.

### **Strategic Development**

- The SENCO will work with senior colleagues to advise and influence the strategic development of inclusive ethos, policies, priorities and practices.
- Budget management and use of resources both physical and human in line with best value principles.
- Develop strategies for improving outcomes of children with SEN.

### **Coordinating Provision**

- overseeing the day-to-day operation of the school's SEN policy
- ensuring that records of pupils with SEN are kept up to date
- developing, using, monitoring and evaluating systems
- collecting, analysing and using data.
- updating the school's inclusion register
- identifying pupils who may have SEN (using classroom observations, data, assessment and regular meetings with teacher)
- coordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- liaising with parents of children with special educational needs
- developing effective working partnerships with professionals in other services and agencies to enhance pupil learning and achievement.
- liaising with next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- contributing to the in-service training of staff
- attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments

# Appendix 2

## Glossary

AAC	Alternative, Augmentative Communication
AS	Autism Spectrum
BESD	Behavioural, Emotional and Social Difficulties
BST	Behaviour Support Teacher
CAF	Common Assessment Framework
CAMHS	Child and Adolescent Mental Health Services
CIN	Child In Need
CoP	Code of Practice
CPR	Child Protection Register
DfE	Department for Education,
EA	Exceptional Action
EAL	English as an Additional Language
EP	Educational Psychologist
EST	Education Support Team
EWO	Education Welfare Officer
EWS	Education Welfare Service
G&T	Gifted and Talented
HI	Hearing Impairment
HQT	High Quality Teaching
IDP	Inclusion Development Programme
ILP	Individual Learning Plan
IBP	Individual Behaviour Plan
IWB	Interactive Whiteboard
KW	Key worker
LAC	Looked After Child
LSA	Learning Support Assistant
MFL	Modern Foreign Language
MLD	Moderate Learning Difficulties
PARM	Planning and Review Meeting
PEP	Personal Educational Plan
PMLD	Profound and Multiple Learning Difficulties
PN	Physical Needs
PSP	Pastoral Support Plan
QTVI	Qualified Teacher of the Visually Impaired
RON	Record of Need
K	SEN intervention
SALT	Speech and Language Therapy
SEAL	Social and Emotional Aspects of Learning
SEN	Special Educational Need
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Co-ordinator
SEMH	Social, Emotional Mental Health
SEMHIT	Social, Emotional, Mental Health Inclusion Team
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SALT	Speech and Language Therapist
SMART	Specific, measurable, achievable, realistic/relevant, time bonded
SpLD	Specific Learning Difficulties
TA	Teaching Assistant
TEACCH	Treatment & Education of Autistic and Related Communication of Handicapped Children
TAC	Team around the Child
ToD	Teacher of the Deaf
VI	Visual Impairment
VLE	Virtual Learning Environment

