



EDUCATION

A STATES OF GUERNSEY GOVERNMENT DEPARTMENT

SEN Code of Practice

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INTRODUCTION

The Special Educational Needs Code of Practice (Guernsey) 2004 replaces the 1998 Code of Practice (Guernsey) on the Identification and Assessment of Special Educational Needs. It is effective from January 2005. It is referred to throughout this document as the Code.

The Code reflects the continuing commitment of the Education Department to develop an education service that provides equality of opportunity and promotes high achievement for all children and young people. It provides the framework for a consistency of approach to meeting children and young people's special educational needs (SEN). The focus is on preventative work to ensure that those special educational needs are identified as quickly as possible and that early action is taken to meet those needs.

The Code is the regulatory framework within which schools and services maintained by the Education Department identify, assess and make provision for children and young people with special educational needs. It describes the process whereby children and young people with SEN are identified who may require specialist provision on a continuum: support within mainstream schools, admission to special schools or Centre, or placement in establishments out of jurisdiction of the Bailiwick of Guernsey. It describes how such specialist provision should be reviewed. It provides guidance to the College of Further Education and other establishments and professionals working with children and young people in the Bailiwick of Guernsey.

The Code is designed to help support effective decision making in meeting the special educational needs of children and young people, but does not, and could not, prescribe the action to be taken in each individual case.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Education (Amendment) (Guernsey) Law 1987 states that

- a child has *Special Educational Needs* (SEN) if he/she has ‘a learning difficulty which calls for special educational provision to be made’ [paragraph 1(1)]
- a child has a *learning difficulty* if he/she
 - ‘has a significantly greater difficulty in learning than a majority of children and young people of his/her age’ [paragraph 1(2a)] or
 - ‘has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided in schools for children and young people of his age’ [paragraph 1(2b)]
- *special educational provision* for a child of two years or more means educational provision that ‘is additional to or otherwise different from the educational provision made generally for children and young people of his age in schools’ [paragraph 1(3a)] and for a child under two years means ‘educational provision of any kind’ [paragraph 1(3b)];
- a learning difficulty should not be assumed where ‘the language in which he is, or will be, taught is different from a language which has at any time been spoken in the home’ [paragraph 1(4)]

Areas of need

The main areas of learning difficulty are Cognition and Learning; Behaviour, Emotional and Social Development; Communication and Interaction; Sensory and/or Physical Impairment.¹

These are sub-divided into the following categories:²

Cognition and Learning

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Specific Learning Difficulty (SpLD), including Dyslexia

¹ DfES Special Educational Needs Code of Practice 2001 Ref: DfES 581/2001

² DfES Data Collection by Type of Special Educational Needs 2003 Ref: LEA/0200/2003 See Glossary for further explanation

Behavioural, Emotional and Social Development

- Behaviour, Emotional and Social Difficulty (BESD), including mental health issues

Communication and Interaction

- Social Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD), including Aspergers' Syndrome

Sensory and/or Physical Impairment

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

The Education Department recognises that all children and young people are of equal value; they have the same basic emotional, social and educational needs regardless of their gender, ethnic origin, ability or disability. The Education Department Guernsey's philosophy is to provide an Education System in which every child:

- is accorded equal worth and respect;
- enjoys learning;
- is equipped with the learning and skills he or she needs for life; and
- achieves his or her full potential.

The Education Department also recognises that each child or young person is unique and that the identification of any special educational needs will reflect the particular circumstances of the individual. There is a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs that usually relate directly to particular types of impairment. Children and young people will have needs that fall into at least one of four areas, although the impact of these combinations of needs on the ability of the child or young person to function, learn and succeed should be taken into account.

A medical diagnosis or a disability does not necessarily imply SEN. It may not be necessary for an individual with any particular diagnosis or disability to need any form of additional educational provision at any phase of education. However, some medical conditions may, if not properly managed, impact on the individual's access to education.

PRINCIPLES

The Code reflects the principles that:

- all children and young people with special educational needs should be educated in mainstream schools wherever possible;
- the needs of most children and young people will continue to be met within mainstream schools, without the need for a Formal Assessment under the Education (Amendment) (Guernsey) Law 1987;
- a significant number of children and young people will have special educational needs at some time during their schooling;
- a child or young person with special educational needs should have those needs met insofar as it is compatible with the efficient use of resources and with the provision of efficient education for the children with whom he or she will be educated;
- a child or young person with special educational needs should be offered full access to a broad, balanced and relevant education, in accordance with Education Department curriculum policy;
- some children and young people will require additional advice, guidance and/or support from the Education Support Services or other agencies external to the school;
- some children and young people will require specialist provision within a special school or Centre; very few children and young people will require their needs to be met out of the jurisdiction of the Bailiwick of Guernsey;
- parents and carers have a vital role to play in supporting their child's education and the knowledge, views and experience of parents and carers should be valued;
- the views of the child or young person must be sought and taken into account;
- a child or young person must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught.³

OBJECTIVES

The main objectives of the Code are to:

- provide a framework for the implementation of the Education (Amendment) (Guernsey) Law 1987;
- provide a procedural framework for the identification, assessment, monitoring and review to meet the SEN of children and young people;

³ See English as an Additional Language page 18
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- ensure greater consistency of approach between schools;
- emphasise the need for pupil and parental involvement;
- support the aims of the Education Department and schools in order that children and young people with special educational needs are able to learn, make progress and grow in confidence.

