

Policy	S.E.N.D.		
Reviewer	Mr Patrick Crossley, Assistant Head Academic		
Reviewed Changes	5 February 2021	Next review	Spring Term 2022

Relevant SoJ Education documentation: [Special Educational Needs Code of Practice](#)
[SEN Transition and Transfer Policy](#)
[Special Educational Needs Policy](#)

The Study Centre team consists of our SENCO, Inclusion Coordinator, Wellbeing coordinator and School Counsellor. We also have a number of sixth Form pupils using The Study Centre for our Peer Mentoring and Anti-Bullying Ambassador initiatives. The Study Centre can be accessed by any boy at any time during the school day.

SPECIAL EDUCATION NEEDS AIMS & OBJECTIVES:

Victoria College aims to make provision for children with learning need(s) in order to:

- implement good practice in compliance with current Education Department policies;
- anticipate and meet the needs of those pupils identified as having SEND;
- ensure that all teachers are aware of each pupil's needs and that such needs are the shared responsibility of all staff;
- ensure all students experience a fully inclusive education; and
- help all children learn the social, emotional and behavioral competencies they need in order to sustain positive relationships with others.

Role of SENCO (Special Educational Needs Coordinator)

- SEND Academic - coordinating the provision for boys with Specific Learning Difficulties (SPLD);
- Coordinating the provision for boys with Complex Visual or Physical Needs;
- HLP- High Learning Potential - coordinating provision and identification of boys with high potential learning
- In conjunction with Heads of Department, ensure that the additional needs of boys with SPLD are met within Department

Building successful futures

Role of Inclusion Coordinator

- To coordinate provision for boys with Mental Health, Social, Emotional and Behavioural needs
- To work closely with parents, staff and outside agencies to support the inclusion for all
- To ensure provision is made to support boys who may have an attendance or punctuality problem or are missing school on short term medical grounds

Role of Wellbeing Coordinator

- To work closely with students who are struggling with any issues within school or at home.
- To have one to one or group sessions with students on a weekly basis.

Testing and Access Arrangements

- To ensure appropriate Access Arrangements are put in place for internal and external examinations.
- To receive help and support with study skills and revision techniques, together with appropriate understanding of the impact stress and other variables can have on 'how well a boy performs' in examination conditions.

SPECIAL EDUCATION NEEDS AIMS & OBJECTIVES:

Victoria College aims to make provision for children with learning need(s) in order to:

- implement good practice in compliance with current Education Department policies;
- anticipate and meet the needs of those pupils identified as having SEND;
- ensure that all teachers are aware of each pupil's needs and that such needs are the shared responsibility of all staff;
- ensure all students experience a fully inclusive education; and
- help all children learn the social, emotional and behavioral competencies they need in order to sustain positive relationships with others.

Definition of SEND

A child has 'Special Educational Needs' if he has a learning difficulty, which calls for special educational provision to be made for him.

Definition of Disability

A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The School aims to ensure accessibility by making reasonable adjustments for students with disabilities. Parents are therefore urged to discuss with the SENCO any reasonable adjustments that would need to be put in place, well in advance of an application for a place at the school.

Building successful futures

The Responsibility of the Governing Body

The Governors will ensure that:

- they are fully appraised of the school's SEND Policy;
- all Governors are up-to-date and knowledgeable about the School's SEND provision; and
- SEND provision is part of the School's development plan.

Responsibility of Teaching Staff

All teachers are teachers of children with special educational needs. It is their responsibility to ensure that the needs of students identified to them are met. The most up to date information sits in a document on the Desktop, and is regularly updated by the SENDCo.

Identification and assessment of pupils' needs

Many pupils join the school with a diagnosis of SEND or disability already. Victoria College has in place a number of procedures to help identify undiagnosed pupils. These include:

- Teachers make referrals when there are concerns about a pupil's work or for any other reason;
- Housemasters make referrals when there are concerns about a pupil's work or for any other reason;
- Pupils, or their parents, are encouraged to contact The Study Centre Team with any concerns they may have.

