

DE LA SALLE COLLEGE



SPECIAL EDUCATIONAL NEEDS POLICY

“LIVE IN HARMONY WITH ONE ANOTHER. DO NOT BE HAUGHTY, BUT ASSOCIATE WITH THE LOWLY, NEVER BE WISE IN YOUR OWN SIGHT.”

ROMANS 12:16

Compiled by: The Head of College	Last Reviewed: June 2023
Policy Holder: Mrs N. Jones	Revision date: June 2024
Oversight Governor: Tracey Townsend	Verification date: Spring 2024

De La Salle College as a private school, receives only limited support through a grant to fund provision for students. This funding will enable students with minor, mild or moderate needs to be supported. It is the policy of De La Salle College that any student who has been accepted into the school will receive appropriate support within the powers of the college to enable him to access the curriculum effectively and fulfil his potential. To fulfil this where needs are judged to be beyond moderate then the College may need to charge additional sums to the fee payers' account. If a students' needs require a level of support that can best be accommodated within the provided sector then the parents will be so advised and in which case the usual terms' fees in lieu of notice will be waived.

This policy document describes the arrangements that must be implemented to ensure that pupils and students with special educational needs have an entitlement to effective learning opportunities. The policy outlines how students with SEND are identified and the roles and responsibilities of staff in supporting these students.

INTERPRETATION

A child has 'special educational needs' if he has a learning requirement that is significantly different from the majority of children of the same age. The main categories of students who might require additional support at De La Salle College are as follows:

- students with specific learning differences e.g. dyslexia, dyspraxia
- students with social, emotional and behavioural difficulties
- students with hearing or visual impairment
- students with specific physical and medical conditions

IDENTIFICATION OF STUDENTS with Special Educational Needs and disabilities

Identification can be:

- On entry when specific needs are identified and recorded as part of the entrance/transition process.
- By staff recognition of a student whom they perceive as having difficulties or specific needs in their particular curriculum area.
- By staff observations in the classroom and on the playgrounds.
- By pastoral staff referring a student who is experiencing emotional/behavioural problems.
- Through concern expressed by parents.
- Through a CAT screening process in years 6, 7 and 9.
- Through regular ongoing spelling and reading assessments in the primary school and through literacy screening processes in year 7, 8 and 9 of the secondary school.
- Through normal assessment procedures.
- Through assessments carried out by the ENCO to identify specific learning difficulties (with parental permission).

IMPLEMENTATION

Implementation of the SEND policy and principles follows the procedures and guidance provided by the Jersey Code of Practice (2017).

RESPONSIBILITIES

It is the responsibility of the Head of College to appoint a co-ordinator for special educational needs known as a SENDCO. The current college SENDCO is **Nina Jones**.

It is the responsibility of the SENDCO to co-ordinate the operation and implementation of the Special Educational Needs Policy.

This will involve:

- Overseeing the records for all students with special educational needs.
- Maintaining the school's Special Educational Needs registers for Primary and Secondary pupils.
- Overseeing and analysing the records for all pupils with special educational needs to identify progress.
- Liaising with and advising fellow colleagues.
- Liaising with parents of pupils with special educational needs.
- Working with external agencies and specialist tutors as appropriate.
- Working with Heads of Departments or class teachers to set up, amend and monitor Individual Educational Plans, as and when required.
- Supporting colleagues in developing strategies to meet effectively the learning needs of all students at De La Salle College.
- Working with and organising a range of support strategies.
- Training of the TA's working with individual/small groups in the Primary and Secondary schools.
- Purchasing and overseeing of appropriate resources which can be used by staff to support pupil needs.
- Co-ordinating and implementing the operation of the Special Educational Needs Policy and ensuring that the Jersey Code of Practice (2017) is adhered to

It is the responsibility of all school staff to follow the procedures in the school policy on special educational needs.