



Jersey College for Girls Senior School

Individual Student Needs (ISN) Policy

Author –	R Cleave
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Principles

At Jersey College for Girls we aim to provide a demanding, academic and broad curriculum delivered by experienced staff, who have high expectations and who model excellence. All students are equally entitled to have their needs recognised, supported and challenged and this is the responsibility of all members of staff. We aim to reduce under achievement and nurture and develop talent. We aim to promote best practice, not only within Jersey College for Girls but also in collaboration with the Department of Education, Sport and Culture. The College aims to provide equality of opportunity for all students to be inspired, motivated and enthused by an innovative curriculum that offers both enhancement and enrichment in order for them to excel. Students are encouraged to be both positive and proud of their abilities and to feel they belong. Jersey College for Girls aims to provide the opportunities and resources to ensure this occurs. Meeting the individual needs of students will be a three-way partnership at all times with the school, the student and the parents working together. Although we are a selective school we do not exclude students purely based on their individual needs.

Definitions

Individual Student Needs (ISN) – *The term Individual Student Needs refers to the fact that every student will learn at different rates and in different ways, no two students are the same. They all have differing needs that have to be addressed to ensure they achieve academic success. There is no one definition as all students are individuals.*

Special Educational Needs (SEN) – *The term Special Educational Needs has a legal definition, referring to students who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.*

High Potential Learners – *High Potential Learners (HPLs) are those who by virtue of their outstanding abilities are capable of high performance. They are students for whom a traditional educational programme is not always sufficient. They may require a different approach for meeting their individual needs.*

Aims

- To sustain a whole school ethos that accepts that everyone has the duty to provide for the needs of all students no matter what their talents, skills or abilities.
- To ensure the correct provision is available for students with individual needs.
- To create well established partnerships with parents, the community, primary schools and outside agencies to ensure appropriate provision is made for all students with individual needs.
- To ensure the individual needs of the students on the JCG Inclusion register and HPL register(s) are identified and provision made to meet those needs.
- To follow the Jersey Code of Practice (2005) on the Identification and Assessment of Special Educational Needs, including the Disability and Children's Acts.
- To aspire for all students to have access to all aspects of the curriculum.

Objectives

- Identify students with individual needs and provide support mechanisms for them.
- Identify students who require an enhanced curriculum and provide individual enrichment programmes and timetables to suit.
- Ensure good teaching practice is shared to promote the differentiation of materials and tasks for students of all abilities.
- Maximise the use of CMIS to increase the communication and understanding of student's individual needs.
- Ensure students are proud to discuss their achievements. Achievement is celebrated in assembly, during academic mentoring sessions, on the school website, in the local media and in school publications.

Identifying Individual Student Needs

- SEN students may be identified prior to admission during visits to primary schools, references or via the Education Welfare Service. Further assessments may take place on entry to the school and during their time at Jersey College for Girls.
- Any student with a borderline Year 5 mean CAT score may be assessed by the ENCO during the transition phase to ascertain any support required.
- Any student with a lower than expected Year 7 mean CAT score or diverse scores in differing areas will meet with the ENCO or Assistant ENCO during the autumn term of Year 7 to assess their individual needs. Parents will attend this meeting.
- Suffolk Spelling tests, Suffolk reading tests and Progress in Maths (PIMs) tests will be reviewed by the ENCO, during the autumn term of Year 7, in conjunction with the English and Maths Departments, to identify individual student needs.
- HPL students will initially be highlighted using data from CAT's tests completed in Year 5, Year 7 and Year 9; however, this is only a small indication of their abilities.
- The Head of Key Stage 3 will gather data on students' skills and abilities from their primary school. HPL students from primary schools can be identified on transfer in relation to specific subject areas.
- HoFs will be invited, at set times throughout the year, to identify individual students who they believe fit the profile of a High Potential Learner in terms of specific gifts and talents, based on CAT scores, National Curriculum levels, assessment criteria and individual knowledge of the student's abilities. Formative and/or summative assessment evidence may be required for this.
- The Head of Key Stage team will be formally invited to identify students who they believe have an individual need, based on evidence from tutors and or subject teachers.
- Parents can identify that their daughter may have an individual need. This would be done through the student's tutor, subject teacher, ENCO or during parent evenings.
- A student's individual needs may vary depending on the subject and may change throughout their time at JCG. Their needs will be monitored by tutors and subject teachers in conjunction with the ENCO and Assistant ENCO.