CRITICAL SUCCESS FACTORS

- Early identification of children and young people with special educational needs
- Effective assessment procedures are in place and are conducted within a reasonable and specified timescale
- The wishes of the child or young person are taken into account, according to their age and understanding
- Parents and carers and educational professionals work in partnership
- Provision is made by the most appropriate agency
- Provision for each child is reviewed regularly by the school to assess its impact, the progress made and the views of the child, parents and carers and professionals
- Agencies, schools and parents work together effectively to meet the SEN of children and young people
- Resources are targeted effectively

ROLES AND RESPONSIBILITIES

Education Department

The Education Department will:

- publish policies that promote high standards, inclusion⁴ and equal opportunities;
- provide a framework to identify, assess and meet the needs of children and young people with SEN, within the resources of the Department;
- provide and monitor the work of the Education Support Services:
 - Educational Psychology Service
 - Education Welfare Service
 - Learning Support Service
 - Pupil Support Advisory Service

⁴ Inclusion is defined as the participation of all pupils in learning which leads to the highest possible level of achievement, whatever setting they are in, and the participation of young people in the full range of social experiences and opportunities once they have left school. It is about providing effective learning opportunities for all pupils through early intervention, removing barriers to learning, raising expectations and achievement and improving partnerships with parents, children and young people and other agencies.

- Sensory & Physical Impairment Service (incorporating the Hearing & Visual Impairment Services)
- Social Language & Communication Service;
- develop close partnerships with parents and carers, schools, Education Support Services and professionals from the Health & Social Services Department so that children and young people with SEN can benefit from co-ordinated provision;
- consult with schools and others in strategic planning for SEN services;
- publish its five year development plan;
- monitor and evaluate SEN provision within schools and the Education Support Services;
- communicate to schools and teachers the importance of identifying, and providing for, those children and young people who have special educational needs;
- identify training needs and provide advice and support to staff working with children and young people with SEN;
- collate from and disseminate to schools and within the Education Department information regarding children and young people with SEN.

Headteacher

The Headteacher has responsibility for the day-to-day **management** of all aspects of the school's work, including provision for children and young people with SEN. The Headteacher will work closely with the Special Educational Needs Co-ordinator (SENCO) and will be informed of any changes to the school's SEN Register. The Headteacher is required to ensure that:

- the SEN Code of Practice (Guernsey) is properly implemented;
- a written school SEN policy is developed and maintained, detailing
 - the procedures by which children and young people with SEN are identified, assessed and have their needs met by the school;
 - how children and young people with SEN are able to access the curriculum and are included in the school community;
 - how the school provides effective learning opportunities for all children and young people through early intervention, removing barriers to learning, raising expectations and achievement and improving partnerships;
- planning for SEN provision is incorporated in the annual School Improvement Plan;

- **all** teachers are aware of the importance of identifying and providing for children and young people who have SEN;
- parents and carers are informed that their child has SEN and that their name will be placed on the school's Register of SEN; their views will be taken into account in making provision to meet those needs;
- a Register of SEN is kept, identifying children and young people with special educational needs, stating the level of provision in the Code of Practice and the area(s) of concern, using the School Information Management System (SIMS);
- the school's Register of SEN is sent to the Education Officer Special Needs by 1st November each year;
- records relating to individual children and young people are well maintained and securely held;
- Individual Education Plans (IEPs) are reviewed regularly and at least twice annually;
- reviews for children and young people on the SEN Register at School Action and School Action Plus are held regularly and at least annually;
- an Annual Review is held for children and young people with a Determination;
- within the school's annual budget there is an allocation for SEN resources;
- the SENCO has an appropriate timetable, including designated time to fulfil his or her duties;
- pupil records are transferred between schools and phases within 10 working days of the child or young person's arrival at the new setting; and
- information from the child or young person's Pupil Record is shared with Education Support Services within 10 working days when requested.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the day-to-day **operation** of the school's SEN policy and should work closely with the Headteacher, Senior Management Team and colleagues, and be closely involved in the strategic development of the SEN policy and provision as a member of the Senior Management Team.

The SENCO is required to:

- assist class teachers in the identification and assessment of children and young people with SEN;

- co-ordinate the provision made for individual children and young people with SEN, working closely with staff, parents and carers and other agencies, including Education Support Services;
- liaise with and advise colleagues with the aim of securing high quality teaching for children and young people with SEN;
- convene review meetings at School Action and School Action Plus;
- convene Annual Review meetings for children and young people who have a Determination;
- maintain the school's Register of Special Educational Needs, using the Schools Information Management System (SIMS);
- oversee the records for all children and young people with SEN;
- liaise with external agencies including Education Support Services and Health & Social Services Department;
- ensure IEPs are written in consultation with class or subject teachers, using the proforma provided by the Education Department.

In Special Schools and Centres a Senior member of staff should be designated as SENCO.

Class Teacher or Subject Teacher

The classroom teacher is often in the best position to note any special educational needs. It is recognised that parental concerns will often be raised initially with the class teacher or subject teacher, who then has the responsibility of consulting with the SENCO regarding those expressed concerns. The class teacher or subject teacher will be required to:

- inform the SENCO of any concerns that may indicate that a child or young person has SEN, including concerns raised by parents and carers;
- consult with the SENCO on the **early** identification, assessment, provision and monitoring of a pupil with SEN;
- share concerns with parents and carers, seek their views and involvement in any action taken;
- plan for, implement and record differentiated opportunities for a child or young person experiencing difficulties;
- plan for, liaise with and monitor the day-to-day work of support staff working in their classroom;

- seek advice from the SENCO on meeting the child or young person's needs in their classroom;
- plan, draw up, monitor and review an IEP, where necessary, in collaboration with the SENCO;
- implement, monitor and review the IEP on a day-to-day basis.

All teaching staff will be involved in the development of the school's SEN policy.

All teaching and support staff must have a copy of the school's SEN policy.

IDENTIFICATION, ASSESSMENT AND PROVISION – EARLY YEARS

INTRODUCTION

The Special Educational Needs Code of Practice (Guernsey) 2004 outlines the procedures to be followed relating primarily to school aged children and young people with SEN. However, some children who may have SEN are brought to the attention of the Education Department before they are of school age. This section outlines the procedures that will be followed by the Education Department and the Education Support Services in relation to such children.

