



JCP SEN Information Report 2022-2023

SEN Information

Responsibility for SEN within the school

Keyworkers and Teaching Assistants:

- To support children on an individual basis.
- To run and oversee specific interventions.
- To report engagement and progress to class teachers.

Class Teachers:

- To provide high quality class teaching.
- To provide an adapted and personalised curriculum for SEN students.
- To plan, monitor, review and implement provision for SEN students.
- To keep parents informed.

Special Educational Needs Coordinator (SENCo):

- To support the identification of students with SEN.
- To co-ordinate the provision for students with SEN.
- To liaise with parents.
- To liaise with outside agencies and professionals.

Senior Leadership Team (SLT):

- To ensure that SEN support meets students' needs.
- To ensure high quality practice.
- To support teachers and support staff.
- To monitor teachers and support staff.

		
Mrs Precious Headteacher Designated Safeguarding Lead	Mrs Guglieri Deputy Head Designated Safeguarding Lead	Mrs Langdon Inclusion Lead Special Educational Needs Coordinator (SENCo) Deputy Designated Safeguarding Lead
		
Mrs Chinniah Wellbeing Support		Mrs Hair Wellbeing Support

Identifying and Assessing

- All students take part in termly assessments including the following:
 - Progress in Reading Assessment (PiRA)
 - Progress in Understanding Maths Assessment (PUMA)
 - Progress in Grammar, Punctuation and Spelling (GoPS)
- Pupil progress meetings are held each term between class teachers and a member of the senior leadership team to discuss progress and attainment, in addition to any additional support that has been put in place to support individual children.

Class teacher identifies concern.

Discuss concerns with parents/carers. Raise student for discussion at Pupil Progress Meetings and with SENCo.

Implement support specific to the student's targets.

If a student's needs remain a concern, discuss with SENCo.

Inform parents/carers and discuss child at termly Planning and Review Meetings (PARM) with relevant external professionals such as Educational Psychologists, Education Welfare Officers or Family Support Workers.

Consulting Parents/Carers

- Each term all students receive a written report giving parents a clear indication of their attainment and the progress they have made.
- In the autumn and spring terms, we hold Parents Consultation Evenings which allow parents an opportunity to meet with teachers and discuss their child's learning, progress and any difficulties they may be having.
- If a student requires additional provision, parents are invited to a meeting with the class teacher and SENCo to discuss their child's needs.
- If a student is on an intervention programme, this is discussed so parents are aware of the support their child is receiving and how to support their child's learning at home.
- Written consent from parents/carers before starting Well-Being sessions and an opportunity to meet with the class teacher and /or Well-Being team at the end of the sessions.

Consulting Students

- At JCP, teachers regularly give both written and verbal feedback to all students about their work, the progress they are making and what their next steps are in line with our Marking and Feedback Policy.
- When supporting students with SEN, teachers/TA's discuss individual targets and progress with students and make sure they celebrate students achievements, however big or small.

Assessing and Reviewing

- Class teachers continually assesses each student's progress using the formal assessments stated above, in addition to making more informal day-to-day observations of a child's progress towards their targets.
- We track and analyse students' progress in learning against national age-related expectations from entry at Reception through to Year 6, using the Target Tracker software.
- Pupil Progress meetings were held termly between class teachers and a member of the Senior Leadership Team. During these meetings, discussion takes place concerning students who are not making expected attainment or progress and possible support needed.
- Interventions are regularly reviewed and monitored to ensure maximum impact.

Transition

- Parents of students starting Reception, along with students transferring from other schools are encouraged to visit JCP along with their child prior to starting in order to meet staff and find out more about our school to help ensure a positive start.
- Reception staff visited pre-school settings, and this was an opportunity to discuss the special educational needs of any students and support needed.
- We have a highly successful and well-established transition programme for our Year 2 boys moving to VCP and Year 6 girls transferring to JCG and liaise closely with members of staff at other Secondary Schools.
- For some students, an individualised programme is put into place with key members of staff and additional visits.
- Teachers were given allocated times to meet and share information about each student prior to the start of each new academic year, including effective approaches and strategies for meeting the needs of students with SEN.
- Class teachers receive recent SEN information about their students.

Teaching Children and Young People with SEN

At JCP we believe that every teacher is a teacher of SEN and our main approach for teaching students with SEN is high quality teaching within the classroom. We follow the 'graduated approach' by initially assessing students, planning any additional support or provision, carrying out this provision, then reviewing the impact that it has had.

JCP is an inclusive school and during 2022-2023 all students accessed a broad and balanced curriculum enhanced by outdoor learning and visits. We fully supported all our students to access all learning opportunities and made additional provision where necessary.

