



St. Lawrence Primary School



St Lawrence School SEN and Inclusion Policy

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

Reviewed: January 2026 | Next Review: January 2028

1. Introduction

St Lawrence School is committed to inclusive education where every child and young person feels valued, respected, safe, and supported to achieve their best. Our approach aligns with the Government of Jersey's Inclusive Education vision and standards, and the CYPES Inclusive Practice Guidance (Draft July 2025) as our primary reference for inclusive classroom practice.

See: [Inclusive Education – Government of Jersey](#) ; [CYPES Inclusive Practice Guidance – Draft July 2025](#) ; [Inclusion Policy \(Sept 2024\) – Government of Jersey](#)

This policy sets out how we identify, support and monitor pupils with SEND using Jersey's graduated approach framed as: Universal Provision, Targeted Provision and Specialist Provision. IPMs (Interim Progress Meetings) are currently used as a temporary replacement for PARM meetings to strengthen collaborative problem-solving and multi-agency planning.

2. Key Staff

- Astrid Jansen – Deputy Headteacher, Designated Safeguarding Lead (DSL) & SENCo Lead
- Amber Cook – Lead for SEN in Reception, Year 1 and Year 2; NASENCo trained
- Lucia Nash – Lead SEN TA, Designated Safeguarding Lead (DSL) & ELSA Lead

3. School Aims

- Provide a safe, supportive, respectful environment where all pupils can thrive.
- Identify emerging needs early and respond through appropriate levels of provision.
- Ensure full participation in school life and access to a broad, balanced curriculum for all pupils.
- Maintain high expectations for every pupil and remove barriers to learning through reasonable adjustments.
- Work in partnership with parents/carers and external professionals.
- Use evidence-informed practice and regular review to secure strong outcomes.

Frameworks informing our practice include:

- [Inclusive Education Guidance \(Government of Jersey\)](#)
- [CYPES Inclusive Practice Guidance – Draft July 2025 \(Toolkit & segments A-I\)](#)
- [Inclusion Policy \(Sept 2024\)](#)
- [SEN Code of Practice \(Jersey\)](#)

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4. Inclusive Practice at St Lawrence

4.1 Universal Provision (Quality-First Inclusive Teaching)

Universal Provision is the foundation of our graduated response and is available to all pupils. It is built on high-quality, adaptive teaching and an inclusive culture that fosters engagement and removes barriers to learning.

Our Universal Provision is explicitly aligned to the CYPES Inclusive Practice Toolkit segments A–I (Expectations & Values; Relationships & Behaviour; Learning Environment; Speech, Language & Communication; Pedagogy/Memory/Metacognition; Assessment/Planning/Teaching; Literacy & Mathematics; Adaptations/Supports/Scaffolds; Motivation/Recognition/Feedback).

Staff are expected to use the Toolkit (Appendix A) as the default starting point for planning, teaching and reviewing provision for all learners.

Further guidance: [CYPES Inclusive Practice Guidance – Toolkit](#) ; [Inclusive Education – Government of Jersey](#)

4.2 Targeted Provision (Additional School-Based Support)

Targeted Provision is for pupils who require time-limited, additional support beyond Universal Provision.

Identification is through class teacher assessment, screening, observation, and discussion with the SENCo team.

All children on the SEN register often receive targeted provision, however not all targeted provision (e.g., temporary support for a pupil falling behind) necessarily means a child has long-term SEN.

All Targeted Provision is recorded, monitored and tracked on the school Provision Map. This includes the intervention, frequency/duration, responsible staff, pupil targets, and success criteria. Progress is reviewed in termly Pupil Progress Meetings and through ongoing class teacher and SENCo monitoring.

4.3 Specialist Provision (External Agency Involvement)

Specialist Provision is considered when progress remains limited despite high-quality Universal and Targeted support, or where a pupil presents with complex, persistent needs requiring multi-agency involvement.

Specialist colleagues may include Educational Psychology, SEMHIT, ASCIT, Speech and Language Therapy, Occupational Therapy, CAMHS, Health professionals, and Family Support/Social Care. Recommendations are integrated into class practice and captured on the Provision Map or formal plans.

Guidance reference: [Jersey Inclusion Policy \(2024\)](#) ; [SEN Code of Practice \(Jersey\)](#)

5. Identification of Need

We follow the Jersey Graduated Response and the four broad areas of need: (i) Communication and Interaction, (ii) Cognition and Learning, (iii) Social, Emotional and Mental Health (SEMH), and (iv) Sensory and/or Physical needs.

Identification draws upon teacher assessment, standardised measures, observations of wellbeing and behaviour, and advice from external professionals. Parents/carers are involved at all stages.

Reference: [SEN Code of Practice \(Jersey\)](#)

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6. Interim Progress Meetings (IPMs)

IPMs are currently used as a temporary replacement for PARM meetings. These termly meetings bring together the SENCo team and, as appropriate, Educational Psychology, SEMHIT, ASCIT, Education Welfare, and Wellbeing/Family Support to review pupils whose needs remain significant despite Targeted Provision.

