

Education Department
Procedures

PLACEMENT IN SPECIAL SCHOOLS AND BASES

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EDUCATION

A STATES OF GUERNSEY GOVERNMENT DEPARTMENT

Placement in Special Schools and Bases Procedures

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Placement in Special Schools and Bases Procedures

1. Introduction

The Special Educational Needs (SEN) Code of Practice (Guernsey) 2004 is the regulatory framework within which schools and services maintained by the Education Department identify, assess and make provision for children with special educational needs.¹

In accordance with the Children Law (Guernsey and Alderney) 2008², there is a duty on all States of Guernsey government departments to work together for the welfare of children and young people. Guernsey's specialist provisions are well placed to promote and deliver effective multi-agency planning, support and review to help those children and young people with SEN to be successful learners, confident individuals, responsible citizens and effective contributors within our community.

This document sets out the criteria and general procedures for admission to specialist SEN provision for children resident on the island and is supplementary to the information described in the SEN Code of Practice and SEN Criteria (Guernsey) 2008³, which set out the four main categories of special educational need:

- Cognition and Learning
- Social, Emotional and Behavioural Difficulties (SEBD)
- Communication and Interaction
- Sensory and Physical Impairment.

A Summary Flow Chart and Calendar outlining the procedures may be found as an Appendix at the end of this document.⁴

Specialist SEN Provision in Guernsey

This comprises:

Communication and Autism Bases

The bases have been established within a primary mainstream and a high school to provide for learners age 4-16 (i.e. Foundation Stage – Reception Year to Key Stage 4 – Year 11) who have a Determination of SEN with Communication and Interaction as the primary category of need.

The Bases are currently located at Amherst Primary School and St. Sampson's High School.

¹ SEN Code of Practice (Guernsey) 2004

² Children (Guernsey and Alderney) Law 2008

³ SEN Criteria (Guernsey) 2008

⁴ Appendix 3A – Flow Chart

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Les Voies is a school for learners with a wide range of social, emotional and behavioural difficulties. It provides for learners of statutory school age identified with SEBD (i.e. Foundation Stage – Reception Year to Key Stage 4 – Year 11).

Le Rondin School is a primary school for learners with SEN age 4-11 (i.e. from Foundation Stage – Reception Year to the end of Key Stage 2 – Year 6) who have a Determination of SEN, with Cognition and Learning as the primary category of need.

Le Rondin also has a Nursery and assessment centre for children of pre-compulsory school age with SEN.

Le Murier School is a secondary school for learners with SEN aged 11-16 (i.e. from year 7 to the end of Key Stage 4, Year 11) who have a Determination of SEN, with Cognition and Learning as the primary category of need.

Le Murier also provides special educational provision post-16 (i.e. up to the age of 19) for some students where it is deemed appropriate through their Determination of SEN, with Cognition and Learning as the primary category of need. In general, Le Murier makes provision for

- learners with Profound and Multiple Learning Difficulties and severe autism in years 12-14 (i.e. up to age 19)
- learners with Moderate Learning Difficulties in a package of school/college/work placements in Year 12.

The Guernsey College of Further Education

The College makes provision for those learners with Severe or Moderate Learning Difficulties from Le Murier for whom it is recommended require the continuity of a three year programme of life skills and access courses. Learners may elect to leave education on reaching the upper limit of compulsory school age.

2. Procedures

Within the SEN Code of Practice (Guernsey) 2004, schools have responsibility for identifying pupils of compulsory school age who may have special educational needs, and must take action to engage with other professionals and parents in order to make provision for those needs.

At the pre-school level, parents and other professionals who come into contact with children who may have special educational needs are able to contact the Educational Psychology Service for advice.

Further detailed information on the procedures to be followed may be located in the SEN Code of Practice and SEN Criteria documents.

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If, at a School Action Plus Review Meeting and where the Educational Psychology Service is already involved, it is felt that additional strategies beyond that provided at School Action Plus are required to meet the child's SEN, either

- in a mainstream setting, or
- at a special school, or
- within a specialist provision (Base),

then a request for Formal Assessment should be made by the school to the Education Department.