The Curriculum

- The school will aim to provide all students with full access to the Jersey Curriculum and, additionally, provide access to curriculum enhancement in other areas.
- The school is structured to set students in Maths and French and Science to an extent to ensure a differentiated curriculum is in place.
- Subject teachers will be made aware of students who have individual needs and should monitor progress against published attainment data and where appropriate ILPs.
- Heads of Faculty / Heads of Departments will advise colleagues within their subject area on strategies to challenge and support students with individual needs.
- The school will utilise and continually update a range of strategies to improve the teaching and learning of all students with individual needs.
- Students who are struggling with reading, spelling, mathematical, language or gross/fine motor skills will, on occasions, be withdrawn to be given individual or group tuition by the ENCO, another member of staff, a voluntary teaching assistant, or 6th form student where appropriate.
- Students may be offered 1:1 sessions, outside of lesson time, with a voluntary teaching assistant on a weekly basis where appropriate and when available.
- Customised timetables, additional or reduced subject options and exam entries can be implemented dependent on individual student needs.

Provision and Resources:

Library

School Counsellor

Voluntary Teaching Assistants

Outside Agencies working with students with Individual Student Needs:

Speech and Language Therapy Service

Occupational Therapy Service

Education Support Team

Child and Adolescent Mental Health Service (CAMHS)

Social Services

Health Services

Ogier

Hawksford

Other island secondary schools

Potential Plus UK

The policy will be monitored and evaluated by:

The ENCO.

This policy should be read in conjunction with:

Examinations policy

Learning policy

Improving behaviour policy

SEN / INCLUSION – Jersey good practice indicators (ESC)

Assessment Policy

Appendix 1

Role of the ENCO

- To co-ordinate the identification and provision of education for students with individual needs encompassing the Jersey Code of Practice where applicable. This will include assessing and raising awareness of the needs of individual students, to enable all teachers to differentiate class work and homework as necessary.
- To maintain and update the JCG Inclusion register and HPL registers.
- To maintain and update the access arrangements register in conjunction with the Exams Officer. To arrange, in conjunction with the Exams Officer and outside agencies, the access arrangement provision for all students who meet the various criteria.
- To collate and retain all evidence for individual student needs.
- To produce ILPs for students who have individual needs, where appropriate by liaising with students, parents, Heads of Key Stage, form tutors and subject teachers, in order to support students with individual needs.
- To monitor the implementation and review of these plans in order to support student learning and to review and work with the Assistant ENCO to update the ILPs termly in conjunction with the subject teachers, tutor, Head of Key Stage, parents and students.
- To ensure all subject staff have an up to date copy of a tutees ILP and gather feedback from subject staff regularly (at least monthly) on how the student is progressing with her targets.
- To liaise with external agencies where appropriate.
- To plan, in conjunction with departments and SLT, an enrichment programme for those students identified as HPL within the school. This will include sessions held within school led by school staff or external speakers, as well as educational visits.
- To report to SLT and Governors periodically about the development and implementation of provision for the HPL students.
- To monitor the identification of students with individual student needs.
- To run induction sessions on the individual student needs policy for new staff to explain JCG policies and procedures.
- To meet with parents of Year 7 and Year 9 students, who have a borderline CAT score, following the assessments at the start of the year.
- To meet with parents of Year 7 and Year 9 students who have a mean CAT score of 130 or above and those with a significantly high score in one or more area following the assessments at the start of the year.
- To manage Voluntary Teaching Assistants and to meet with them regularly to discuss the progress that individual students are making in conjunction with the Assistant ENCO.
- To liaise with Primary teachers and ENCOs to improve the transition of students with previously identified individual needs and to co-ordinate the support offered between Year 6 teachers and Year 7 tutors during the autumn term of Year 7.
- To work closely with Prep colleagues, including the ENCO from Year 4 upwards to support with monitoring and identifying needs and transition.
- To co-ordinate the Ogier G&T Secondary school Island wide programme and conduct annual meetings with all G&T Co-ordinators (secondary).
- To monitor the work of the Assistant ENCO.

