



SEND School Report 2024-2025

SEND roles

Headteacher- Kirstie Williams
SENDCo - Natalie Cordiner
ARP Manager - Kim Lopez
EYFS SEN teacher –Victoria Heart



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

The SENDCo, ARP Manager and EYFS SEND teacher work closely with the staff and Senior Leadership Team to ensure that SEND pupils needs are met.

Whole school data

46.8%
MLL

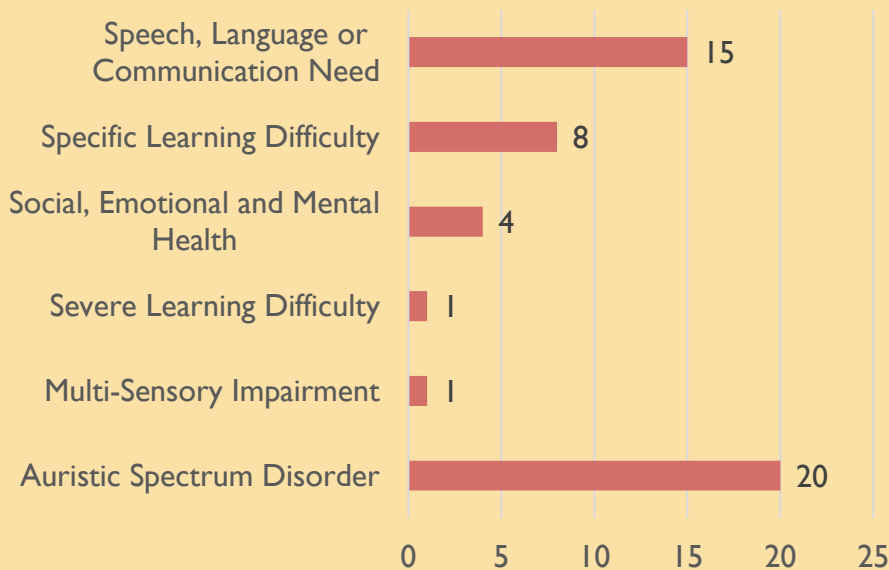
17 different
languages
spoken



47.8% male
52.2%
female

SEND Primary Need

Number of pupils



Autistic Spectrum Disorder (ASD) and Speech, language and communication needs are the highest areas of need.

Data taken from Summer term 2025
SIMS snapshot

Comparison of SEND data to other years

2023-24
25.8%

2024-25
26.3%

**Jersey Statistics– 13% SEND Support
4% Record of Need**

**National Statistics– 14.2% SEND Support
5.3% EHC plan**

Vulnerable Groups

SEND breakdown

✓ 14% RoN 12.3% SEN Support

Gender

✓ 65.4% of pupils on the inclusion register are male, 34.6% female.

MLL

✓ 40.8% of pupils on the inclusion register are MLL

Jersey Premium

✓ 42.8% of pupils on the inclusion register are eligible for JP funding

MLL & Jersey Premium

✓ 20.4% of pupils on the inclusion register are eligible JP & MLL



Attainment and Progress

Training

- ✓ Good Autism Practice training all EYFS staff
- ✓ ELSA training/continuing professional development
- ✓ Updated MAYBO level 2 physical intervention
- ✓ Maximising the Impact of Teaching Assistants training all staff
- ✓ 4 staff attended 2 week TA training course
- ✓ Safeguarding update training
- ✓ Voice 21 Oracy Training/Oracy leads attended development days
- ✓ Update training for SEND processes in school
- ✓ OPAL staff training
- ✓ You Matter for KS2 pupils
- ✓ Provision map training for teaching staff
- ✓ Neuro-affirming practice training from SALT
- ✓ GRID (Total Communication) training for ARP staff
- ✓ SLT/ARP manager attended National Autism Society Webinar
- ✓ SENCo completed and awarded post graduate qualification – National Award for Special Educational Needs Co-ordination
- ✓ ARP lead/SENCo attend centrally lead meetings for training updates
- ✓ DSL attended Mental Health First Aider training
- ✓ Deputy head attended HFL Education conference
- ✓ ARP manager attended Oracy SEND webinar
- ✓ DSL completed ELSA training
- ✓ SLT/ARP manager attended Autism professionals webinar
- ✓ Inclusion Champions