FORMAL NOTIFICATION

The Education (Amendment) (Guernsey) Law 1987⁵ requires the Medical Officer of Health to notify the Education Department of any child who may have special educational needs and to inform parents that such notification has been made. This notification should be made by the Health and Social Services Department to the Director of Education and copied to the Principal Educational Psychologist using Form F, Notification of a Child Who May Have Special Educational Needs. If a child has a significant sensory impairment then the sensory support service should also be provided with a copy.

REQUEST FOR INVOLVEMENT

Should the direct involvement of an Educational Psychologist be considered necessary, parental consent must be obtained by the Health and Social Services Department and the Educational Psychology Service Request for Involvement Form⁶ should be completed in discussion with an Educational Psychologist.

GRADUATED RESPONSE

Following notification, or on receipt of a formal request for involvement, an Educational Psychologist may become involved and as part of their response will collate information from parents and carers and professionals working with the child, and will then liaise with them regarding interventions and monitoring of progress.

⁵ The Education (Amendment) (Guernsey) Law 1987 paragraph 9

⁶ Request for Involvement Form Appendix B

REVIEW

Following intervention and assessment within the home or pre-school setting the Educational Psychologist will feedback their summary and recommendations to all participants and may initiate a review meeting. Parents and all relevant professionals will be invited to contribute. The outcomes of this meeting may be that:

- no further action is needed by the Education Department;
- the child should continue to be monitored by the Educational Psychology Service;
- another Education Support Service becomes involved i.e. the Social Language & Communication Service or the Sensory & Physical Impairment Service;
- a request for Formal Assessment⁷ of the child's needs is made to the Education Department.

TRANSITION TO SCHOOL

If it appears that a child will require special educational provision beyond pre-school age then evidence to support this should be produced from all agencies involved with the child through the Formal Assessment process. The Formal Assessment Process is described in detail later in this document.

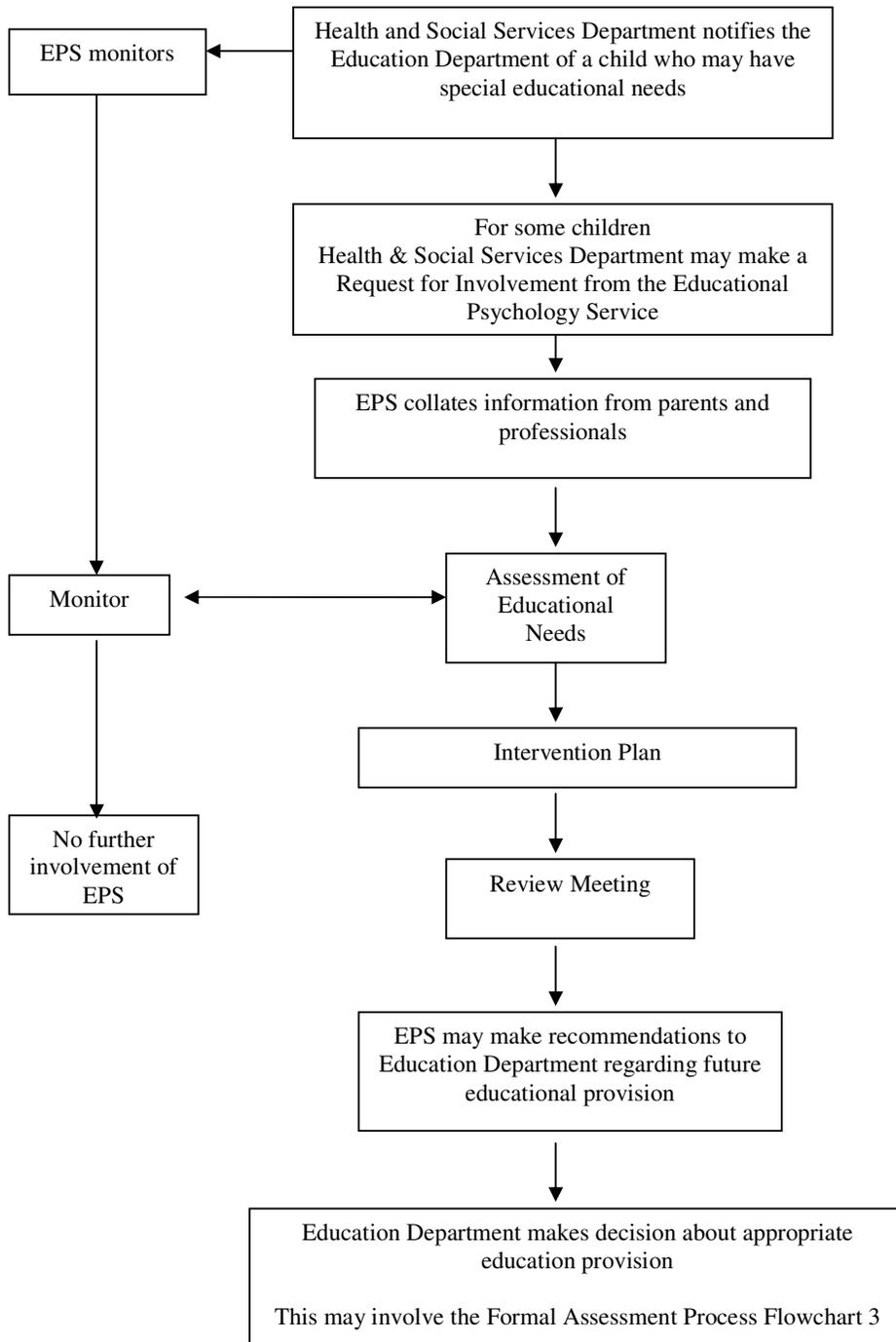
In some instances a child under five may have received considerable support without the need for an assessment for specialist provision. If an Education Support Service is already involved with such a child entering a mainstream reception class, then a representative from that service will discuss the child with the Headteacher prior to entry. Where necessary the Headteacher, in consultation with the Education Support Service, Educational Psychology Service, class teacher and SENCO, will arrange an induction programme. The child will be included on the school's SEN Register at the stage that reflects the level of support being provided on entry, whether from an Education Support Service or through additional individual support provided by the Education Department.⁸ Children entering a special school or centre on a full-time basis will have a Determination of Special Educational Needs. If a child or young person is attending Special School or Centre on a part-time or assessment basis a Determination is not required.