Role of the Assistant ENCO

- To monitor and review Individual Learning Plans for students, once implemented, at least twice a year, in consultation with the tutor, student, parent(s) and subject staff. To feedback to the ENCO on student progress.
- To monitor, with the ENCO, the identification of students with individual student needs.
- To manage the VTA programme and the student's working with them.

- To assist with the organisation and running of specific events for students with individual needs.
- To deputise for the ENCO as appropriate.

Role of the Tutor

- To take responsibility for ensuring whole student overview.
- To monitor achievement, attainment and extra-curricular involvement of students identified as having individual student needs and record these during Academic Mentoring. Information should be used from periodics and reports.
- To place particular focus on overseeing that all students with individual needs are meeting their target grades when periodics and reports are produced, informing the Head of Key Stage and ENCO if inconsistencies occur.
- To liaise with the Head of Key Stage and all relevant subject teachers in order to make them aware of a student's ability and any concerns which may be preventing the student from reaching their full potential.
- To liaise with the ENCO and / or the Assistant ENCO to discuss tutees that have Individual Learning Plans.
- To be involved, in conjunction with the ENCO and Assistant ENCO, in the termly review of any tutee's ILPs and input any information gained from the student's subject teachers.
- To celebrate work of all students in their tutor group. This can be done in tutor groups, in assembly, in House or any relevant outlet.
- To inform the Head of Key Stage and ENCO or Assistant ENCO of a tutee's individual student need that has not previously been identified.
- To encourage student participation in all activities on offer and all extra support classes.
- To be aware of all tutees that are on the JCG Inclusion register and at what level their needs are defined as (see appendix 2).
- To be aware of all tutees who are on the HPL register(s) and in which individual subject(s) they are highlighted as having high potential.

Role of the Head of Key Stage

- To be responsible for monitoring students with individual needs identified in their year group.
- To track students with individual student needs within their year groups, using the data provided by subject staff and ENCO, giving feedback to the ENCO where appropriate.
- To ensure HPL and SEN items are discussed at Year meetings when appropriate.
- To liaise with the ENCO about students who have not previously been identified, or who have significant barriers to their learning which are preventing them from reaching their full potential.
- To support the tutor with the monitoring of students with individual needs.

Role of the Head of Faculty / Head of Department

- To have an awareness of the characteristics of SEN and HPL students in order to aid identification of possible difficulties within their subject area.
- To know which students in each class have been identified as having individual needs and for SEN students, whether they are at Ordinarily available, School Action or beyond (see appendix 2).
- To set up activities with different 'entry levels' and elements of choice to accommodate all. This can include group work.

- To monitor progress of students with individual needs using summative and formative assessment and own observations, contacting the tutor initially when issues arise.
- To monitor and support teachers in their faculty in providing for students' individual needs in their classes.
- To ensure schemes of work and schemes of learning include differentiated activities for topics / projects and ensure differentiated homework is included.