Wider community support for SEND pupils

- ✓ SENDCo/ARP Team leader attended Neuroinclusive Strategy events
- ✓ ARP teacher hosted staff from several schools to share good practice

Support for improving emotional and social development

Pupils are well supported by:

- ✓ A Counter Bullying policy
- ✓ SCARF PSHE programme of learning
- ✓ Sensory equipment available in each class
- ✓ Mind Jersey support in school where needed
- ✓ 1:1 or group sessions developing knowledge and understanding of autism (ARP pupils and whole class)
- ✓ ELSA to support children with programmes such as friendship issues, anger management and self-esteem building
- ✓ Targeted Wellbeing support for individuals and groups (including class sessions)
- ✓ Rights Respecting Schools (Silver Award)
- ✓ Education Welfare Officer support where necessary
- ✓ School dog – emotional support animal
- ✓ Whole class well-being sessions led by specialist staff
- ✓ Alternative lunch provision
- ✓ Life Skills programmes
- ✓ Additional support staff where appropriate
- ✓ Outdoor Play and Learning Programme (OPAL)
- ✓ Zones of Regulation
- ✓ Full time DSL in school
- ✓ Alternative timetables adapted to address needs

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

- ✓ Instructions broken into small steps
- ✓ Individual timetables
- ✓ Visual prompts
- ✓ Positioning pupils with hearing difficulties within the classroom and use of aids as recommended
- ✓ Use of iPads/laptops
- ✓ Life Skills programme (road safety, cooking)
- ✓ Exercise programme (fine and gross motor skills)
- ✓ Use of brain breaks
- ✓ Use of sensory room and equipment to support co/self regulation
- ✓ BR@P, precision teaching, Plus 1, Power of 2, Toe by Toe, Reading Recovery, Essential letters and sounds intervention, Herts Fluency
- ✓ TEACHH approach including workstations
- ✓ Specialist sports coaches
- ✓ Safe places and calming corners in classes
- ✓ Alternative curriculum activities – Forest school, Jersey Sport, Outdoor activities such as Healing Waves, Cycling without limits, Jersey Heritage visits.

Recognising and meeting the needs of SEND pupils

Provision Map

- ✓ Setting regular targets for RoN pupils and tracking provisions/interventions to support SEND pupils

BSquared

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

AET Progression Framework

- ✓ Tracking social and communication progress in small steps for 13 pupils.

Jersey School's Review feedback February 2023

"The Haven staff are well trained to support the emotional needs of their pupils and teach well. Most pupils spend some time each day in the year-group classes. Teachers and support staff creatively modify tasks to offer appropriate challenge and support. Outside services are organised if needed, and specialist equipment is used productively to support some pupils' communication needs."

"Key Workers form very positive relationships with pupils with special educational needs (SEN). All have had appropriate training and manage pupils' behaviour and learning with confidence. Simple language is used in a calm manner to convey requests. Consequently, pupils trust adults; incidents of anxious behaviour are prevented from escalating."

"Consistent behaviour management plans are used well, informed by the detailed recording and analysis of incidents."

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.

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, SENDCo, ARP manager or EYFS SEN teacher where a monitoring process begins.

Process:

- Meeting between class teacher and SENDCo
- Meeting with parents
- Class actions with review dates
- Outcomes monitored, if little or no progress made, advice from other professionals is sought
- In consultation with parents, referrals are made
- Reviewed and monitored regularly at agreed times

Parents can contact or make an appointment to see or talk with the SENDCo at any convenient time if they have a concern or need advice.