⁷ See Formal Assessment Flowchart

⁸ See School Action Plus page 26/Additional Short-term Support page 30

Flowchart 1

Identification, Assessment & Provision – Early Years



IDENTIFICATION, ASSESSMENT AND PROVISION – SCHOOL AGE

INTRODUCTION

This section outlines the procedures to be followed in identifying, assessing and making provision for children of compulsory school age who may have special educational needs.

Some children admitted to a mainstream infant or primary school will already have attended an early years education setting, such as a pre-school playgroup or nursery; some will not. Schools should, therefore, be aware that any child or young person admitted to a reception class may, or may not, have any special educational needs identified. Children or young people admitted to a special school or Centre on a full-time basis will have a Determination.

Similarly, staff in schools and the College of Further Education should be aware that children and young people transferring from one school to another during the primary phase, into the secondary phase at 11 or into the post 16 phase of education at the Grammar School or College of Further Education may or may not have any identified SEN.

If a child or young person already has an identified need a transition plan should be made for meeting that child or young person's needs. This plan should be discussed with all parties involved, including parents and carers, prior to admission or as soon as possible afterwards.

The school as a whole is responsible for provision for children with special educational needs.

All teachers are teachers of children with special educational needs.

EARLY IDENTIFICATION

The importance of early identification, assessment and intervention for any child or young person who may have SEN cannot be over-emphasised. The earlier action is taken the more responsive the child or young person is likely to be. Assessment should not be regarded as a single event, but as a continuing process that informs teaching and learning.

All schools will wish to assess each child or young person's levels of attainment on entry in order to ensure they build on the pattern of learning and experience already established during

earlier phases of education. Schools should make full use of information passed to them when the child or young person is admitted.

On admission to the Reception class the Foundation Stage Profile may indicate areas for concern. Although this assessment is not specifically designed to identify those children with special educational needs, it should alert teachers to children who have particular difficulties, some of whom *may* have special needs.

Care should be taken to ensure that the information about the individual needs of children and young people are made known to the new teacher when that individual progresses from year to year. However, it is vital that schools establish clear procedures for ensuring this happens effectively at the following key transition points, particularly when there is a change of setting:

- Key Stage 1 to 2;
- Key Stage 2 to 3;
- Key Stage 3 to 4; and
- Key Stage 4 to post 16 education.

The current school is required to organise a Transition Review for children and young people with identified special educational needs up to two terms before transfer, inviting the SENCO, Headteacher or class teacher from the receiving school or establishment.

At the heart of the work of every classroom is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes and interests of children and young people. The majority of children will learn and make progress within these arrangements.

It should be recognised that some difficulties in learning may be caused or exacerbated by the learning environment or the adult/child relationship.

In order to enable a child or young person to learn effectively, careful consideration must be given to:

- classroom organisation and management, including the deployment of staff;
- teaching materials;
- matching teaching style to individual learning styles;

- differentiation; and
- any identified SEN: Cognition and Learning, BESD, Communication and Interaction or Sensory & Physical Impairment.

To help identify a child or young person who may have SEN, schools can measure an individual's progress by referring to:

- his/her performance monitored by the teacher as part of ongoing observation and assessment;
- his/her progress against the objectives specified in the National Literacy and National Numeracy frameworks;
- his/her performance against the level descriptions within the National Curriculum at the end of key stage, including the scales of performance criteria (P Levels 1 – 8) for those individuals with SEN working towards Level 1 of the National Curriculum⁹;
- his/her performance in other assessments;
- standardised screening or assessment tools such as reading tests.

The assessment process should focus on

- the child's learning characteristics and preferred learning style;
- the learning environment that the school is providing for the child or young person;
- the task; and
- the teaching style.

Schools must be open and responsive to expressions of concern by parents and carers, and take into account any information that parents and carers provide about their child.

If professionals from Health & Social Services Department are involved with the child, it is good practice for the school to be advised of their input and liaison to occur, providing parents and carers and, where appropriate, the child or young person give their consent.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

For children who have English as an additional language, lack of competence in English must not be equated with learning difficulties. However, it should be recognised that when children

⁹ DfEE/QCA guidance 'Planning, Teaching & Assessing the Curriculum for Pupils with Learning Difficulties' 2001 Ref: QCA/01/736 – 750 & 'Supporting The Target Setting Process' 2001 Ref: DfEE 0065/2001
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who have English as an additional language are making slow progress, it may be that their language status is not the only reason; they may also have learning difficulties. Schools should look carefully at all aspects of a child or young person's performance to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used, or arise from special educational needs. It will be necessary to consider the child or young person within the context of the home, culture and community as well as within the school context.

GRADUATED RESPONSE AND MONITORING PROGRESS

In order to help pupils who have SEN, schools should adopt a graduated response that encompasses a variety of strategies. This approach recognises that there is a continuum of SEN. In many cases the action taken by the class teacher to address a pupil's identified SEN will mean that the pupil's difficulties are resolved. Only for those whose progress continues to cause concern should additional action be taken and the school should intervene as described at School Action and School Action Plus.

Good practice may take many different forms. However, all schools should have regard to the following points, which are central principles of this Code:

- provision for a child or young person with SEN should match the nature of his/her needs;
- there should be regular recording of a child or young person's SEN, the action taken and the outcomes;
- parents and carers should be informed and involved in developing and implementing a joint learning approach at home and in school.

