



Jersey College Preparatory School

SEN Information Report 2024-2025

Supporting our SEND Learners: Who is Responsible?

- To ensure that SEND support meets students' needs.
- To develop high quality practice across the school.
- To support teachers and support staff.

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

Senior Leadership Team (SLT)

SENCo

'Every Teacher a Teacher of SEND; Every Leader a Leader of SEND'

Class Teachers

Teaching Assistants

Subject Leaders

- To provide high quality, adaptive teaching.
- To adapt and personalise the curriculum for SEND students.
- To plan, monitor, review and implement provision for SEND students.
- To work in partnership with parents.

- To ensure that the curriculum in their subject is accessible for all students.
- Monitoring the progress of pupils with SEND in their subject area.
- Provide professional development for staff on inclusive and adaptive teaching strategies in subject.

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

Our Inclusion Team



Mrs Precious
Headteacher
Designated Safeguarding Lead
(DSL)



Mrs Guglieri
Deputy Head
Designated Safeguarding Lead
(DSL)



Mrs Langdon
Inclusion Lead
Special Educational Needs
Coordinator (SENCo)
Deputy DSL



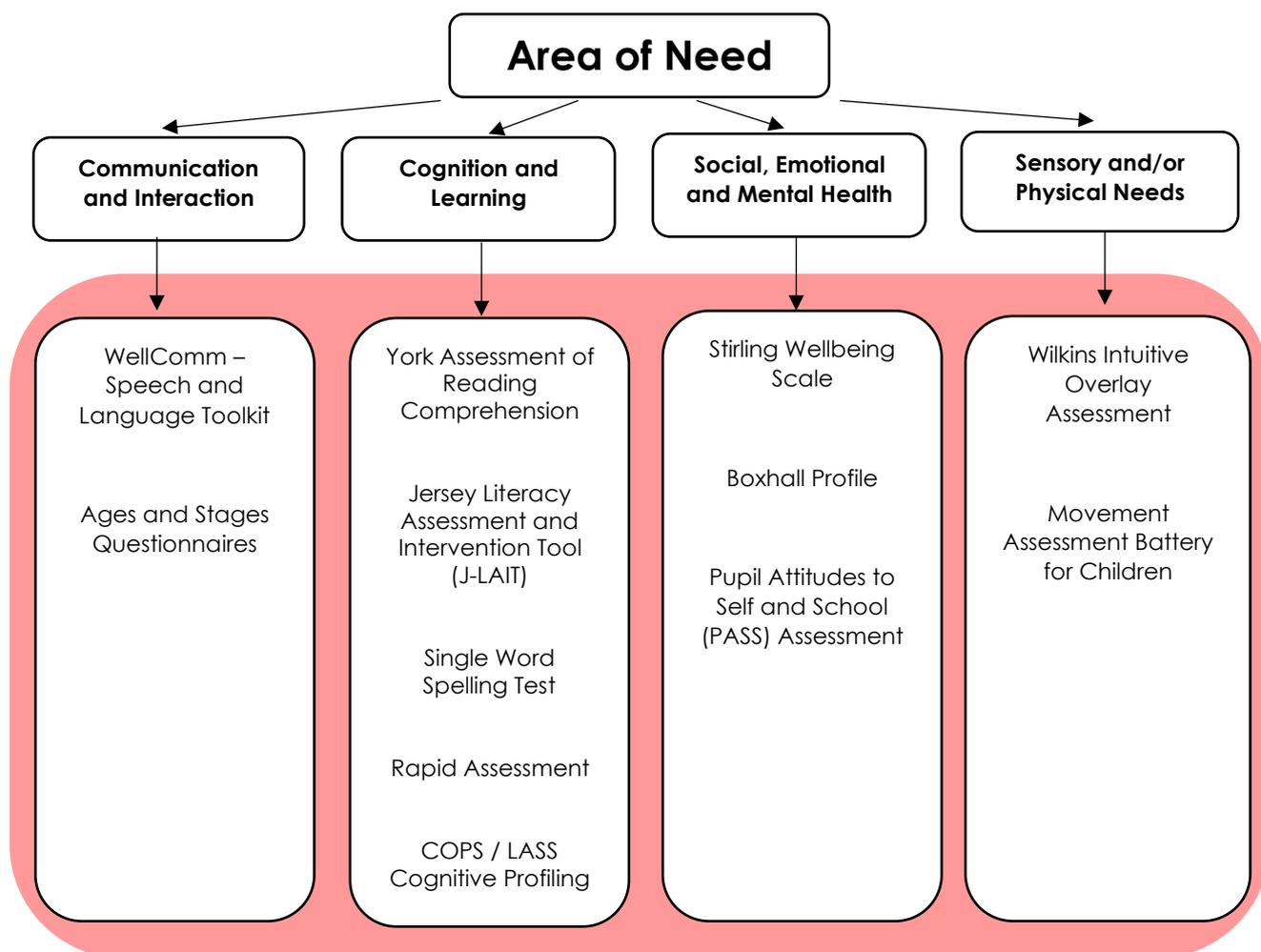
Mrs Gray
Pastoral Lead



Miss Beardshall
Emotional Literacy Support Assistant

Identifying and Assessing Individual Needs

- All learners at JCP engage in a termly assessment cycle to monitor progress, inform adaptive curriculum adjustments and support early identification of need. Termly **Assessment Weeks** include the following:
 - Progress in Reading Assessment (PiRA)
 - Progress in Understanding Maths Assessment (PUMA)
 - Progress in Grammar, Punctuation and Spelling (GaPS)
 - Unaided Writing Assessment
 - Reading Benchmarking, Phonics and Common Exception Word Assessments (Key Stage 1)
- Termly **Pupil Progress Meetings** are held between class teachers and a member of the senior leadership team to discuss the progress and attainment of all members of the class in order to inform the next term's curriculum, planning, support and interventions.