Termly meetings are arranged, ideally, with both the SENDCo 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 SENDCo 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, food hygiene, road safety, personal hygiene and puberty.
- The school has provision to ensure pupils with SEN 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 access to 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. The Education Welfare Officer may also support with this.

Arrangements for consulting children and young people with SEND 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 class teacher, SENDCo or another adult in school. They are invited to discuss their achievements at the start of this meeting. The Annual Review meeting follows a child-centred approach.

The approach to teaching children and young people with SEND is guided by inclusive Practice Principles that include

- **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.

• **Monitoring, Evaluation, and Review**

- SEND 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, SENDCo 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.
- An annual review takes place for those pupils in receipt of a Record of Need; an interim annual review will be held if deemed necessary to update pupil needs and arrangements.

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

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 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 appropriate as set out in the guidelines.

Pupils within the Additional Resourced Provision (ARP) have further opportunities for focussed visits to their next school. The ARP teacher liaises and discusses needs and arrangements for individual pupils.

Copies of essential paperwork are transferred to the secondary schools in the Summer Term.

The EYFS Lead, 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 which includes a home visit.

Arrangements for staffing

- Expertise and training of staff who support children and young people with SEN, (including how specialist support will be secured) takes place during staff meetings, team meetings and through attendance at IEL training.
- The SENDCo is a qualified and experienced teacher who has a BA Hons degree and holds the NASENCo qualification.
- The ARP Manager is a specialist teacher of autism and has a degree in autism (children).
- The SENDCo regularly attends training and meets with other SENDCos 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, ELS, BR@P, Reading Recovery, Precision teaching, ELSA.
- All staff within the ARP, SLT and specific keyworkers have Level 2 MAYBO training.
- Individual training re: Speech and Language, ADHD, ASD, Trauma informed approaches, and specific learning difficulties is undertaken according to need.

In 2024-25 specialist expertise was sought from the following external services-

Speech and Language Therapy, Educational Psychologist, SEMHIT, ASCIT, EYIT, CAMHS Early Intervention Team, Occupational Therapy, Children and Families Hub, Hearing and Vision support services, Mind Jersey, Autism Jersey.

Arrangement for handling complaints from parents of children and young people with SEND 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 SENDCo, ARP Manager and then the Head Teacher. The Government of Jersey customer feedback policy will also be applied.

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

The SENDCo is used for in-class and school-based observations and assessments.

The SENDCo, ARP Manager, teachers and support staff have their practice monitored through the PRA process, observations, discussions, and work/planning reviews 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

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 6. Adjustments are made to accommodate individual pupil needs.

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

Accessibility plan for pupils with SEND include:

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

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, ASCIT, Family Support Workers, CAMHs Early Intervention Team.

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 SEND.

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

School priorities for SEND as outlined on the School Improvement Plan:

To further develop and refine a range of learning experiences and opportunities (including a life skills curriculum) to meet the needs of pupils with complex needs to enable them to make progress other than academic.

To establish a Pupil Government which meets at least 2 times per term where they are fully engaged in sharing ideas and opinions so that meaningful changes take place and that ensures all pupils have their UNCRC rights respected.

Leaders use data, research and training to inform decision making for support, interventions and further training of staff which promotes inclusion in learning and supports strong progress being made by all groups of pupils.

To develop an EYFS unit in order to best support the needs of individuals and groups of pupils.

To work towards attaining Rights Respecting Schools (RRS) Gold status through, at a minimum, compliance with the expectations of Gold status.

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

Regular updates from supporting agencies shared through school newsletters and social media

School have created a lending library of SEN literature to support parents and pupils

Parent sessions held in school and run by CAHMS Early Intervention Team

Useful links

<https://www.gov.je/Caring/ChildrenAndFamiliesHub/pages/childrenandfamilieshubhomepage.aspx>

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

[ND Support Pack](#) – Neurodevelopmental Support Pack

[Support for children with special educational needs](#)