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children and young people will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child or young person to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the child or young person to learn more effectively. Whatever the level of a child or young person's 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. It might, for instance, be progress which:

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

PROVISION

- Positive and effective management, school ethos, learning environment, curriculum, pastoral and disciplinary arrangements can help prevent some special educational needs arising, and minimise others.
- All children and young people should have access to the Guernsey Curriculum appropriate to the key stage. In planning and teaching the Guernsey Curriculum teachers are expected to have due regard for the Inclusion Statement in the National Curriculum in setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning.¹⁰
- The Guernsey Curriculum sets out the areas and content of learning in each key stage. It secures access to essential areas of learning and provides for the development of the knowledge, understanding and skills that children and young people will need in order to become active and responsible citizens.
- All schools will, through their cycle of observation, assessment, planning and review make provision for increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures, dependent on the pupils strengths and weaknesses. A variety of approaches should be employed to maximise the achievements of all

¹⁰ DfEE National Curriculum Handbook 1999 Ref: QCA/99/457 (Primary) or QCA/99/458 (Secondary)
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children. These arrangements should apply to **all** pupils and should not be perceived as part of special educational provision.

- The SENCO and teachers should decide on the action needed to help the pupil progress *in the light of their earlier assessments*. Any intervention or action taken should be provided from within the school's resources. This may include:
 - more planning time for staff as appropriate;
 - further differentiation within the classroom;
 - staff development and training to introduce more effective strategies;
 - different learning materials.

- If any intervention or action is made within the normally differentiated curriculum it should be recorded that the pupil has an identified special educational need on the Register of SEN, and they should be placed at level N (No special provision). Careful monitoring of progress should continue.

Schools should be aware of factors that may impact on the child or young person e.g. the learning environment or circumstances within the family. Schools should not assume that an individual's learning difficulties always result solely, or mainly, from problems within the child.

Schools can, and do, use grouping strategies of different types and sizes within classrooms to help children and young people make progress. These can be effective in creating opportunities for:

- enabling the teacher or other adult to give additional attention to a specific group of children and young people within the classroom;
- enabling the teacher or other adult to work with a group outside the classroom for part of the time;
- using small group withdrawal to prepare pupils for inclusion in a later lesson, as opposed to withdrawal for parallel teaching;
- enabling access to specialist help or provision at lunchtime or before or after school hours;

- giving pupils flexible access within school to a base where SEN resources and teaching expertise are available;
- teaching children in groups that are permanently small and where specialist teaching, support and resources are available.

Schools can use any extra classroom support available from Teaching Assistants and parent or other adult volunteers, under the supervision of a teacher, by:

- using that support to work with the more able or the class, releasing the teacher to provide direct intervention for pupils with SEN;
- using that support to work with pupils experiencing difficulties;
- deploying additional support specifically for one or more pupils in a class;
- providing extra training for staff who offer support.

Extra adult or specialist support may be helpful to assist an individual pupil in:¹¹

- interpreting work, through signing or simplifying language;
- tackling tasks, through presenting these in smaller steps, with concrete materials or through providing guidance;
- remaining on task, through providing encouragement, feedback and introducing appropriate breaks or change in activity;
- writing, by acting as an amanuensis;
- accessing a task, through ensuring that appropriate specialist equipment is available or by modifying or by preparing materials;
- learning, by providing structured teaching in particular areas of difficulty;
- helping with personal organisation and with any physical or medical needs.

The most effective use of additional help in lessons has been achieved where:¹²

- this has been thought about and included in curriculum and lesson planning so that the help can be deployed effectively;
- the subject or class teacher and the extra teacher or adult involved have been able to discuss and plan effective strategies for working together;
- the pupil is clear about why extra help is being given;

¹¹ Taken from SCAA Consistency in Teacher Assessment – Supporting Pupils with Special Educational Needs KS3 Ref. SEN/96/478

¹² Taken from SCAA Consistency in Teacher Assessment – Supporting Pupils with Special Educational Needs KS3 Ref. SEN/96/478
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- the supporting adult is able to provide feedback to the pupil, parents and the classteacher on the outcomes of the lesson and also contribute to the pupil's assessment.

The purpose of additional support should be clearly identified; it is primarily to enable the child or young person access to the curriculum and to help them be as independent a learner as possible. Good communication between the class teacher, SENCO and the adult supporter is essential, with regular opportunities for joint planning and feedback. Care needs to be taken to ensure that the management of additional support in any classroom does not become a burden for the teacher, as this could outweigh the benefits of that support for the child or young person with SEN.

SPECIAL EDUCATIONAL NEEDS CRITERIA

These are published in a separate document, providing key criteria for placing children or young people at School Action or School Action Plus, ensuring a consistency of approach across the Bailiwick.

They highlight when the Education Support Services should become involved and give entry and exit criteria for special school or centre placement.

SCHOOL ACTION

School Action is the first level of additional support to meet a pupil's SEN within school and will involve:

- initial identification;
- collation of evidence;
- parental consultation and involvement;
- intervention to meet the pupil's needs;
- placement of the pupil on the school's SEN Register;
- monitoring and reviewing progress.

If, within a special school or Centre setting, action is taken in addition to the normal level of support available within that school, then this should be recorded as School Action, following the guidance within this section.

When a class teacher or the SENCO identifies a pupil with SEN and teachers provide interventions that are additional to or different from those normally provided as part of the school's differentiated curriculum an IEP should be drawn up.

INDICATORS

Concerns about an individual pupil may be raised by the teacher or by parents and carers and should be shared with the SENCO.

Evidence needs to be collected showing that, despite receiving **differentiated** learning opportunities within the classroom, the child:

- has significantly greater difficulty in developing literacy or numeracy skills than the majority of children;
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- displays emotional or behavioural difficulties which do not respond to strategies recommended in the school's behaviour management policy;
- has communication, language or social difficulties and continues to make little or no progress.

Attention should be given to a pupil's strengths as well as weaknesses during the assessment process.

Concerns should be shared with parents and carers and additional information sought from them as part of the collection of evidence. Parents and carers should be informed of and involved in the action to be taken.