- Where a class teacher or parent have raised a concern, there are a variety of additional assessments and consultation options available to us to identify if there are any underlying needs requiring additional support.



Consulting Parents/Carers

- Each term all students receive a written report giving parents a clear indication of their child's attainment and the progress they have made.
- In the autumn and spring terms, we hold Parent 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 may be invited to a meeting with the class teacher and SENCo to discuss their child's progress and support needs.
- If a student is on an intervention programme, parents are made aware of the support their child is receiving and how to support their child's learning at home.
- Written consent is gained from parents/carers before starting wellbeing sessions and parents are offered the opportunity to meet with the class teacher and /or Wellbeing team at the end of the sessions to share progress.

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 SEND, teachers/LSAs discuss individual targets and progress with students and make sure they celebrate students' achievements, however big or small.



Assessing and Reviewing Progress

- When reviewing the progress of our learners with SEND, we follow the Graduated Approach, as outlined below.



- Class teachers continually assess each student's progress using the termly assessments outlined above, any additional targeted assessments which may be relevant, as well as making more informal day-to-day observations of a child's progress towards their individual targets.
- We track and analyse students' progress in learning against national age-related expectations from entry at Reception through to Year 6, using the Juniper Sonar software.
- Any interventions that take place involve a pre and post assessment to track progress and review impact.
- Where external agencies are involved, we review the impact of this external support, as well as planning future support, in our termly Planning and Review Meetings (PARM).

