

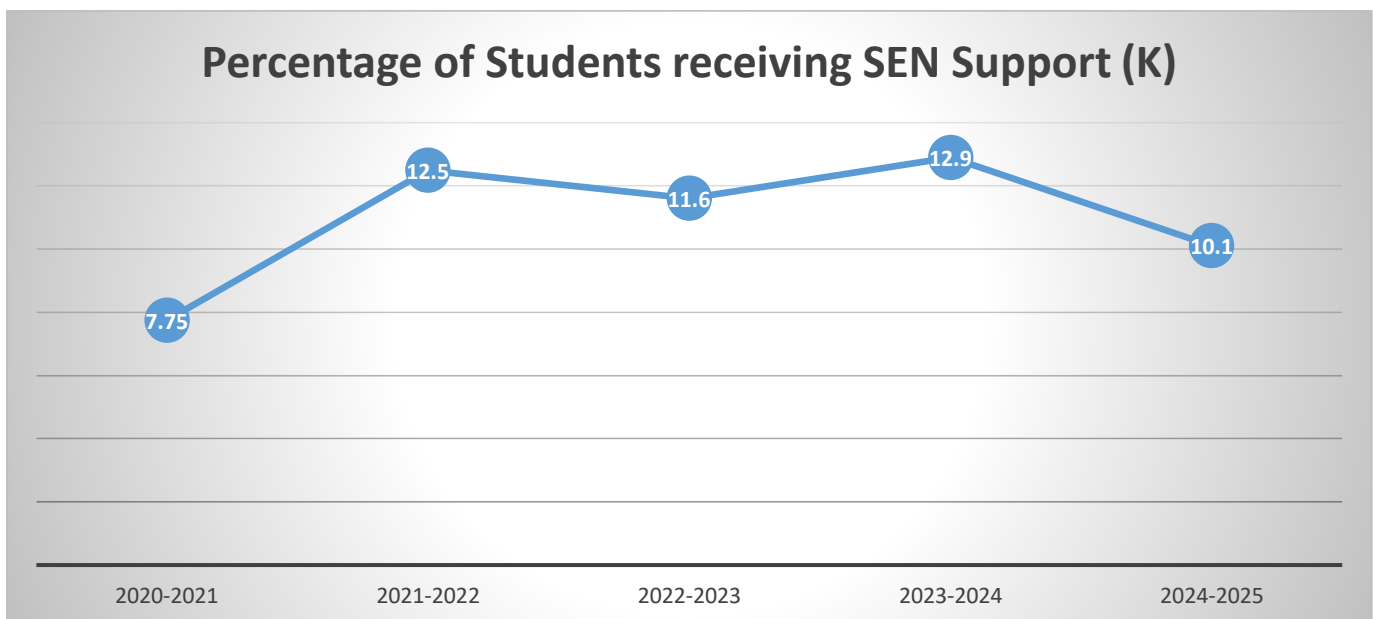
Jersey College for Girls SEN Information Report 2024-2025

Jersey College for Girls is committed to meeting the individual learning needs of every student throughout their time at the college. Special Educational Needs (SEN) refers to students who experience significantly greater difficulty in learning than most others of the same age. In line with the Jersey SEN Code of Practice (2017), the college plans and provides support across four broad areas of need:

- Communication & Interaction — including challenges with speech, language, and social communication
- Cognition & Learning — covering difficulties with acquiring and processing knowledge
- Social, Emotional & Mental Health — relating to emotional regulation, behaviour, and wellbeing
- Sensory and/or Physical Needs — involving visual, hearing, mobility, or sensory processing differences
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Jersey College for Girls is a fee-paying school maintained by the Government of Jersey, with an enrolment of 765 students for the 2024–2025 academic year.

SEN Profile 2024/2025



2024-2025

The Special Educational Needs Data Report for England states that:

- The percentage of pupils with SEN support (no EHC plan) has increased to 14.2%, from 13.6% in 2024.

Source: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england#releaseHeadlines-dataBlock-tables>

Outcomes for SEN Students

In 2024-2025 there were 765 students on roll with 78 receiving SEN support. That is 10.19% of students receiving SEN support. The island average for 2024-2025 was 13.8%.

GCSE outcomes demonstrate that students receiving SEN Support achieve at least as well as their non-SEN peers. The grade distribution shows no significant attainment gap. Results in 2025 showed that at the highest grade (Grade 9), outcomes are almost identical (16.67% vs 16.64%), and at Grade 6 the two groups again perform almost identically (23.48% vs 23.54%). The data provides clear evidence that SEN Support students are not disadvantaged academically and that the school's provision is effective in securing equitable outcomes.

A level outcomes show that students receiving SEN Support achieve in line with their non-SEN peers. SEN students achieve strong outcomes across A and B grades. At grades C and D, SEN students perform in line with or above their peers

This demonstrates that the school's A level provision is inclusive and effective, enabling SEN Support students to achieve strong academic outcomes.

