

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 College Director	Last Reviewed: June 2025
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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 student's 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 four main categories of students who might require additional support at De La Salle College are as follows:

- Communication and interaction - e.g., Speech and Language difficulties, ASD
- Cognition and learning – e.g., Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties e.g., ADHD
- Sensory and/or Physical e.g., Visually or Hearing impaired

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 Years 7 and 9 of the Secondary school.
- Through normal assessment procedures.
- Through assessments carried out by the SENCO to identify specific learning difficulties (with parental permission).

Implementation

Implementation of the SEND policy and principles follows the procedures and guidance provided by the following legal documents:

- The Jersey **SEND Code of Practice (2017)**: This statutory guidance outlines the duties of CYPES schools, and other organisations to provide for children and young people with SEND. It emphasises a person-centred approach, the importance of early identification, and the need for high-quality teaching and support.
- **The Equality Act (2010)**: This Act protects individuals from discrimination based on protected characteristics, including disability. It requires schools to make reasonable adjustments to ensure that students with disabilities are not disadvantaged.
- **The Discrimination (Jersey) Law (2013)**: This is similarly to the Equality Act 2010 in the UK, but it's specific to Jersey, and it protects people from being treated unfairly based on certain protected characteristics—including disability, which is key for SEND students.
- **The Children and Families Act (2014)**: This Act provides the legal framework for the assessment and support of children and young people with SEND. It emphasises the importance of involving families in the decision-making process and introduces Education, Health, and Care Plans (EHCPs) to replace Statements of SEN.

Responsibilities

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

It is the responsibility of the SENCO 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 Special Education Need Plans and Individual Learning 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 TAs 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.