Schools should consult parents and carers before making the request for Formal Assessment.

Formal Assessment is co-ordinated by the Education Development Officer SEN, Inclusion and Intervention and involves collating written reports from all involved with a child, including parents. These are considered at a multi-agency Formal Assessment Meeting in order to clearly identify:

- the special educational needs of the child (including the Primary Category of Need),
- the type of provision that can best meet the identified needs, and
- whether the level of needs match the criteria for consideration of a place in a special school or Base, and
- whether parents are in agreement with the above.

Following the meeting, a draft Determination of Need is drawn up for consideration by the Special School Placement Panel or Base Panel, where this is appropriate, based on the recommendation of the meeting. Where placement is approved by the Panel a letter offering the placement will be sent to parents from the Education Department.

3. Special Schools

A Special School Placement Panel is established to consider the placement of pupils within one of the special schools:

- Le Rondin
- Le Murier
- Les Voies

In accordance with the Education Law⁵ the parent of a pupil of compulsory school age, registered as a pupil at a special school, may not withdraw the pupil without the consent of the Education Department.

⁵ Education (Amendment) (Guernsey) Law 1987 Section 10 (2)

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3.1 Criteria for Placement at Le Rondin or Le Murier

In order to be considered for placement within special school at age 5 or over⁶, learners will have undergone a Formal Assessment of their needs, in accordance with the Education (Amendment) (Guernsey) Law 1987 and as laid out in the SEN Code of Practice, with their primary area of need identified as one of the following:

- Moderate Learning Difficulties with Additional Needs;
- Severe Learning Difficulties;
- Profound and Multiple Learning Difficulties (sometimes described as Complex Needs)⁷.

The table overleaf gives a general indication of the National Curriculum levels of attainment expected across the continuum of Cognition and Learning Needs

By the end of	Expected Level for most pupils	Pupil with Moderate Learning Difficulties and Additional Needs	Pupil with Severe Learning Difficulties	Pupil with Profound and Multiple Learning Difficulties
Key Stage 1	Level 2	Level 1 or below	P levels P4 – P8 by end of KS3	P levels P1 – 4 by end of KS3
Key Stage 2	Level 4	Level 2 or below		
Key Stage 3	Level 5	Level 3 or below		

3.2 Placement at Le Rondin School Nursery

Attendance at the Nursery is on a part time and assessment basis only. All requests will be considered at the Provision Panel for Special School Placement.

Requests for admission to the Nursery will be made on the recommendation of the child's Educational Psychologist in consultation with the Child Development Liaison Nurse. Children who attend the Nursery will not necessarily attend Le Rondin School on reaching statutory school age and may transfer to their local mainstream school or to another provision depending on the recommendation of the Assessment Review. The Educational Psychologist will ensure that parents are informed of this prior to placement.

Commencement of placements will normally be at the start of each half term, dependent on the decision of the Panel.

⁶ See section 3.2 for information regarding learners aged 3-5 (Nursery Provision)

⁷ See Appendix 1 for a full definition of these needs

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Following the Assessment Review, and if the recommendation is to continue placement within Le Rondin School, a request for Formal Assessment must be made by Le Rondin School at least 3 months prior to the child's fifth birthday.

3.3 Criteria for Placement at Les Voies

Les Voies Special School has been established to meet the needs of those pupils with significant social, emotional and behavioural difficulties who have been identified through the SEN Code of Practice and the involvement of the Agencies School Engagement Team (ASET). The assessment tools used consider the whole range of SEBD needs which present a barrier to access and participation in learning. Social and emotional aspects of learning are described as the underpinning qualities and skills that help us manage life and learning effectively.⁸ They enable us to get on with other people and be responsible citizens, effective contributors, confident individuals and successful learners⁹. The five social and emotional aspects of learning are:

- self awareness
- managing feelings
- motivation
- empathy
- social skills.