The SENCO should ensure that records are kept detailing the information collected, any assessments made, any interventions or actions taken and the timescale of the interventions and review dates.

Where these specific actions or interventions take place the pupil should be placed on the SEN Register at School Action (level A). Any intervention is made from within the school's existing resources and should be time-specific, with a review date set. Such interventions could include:

- specialist structured learning programmes e.g. Additional Literacy Support (ALS), Further Literacy Support (FLS), Toe By Toe, Successmaker;
- different teaching strategies aimed at meeting the learning style of the child;
- access to smaller teaching groups with group planning or Group Education Plan in place;
- different assessment arrangements e.g. reader, amanuensis, modified test materials, additional time;
- drawing up an Individual Education Plan (IEP);
- extra help within the classroom or in-class support, managed by the class teacher.

Note that children following the Early Literacy Support (ELS) programme should **not** be placed on the Register or recorded as having a special educational need unless they have other identified needs or require further intervention after attempting the ELS programme.

The SEN Criteria will provide further guidance.

There is sometimes an expectation that an intervention will take the form of the deployment of staff to enable one-to-one tuition to be given to the pupil. However, this may not be the most effective way of helping the pupil make progress.

The pupil's progress should continue to be monitored. The SENCO should take the lead in further assessment of pupil progress, planning future support in discussion with colleagues, monitoring and reviewing the action taken.

REVIEW

The review date should be known from the onset of the intervention. If an IEP is in place the review date should be stated and it should be reviewed regularly and at least twice annually, in line with the Education Department guidelines for writing IEPs.

A review need not be a formal meeting, for example it could take place during the usual parents' evening, but should include the collation of the views of the classteacher, parents and pupil. Proforma for this purpose may be found in Appendix C.

The SENCO is responsible for co-ordinating the meeting, and should include the following people, depending on the phase of education that the child or young person is in:

Primary – SENCO and/or classteacher, parents and carers & child (for some of the meeting);

Secondary – SENCO and/or form teacher or Year Co-ordinator, parents and carers & young person (for all or part of the meeting).

The outcome of the review may be:

- to discontinue the intervention and revert to the normally differentiated curriculum;
- to continue with intervention, which may be modified;
- to seek informal advice from Education Support Services or Health & Social Services;
- to formally request advice or support from Education Support Services or Health & Social Services Department.

SCHOOL ACTION PLUS

Following a review at School Action, a request for involvement from Education Support Services or Health & Social Services Department may be recommended and should be co-ordinated by the SENCO.

The school must seek parental consent for the involvement of any of the Education Support Services or other agencies.¹³ The appropriate referral or request for involvement forms must be used as indicated by that service or agency.¹⁴ It may be necessary for a member of that service or agency to observe or meet with the pupil in school.

Where schools seek the help of one of the Education Support Services, staff from that service will need to have access to the pupil's records. Schools should be able to provide evidence of actions for interventions that have already been put into place at School Action together with copies of any IEPs that have been drawn up and reviewed.

¹³ It is not necessary to seek parental consent to refer a child or young person with attendance problems to the Education Welfare Service; however, schools must ensure that parents are informed of such referrals.

¹⁴ Copies can be found in Appendix B

The involvement of Education Support Services need not be limited to pupils at School Action Plus. They can play an important part in the very early identification of SEN and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers.

The Education Support Services that can be accessed are:

- Educational Psychology Service [EPS]
- Education Welfare Service [EWS]
- Learning Support Service [LSS] at Key Stages 1 & 2 only
- Pupil Support Advisory Service [PSAS]
- Sensory and/or Physical Impairment Service [SPIS] incorporating Hearing & Visual Impairment Services [HIS & VIS]
- Social Language and Communication Service [SLCS]

Additional short-term individual support can be requested through the Education Department.¹⁵

INDICATORS

The triggers for School Action Plus are that, despite receiving an individualised programme and sustained support at School Action, the child or young person:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite the use of individual behaviour management strategies;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits or support by a specialised service; or
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

¹⁵ See Additional Short-term Education Department Support, Page 30
AUGUST 2004 SEN Code of Practice

INTERVENTION

The SENCO and class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. Subject Co-ordinators or Heads of Departments may also be consulted for their expertise in specific curriculum areas. The main aim of the involvement of external professionals at this stage is to advise and work with teachers. Specialist assessments or in depth consultations with staff should help to plan interventions at School Action Plus.

When a class teacher or the SENCO identifies a pupil with SEN and teachers provide interventions that are additional to or different from those normally provided as part of the school's differentiated curriculum an IEP should be drawn up.

The resulting IEP for the child should set out strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the child's teacher(s).

The direct involvement of support service staff may be to:

- contribute to the development of the IEP;
- prepare specialist materials e.g. enlarged or adapted materials for a visually impaired pupil;
- provide extra help in the classroom or in-class support, under the management of the class teacher in order to implement and monitor targets in the IEP;
- withdraw children and young people for small group work e.g. Social Use of Language Programme (SULP), literacy support, anger management;
- withdraw a child or young person for individual work e.g. mentoring, teaching a specialist skill such as signing or Braille, providing a specific learning difficulties programme.

Any intervention should be recorded by the school and the pupil should be placed on the Register of SEN at School Action Plus (level P). An IEP will be drawn up for all children or young people at School Action Plus.

There is sometimes an expectation that the intervention will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the pupil. However, this may not be the most effective way of helping the pupil.

REVIEW

The review date should be known from the onset of the intervention. If an IEP has been implemented it should be reviewed regularly and at least twice annually, in line with the Education Department guidelines for writing IEPs.

The SENCO is responsible for co-ordinating the review meeting and should include the Headteacher (or delegated member of Senior Management Team), support staff working with the individual child or young person or the Head of Service, classteacher or form teacher or Year Co-ordinator, parents and carers and the child or young person (for all or part of the meeting depending on their age and level of understanding). If anyone is unable to attend the meeting their views should be requested and could be presented in writing. The meeting should be chaired by a member of school staff.