Role of the Subject Teacher

- To differentiate specifically for individual student needs both SEN and HPL, in lesson planning, homework, and the delivery of lessons, including via the VLE where appropriate. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with individual needs, wherever appropriate and necessary. This will enable all learning needs to be met and all students to maximize their potential in all areas of the curriculum.
- To be accountable for planning for and accommodating students with individual needs within their lessons, by providing a range of teaching and learning strategies which extend (e.g. critical thinking, creative thinking and problem solving) and support students with individual needs.
- To have an awareness of the characteristics of SEN and HPL students in order to aid identification of possible difficulties within their subject area.
- To know which students in each class have been identified as having individual needs and for SEN students, whether they are at Ordinarily available, School Action or beyond (see appendix 2).
- To set up activities with different 'entry levels' and elements of choice to accommodate all. This can include group work.
- To monitor progress of students with individual needs using summative and formative assessment and own observations, contacting the tutor initially when issues arise.
- To know which students in the class have an Individual Learning Plan and to assist them in meeting the specified targets relevant to their subjects.
- To feed back to the ENCO regularly (upon request) on how the student with an ILP is progressing and whether they have met any of their targets.
- To set new targets for students with individual needs when requested by the tutor, ENCO or Assistant ENCO.

Role of the Link teacher

Each department has a Link teacher who has volunteered to work with the ENCO to ensure best practice in their department area for students with individual needs. Their role involves:

- Raising department awareness of best practice inside and outside school.
- Ensuring all members of the department are aware of which students have identified individual needs.
- Arranging placement in an appropriate class/set to meet any individual student needs.
- Monitoring effective differentiation regardless of grouping policy, of extension, enrichment and support activities.
- Monitoring that differentiated homework is set (e.g. *must, should, could*) and ensuring that schemes of work specify extension work.
- Arranging in conjunction with Subject teacher and HOF, additional support for a SEN student where appropriate.
- Maintaining HPL departmental registers and departmental criteria.

Role of the Parent

Parents will be informed that their daughter has been identified as having an individual need both SEN and high potential in a variety of areas. They will be given details of the school's support and any individual programme on offer.

- To encourage their daughter to access support and extra curricular programmes on offer at school.
- To contribute to a student's ILP where appropriate through meetings with the ENCO or Assistant ENCO.
- To support their daughter and JCG through regular meetings and attendance at parent evenings to discuss the progress of their daughter.
- To develop a partnership where professionals and parents work together in the best interests of the student.
- To ensure the ENCO or Assistant ENCO is made aware of any individual needs that may become a barrier to a student's learning.
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Role of the Voluntary Teaching Assistant

- To work with students on a 1:1 or small group basis to assist them with a variety of literacy difficulties.
- To complete various literacy tests with students, e.g. Nessy Check.
- To keep data on work completed with students during individual sessions.
- To work with whole classes or sets to support students with individual needs where appropriate.

Role of Sixth Form Students / Student leadership team

- To work with students in younger years in all subjects where needed. To go into classes and work on a 1:1 basis or to work with individuals who are withdrawn from lessons or have a reduced timetable.
- To offer support to SEN and HPL students during lunchtime and before and after school sessions in a variety of subjects.
- To run workshops / sessions to encourage and inform students about career opportunities and to pass on knowledge to other year groups.

Appendix 2

Identification, Assessment and Intervention

Jersey College for Girls models its approach on the guidelines given in the SEN Code of Practice (2005). This is a graduated approach in the secondary phase.

The school has responsibility for students who are on Ordinarily Available level or School Action and, shared responsibility for students who are on School Action Plus or who have a Record of Need.

Ordinarily Available (OA)

The ordinarily available provision is the first level of the Graduated Response referred to in the Jersey Code of Practice 2001. This aspect covers 'High Quality Teaching'. The principle behind this is that optimising the effectiveness of high quality teaching, including differentiation, means fewer students will require arrangements at School Action or beyond.

- When it has been noticed by the subject teacher or commented by the parent that a student is making insufficient progress the subject teacher should inform the Head of Department / tutor. The subject teacher / Head of Department should contact the parent(s) of the student to inform them of the issue. A record of this must be recorded in CMIS using the parent contact area and information sent to the ENCO / Assistant ENCO.
- The subject teacher will outline the provision they are making for the student in their planning through clearly targeted differentiation, either lesson by lesson or long term planning and share this information with parent(s), tutor and the ENCO or Assistant ENCO. Evidence of work will be provided by the subject teacher and the tutor will collate any general feedback from a student's other subject teachers that reinforces the needs outlined.
- There may be a need for enhanced parent partnership leading to effective home/school working.
- Students at Ordinarily Available level do not need an Individual Learning Plan (ILPs) but will be placed on the JCG Inclusion register where appropriate. Provision mapping may be used for students at Ordinarily Available level.
- The ENCO should be informed of these students by the subject teacher but may not participate at this stage.

