



**St Saviour's School**  
Achieve • Respect • Cooperate

# Inclusion and Special Educational Needs and Disabilities Policy



**Updated January 2026**

**UNRC Article 3: Everyone who works with children should do what is best for each child.**

**UNRC Article 23: You have the right to special education and care if you have a disability so that you can live a full life.**

**UNRC Article 29: Your education should help you use and develop your talents and abilities**


## **Introduction**

At St Saviour's School, inclusion is central to our ethos. We are committed to providing an inclusive education that meets the diverse needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe that supporting pupils with Special Educational Needs (SEND) is the responsibility of all staff, ensuring that inclusive practices and high expectations are embedded across every aspect of school life.

We recognise that inclusive practice is about more than just placement; it is about removing barriers to learning and participation so that every pupil can thrive academically, socially, and emotionally.

This policy complies with statutory requirements laid out in the Jersey SEND Code of Practice (2017), Children and Young People (Jersey) Law 2022, Discrimination(Jersey) Law 2013. It is designed to guide staff, parents/carers, governors, and partners in ensuring inclusive, high-quality provision for all pupils.

## **Legal and Statutory Framework**

- We uphold the principles of the Jersey SEND Code of Practice 2017, which emphasis the presumption of mainstream education and the progressive removal of barriers to learning for disabled pupils
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- The Discrimination (Jersey) Law 2013 requires us to make reasonable adjustments and anticipatory planning to prevent disabled pupils being put at a substantial disadvantage and to foster equality and good relations.
  - We maintain a culture of high expectations and inclusive practice, guided by the Inclusive Practice Guidance document 2026  
[https://padlet.com/SIASJERSEY/Inclusive\\_Practice\\_Guidance](https://padlet.com/SIASJERSEY/Inclusive_Practice_Guidance) ensuring pupils with SEN and disabilities access the same opportunities as their peers and achieve well.

## **Inclusive Practice Principles**

- **Removing Barriers:** We actively identify and remove barriers to learning and participation, whether physical, curricular, social, or emotional.
- **High Expectations:** We set ambitious targets for all pupils, including those with SEND, ensuring all teaching is ambitious and tailored to individual needs.
- **Universal Access:** Our curriculum and teaching strategies are designed to be accessible to all pupils, with adaptation and scaffolding embedded in everyday practice.
- **Early and Accurate Identification:** We prioritise early identification of needs and use robust assessment to inform targeted support.

- **Collaborative Approach:** We work closely with pupils, parents/carers, staff, and external specialists to co-produce support plans and ensure shared ownership.
- **Pupil Voice:** Pupils are encouraged and supported to express their views and participate in decisions about their learning, provision and support.
- **Continuous Review:** Provision is regularly reviewed and adapted through the Assess, Plan, Do, Review cycle to ensure effectiveness and responsiveness.
- **Whole School Responsibility:** Inclusion and SEND support are the responsibility of all staff, supported by leadership and specialist roles.

## Aims

- To create an atmosphere of encouragement, acceptance, respect, and equity where all pupils feel valued and have fair opportunities to thrive.
- To identify pupils with additional needs early and provide timely, effective, and personalised support.
- To ensure all pupils have full access to a broad, balanced, and relevant curriculum through inclusive teaching and targeted interventions.
- To develop pupils' self-esteem, independence, and confidence in a supportive environment.
- To work in genuine partnership with parents/carers and external agencies to support pupils' learning, health, and well-being.
- To provide ongoing professional development to equip all staff with skills in inclusive teaching and SEND support.

## Roles and Responsibilities

### Leadership Team:

- Promote, monitor and ensure inclusive practice across the school.
- Ensure resources and training are available to support inclusion.

### SENCo:

- Coordinate SEND provision and champion inclusive practice.
- Liaise with staff, parents/carers, and external agencies to ensure effective support.
- Lead termly IPM meetings and contribute to whole-school monitoring of inclusion.
- Ensure that Children Looked After (CLA) and Previously Looked After Children (PCLA) receive targeted support, equitable access to opportunities, and a nurturing environment that promotes their academic progress and emotional well-being.
- Write and publish the annual school SEND report.
- Work closely with the ARP teacher supporting pupils with specialist support.

### Teachers:

- Ensure that they know the needs of individual pupils.
- Deliver high-quality, inclusive teaching that meets diverse needs.
- Use assessment to identify barriers and adapt provision accordingly.
- Collaborate with SENCo and parents to set ambitious, personalised targets.

## Teaching Assistants:

- Support inclusive teaching by adapting resources and providing targeted support.
- Report on pupil learning and progress under the guidance of the teacher.
- Attend regular team meetings and provided professional development opportunities.

## Identification and Assessment

- We identify SEND under the four broad areas: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical Needs.
- Identification uses baseline data, curriculum progress, specialist advice, observations, and standardised assessments.
- Early and accurate assessment informs a graduated response to support pupils effectively.
- Parents/carers and pupils are fully involved in assessment and planning processes.

## Provision and Support

- **Universal Support:** High-quality teaching with differentiation, adaptation and scaffolding to meet diverse needs.
- **Targeted Support:** Evidence-based interventions recorded on provision maps with clear, measurable targets.
- **Specialist Support:** Access to external professionals and specialist interventions when needed.
- Provision is regularly reviewed and adapted to remove barriers and promote progress.

## Monitoring, Evaluation, and Review

- SEN Support Plans and SMART targets are reviewed at least half termly, with adjustments made as necessary.
- Progress data, work sampling, and observations inform ongoing evaluation of inclusion effectiveness.
- Social, Emotional, and Mental Health development is monitored alongside academic progress.
- Pupils may be removed from the Inclusion register when they sustain progress and no longer require additional support, with parental involvement.
- Weekly pastoral meetings are held with SLT, SENCo and DSL to discuss on-going monitoring/support of pupils and to share relevant information.
- Termly Pupil Progress Meetings are held to monitor the progress of all pupils, to identify any pupils at risk of underachievement and plan accordingly.

## Transition Arrangements

- Individualised transition plans support smooth progression between year groups and schools.
- Parents/carers are involved in transition planning and information sharing.
- Collaboration with secondary schools and specialist provisions ensures continuity of support.

## **Training and Resources**

- Training needs are identified through ongoing analysis and addressed via in-house or external CPD.
- SENCo provides induction and ongoing support for staff in inclusive practice and SEND strategies including through regular support staff meetings.
- Training includes differentiation, behaviour management, medical needs, and use of specialist resources.

## **Parental and Pupil Involvement**

- Parents/carers are partners in the SEND process, fully informed, involved and consulted at all stages.
- Pupils' voices are actively sought and respected, enabling them to participate meaningfully in their learning and support plans.
- The Pupil Government Minister will work closely with the SENCo and Teacher in Charge of the ARP to improve provision and represent the voice of other pupils.

## **Complaints**

- Please refer to the school's Comments, Complaints and Compliments Policy
- Initial concerns should be raised with the class teacher and, if unresolved, to the SENCo.

## **Review of Policy**

- This policy will be reviewed every three years in consultation with staff and parents/carers.
- The policy will be reviewed and updated sooner to reflect any changes to CYPES Inclusion and SEND policies and/or practices where appropriate
- Next review: January 2029.