Learners with social, emotional and behavioural needs cover the full range of ability and continuum of severity. These difficulties present a barrier to learning and persist despite the implementation of appropriate interventions and personal/social curriculum of the school. There are many factors that influence an individual's ability to learn effectively. These include:

- the learning environment
- the learner
- the teacher
- family circumstances
- the neighbourhood.¹⁰

Some learners with SEBD may not be able to function at all in a mainstream school environment, despite appropriate interventions, or do so with great difficulty. The use of SEBD Assessment Tools enables the early identification and assessment of need considering specifically the following features:

- interaction and collaborative skills

⁸ Social and Emotional Aspects of learning (SEAL): Improving Behaviour, Improving Learning (DfES 2005 and 2007)

⁹ Bailiwick of Guernsey Curriculum Statement 2009 – Outcomes 2009; Today's Learners Tomorrow's World, the Education Board's Vision 2013

¹⁰ See Appendix 2 – Factors Influencing Social, Emotional and Behavioural Needs

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- behaviour
- participation in learning
- attention and concentration skills
- attendance and punctuality
- identity, self esteem, self image and attachment
- social presentation.

Many children who experience medical difficulties have no problems in accessing the curriculum and learning effectively. In such cases therefore, simply having a medical diagnosis does not imply that a learner has special educational needs or require placement in a special school.

4. Special School Placement Panel

The Panel will meet each half term to consider referrals in relation to school age and pre-school learners. Dates of Panel meetings will be determined at the outset of the academic year and circulated to schools and education services. Additionally, the Panel may be convened at other times, for example to consider placement of a child new to the Island.

The Panel comprises:

- Director of Inclusion and Support Services (Chair)
- Principal Educational Psychologist
- Headteacher, Le Rondin School
- Headteacher, Le Murier School
- Headteacher, Les Voies School
- Education Officer SEN, Inclusion and Intervention
- Child Development Liaison Nurse (for pre-school children only)

The names of learners for discussion must be notified 2 weeks in advance of the meeting to allow for relevant information to be circulated. The following paperwork will be available to assist the Panel:

- Draft Determination of Needs drawn up following Formal Assessment
- Educational Psychology Assessment Report (submitted as part of Formal Assessment)
- Educational Psychology Service Pupil records
- Pre-school Summary (for pre-school learners only)

4.1 Placement Decisions

In order to accommodate the needs of learners there is a need for a variety of types of placement, which will enable pupils to move from mainstream to special school or from special school to mainstream in a flexible and transparent way. All placements must be agreed and confirmed by the Panel.

The Panel will recommend one of the following outcomes:

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- Does match the criteria for Specialist Placement and no Determination of Need required
 - ⇒ Remain at School Action Plus in current school
- Assessment Placement
 - ⇒ Placement at Placement at Le Rondin or Le Murier or Les Voies School (Formal Assessment to be undertaken when it is clear that a permanent placement is required, normally within two terms)
- Determination of Need required
 - ⇒ Placement at Le Rondin or Le Murier or Les Voies School.

Outcomes will be recorded using the documentation laid out in Appendix 4B.

Parents and schools will be notified verbally of Panel decisions following the Panel meeting.

A letter offering placement, where agreed, will be made in writing by the Education Department. Parents with children in Year 6 will be notified at the same time as the outcomes of the 11+ Selection Process.

For permanent placement where a Formal Assessment meeting has already been held, a draft Determination of Need will be included, naming the placement. This will be finalised on receipt of the written agreement of parents. These timescales allow for the appropriate planning and induction or transition arrangements to be made.

In common with other schools in Guernsey, special schools have a policy to admit pupils in September, at the start of the academic year, wherever possible. However, the Panel will advise the start date of placement for each individual learner.

Individual consideration will always be given to pupils moving to Guernsey who have been attending similar specialist provision in other authorities, subject to a place being available and where the level of need matches the criteria for the specific provision.

4.2 Assessment Placement

A request for an Assessment Placement within special school may be made to the Panel by the multidisciplinary SEBD team (Agencies School Engagement Team – ASET)¹¹ or by the Educational Psychology Service where there is uncertainty regarding the appropriateness of placement within special school.¹² In these circumstances, where agreed, a minimum 2 term placement will be offered whilst further assessment is undertaken.

