

# SEND School Report 2021-2022

## SEN roles

**Headteacher- Kirstie Williams**

**SENCo and ARC Manager- Rebecca Peckham Kim Lopez**



## Comparison of SEN data to other years

2020-21 23%      2021-22 22%

**National figures –  
EHC Plan 4%  
SEN Support 12.6%**

All teachers are responsible for overseeing the academic and emotional wellbeing of the pupils through normal school reporting and high-quality teaching.

The SENCo and ARC Manager work closely with the staff and Leadership Team to ensure that SEN pupils needs are met.

## Whole school data

30%  
EAL

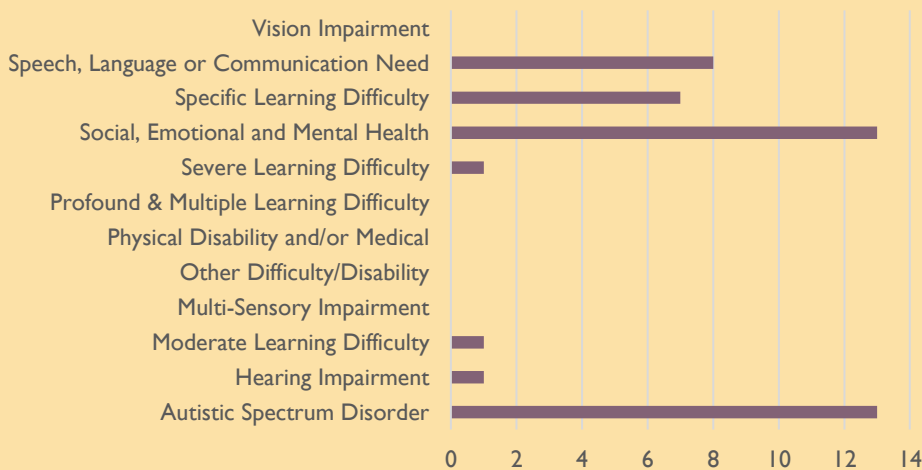
9 different  
languages  
spoken



52% male 48%  
female

## SEN Primary Need

Categories of SEN



Autistic Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH) continue to be the highest areas of need:

Data taken from summer term 2022 SIMS snapshot

An increase of pupils with a RoN in school -19 pupils

## Vulnerable Groups

### SEN breakdown

✓ 9.5% RoN 12.6% SEN Support.

### Gender

✓ 79% of pupils on the inclusion register are male, 21% female.

### EAL

✓ 27% of pupils on the inclusion register are EAL

### Jersey Premium

✓ 40 % JP, 57% of pupils on the inclusion register are JP

## Attainment and progress

### Training

- ✓ AET Progression Framework
- ✓ ELSA training
- ✓ ADHD training with Fintan O'Regan
- ✓ Updated MAYBO level 2 de-escalation
- ✓ Training from SEMHIT
- ✓ Wellbeing in the daily classroom
- ✓ Making Sense of Autism training – Nursery staff
- ✓ SMART target training with Educational Psychologists
- ✓ Playscripts training for ARC staff
- ✓ 'Attention Autism' training with SALT
- ✓ PECS training with SALT
- ✓ SENCo completed the NASENCo qualification
- ✓ NASEN online training used to support teachers and support staff
- ✓ Anna Freud Initial Training led by Education Department attended by SENCo
- ✓ Zones of Regulation

### Adaptations to the curriculum and learning environment for children and young people with SEN

- ✓ Instructions broken into small steps
- ✓ Visual prompts
- ✓ Positioning of a pupil with hearing difficulties within the classroom and use of aids as recommended
- ✓ Use of iPads, reader pens and story recorder whiteboards
- ✓ Life Skills programme – weekly
- ✓ Exercise programme (fine and gross motor skills)
- ✓ Use of brain breaks
- ✓ Use of sensory room and equipment to support self regulation
- ✓ Reading Response, BR@P, P4C, precision teaching
- ✓ TEACHH approach including workstations
- ✓ Jersey Tutoring Programme
- ✓ Specialist sports coaches
- ✓ Safe places and calming corners in classes
- ✓ Alternative curriculum activities