A qualified member of The Study Centre team will conduct diagnostic tests with boys who are referred to this area. **The school will only accept reports conducted by their own staff or an Educational Psychologist assigned by the school or a Medical professional.**

Access Arrangements

Access Arrangements for external examinations can only be carried out by the school's own Assessor for Access Arrangements. Where it is deemed appropriate for access arrangements to be considered, the final decision will rest with the Access Arrangements Coordinator. **A boy who has access arrangements is not necessarily also on the SEN register.**

Mental Health, Wellbeing and Behaviour

The Study Centre has a dedicated team to help pupils regarding the above. Our team includes: the Inclusion Coordinator; the Wellbeing Coordinator; the School Counsellor and a trained Psychotherapist. If a member of staff believes a boy needs individual or small group support they refer them to The Study Centre team, who will choose an appropriate intervention. Victoria College is fortunate to have over 70 Peer Mentors and Anti-bullying Ambassadors who support boys with any of the above needs. The school counsellor offers

Building successful futures

confidential one to one counselling. The study Centre services can be accessed by self, parental or staff referral.

The Study Centre can be accessed by any boy at any time during the school day.

Contacts







Mrs Orla Priestley, SENCO. Please direct any queries regarding SEND, Disability or SPLD to: o.priestley@vcj.sch.je

Mrs Susan Watkins, Inclusion Coordinator and Access Arrangement Coordinator. Contact: s.watkins@vcj.sch.je





Miss Jacky Bryan, Wellbeing Coordinator. Contact: j.bryan@vcj.sch.je

Mr Matthew Donoghue, School Counsellor. Contact: m.donoghue@vcj.sch.je

LAYERS OF INTERVENTION

	Academic		Pastoral (Mental Health/Wellbeing, Attendance/Punctuality/ Social & Behaviour)
Level 1	Subject Teacher  Voluntary / Teaching Assistant (In class support) 	S c h o o l C o u n s e l l	Tutor  Peer mentors & Anti- bullying Ambassadors. (Support in Houses) 
Level 2	Academic Head of Year 		Housemasters 
Level 3	SENCO <ul style="list-style-type: none"> • Literacy & Numeracy • Small group work 		Inclusion Coordinator and Wellbeing Coordinator <ul style="list-style-type: none"> • 1-1 • Small group work

Building successful futures

	<ul style="list-style-type: none"> Interventions coordinated by ENCO 	o	<ul style="list-style-type: none"> Interventions coordinated by Inclusion Coordinator 
Level 4	<p>Whole School Testing & Outside Agency Referrals coordinating by ENCO. Individual Testing by Access Arrangements Coordinator</p> 	r	<p>Outside Agency co-ordinated by Inclusion Coordinator</p> 
Level 5	<p>SLT – Headmaster</p>		<p>SLT – Headmaster</p>
	<p>Process</p> <p>Boys can be referred by parent, subject teacher, TA, Academic Head of Year, via email to The Study Centre.</p>		<p>Process</p> <p>Boys referred by parents, Tutor, Housemaster and Teaching Assistants via email to The Study Centre.</p>

Building successful futures

Appendix A – Waves of support identified on the Inclusion Register

Each boy on the Inclusion Register is identified as being in one of four waves. This is for clarity and easy of use.

Each boy is also identified by his Name & Form, a photo, type of need, background information, suggested strategies and the lead member of staff.

This is regularly reviewed and updated by the Study Centre Team and the most up to date version sits on the Desktop Area for staff.

Additional Teaching Monitoring	Catered for within lessons using the strategies provided
Small Group Interventions	Catered for within lessons using the strategies provided plus Small Group Interventions
One-to-One Interventions	Catered for within lessons using the strategies provided plus One-to-One Interventions
Refer to MDG for information	

Building successful futures