All placements within Le Rondin Nursery are Assessment Placements lasting until entry to school.

¹¹ Appendix 5

¹² See Appendices 1 and 2

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All Assessment Placements must be reviewed within the first term of placement; in the case of school age learners the mainstream school will be included in the review. Where, as a result of this review, it is planned that a pupil will be best placed in mainstream school a clear transition plan must be agreed between the two schools. A request for Formal Assessment must be made within the first term of placement where there is a strong likelihood of a permanent placement being required.

5. Communication Bases – Communication with Interaction Needs

A Panel considers the placement of learners with Communication and Interaction Needs within each of the specialist Communication Bases:

- Amherst Primary School
- St. Sampson's High School.

5.1 Criteria

Following Formal Assessment consideration will be given to placement within the Communication Base, where the following criteria are met:

- A diagnosis of Autism or severe language and communication disorder has been made
- The learner is likely to be able to attend, learn and make expected progress in 80% of the mainstream school curriculum.

Each Base has a maximum of 12 places available, allocated to learners across all year groups (i.e. Year Reception to Year 6 or Year 7 to Year 11), with a maximum of 2 learners per class or group.

Places will be allocated to those learners considered most likely to need the high levels of support available within the Base.

Regard will also be given to the overall balance and make-up of the group of learners accessing the Base.

5.2 Communication Base Panels

Each Panel will be convened in the Spring Term to consider placements to commence the following September. The Panel may be convened in exceptional circumstances to consider placement at other times, for example a pupil newly arrived to Guernsey or to identify and recommend an alternative pathway should the placement not be working.

Each Panel comprises:

- Director of Inclusion and Support Services (Chair)
- Education Officer SEN, Inclusion and Intervention
- Educational Psychologist for the Base

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- Head of Service, Communication and Autism Support Service
- Headteacher (Amherst Primary School or St. Sampson's High School)

5.3 Administration

The Panel is convened by the Chair. Paperwork will be circulated in advance of the meeting.

The following information will be considered:

- evidence of diagnosis of Autism from ASDAT (Autistic Spectrum Disorder Assessment Team) or other medical source
- evidence of Severe Language and Communication Disorder from Speech and Language Therapy Service or other medical source
- draft Determination collated by the Education Officer following the Formal Assessment Meeting, based on written reports submitted
- a Profile compiled by Communication and Autism Support Service

Parents and schools will be notified of Panel decisions following the Panel meeting verbally.

A letter offering placement where agreed will be sent to parents. Parents with children in Year 6 will be notified at the same time as the outcomes of the 11+ Selection Process. For permanent placement where a Formal Assessment meeting has been held, a draft Determination of Need will be included, naming the placement. This will be finalised on receipt of the written agreement of parents. These timescales allow for the appropriate planning and induction or transition arrangements to be made.

6. Review Procedures

All learners with a Determination of SEN will have their needs reviewed at the Annual Review, with reference to the guidance provided to schools.¹³ The Annual Review is held in school and chaired by the Head Teacher or his/her representative. Parents and carers and relevant outside agencies are invited to contribute to the review and attend the meeting.

7. Moving on from Specialist Provision

Any learner moving on from specialist provision should have their needs considered at the Annual Review (for those with a Determination of Needs) or Placement Review for those on an Assessment Placement¹⁴.

¹³ Guidance on the Conduct of Annual Reviews for Pupils with SEN (draft) 2007

¹⁴ See Sections 3.2 and 3.3

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At this point it may be appropriate for some learners to transfer to mainstream schooling or to another specialist provision. For an individual learner a referral to the Complex Needs Panel¹⁵ for consideration of an off-island placement may be made, in accordance with the relevant procedures.

Primary age learners within special school are eligible to transfer from Le Rondin School to Le Murier School at the end of Year 6, or to remain at Les Voies School, where they continue to match the criteria for placement in special school.