### Support for improving emotional and social development

Pupils are well supported by:

- ✓ A Counter Bullying policy
- ✓ The Jigsaw PSHE programme of work followed by all classes
- ✓ Sensory equipment available in each class
- ✓ Mind Jersey support in school where appropriate
- ✓ 1:1 or group sessions developing knowledge and understanding of autism (ARC pupils and whole class)
- ✓ ELSA to support children with programmes such as friendship issues, anger management and self-esteem building
- ✓ Targeted Well-being support for individuals and groups (including class sessions)
- ✓ Rights Respecting Schools (Silver Award)
- ✓ Education Welfare Officer support where necessary
- ✓ School dog
- ✓ Whole class well-being sessions led by specialist staff
- ✓ Nurture lunch
- ✓ Life Skills programmes
- ✓ Additional support staff where appropriate

### Initiatives to support SEND

#### AET Progression Framework

- ✓ Tracking social and communication progress in small steps for 12 pupils.

#### BSquared

- ✓ BSquared used to monitor and track pupils attainment in order to plan specific learning with the most significant SEND needs.

#### SEN audit 2018

- ✓ + Pupils feel supported in school
- ✓ - Alternatives for pupils to record/evidence learning

#### Virtual Visit and ARC Review – Summer 2021

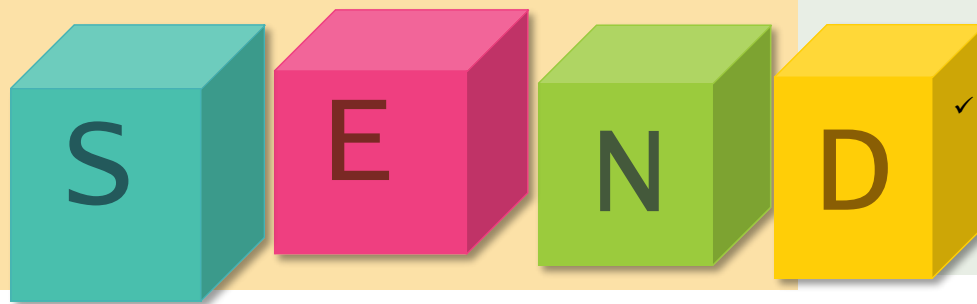
'In depth staff knowledge of individual pupils' needs ensures appropriate personalised tasks for SEND pupils and those in the ARC (Haven).

Staff extremely creative – worked with parents to help them guide their children.

The school is very inclusive and pupils respect differences.'

#### Pupil profiles

- ✓ Consistent layout and language used for all pupils with SEND including pupil voice



## Identifying and assessing children with SEND

Many pupils, at some time in their school career, may experience difficulties which affect their learning; these difficulties are often short term but may be long term and necessitate on-going support. We aim to identify and meet these needs as they arise and provide teaching and learning contexts which enable every pupil to achieve his or her full potential using a graduated approach. The school SENCo is responsible for overseeing the provision of pupils from Nursery to Year 6.

A pupil may be identified as having additional needs usually through one or more of the following:

- The school's system for regularly observing, assessing and recording the progress of all children
- Pupil's concern
- Teacher concern
- Parental concern
- Outside agencies

Identification includes the use of high-quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

Our assessment policy outlines the range of assessments regularly used in school. If, despite interventions, a pupil is making significantly slower progress than that of their peers starting at the same baseline or the pupil fails to match their previous rate of progress a pupil will be placed on the SEN register after discussion with parents/ carers and appropriate agencies.

Pupils who are identified as having SEND, have their needs assessed through:

- Feedback from teaching staff, teaching assistants and observations
- Progress data, KS1 and KS2 results and baseline testing
- Assessment, reports and reviews from external agencies

## Arrangements for consulting parents/carers of children and young people with SEND and involving them in their education

The school has an 'open door' policy of always welcoming parents, carers and pupils to listen to and address any concerns they have.