Parental views on the child or young person's progress should also be sought. Where possible the pupil should also be consulted and involved in the setting of targets. Proforma for this purpose may be found in Appendix C.

The outcome of the review may be:

- to discontinue the intervention and make no special provision (N);
- to provide some intervention at School Action level (A);
- to continue with intervention at School Action Plus (P), which may be modified;
- to seek advice or request the involvement of other Education Support Services or Health & Social Services;
- to request further advice, involvement or support from Education Support Services or Health & Social Services;
- to seek additional short-term individual support from the Education Department;
- to request a Formal Assessment.¹⁶

¹⁶ See section 4 Formal Assessment page 32 & Flowchart page 36
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ADDITIONAL SHORT-TERM EDUCATION DEPARTMENT SUPPORT

The needs of the great majority of children and young people who have SEN should be met effectively through School Action or School Action Plus. For a very few children and young people, however, adequate progress may not be made through the help given by schools through School Action Plus, and the school, in consultation with the parents and carers and any external agencies already involved, may consider requesting additional short-term support from the Education Department.

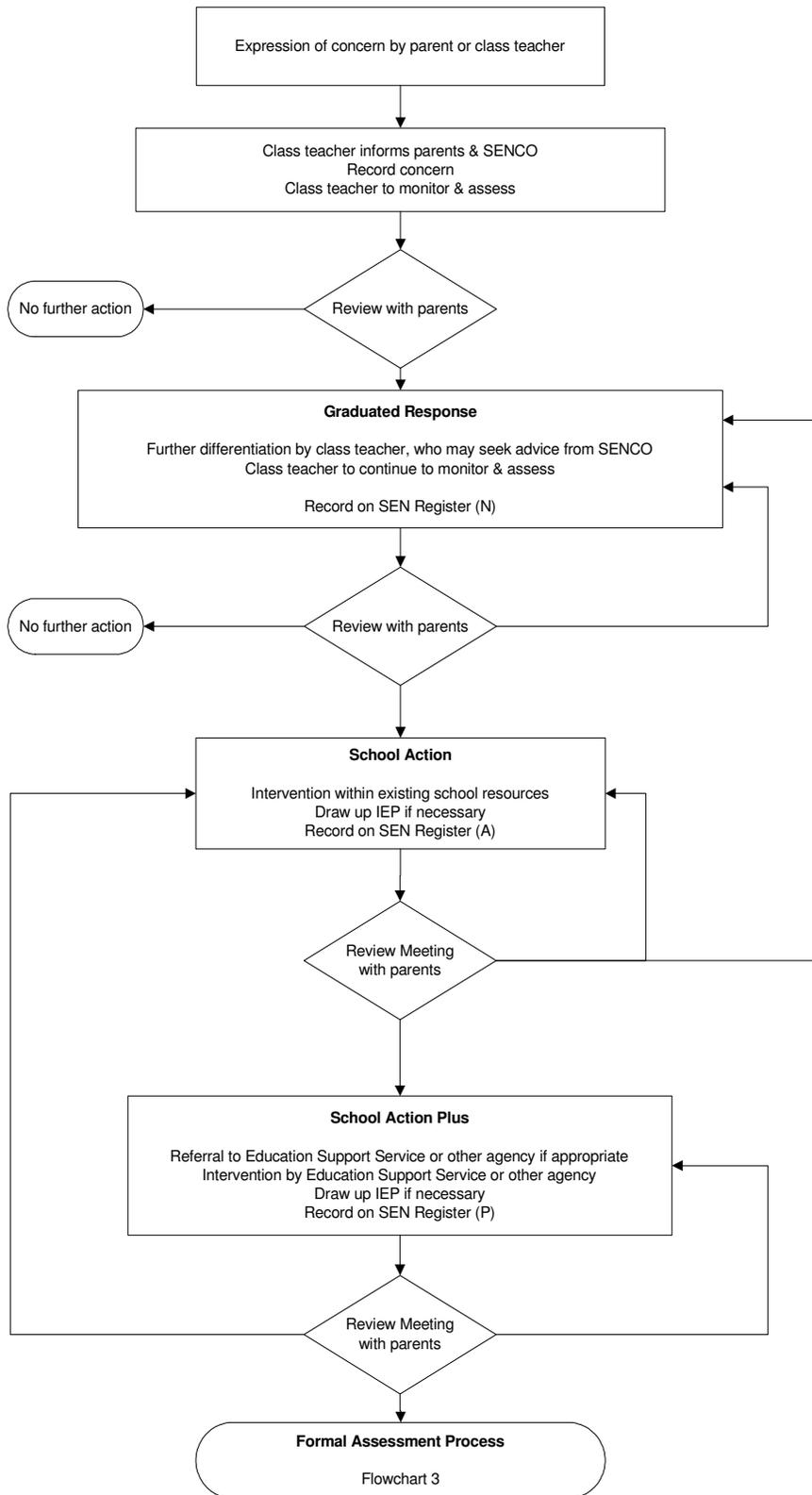
The Education Department will require the following information from the school:

- details of any previous intervention and outcomes at School Action and School Action Plus;
- copies of at least 2 Individual Education Plans;
- records of regular reviews and their outcomes;
- attainment in National Curriculum tests or teacher assessment;
- further supportive evidence, for example from an advisory support teacher or an educational psychologist;
- the views of the parents and carers and the pupil;
- details of the involvement of other professionals, including Education Support Services and Health & Social Services Department.

If it is concluded that a pupil's needs could not reasonably be met within the resources available to a mainstream school, and resources are available, then special educational provision will be made on a short-term basis (i.e. for up to two terms).

In the event that long-term additional support is necessary (i.e. beyond two terms) to maintain that pupil in mainstream school then a Formal Assessment must be requested in order to inform any application for additional staffing made, on a fixed term basis, to Treasury and Resources through the Head of Staffing Services at the Education Department.

