



Kindness • Responsibility • Challenge

Grouville School

Always be the best you can be



Special Educational Needs (SEN) Information Report 2023

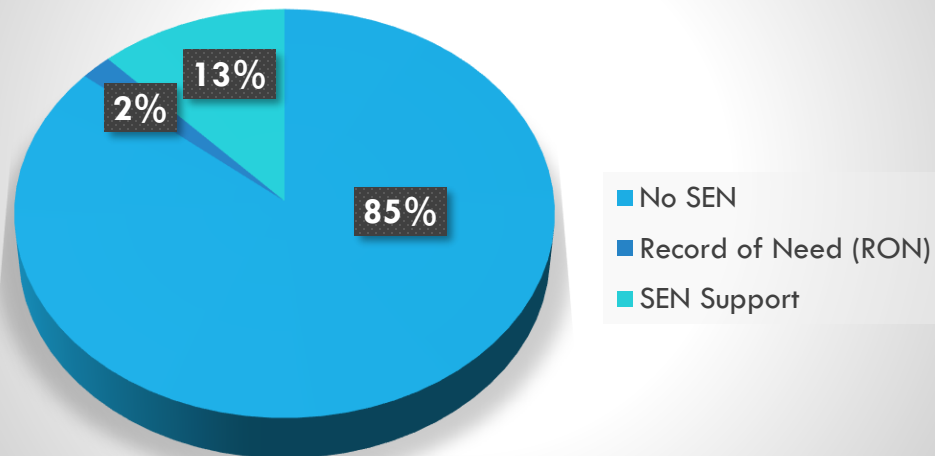




SEN PROFILE 2022-23

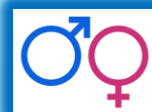
There was a total of **394** children on roll at Grouville in the last school year.

SEN according to the different response to meet needs



- The percentage of children receiving SEN support last year was 13% which was an increase of 1% from the previous year. The percentage of children with a Record of Need (RON) was 2%.

- 8% of all boys and 5% of all girls on school roll last year were identified as having a SEN.



- 15% of children with SEN were also Multi Linguistic Learners (MLL)
- 43% of children with SEN also qualified for Jersey Premium.
- 10% of children with SEN were MLL and qualified for JP.

The kind of SEN for which provision has been made (Summer Term 2023)

Autistic Spectrum Disorder	5
Moderate Learning Difficulty	1
Physical Disability and/or Medical	5
Social, Emotional and Mental Health	31
Specific Learning Difficulty	6
Speech, Language or Communication Need	12
Total	60

Evidence from our data which includes those children receiving 'Additional Teacher Monitoring' (ATM) highlights that we have high levels of Social, Emotional and Mental Health and Speech, Language or Communication Needs within our school. We continue to embed existing good practice in these areas as well as explore new ways to develop provision further to support our children.



ACHIEVEMENT



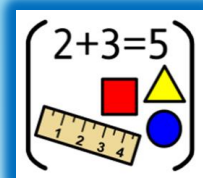
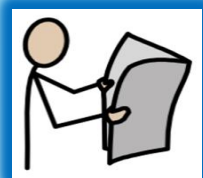
Progress

Key Stage 1 & Key Stage 2 (Year 1 – Year 6)

- Pupils with SEN (including those with a RON, identified as K (support) or receiving additional teacher monitoring) on average made expected progress in Writing and Maths. They made slightly less than expected progress in Reading and Science.

Attainment

- Data from across the school indicates that the large majority of pupils with SEN were accessing and working within their year group curriculum.
- On average, the large majority of pupils with SEN in Y2, Y4 and Y6 achieved Developing or above in Reading and Maths. Whilst the majority of pupils with SEN in Y2, Y4 and Y6 achieved Developing or above in Writing.
- On average pupils with SEN achieved better in Reading and Maths in Y2, Y4 and Y6 compared with Writing.



ATTENDANCE

School attendance rates for all pupils on roll last year was 94.9%. This is in line with all other schools (94.7%). Attendance rates for pupils identified with SEN at Grouville was slightly higher at 95.2%.

The Headteacher monitors attendance closely and liaises with the SENCo, Educational Welfare Officer (EWO) and a range of outside agencies to seek support for any child with SEN who has attendance or punctuality concerns.





SCHOOL STAFF SUPPORTING CHILDREN WITH SEN



Mrs N. Turner	Headteacher
Miss L. Arrowsmith	SENCo
Mrs C. College	School Counsellor – 1 morning a week
Mrs Y. Watts	ELSA
Mrs M. McGonigle	ELSA (pm)
Mrs E. Bredonchel	Lead SEND TA
Mrs T. Perchard	Lead KS1 & KS2 Interventions





SCHOOL STAFF SUPPORTING CHILDREN WITH SEN



Mrs F. Dingle	Key Worker (1:1)
Mr D. Bennett	Key Worker (1:1)
Mrs M. Dearsley	Key Worker (1:1)
Miss A. Yvon	Key Worker (1:1)
Mrs J. Deakin	Key Worker (1:1)
Ms. D. De Loynes	Key Worker (1:1)
Mrs N. Couillard	Key Worker (1:1)
Mrs N. Whiteman-Hall	Key Worker (1:1) / ELSA (pm)
Miss C. Bithell	Key Worker (1:1)
Mrs M. Camacho	Key Worker (1:1)
Mr S. Tandy	Key Worker (1:1)