Primary age learners within the Primary Communication Base will be considered for transfer to the Secondary Base by that Panel during Year 6.

Secondary age learners are eligible to leave school at the end of Year 11. By this point a clear transition pathway for that learner should have been identified through the Annual Review and the Transitions process.¹⁶

8. Use of Specialist Facilities within Special School

Pupils registered at a mainstream school may visit a special school on a sessional basis to use facilities and will do so on the recommendation of the Head of Service and with the agreement of the Headteachers of both schools and parents. The pupil will be accompanied by a member of the relevant support service.

¹⁵ Off-Island Placement Panel for Children and Young People

¹⁶ Transition 14 -19 for Students with SEN 2008 – this process is currently under review

Appendix 1 – Definition of Cognition and Learning Needs

Moderate Learning Difficulties (MLD) with Additional Needs

Learners with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. Learners with moderate learning difficulties will have attainments well below expected levels in most areas of the curriculum, despite appropriate interventions. Their cognitive profile and/or level of functioning will normally be around the second percentile.¹⁷ Their attainments may be around Level 1-3 of the National Curriculum, depending on their age or key stage. Learners aged 14+ with this level of difficulty are likely to be working towards accreditation at Level 1 or below within the Qualifications Framework.

Learners will also have additional needs and barriers to learning such as:

- Communication and Interaction Difficulties (including ASD)
- Social, Emotional and Behavioural Difficulties
- Sensory or Physical Difficulties
- Medical Conditions.

Severe Learning Difficulties (SLD)

Learners with severe learning difficulties have significant intellectual or cognitive impairments. Their cognitive profile and/or level of functioning will normally be below the first percentile. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.

Learners with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers i.e. below Level 1 of the National Curriculum.¹⁸ Learners aged 14+ with this level of difficulty are likely to be working towards accreditation at Entry Level or below within the Qualifications Framework.

These learners may present with diagnosed medical conditions and/or syndromes associated with severe learning difficulties and may also have additional physical and/or sensory impairments.

¹⁷ Data Collection by Category of Special Educational Needs (DfES 2005)

¹⁸ Further information about P scales can be found in *Supporting the Target Setting Process*, DfE 0065/2001 and *Using the P Scales* QCA/05/1589

Profound and Multiple Learning Difficulties (PMLD) or Complex Needs

Learners with profound and multiple learning difficulties have severe and complex learning needs. In addition, they have other significant difficulties, such as physical disabilities, sensory impairment and/or medical needs. They will be at the earliest stages of developing communication, where the priority will be to establish some form of communication and may remain at the earliest levels developmental stages with regard to mobility and self care.

These learners require a high level of adult support, both for learning and for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some learners communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers, i.e. is below level 1 of the National Curriculum. Learners aged 14+ with this level of difficulty are likely to be working towards accreditation at Pre-Entry Level within the Qualifications Framework.

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Appendix 2 – Factors Influencing Social, Emotional and Behavioural Needs

Learning Environment

- Lack of proper ventilation
- Limited physical space
- Special occasions which cause excitement e.g. Christmas, Dress Down days, weather, fire drill

Teacher

- Offering poorly differentiated curriculum leading to frustration or boredom
- Lack of knowledge of learners
- Poor classroom management skills e.g. inconsistent application of rewards/sanctions, over-reliance of domination/authority, lack of reinforcement of appropriate behaviour
- Poor diction
- Lack of clarity in explaining expectations for behaviour or work
- Lack of or confusing instruction in subject matter
- Over emphasis on exam results and targets
- Lack of professional development in understanding SEBD needs of learners

Family Circumstances

- Position in the family
- Relationship with parent(s)/sibling(s)/wider family members
- Separation from parent through divorce/bereavement/becoming a Looked After Child (in care)
- Poor parental mental health, alcohol or substance misuse
- Family trauma including domestic abuse

Neighbourhood

- Peer relationships and/or popularity
- Bullying
- Social problems
- Civic disturbance, including previously living in an area affected by violence, war or civil unrest