IPMs support collaborative planning, agree next steps and referrals, and ensure that support is coherent across services.

7. Managing Provision – Assess, Plan, Do, Review (APDR)

All SEND support follows the Assess–Plan–Do–Review cycle. Assessment information and pupil voice inform planning; agreed strategies and interventions are implemented; impact is reviewed and next steps are set.

At St Lawrence, every stage of APDR is evidenced directly on the school Provision Map, including assessment information, planned strategies, delivery notes, reviews of impact, and adjusted next steps.

See also: [Ordinarily Available / Inclusive Practice guidance \(example Jersey-aligned guide\)](#)

8. Monitoring and Evaluation

We routinely monitor pupil progress (academic, social and emotional), the quality of provision, and the effectiveness of interventions at Universal, Targeted and Specialist levels.

Monitoring methods include book looks, lesson observations, moderation, provision scrutiny, and pupil/parent voice. ILP/Provision Map targets are SMART and reviewed termly. Movement on the SEND Register is tracked and reported.

9. Coming Off the SEND Register

Pupils may be removed from the SEND Register when sustained progress indicates that needs can be met fully at the Universal level. Ongoing monitoring ensures support can be reinstated if needed.

For pupils with statutory plans (Record of Needs), ceasing follows the relevant procedures; progress continues to be monitored.

10. Transition

We work closely with families and receiving schools to plan smooth transitions between phases. Where appropriate, individual transition plans and additional familiarisation are arranged.

11. Training and Resources

Staff training is planned in response to pupil needs, whole-school priorities and developments in Jersey guidance. The SENCo team coordinates CPD, including specialist input and induction for new staff.

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12. Looked After Children (CLA)

We work with the Virtual School Head and the designated CLA teacher to ensure Personal Education Plans (PEPs) are maintained and needs are met holistically.

13. Information and Data Protection

All personal information is processed in line with data protection requirements. Paper and electronic records are stored securely in accordance with school policy.

14. Compliments and Concerns

We aim to resolve concerns quickly through discussion with the class teacher and/or SENCo team. If issues remain unresolved, the school complaints procedure should be followed.

15. Review of this Policy

This policy is reviewed every two years in consultation with staff and parents/carers.

Appendix A: Cross-reference to CYPES Inclusive Practice Toolkit (Segments A-I)

This appendix maps our policy sections to the Toolkit segments so staff, governors and reviewers can see how Universal Provision expectations are enacted at St Lawrence. For the full Toolkit, see the Padlet link above.

Toolkit Segment	Policy Sections	Where this is enacted at St Lawrence
A. Expectations & Values	1, 3, 4.1, 8	High expectations, equity, non-labelling language, participation in school life
B. Relationships & Behaviour	3, 4.1, 8, 14	Positive relationships, behaviour consistency, pupil/parent voice, support routes
C. Learning Environment	4.1	Calm, organised, visual timetables, inclusive spaces and access
D. Speech, Language & Communication	4.1	Clear instructions, visuals, processing time, oracy focus
E. Pedagogy, Memory & Metacognition	4.1, 4.2, 8	Explicit instruction, scaffolds to independence, retrieval, metacognition

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F. Assessment, Planning & Teaching	4.2, 5, 7, 8	Regular assessment, Provision Map tracking, APDR evidence
G. Literacy & Mathematics	4.1, 4.2	Vocabulary teaching, fluency, varied recording/representation
H. Adaptations, Supports & Scaffolds	4.1, 4.2, 7	Reasonable adjustments, scaffolding, regulation, equipment, visuals
I. Motivation, Recognition & Feedback	3, 4.1, 8	Goal-setting, constructive feedback, resilience and recognition

Appendix B: Compliance Summary (CYPES 2025, Inclusive Education, JSRF)

- Our Universal Provision is aligned with CYPES Inclusive Practice Guidance (Draft July 2025), using segments A–I as the baseline for classroom practice (Universal).
- Targeted and Specialist Provision are implemented through APDR and multi-agency working; Provision Map evidences interventions and reviews.
- Language throughout this policy avoids labelling and reflects high expectations of all learners in line with the guidance and JSRF.
- Review teams can use Appendix A and section references for monitoring and JSRF-aligned evaluation.

Appendix: Key Guidance Links

[Inclusive Education – Government of Jersey](#)

[Inclusion Policy \(Government of Jersey, 2024\)](#)

[SEN Code of Practice \(Jersey\)](#)

[Supporting SEN – Universal Provision \(nasen overview\)](#)

[Ordinarily Available Inclusive Practice \(example Jersey-aligned guide\)](#)

Version	Date Issued	Issued by	Reason for Change	Presented To (initials to agree policy has been read and understood)	Approved by:	Date
0.1	14.02.2022	Astrid Jansen & Mo McDonald	New Policy Document after Inclusion Review	Whole Staff		

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0.2	21.04.2023	Astrid Jansen	Staff changes, change in roles	Whole staff		
0.3	23.04.25	Astrid Jansen				
0.4	30.01.26	Astrid Jansen	Updated according to Inclusive Practice Guidance	Whole staff	Amory Charlesworth	13.2.26

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