

## Special Educational Needs and Disabilities (SEND) and Inclusion Policy (Updated 2025)

**UNCRC Article 3:** Everyone who works with children should do what is best for each child.

**UNCRC Article 23:** You have the right to special education and care if you have a disability so that you can live a full life.

**UNCRC Article 29:** Your education should help you use and develop your talents and abilities.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (October 2017) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (DfE May 2014)
- SEND Code of Practice (October 2017)
- Schools SEN Information Report Regulations (2014)
- Building an Inclusive Education and Early Years System in Jersey (Government of Jersey) - 2023 Framework
- Jersey Schools Review Framework (updated 2025)
- Neuro-Inclusive Strategy for Jersey (2025)
- Inclusive Education Guidance (2025)

It details the school's philosophy, intent, strategic planning and current practices regarding SEND and Inclusion. It is intended for the information and use of staff, parents and carers. The policy will inform the professional development of teaching staff and Support Staff. Taken together with the SEND Register, data analysis, inclusion guide and other information, it will also give indication of strengths, successes and specialisms in SEND at Les Landes School.

We value the support received from outside agencies, including the Educational Psychology Service, Speech and Language, Health Professionals, Education Welfare Officer, Special Educational Needs Support Service and Social, Emotional, Mental Health Inclusion Team. We maintain links with our secondary schools, other primary schools and specialist schools, whose advice and expertise are greatly valued.

At Les Landes, special educational needs is a whole-school issue, each teacher taking responsibility for pupils in their class with special educational needs. The Headteacher has overall responsibility for special educational needs and disability. The progress of special educational needs is co-ordinated by the SENDCo. The designated teacher responsible for co-ordinating SEND provision for children is Laura Webster, a member of the Senior Leadership Team. The SENDCo works, liaises and reports progress and attainment to the Headteacher on a regular basis.

### **Aims**

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all pupils can thrive.
- To identify at an early age individuals who need extra help and attention.
- To enable each pupil to take part in and contribute fully to school life.
- To develop self-esteem within individuals.
- To provide access to and progression within the curriculum.
- To work in partnership with parents to support pupil's learning and health needs.
- To provide quality training for all staff to enable them to support pupils with special educational needs.
- To embed inclusive practice in line with the Jersey Inclusive Education Principles, ensuring that all children and young people feel valued, respected, supported, and able to develop their full learning, emotional, social and physical potential.

At Les Landes School, we seek to enable our pupils to make the best use of the opportunities offered at school so that they will grow in knowledge and understanding, learn relevant skills and be proud of their achievements in all aspects of their lives. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

In this policy we outline how we seek to meet the needs of those pupils with disabilities or special educational needs. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all these pupils.

Our approach aligns with the Jersey Inclusion Review Framework, emphasising the importance of pupil voice, co-production with families, and the promotion of well-being as central to inclusion. We aim to reduce barriers to learning through proactive planning, universal design for learning and flexible teaching approaches.

The Jersey Curriculum Inclusion Statement and Jersey Review Framework outline how teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. This continues to be supported by 'The Entitlement of Pupils in Mainstream Schools - Ordinarily Available Provision in Jersey Schools,' ensuring that pupils' needs are met within a framework of high expectations and equity.

There are key documents which define the responsibilities of teaching staff and provide essential guidance for delivering high-quality learning experiences for all our pupils:

- ~ Teaching, Learning and Assessment Handbook
- ~ The Entitlement of Pupils in Mainstream Schools - Ordinarily Available Provision in Jersey Schools
- ~ SEN Code of Practice (2017) - Graduated Approach
- ~ Jersey Schools Review Framework (2025) - Inclusion and Equity Expectations
- ~ Jersey Inclusive Practice Guidance (2024) - updated reference for embedding inclusive classroom culture and reducing disadvantage

It is essential that these documents are referenced when addressing the needs of pupils with SEND.