Learner Him/Herself

- Tired due to lack of proper rest
- Hungry due to lack of or inappropriate food
- Need for attention from an adult
- Poor or inappropriate social skills such as eye contact or turntaking
- Medical or health problems, such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Tourettes, Oppositional Defiance Disorder (ODD), Attachment Disorder, Anxiety, Phobias, Obsessive Compulsive Disorder (OCD), Depression, Eating Disorders
- Events in the child's past, such as traumatic events, abuse, changes in family circumstances

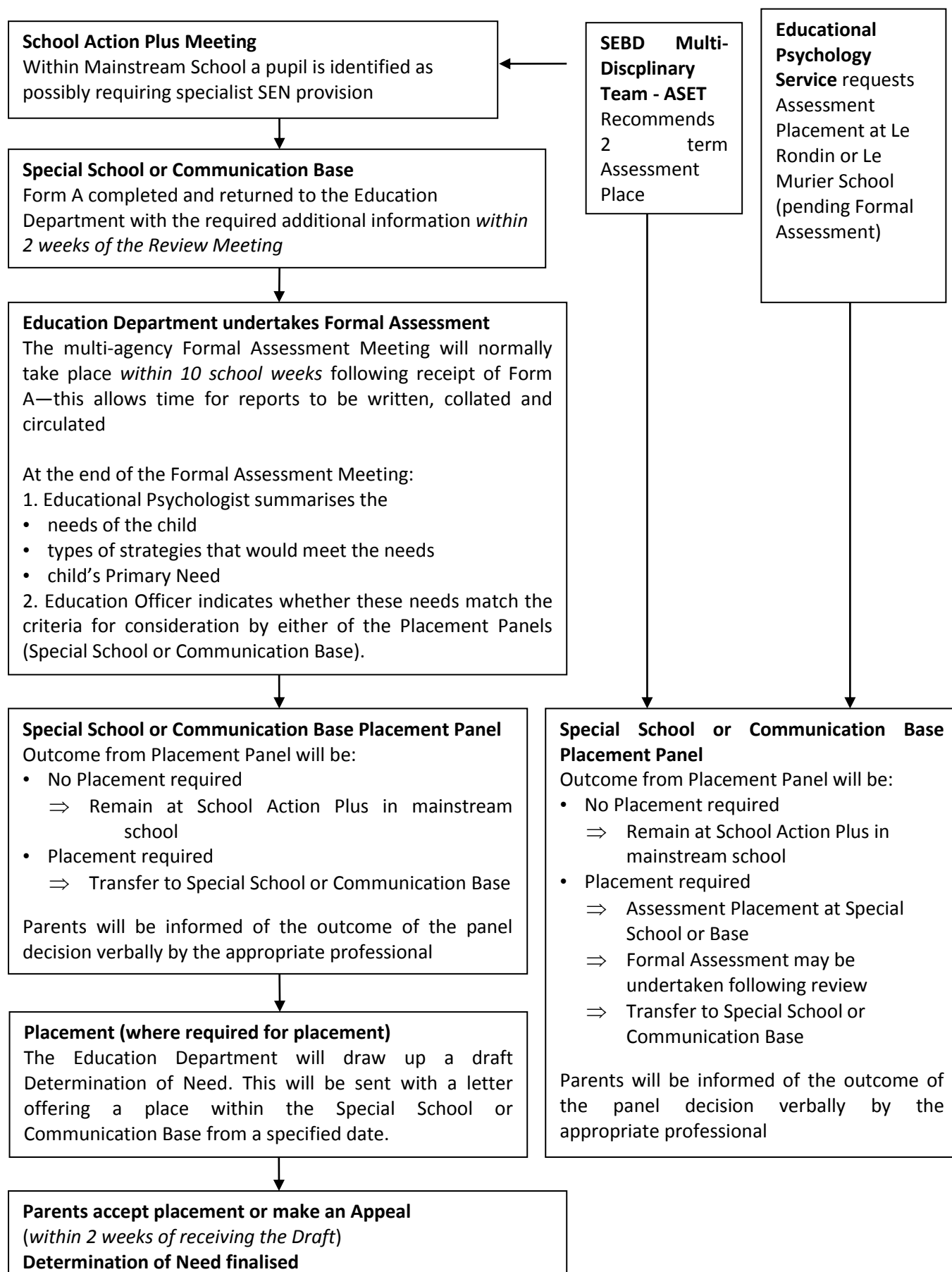
Learners with Communication and Interaction Needs (specifically Autism) may exhibit similar behaviours of learners with SEBD and vice versa. Therefore it is important to identify the primary area of need in consultation