The identification of special needs and disabilities is built into the whole school monitoring process which includes Pupil Progress Meetings held termly. Teachers initially refer their concerns to the Headteacher, SENCo or ARC manager where a monitoring process begins.

Process:

- Meeting between class teacher and SENCo
- Meeting with parents
- Class actions with review dates
- Outcomes monitored, if little or no progress made, advice from other professionals
- In consultation with parents referrals made
- Reviewed and monitored

The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see or talk with the SENCo at any convenient time if they have a concern or need advice.

Termly meetings are arranged ideally with both the SENCo and class teacher to discuss outcomes and targets, any new strategies or interventions are discussed.

Parents of pupils who have a Record of Need are invited to discuss their child's progress at the annual review. When this involves pupils in Year 6, the SENCo from the selected secondary school is invited.

- Some pupil's have weekly access to a life skills programme, to support and enhance social communication and social interaction. Areas addressed -cooking, hygiene, road safety, personal hygiene and puberty.
- The school has provision to ensure pupils with SEND have access to all areas of the curriculum. Teachers make full use of the school environment and resources to meet individual needs.
- The curriculum is adapted to meet the needs of individual pupils, and where necessary personalised.
- Full support is given to those pupils who have a medical condition, including issues concerning suitable staff training, the storage and administering of medicines, and the management of frequent absences. Health care plans are written and implemented in conjunction with the school nurse/ other medical professional.

## Arrangements for consulting children and young people with SEN and involving them in their education

- Where appropriate pupils on any stage of the Inclusion register are made aware of their targets and are informed about their progress on a regular basis.
- Pupils are invited to make a contribution during the discussion where appropriate.
- Annual Review meetings are held for pupils who have a Record of Need to discuss and update their needs and arrangements and set new targets. Pupils record their views about school on the pupil view section of the paperwork, this can be with support from their keyworker or adult in school. They are invited to discuss their achievements at the start of the Annual Review meeting. The Annual Review meeting follows a child-centred approach.

Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility. Pupils with SEND are represented on the school council.

When necessary, pupils with SEND have opportunities to work with outside agencies to support social interaction, developing self-esteem, speech and language, fine and gross motor development.

## Arrangements for assessing and review progress toward outcomes

Progress of SEND pupils will be discussed by the class teacher and the Head teacher and SENCo during pupil progress meetings held each term. Teachers have regular meetings with keyworkers and support staff to discuss pupil progress and plan for next steps. The SENCo and ARC Manager meet half termly to monitor Evidence Files, track BSquared and AET data and moderate judgements.

- Progress data for pupils with SEND is monitored as part of the whole school tracking of pupil progress termly and relates to ARE as well as Bsquared as appropriate
- The AET Progression Framework is used to support assessment of social communication and life skills of identified pupils
- Targets on a pupil's Individual Learning Plan/ Passport are reviewed and shared with parents each term
- Pupil/ parents interviews/ questionnaires are used as appropriate
- Pupils under Speech and Language/ SEMHIT/ ASCIT/ Occupational Therapy/ EP/ CAMHS/ Paediatrician/ Audiology, are reviewed by the service on a regular basis

Pupils holding a Record of Need will have an Annual Review, where a representative from all agencies involved with that pupil will be invited, interim reviews will be held if necessary.

## Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood

The school follows guidelines set out in the Transition booklet (Education Dept) to support pupils with transition to secondary school. Additional visits are arranged for pupils with SEND if needed as set out in the guidelines.

Pupils within the Additional Resourced Centre (ARC) have further opportunities for focussed visits to their next school. Managers liaise and discuss needs and arrangements for individual pupils.

Copies of essential paperwork are transferred to the secondary schools in the summer term.

The EYFS Leader, Head Teacher and EYFS teachers liaise with the local pre-schools and arrange visits where appropriate. Pupils are invited to transition sessions and have a graduated transition to nursery/ reception.