Flowchart 2 Identification, Assessment & Provision - School



FORMAL ASSESSMENT

The needs of the majority of pupils who have special educational needs should be met effectively under School Action or School Action Plus, without the statutory involvement of the Education Department. In a minority of cases – approximately 2% of pupils – a Formal Assessment of a pupil's special educational needs under the Education (Amendment) (Guernsey) Law, 1987 will be made. Pupils who require a high level of special needs support on a long term basis, such as those being educated in mainstream school with long term additional full-time support or in a special school or Centre, either locally or out of the jurisdiction of the Bailiwick of Guernsey, are included within this 2%.

If, at a School Action Plus Review Meeting, it is felt that additional resources beyond that provided at School Action Plus are required to meet the child's SEN, either in a mainstream setting, or by attendance at a special school or Centre on a full-time basis, either locally or out of jurisdiction of the Bailiwick of Guernsey, then a request for Formal Assessment should be made by the school to the Education Department. Schools should consult parents and carers before making the request for Formal Assessment. At this point the Educational Psychology Service should already be involved.

At the time the School Action Plus Review Meeting considers asking for a Formal Assessment of a child's special educational needs, the school will be expected to provide written evidence of:

- the school's action through School Action and School Action Plus;
- records of regular reviews and their outcomes including at least 2 IEPs;
- attainment in National Curriculum tests and/or teacher assessment;
- attainments in literacy and mathematics;
- educational and other assessments that have previously been made, for example reports from an advisory support teacher and educational psychologist;
- the views of the parents and carers and child or young person; and
- details of the involvement of professionals from Education Support Services and Health & Social Services Department.

The description of the child's learning difficulty and progress together with information about the special educational provision made will form the basis on which the Education Department

will undertake the Formal Assessment. Form A (Appendix A) should be completed and the relevant information from that listed above attached.

The majority of requests for Formal Assessment will be made through the school. However, within the Education (Amendment) (Guernsey) Law 1987 parents and carers may make a request for Formal Assessment directly to the Education Department. The Education Department will consider any such request, seeking information from the school and other agencies. The Education Department must be notified of concerns that a child may have special educational needs through the Child Development Service or Consultant Paediatrician.

On receipt of a Request for Formal Assessment (Form A) from the school, the Education Department will seek reports from the school, the Educational Psychology Service, any other Education Support Services involved and from Health & Social Services Department (Forms C1-4). The views of the parents and carers and the child or young person will be sought and recorded by the Educational Psychologist working closely with the family (Forms C5 & C6).

Once reports have been collated a Multi-Agency Assessment Meeting will be held. The purpose of this meeting is to agree a description of the child's learning needs and the educational methods and strategies to meet those needs. This description will be recorded by the Education Officer chairing the meeting as a Summary of Needs (Form D). Having agreed this description the Educational Psychologist will be asked to make a recommendation as to the type of provision that would best meet those needs. Should agreement not be reached at this meeting, the Summary of Needs should record which points remain unresolved. A Formal Assessment Panel¹⁷ will then be convened to review the documentation and agree the Summary of Needs.

If it is concluded that the pupil's needs could be reasonably met within the resources available to a mainstream school, then no Determination will be produced.

If it is concluded that a pupil's needs could not reasonably be met within the resources available to a mainstream school, then a Draft Determination will be produced by the

¹⁷ The Panel will be comprised of an Education Officer (Special Needs & Children's Services), an Educational Psychologist (who does not have caseholder responsibility) and a Headteacher Representative (not of the child's current school)

Education Officer. The Draft Determination will specify the special educational provision that will be made, including specific reference to the placement of the child.

The Draft Determination will be considered by the Special Needs and Children's Manager prior to recommendation to the Education Board.

DETERMINATION

Following the Formal Assessment process, and if a Determination is agreed, the Department shall send a copy of the Draft Determination to the parents and carers, Educational Psychology Service and School. A copy of the Draft Determination will also be sent to the school, the Educational Psychology Service, any Education Support Services involved and the Health and Social Services Department.

A Determination will consist of 5 sections;

- Section 1 – personal details of the child or young person and the parents and carers;
- Section 2 – description of the child or young person's special educational needs (based on the Summary of Needs agreed at the Multi-agency Meeting);
- Section 3 – description of the educational approach that will enable those needs to be met e.g. particular learning or teaching strategies, any specialist learning support or therapy required and any particular equipment that may be required (based on the Summary of Needs agreed at the Multi-agency Meeting);
- Section 4 – Recommendation for Placement;
- Section 5 – Assessment Profile, including the recorded views of the parents and carers and of the child or young person (where appropriate) as well as medical, psychological and educational views.

Parents and carers may register a formal disagreement with Section 3 of the Draft Determination in writing. However, they may not challenge any other part of the Determination. The Education Department will arrange such meetings as may be necessary to enable the parents and carers to discuss the relevant advice with the appropriate person/s.

The Education Department shall consider any representations made by the parents and carers before making a Final Determination.

All children admitted to a special school or Centre on a full-time basis, locally or out of the jurisdiction of the Bailiwick of Guernsey, will have a Determination.

ANNUAL REVIEW

Pupils who have a Determination will be the subject of an Annual Review. The Review will be held in school and chaired by the Headteacher or his/her representative. Parents and carers and relevant outside agencies will be invited to contribute to the review, either in writing or in person. A pupil's special educational needs should be reviewed in greater detail by the school towards the end of the key stage, and discussed with the Educational Psychologist. Further advice may be sought from the Educational Psychology Service and a request for the Determination to be updated if it is considered that the Determination no longer reflects the child or young person's needs.

A Determination will set out the Special **Educational** Needs of a child or young person. Should an individual have particular health or care needs, these should be set out in an Individual Care Plan or Individual Health Plan as laid out in the Policy on Supporting Pupils With Medical Needs In Schools Including Administration of Medicines in Educational Establishments (2004).

Formal Assessment Process