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between the SENCO, BECO, Additional Needs Co-ordinator, Inclusion Co-ordinator or Manager and the relevant services.

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Appendix 3 – Flow Chart for Statutory School Age Learners



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Appendix 4A – Placement Panel Records

DOB	NAME CURRENT SCHOOL	&	HOME ADDRESS	CURRENT YEAR GROUP [due to start school]	EP	DOCUMENTATION	PROVISION REQUESTED	NOTES	OUTCOME AND ACTION

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Appendix 4B – Individual Placement Outcome

Guernsey Education Department SEN Placement Panel Record of Meeting:- Date:

Pupil Name:	DOB:	Present School:
Formal Assessment Meeting date :		
Evidence considered by the Panel		
F.A. Summary of Needs:	Minutes of F.A. meeting:	EPS report for F.A:
CDC verbal report:	EPS Pre-school profile:	Other :
Key points noted in discussion		
Decision of Panel		
Le Rondin Nursery	Le Rondin School	Le Murier School
Les Voies School	Primary Communication Base	Secondary Communication Base
Mainstream		

Letter to all concerned after parents have been advised: ZG to sign letter; EO to sign Minutes & Determination

I am pleased to confirm that following the Multi-Agency meeting (held on.....) and consideration at the recent Placement Panel meeting,is offered a place atSchool with effect from.....	
Please find enclosed a copy of the Minutes of the Multi-Agency meeting held on to determine’s special educational needs.	
A Determination of’s needs will not be drawn up in this instance; however a Summary of Needs will be circulated in due course. will be named on the SEN Register of School and the School will continue to make provision for his/her needs, in accordance with the SEN Code of Practice (Guernsey) 2004.	
During the Assessment Place, which will be for a minimum of two terms,’s needs’ will be assessed further before the Education Department determines a permanent school placement. This assessment will include your views.	
As has a Determination, this will be amended to reflect the new placement from September 2014 and will be forwarded to you in due course.	
Please find enclosed a copy of the Minutes of the Multi-Agency meeting, together with a Draft Determination of special educational needs.	
Please find enclosed a copy of the Minutes of the Multi-Agency meeting. A Draft Determination of’s special educational needs will be drawn up and sent to you following confirmation of’s placement at the next Placement Panel Meeting in 2014.	
A copy of the Minutes of the Multi-Agency meeting, together with a Draft Determination of special educational needs will be sent to you in due course.	
If you wish to accept the offer of a place and are in agreement with the contents of the Determination, please complete and return the reply slip below within 2 weeks from the date of this letter. (Please note: if a signed reply is not received within 2 weeks, this will be taken as your acceptance of the place).	
Once the offer is accepted, a Determination will be drawn up by the Education Department naming this placement and so the next step in the process is to complete a Formal Assessment of’s special educational needs. An Education Officer will be writing to obtain reports from all agencies that know and support, including you, in due course.	
The Head Teacher ofSchool isand the telephone number is..... You are welcome to telephone the school to arrange a visit and any questions you may have about school routines can be addressed at that time.	
Should you require transport for.....to and from school, please contact the Transport Manager at the Education Department on tel: 733000 (within a week of receiving this letter) to see if arrangements can be made. (LE RONDIN/LE MURIER only)	
Please do not hesitate to contact me on tel: 733000 should you need any further information or have any queries or concerns.	
I would like to wish every success in his/her (new) school.	

Appendix 5 – Les Voies Assessment Placement Protocol