## The approach to teaching children and young people with SEND

Provision for SEN pupils includes:

- Adaptive teaching in place
- Assessment spiral (plan, do, review)
- Alternative ways of recording their ideas (ICT, photographs, evidence files)
- Extra adult support in classrooms where appropriate
- Time limited evidence based intervention programmes
- Personalised provision through adapted resources and interventions
- Advice from external agencies

## Arrangements for staffing

- Expertise and training of staff who support children and young people with SEND, (including how specialist support will be secured) takes place during staff meetings, team meetings and through attendance at IEL training.
- The SENCo is a qualified and experienced teacher who has a BA Hons degree.
- The ARC Manager is a specialist teacher of autism and has a degree in autism (children).
- The SENCo regularly attends training and meets with other SENCos in a local cluster group to keep up to date with current documentation and initiatives.
- TA's / keyworkers and teachers are trained to deliver a range of effective interventions, Toe by Toe, Plus 1, Power of 2, Rapid Readers, BR@P, Reading Recovery, Precision teaching, ELSA, Circle of Friends
- All staff within the ARC, SLT and specific keyworkers have Level 2 MAYBO training.
- Individual training re: Speech and Language, ADHD, ASD, specific learning difficulties is undertaken according to need.

In 2021-22 specialist expertise was sought from the following external services-

Speech and Language, Educational psychologist, SEMHIT, ASCIT, EYIT, PMHT, CAMHS, Occupational Therapy, Children and Families Hub, Hearing and Vision support services.

## Arrangement for handling complaints from parents of children and young people with SEN about the provision made at school

It is in everyone's interests for complaints to be resolved as quickly and at as low level as possible and our complaint procedure can be found in the Compliments, Comments and Complaints Policy.

Class teachers are to be notified of any complaint. If still unresolved, parents can then speak to the SENCo, ARC Manager and then the Head Teacher.

## Information about evaluating the effectiveness of provision for children and young people with SEND

The SENCo is used for in-class and school based observations of pupils.

The SENCo, ARC Manager, teachers and support staff have their practice monitored through the PRA process, observations, discussions, and work/planning scrutinies with feedback by their line manager including the Head Teacher.

Regular liaison between all teaching staff to evaluate strategies used for lesson planning ensures continuity and progression for all pupils as well as those with SEND.

## How children and young people with SEND were enabled to engage in activities available with children and young people in school who do not have SEND

All extra-curricular clubs, Breakfast Club and After School Club are available for all pupils. A residential trip is offered to all pupils in Year 5 and Year 6. Alternative arrangements are made to accommodate individual pupil needs.

All off-site visits are risk assessed to ensure the safety of all pupils in accordance with the current policy and guidelines.

## Accessibility plan for pupils with SEND include:

- Care Plan (health)
- Workstation
- Safer Handling Plan
- Personalised timetables and support
- Calming zones developed around school
- Consistent Management Plan
- Attendance Plan

## How the school involved other services, including health and social care, local authority support services and voluntary sector organisations in meeting SEND and supporting families

External support services play an important part in helping school identify, assess and make provision for pupils with SEND.

The school is supported by Educational Psychologists, Speech and Language Service, Hearing Support Service, Occupational Therapy, Wellbeing Service, Educational Welfare Officer, EAL Service, Early Help, Family Nursing, Physiotherapist, SEMHIT, Family Support Workers.

The school maintains links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our pupils with SEN.

The school nurse offers drop-in sessions for parents and is available for discussions and meetings with parents.

- **Outcome of school priorities for SEND as outlined on the School Development Plan or related elements of the School Improvement Plan**
- Achievement: To continue to raise standards in reading, writing and maths
- Achievement: To develop oracy within and across subjects and the school through a partnership with Voice 21 in order to raise standards
- Behaviour, Personal Development and Welfare: To increase purposeful play opportunities in order to develop a range of skills, positive relationships across classes and phases, leading to increased personal development
- Effectiveness of Teaching: To further develop a coaching programme/offer within school in order to continue to improve standards in teaching and learning thus impacting on attainment and progress

## How has the school sign posted parents to organisations and services that can provide them with additional support?

School website and links to JOD

<https://www.stsaviour.sch.je/>

<http://www.jod.je/kb5/jersey/directory/home.page>