### **How Will We Do This?**

The SENDCo has termly PARM meetings regarding all aspects of SEN. The SLT meet regularly to discuss the monitoring and progress of pupils identified on the SEN register. An annual report is written and shared with the leadership team. The SENDCo also reports to the Headteacher PCLA (Previously Children Looked After) information.

High-quality teaching, adapted curriculum for individual pupils, is the first step in responding to children who have or may have learning needs. At this stage any interventions that a child is receiving that differ from the majority of the class (Universal) will be recorded on a provision map. Parents will be informed of any additional interventions. We regularly review the quality of teaching for all pupils, including those at risk of underachievement.

The 2025 Jersey Inclusive Practice Guidance reinforces that inclusion begins with high-quality universal provision. At Les Landes, we ensure that every classroom reflects an inclusive culture, one that celebrates diversity, values pupil voice, and recognises the importance of emotional regulation and well-being as key to academic success. Teachers use formative assessment, learner profiles and adaptive strategies to tailor learning for all pupils.

### **Guiding Principles**

Les Landes School has high aspirations for all pupils identified as having SEND in our school. We strive to ensure that all pupils achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The guiding principles of special education needs at Les Landes School are in line with the SEND Code of Practice and are as follows:

- Every child with SEND should have their needs met.
- Special educational needs will normally be met in mainstream school.
- The views of the child are sought and taken into account.
- Parents have a vital role to play in supporting their child's education.
- Pupils with SEND are offered full access to a rich, challenging and relevant education.
- All teachers are responsible for pupils with special educational needs and teaching children with SEND is a whole school responsibility.
- Inclusion is seen as the responsibility of every adult in school, not just the SENDCo or class teacher. We aim to foster a culture where diversity is valued, bias is challenged, and every learner is supported to thrive.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups
- Families seeking refuge
- Learners with special educational needs
- Learners who are disabled
- Those who are working at greater depth
- Those who are looked after by Government of Jersey
- Learners who are at risk of disaffection and exclusion
- Children with neurodivergent profiles, including those with Autism, ADHD, sensory processing differences and other neurodevelopmental needs
- Children who are Multi-Language Learners (MLL) who may also have additional learning needs

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Les Landes School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Refer also to our Equal Opportunities Policy.

## **Roles and Responsibilities**

### **Staff**

All teachers within the school monitor and assess pupils in their classes by:

- Continuing to recognise the needs of individual pupils.
- Continuing to develop strategies to assess the achievements and needs of pupils by observation, discussion and recording.
- Recognising pupils experiencing difficulties and recording areas of concern.
- Relaying appropriate information on individual needs to the SENDCo.
- Ensuring pupils have appropriate targets set and provision put into place.
- Ensuring pupils already receiving additional support continue to receive the appropriate level.
- Using the Graduated Approach ('Assess, Plan, Do, Review') consistently across all classrooms and documenting this with Provision Maps and Targets.

## **SEND Co-ordinator**

It is the role of the SENDCo to:

- Liaise with class teachers in the identification of children with SEND and ensuring children causing concern are monitored.
- Give advice on keeping records for SEND pupils.
- Maintain the school's SEND register.
- Ensure Child-Centred Annual Reviews are carried out for children with Records of Need.
- Where appropriate, refer to relevant outside agencies and liaise with other professionals.
- Liaise with the Headteacher, staff, and Support Staff involved with supporting SEND.
- Liaise with parents of children with SEND.
- Contribute to the in-service training of staff.
- Evaluate the progress of children on the SEND register.
- Monitor the quality and effectiveness of provision for pupils with SEND together with the Headteacher.
- Ensure alignment with the Jersey Inclusion Review Framework and contribute to whole-school self-evaluation on inclusion and equity.
- Promote pupil participation in review meetings and encourage child-friendly language and accessible communication methods (visuals, symbols, or digital tools) to support understanding and engagement.