GCSE Results

2025	9	8	7	6	5	4	3	2	1
SEN Support (K)	16.67%	13.64%	15.15%	23.48%	20.45%	8.33%	1.52%	0.76%	
No SEN	16.64%	22.89%	21.98%	23.54%	11.95%	1.95%	1.04%		

A level Results

2025	A*	A	B	C	D	E
SEN Support	11.76%	29.41%	55.88%	88.24%	100%	
No SEN	9.81%	36.45%	68.22%	92.06%	99.53%	100%

The number of students receiving SEN support has decreased from the previous year. The main category of need is SEMH: included in this category is diagnoses of ADHD. It is important to mention comorbid conditions. This refers to the occurrence of more than one disorder at the same time. It may refer to co-occurring mental disorders or co-occurring mental disorders and physical conditions in addition to their primary diagnosis. For our students, this included ADHD and autism, and ADHD and dyslexia, dyslexia and PTSD, as well as ADHD and depression or anxiety disorder. These students experienced many challenges but achieved well and in line with their cohort for both GCSE and A Level

SEN information

SEN support means support that is additional to, or different from, the support generally made for other children of the same age in a school. It is provided for pupils who are identified as having a learning difficulty or a disability that requires extra or different help to that normally provided as part of the school's usual curriculum offer.

Jersey College for Girls has a well-established, systematic approach to identifying and supporting Special Educational Needs. Early identification is embedded in college practice through screening

procedures, ongoing monitoring of initial concerns, one-to-one mentoring, and close collaboration between staff, students, and families.

Meeting the needs of students with SEN is grounded in a holistic understanding of each learner's learning and academic, emotional, social, physical, and mental wellbeing. A central principle of our provision is the creation of inclusive, engaging classrooms where high-quality adaptive teaching ensures that all students can access the curriculum and make meaningful progress.

The SENCO oversees the day-to-day implementation of the college's SEN policy and co-ordinates all aspects of learning support. This includes:

- Working closely with teachers, Heads of School, Heads of Faculty, Heads of Department, and other colleagues
- Maintaining strong communication with parents and carers
- Ensuring students are active participants in shaping their own support and reviewing their progress

The college provides a broad and evolving range of interventions designed to meet diverse and growing needs of students. These include:

- Teaching Assistant support — in-class assistance, targeted small-group work, and personalised guidance
- ELSA provision — emotional literacy development and wellbeing support
- Small-group literacy interventions — structured programmes to strengthen reading, writing, and comprehension
- Autism "Identity and Me" sessions — supporting self-understanding, confidence, and communication
- One-to-one executive functioning development — helping students build organisation, planning, working memory, and self-regulation skills
- One-to-one resilience sessions — supporting students to strengthen perseverance, manage setbacks constructively, and develop a confident growth mindset across all areas of their learning and personal development.
- Metacognitive skills – to teach students how to think about their own thinking so they can become more independent, strategic, and confident learners.

To ensure every student can thrive, the college also offers a wide range of extended SEN and inclusion support:

- Assistive technology to support access to learning, including digital tools for reading, writing, organisation, and communication
- Exam access arrangements supported by evidence-based assessments to ensure fairness and accessibility
- Transition support for key points of change, including Year 6–7 induction, mid-year arrivals, and post-16 planning
- Wellbeing programmes and interventions to support emotional regulation, confidence, and mental health
- Staff training and professional development in SEN, neurodiversity, inclusive practice, and adaptive teaching
- Multi-agency collaboration with external specialists, therapists, and health professionals to ensure joined-up support
- Student voice initiatives that empower learners to articulate their needs, preferences, and aspirations
- Parent workshops and information sessions to strengthen home–school partnership and shared understanding
- Robust monitoring systems for tracking progress, mapping provision, and evaluating the impact of interventions

Across all areas of provision, the college is committed to fostering a culture where every student feels valued, supported, and able to succeed. Our approach ensures that students with SEN are not only well-supported academically but also encouraged to develop confidence, independence, and a strong sense of identity as learners.

More information in relation to SEN can be found in our SEN policy:

<https://jerseycollegeforgirls.com/jcg/about-us/policies-and-procedures/special-educational-needs-sen-policy>

SENCO – Miss Caroline David c.david@jcg.sch.je

SEN Administrator: Mrs Jennifer Ryan j.ryan@jcg.sch.je

Assistant SENCO – Mr Stuart Sleath s.sleath@jcg.sch.je

TA –Ms N Masters (Lead TA) and Miss E McClymont (TA)

School Counsellor – Mrs Elif Mossop e.mossop@jcg.sch.je

School Counsellor – Fiona Daniels f.daniels@jcg.sch.je

Assistant Headteacher (Student Guidance) – Mr Simon Milner s.milner@jcg.sch.je