Additional provisions and interventions put in place in the academic year 2022-2023 include the following:

- Boosted Reading @ Primary
- Toe by Toe
- Nessy Reading and Spelling
- Emotional Literacy Support Assistant (ELSA)
- One-to-one keyworker support
- Additional reading sessions
- Nurture Groups
- Plus 1 Maths
- Power of 2 Maths

Adaptations to the Curriculum and Learning Environment

- Class teachers differentiated lessons to meet all their students' needs with the support and guidance of individual subject leaders.
- Teaching assistants were placed to meet the needs of students with SEN.
- Professional advice was followed and interventions and equipment were put in place to meet the needs of students with SEN.
- Specialist equipment was made available e.g. Soundfield systems, writing slopes, sit 'n' move cushions, coloured overlays, writing aids such as laptops and iPads.

Expertise and Training of staff

- JCP staff receive ongoing advice and support from other professionals, for example Educational Psychologists, Behavioural Psychologists, Occupational Therapists, Speech and Language Therapists, Hearing Support Team and the Child and Adolescent Mental Health Service (CAMHS).
- All staff are encouraged to access the 'Training Offers for Schools'.
- Regular meetings were held for the Teaching Assistants within school to share good practice.

- Teachers and Teaching Assistants received specific training related to the current medical and health needs of individual students in their class.
- SENCo attended SENCo training and meetings.

Evaluating the Effectiveness of Provision

- At the end of a Wellbeing programme, the views of class teachers, parents and students are considered in respect of effectiveness of support. This has been extremely positive.
- Regular written reports reviewing progress and next steps are received from external agencies including Speech and Language Therapists, Occupational Therapists and the Wellbeing team.

How children with SEN were enabled to engage in activities available to all

- JCP is an inclusive school and our staff endeavour to ensure that all students are able to access all learning opportunities and extra-curricular activities.
- We ensured that activities outside the classroom, after school clubs and school trips were available to all our students. Risk assessments are carried out for each trip and after school activity. Where necessary additional adults were provided to support students with SEN.

Other Services

- The SENCo co-ordinated referrals made to external agencies such as the Child and Adolescent Mental Health Service (CAMHS), Autism and Social Communication Inclusion Team (ASCIT), Social, Emotional and Mental Health Inclusion Team (SEMHit), Educational Psychologists, Speech and Language Therapists and the Children and Families hub.
- Each referral was discussed with the class teacher, parents/carers, the agency involved and termly Planning and Review Meetings (PARM) involving the SENCo and relevant external professionals.
- External Agencies that supported students at JCP included Speech and Language team, the Wellbeing team, Hearing Impaired team and Educational Psychologist.

Improving Emotional and Social Development

At JCP, all classes follow the 'Jigsaw' scheme of learning in PSHE and these sessions take place on a weekly basis. We recognise that some students have additional emotional and social needs that need to be developed and nurtured through:

- Wellbeing groups - we have two fully trained Well-Being/ELSA Support Assistants.
- Access to *The Garden Room*, a wellbeing space where one-to-one support is provided, as agreed between class teachers and the SENCo.

- Access to external agencies and professionals which may include referral to the Child and Adolescent Mental Health Service (CAMHS).
- Appointment of a Pastoral Lead who will be starting at JCP in September 2023.

Complaints

If parents/carers have questions or concerns about the provision for a student with SEN, in the first instance, we would encourage them to contact their child's class teacher. Should they then wish to discuss their concerns further, they contacted the SENCo or Headteacher.

There were no formal complaints made 2022-2023 in concern of SEN.

Accessibility Plan

JCP is wheel-chair accessible and the school is fortunate to be situated on a large site with easy access to most parts of the building. There are disabled toilets and ramps in place along the top and bottom corridors and with easy access to the Key Stage 1 and Key Stage 2 playgrounds. Adjustments are made for disabled parents/carers e.g. parking permit to allow easier access & toilet facilities.

Additional Support for parents

The Jersey Online Directory was developed in 2015 and its purpose is shared with our school community.

We regularly send out flyers sign-posting information e.g. Parenting classes on Parent-mail and in weekly newsletters.



School Priorities for SEN

Our school priorities related SEN as outlined in our School Improvement Plan for the academic year 2023-2024 include the following:

- Develop the role of mental health and wellbeing leader in school to enhance current provision.
- Implement clear systems and protocols to manage the workload of pastoral staff in school.
- Share JCP's vision and values around inclusive education with all stakeholders.
- Further develop teaching and learning to be responsive to the needs of all learners.
- Further develop use of evidence-based interventions to support children with SEND.
- Deploy support staff in a way that maximises student engagement, confidence and independence.