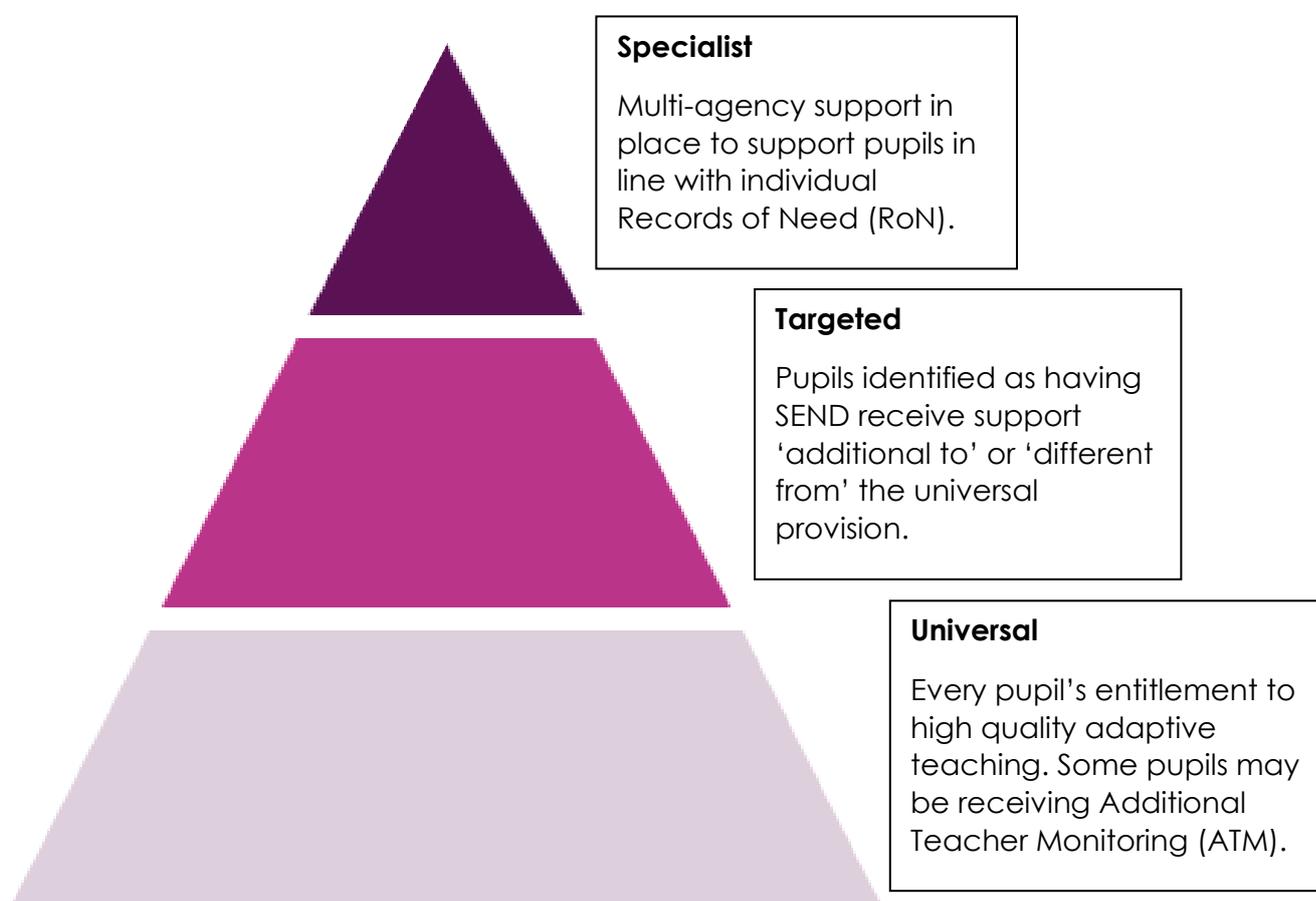
Transition

- Parents of students starting Reception, along with students transferring from other schools are encouraged to visit JCP along with their child prior to starting 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 all relevant SEND information about their new class and any new students.

Teaching Learners with SEND

Types of Provision at JCP



Most pupils' needs can be met through high-quality adaptive teaching, which tailors learning to individual strengths and challenges. By using flexible strategies, teachers adjust the pace, content, and approach to help all students access the curriculum, make progress, and reach their potential. This inclusive approach provides the support needed to meet diverse learning needs in the classroom.

Teachers have high but achievable expectations of learning and progress for all pupils. High expectations of learning and behaviour are evident in the classroom and through standards in books. Expectations are evident through the learning pupils produce. For example, pupils who are levelled as a secure Y2 writer should always produce writing of at least that level in every circumstance.