School Action (SA)

School Action is initiated where high quality teaching is not achieving appropriate progress in a subject or subjects. Where a period of School Action arrangements have resolved the individual need a return to Ordinarily Available level and high quality teaching will be sufficient. The School Action intervention may continue for an extended period and where it is felt this is not sufficient a move to School Action Plus would be discussed with external agencies.

- Once it has been noticed by the teacher or parent and backed up by evidence that the student is making insufficient progress despite a differentiated curriculum and high quality teaching as outlined above, the ENCO will become involved.
- The student may show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some areas of the curriculum. There may be students who present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- The ENCO will then assess the student's strengths and weaknesses and collect evidence gained at Ordinarily Available level from the tutor. The ENCO will meet with the student to discuss areas of difficulty.
- The ENCO, Head of Key Stage, tutor and class teachers will liaise, and a decision will be made by the ENCO regarding what additional help is needed. The ENCO may at this stage request an Interim report from subject staff to ascertain a very current progress report of the student.
- An Individual Learning Plan (ILP) may then be drawn up by the ENCO. The ENCO may on occasion consult with JCG's Education Psychologist contact to seek advice on suitable school strategies if required.

- The ENCO will discuss with parent(s) the provisions being made and go through the ILP asking for additional comments to be added if necessary. Parent(s) will receive two copies of the ILP. One to keep and one to sign and return to the ENCO accepting the targets outlined.
- The ENCO will co-ordinate the recording of the SEN provision for each student on the JCG Inclusion register.
- Students named on the JCG Inclusion register at School Action level will maintain regular contact with the ENCO, Assistant ENCO and tutor. The effects of the planned provision should be monitored and reviewed formally by the ENCO or Assistant ENCO (at least twice a year), to decide whether it is necessary to employ the services of an outside agency and to instigate School Action Plus.
- Usually the student will complete at least two ILPs before referral to School Action Plus, except in extraordinary circumstances.
- Students on the JCG Inclusion register at School Action level will have an ILP, where appropriate or may have their needs outlined as part of provision mapping.

School Action Plus (SA+)

The student needs to meet the criteria for referral to School Action Plus as outlined in the Jersey Code of Practice (Section 3). Where outside agencies are consulted records of the school assessment, planning and intervention including evidence collated from subject staff and tutors will form the basis of the initial assessment discussion. Where a period of School Action Plus resolves the identified need the students can move back down to School Action level or at times to Ordinarily Available level.

- If a student continues to make inadequate progress as defined by subject teachers, despite individual, 'additional to', or 'different from' action, at School Action level, then help from external services may be requested.
- The ENCO, in consultation with the Head of Key Stage, subject teachers, tutor and parents will then submit a 'Referral Request' to the Education Support Team.
- The consent of the student's parents must be sought for the Referral to take place.
- The specialists will then advise on a new ILP or Provision Map with new targets, and may also assess the student, advising on special strategies and learning materials.
- The strategies that are put in place for School Action Plus will be 'additional to' and 'different from' those that were put in place for School Action.

Exceptional Action

This will normally become apparent after extensive interventions have been put in place and advice at School Action Plus level. It is initiated by the Education Department and not JCG where there is a need to identify a student's special educational needs and arrangements to address these. The outcome of Exceptional Action will either be a Record of Need, or a note in lieu of a Record of Need.

Record of Need

This is put in place where Exceptional Action assessment indicates that the Education Department needs to specify a child's special educational needs and arrangements to address these. A Record of Need is subject to an annual review.