## **Support Staff**

It is the responsibility of all Support Staff to support SEND children to:

- Give in-class support to identified children.
- Participate in the planning, record keeping and communicating relevant information to colleagues.
- Provide physical support where necessary e.g. swimming, PE, outside visits.
- Provide playground support where necessary.
- Ensure that all work set by teaching staff is discussed with and understood by the child and to ensure that this is then carried out.
- Support any consistent Management Behaviour Plans set up for a particular child.
- Participate in discussions with colleagues concerning the child.
- Provide supervision of practical work, particularly if safety factors are to be considered.
- Promote independence, resilience and confidence rather than dependence; working in partnership with class teachers to deliver adaptive strategies that promote inclusion within the classroom.
- Receive regular CPD linked to inclusive practice, trauma-informed approaches and emotional regulation support.

## **Pupil File**

All pupils in school have a pupil file which details records of any agency involvement. When a report or note of visit is received in school this is logged in the file as a record.

## **Identifying Special Educational Needs**

The SEND Code of Practice identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction
- ii. Cognition and Learning
- iii. Social, Emotional and Mental Health Difficulties
- iv. Sensory and/or Physical Needs

Children may have needs in more than one category, and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEND support required. These include:

- Baseline assessment results
- Progress measured against objectives in the National Curriculum
- National Curriculum Age-Related Expectations
- Progress measured against P-level descriptors
- Use of ongoing assessment
- Advice and guidance from outside professionals
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Assessments by specialist services e.g. Educational Psychologist

Les Landes School has strengthened early identification practices in line with the 2025 Jersey Inclusive Practice Guidance. Early identification includes the use of classroom-based observations, pupil progress data, and collaboration with parents to identify patterns in learning or well-being needs. Staff are trained to recognise potential signs of neurodiversity and social communication differences at an early stage.

We are committed to a proactive, not reactive, approach to identification. Every teacher uses adaptive teaching strategies and inclusive tools before specialist interventions are considered. A focus on 'needs not labels' ensures that pupils receive support tailored to their learning profile, whether or not they have a formal diagnosis.

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### **PARM (Planning and Review Meeting)**

PARM meetings are held termly and are attended by the SENDCo, together with the school's representatives from the Education Department support services. These include the Educational Psychologist, SEMHIT and ASCIT representatives, and Wellbeing Facilitator. These meetings provide the school with the opportunity to gain specialist advice and support for pupils who, having received support through the school's systems, continue to give cause for concern. Half-termly consultations are conducted with the SENDCo and an Early Intervention CAMHS (Child and Adolescent Mental Health Services) practitioner to support the well-being and development of pupils.

### **Identification and Graduated Response**

Learning needs are managed either by using additional support or by having a Record of Need (RoN). The majority of children with special educational needs or disabilities will have their needs met by the school and recorded and monitored on Provision Maps. Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Support Staffs or specialist staff.

High-quality teaching, adapted for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. The quality of teaching is regularly reviewed for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs.

If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision will be recorded in the school records and the child's parents/carers must be informed that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

The 2025 update emphasises the co-production model — all support plans are created collaboratively with pupils and parents, ensuring that aspirations, strengths, and pupil voice are central.

### **Managing SEND Pupils in Our School**

Where a pupil is identified as having SEN and/or a disability, Les Landes School adopts a process of *Assess, Plan, Do, Review*. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes. Provision/action that is additional to or different from that available to all will be recorded on a Provision Map.

- The Provision Map will indicate the area of need and will specify individual and small group provision for the pupil. Specific short-term targets will be agreed in consultation with the pupils (where appropriate) and parents and then recorded on the provision map.
- Class Provision Maps are the key document for providing an ongoing overview of the learning interventions for a class. At the termly SEND Meeting the previous annotated Class Provision Map is reviewed.
- Outcomes and additional information, such as pupil observations and assessments and arrangements for provision, are noted.
- If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals.
- Outside agencies that may be consulted include Social Services, EYIT, Educational Psychologists, SEMHIT, Well-being and Primary Mental Health, CAMHS, Occupational Therapy, Family Nursing and Health, the Hearing and Visually Impaired Service, the Speech and Language Service and any other service that may provide useful in supporting staff and pupils. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

### **Monitoring and Evaluation of Special Educational Needs**

At three points during the year, we analyse the data we have on the percentage of our pupils with very low attainment. The SENDCo will provide information to the Headteacher as to the numbers of pupils receiving Special Educational provision.

The number of children transferring to or from each type of provision will be noted, in addition to reports about the progress of various groups. SEN Support for children with additional needs will be reviewed on an ongoing basis.

In addition to monitoring the academic development of children, the social and emotional development of pupils in the school is monitored. Children identified as requiring additional support in these areas are then highlighted and appropriate intervention put in place.

Staff use the My Happy Mind PSHE programme to support pupils' emotional development and resilience, with strong, positive relationships further underpinning this work.

### **Coming Off the SEND Register**

A pupil will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully.

It is possible that some pupils may require support for particular aspects of their learning which may be due to their underlying learning issues.

All pupils will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some pupils it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A pupil with a RoN will follow the statutory guidance for ceasing a RoN as set out in the Code of Practice.

### **Transition Arrangements**

Les Landes School is committed to ensuring that Parents/Carers have confidence in the arrangements for pupils on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with Parents/Carers and agree the information that should be passed to the next phase of education.

Transition processes now include Pupil Profiles, accessible transition booklets for pupils with communication or sensory needs, and joint planning meetings with receiving schools or nurseries. Transition planning begins at least one term before a move to reduce anxiety and ensure continuity of provision.

### **Training and Resources**

Training needs are identified through a process of analysis of need for both staff and pupils as and when required. Training and CPD will be provided as necessary by either in-house training or by accessing outside courses or agencies. The SENDCo will provide information on specific needs for new staff. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

From Autumn term 2025, all staff will receive ongoing CPD linked to the Jersey Inclusive Practice Framework. This includes annual refresher training in adaptive teaching, communication-friendly classrooms, and supporting neurodivergent learners. Training opportunities are also drawn from the Inclusion and Early Years Service and the Jersey Neurodiversity Hub.

### **SEN Information**

Les Landes School presents its SEND information in two ways:

- i. By information placed on the school website including the SEND report which can be found at [www.leslandes.sch.je](http://www.leslandes.sch.je)
- ii. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

### **Children who are Looked After (CLA)**

Victoria Bisson is the Virtual School Head (VSH) who leads a virtual school team that tracks the progress of children looked after by the authority as if they attended a single school.

Les Landes School has a designated Teacher who is responsible for liaising with the VSH, updating Personal Education Plans (PEPs) for children who are looked after and Children who were Previously Looked After, attending strategy meetings, and also for having an active overview of the child's general well-being and welfare in collaboration with the pupil's class teacher and Headteacher.

The designated Teacher and SENDCo jointly review progress, attendance, and emotional well-being data for all (CLA) and Children who were previously Looked After (CPLA). These pupils are prioritised for access to enrichment activities and additional emotional regulation support through the school's nurture provision.

The school follows the updated Government of Jersey 'Corporate Parenting Principles' ensuring that every looked-after child is supported to achieve and maintain strong relationships, stability, and belonging.

### **Complaints**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo.

If the issue cannot be resolved, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Procedure which is available from the school office or found on the school's website.

### **Storing and Managing Information**

All data, including data stored electronically, is subject to Data Protection law. All paper records will be held in line with the school's policy/protocol on security of information. Some data and linked documents and reports are stored electronically on SIMS.

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Les Landes School is committed to ensuring that Parents/Carers have confidence in the arrangements for pupils on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school.

Staff will discuss these arrangements with Parents/Carers and agree the information that should be passed to the next phase of education. This will be individualised to meet each child's needs and a Transition Plan put in place.

The school's transition process now includes enhanced transition meetings for pupils with SEND, multi-agency planning with secondary schools, and a focus on emotional readiness. For pupils moving into the Early Years, joint visits and visual transition stories are used to support understanding and reduce anxiety.

### **Reviewing the SEND and Inclusion Policy**

This policy will be reviewed and updated every two years in consultation with Parents/Carers and Staff.

**Date of Review: September 2025**

**Next Review: September 2027**