Teachers have a good understanding of where each child is in their learning and give quality feedback to ensure all children make progress. Where written feedback is given and next steps set, children should have opportunity to respond. These opportunities for reflection are planned into the day. Live feedback and whole class feedback is encouraged and used within the lesson when misconceptions occur. Marking with the child and verbal feedback is recognised as good practice.

If adaptive teaching doesn't fully meet a child's needs, a targeted SEND approach may be used. This provides focused support, such as personalised interventions or individual resources, to address specific challenges and ensure that every child makes progress. Targeted SEND provision offers a more intensive, customised plan to support the child's success.

At JCP, we pride ourselves on our educational offer and during 2024-2025 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 2024-2025 included the following:

- Boosted Reading @ Primary
- Toe by Toe
- Precision Teaching
- Phonics Shed Interventions
- Emotional Literacy Support Assistant (ELSA)
- One-to-one keyworker support
- Additional reading sessions
- Nurture Groups
- Plus 1 Maths
- Power of 2 Maths
- White Rose Maths Pre-Teaching

At a specialist level, we have worked in partnership with the following agencies:

Social, Emotional and Mental Health Inclusion Team (SEMHIT)	Autism and Social Communication Inclusion Team (ASCIT)	Psychology and Wellbeing Service (PAWBS)
Hearing and Deaf Support Team (HDST)	Visual Impairment Team (VI Team)	Speech and Language Therapists
Audiology Department	Occupational Therapists	Education Welfare Team

Child and Adolescent Mental Health Service (CAMHS)	Early Years Inclusion Team	Children and Families Hub
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In addition to CYPES and Health teams, we have worked in partnership with many private practitioners at the request of our families.

Adaptations to the Curriculum and Learning Environment

- Class teachers adapted lessons to meet all their students' needs with the support and guidance of individual subject leaders.
- Teaching assistants were deployed strategically for maximum impact supporting the needs of all learners, including those with SEND.
- Professional advice was followed and interventions and equipment were put in place to meet the needs of students with SEND.
- Specialist equipment was made available e.g. Soundfield systems, writing slopes, sit 'n' move cushions, coloured overlays, writing aids such as laptops and iPads.
- See below some of the ways in which Class Teachers adapted the curriculum and learning environments to meet the varying needs of our learners.

Communication and Interaction

Social stories
Talk partners
Visual prompts
Speech sound activities

Now and next boards
Individual task lists
Visual choice boards
Visual timetables

Cognition and Learning

Visual timetables
Pre-teaching
Metacognitive strategies
Assistive technology
Scaffold resources
Targeted interventions

Concrete learning activities
Chunking tasks
Visual aids
Graphic organisers
Flexible grouping

Social, Emotional and Mental Health Difficulties

Forest School
Mindfulness activities
Emotional regulation tools
Safe spaces
Positive reinforcement

Routines and consistency
Positive relationships
Daily check-ins
Classroom jobs
Circle time discussions

Sensory and/or Physical Needs

Movement breaks
Fidget tools
Noise-cancelling headphones
Weighted blankets

Sensory toys
Wobble cushions
Chair bands
Visual timers
Fine motor exercises



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'.
- 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

- All academic interventions begin and end with a specific assessment of pupil attainment and areas of need. This data is held by the SENCo and regularly monitored to evaluate impact.
- 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 SEND were Enabled to Engage in Activities Available to All

- JCP is an inclusive school and our staff endeavour to ensure that all students can 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 SEND.



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, Visual Impairment 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:

- Pastoral Lead coordinating wellbeing support and providing 1:1 wellbeing sessions.
- Nurture groups – small group sessions set up to support pupils in building strong relationships, developing social skills and exploring emotional literacy.
- Access to *The Nurture 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).

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 in 2024-2025 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

For any parents who require additional support, please contact your child's class teacher in the first instance, or our SENCo. For more information regarding issues such as child development, parenting, mental health, special educational needs and family dynamics, please visit the Children and Families Hub website.

We regularly send out information sign-posting information e.g. Parenting classes on social media and in weekly newsletters.

School Priorities for SEND

Our school priorities relating to SEND as outlined in our School Improvement Plan for the academic year 2025-2026 include the following:

