



The Jersey Special Educational Needs Code of Practice

June 2018

The Education Partnership in Jersey believes that a hallmark of an effective and equitable education system is the extent to which it takes action to remove the barriers to learning that children and young people with special educational needs (SEN) can face.

The Jersey Special Educational Needs Code of Practice 2017 (CoP) is central to the Island's strategy for achieving this objective. The CoP is a guidance document for headteachers, special educational needs co-ordinators (SENCOs), senior staff, class and subject teachers, and early years providers in schools, colleges and other educational settings. It provides both statutory and non-statutory guidance on duties, policies and procedures relating to Jersey legislation and to best practice and frameworks from other jurisdictions when working and supporting children and young people from 0-19 with special educational needs and disabilities (SEND).

The CoP was launched in September 2017, replacing the 2011 version, following an extensive period of developments and consultations.

The following points detail the changes from the previous CoP:

- There is a clearer focus on the participation of children and young people and parents in decision making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It promotes joint working to ensure close co-operation between education, health services and social care.
- It supports early year providers, schools, colleges and other educational settings to use their best endeavours to ensure that a child or young person with SEN gets the support they need.
- For children and young people with more complex needs there is detailed guidance with regards to the processes and procedures involved in Exceptional Action assessments and maintaining and reviewing Records of Needs.
- There is greater focus on support that enables those with SEN to succeed in education and make a successful transition to adulthood through personalised approaches.

The Partnership recognises the strengths of the Jersey CoP and the support that this document and the associated continuing professional development (CPD) programme will have for teachers in Jersey. The CoP emphasises who is responsible for SEN within schools. Clarity is provided for teachers, who are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Schools are also mandated for designating a teacher to be responsible for co-ordinating SEN provision (the SENCO).

There is also guidance for education settings on taking a 'graduated approach' to identifying and supporting pupils and students with SEN, to ensure effective support through decisions that are revisited and refined. The Partnership welcomes the inclusion of a clear set of expected outcomes, which include academic and developmental targets, and provision should be accurately recorded. Schools are provided with guidance on sharing and publishing information with regards to the support given to children and young people with SEN and/or disabilities.

However, the Partnership recognises that the responsibilities on schools set out in the CoP will only be secured in practice if staff are able to benefit from timely and meaningful support.

To this end, the Education Partnership has developed a comprehensive training and development programme for teachers, school leaders and SENCOs working in mainstream and alternative contexts. The sessions provided through this programme are free of charge to schools and have been developed by experienced special needs specialists. Although take-up of this programme remains good, the Partnership is committed to ensuring that any obstacles to participation that staff face are identified and removed.

The additional resources that schools receive to assist in meeting the needs of pupils with SEN play a critical role in ensuring effective provision for all children and young people. It is, therefore, important that these resources are deployed in a transparent way and for the purposes for which they are intended. The Partnership is aware of some particularly good practice in some schools in this respect and will be examining ways to ensure that such practice is adopted in every school.