Mr H. Lloyd	Key Worker (1:1)
Mrs S. Paton	Key Worker (1:1)
Mrs S. Inglis	Key Worker (1:1)
Mrs K. Anders	Key Worker (1:1)
Mrs V. Romeril	Key Worker (1:1)
Mrs L. Thomas	Key Worker (1:1)
Mrs L. Nobrega	SEN Support
Mrs D. Batho	SEN Support
Miss E. Blake	SEN Support
Miss B. Kilgour	SEN Support

Information on who has responsibility for SEN within the school

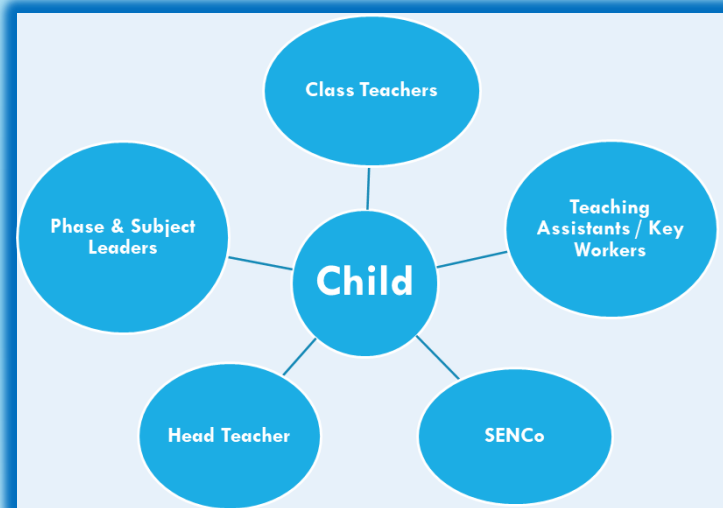
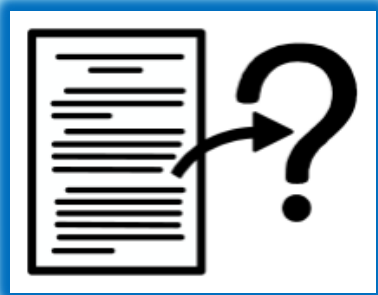


The Head teacher

- Has overall responsibility for SEN at Grouville school and monitors and supports the Special Educational Needs Co-ordinator (SENCo).

The SENCo has responsibility for

- Developing and reviewing the school's SEN and inclusion policy and updating the SEN register.
- Co-ordinating support for children with special educational needs or disabilities (SEND) in school.
- Ensuring that parents are involved in supporting their child's learning and kept informed about the support children are receiving.
- Liaising with outside agencies (e.g. Speech and Language Therapy, Educational Psychology) and organising specialist support for teachers and support staff in school.
- Liaising with teachers to monitor pupil progress and arrange further or different provision as part of the graduated approach.
- Deploying, evaluating and monitoring the work of support staff and reviewing training needs for all staff.
- Conducting Annual Reviews for children with a Record of Need (RON).
- Monitoring, with the Head Teacher, the quality and effectiveness of provision for children with SEN and planning next steps to ensure the best possible outcomes.



Information on who has responsibility for SEN within the school

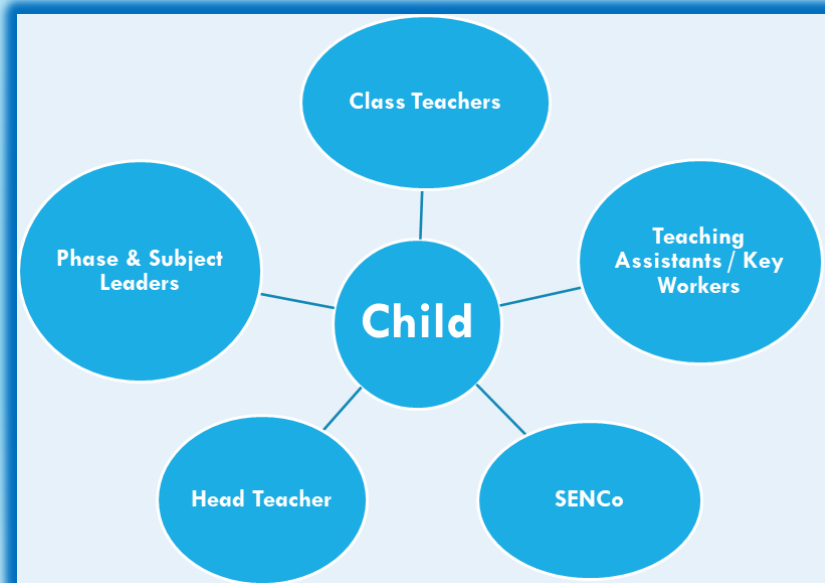
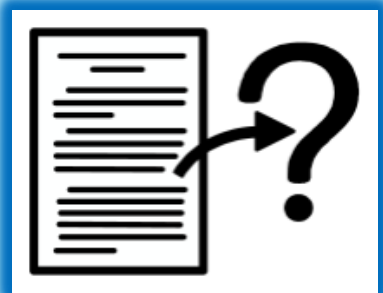


Class Teachers have responsibility for

- Working with all children with SEN on a daily basis, ensuring they receive high quality teaching which is adapted to meet individual needs.
- Assessing and monitoring the progress of children and identifying, planning and delivering any additional help a child may need in consultation with the SENCo (this could be targeted work or additional support).
- Creating One Page Profiles and sharing and reviewing these with the child and parents once a term.
- Contributing to the development of the SEN and inclusion policy and ensuring it is adhered to.
- Liaising with TAs/Key workers to ensure high quality support is provided in class at all times to maximise learning potential.

Teaching Assistants/Key Workers are responsible for

- Providing high quality 1:1 or small group interventions and keeping effective records.
- Seeking advice/CPD as appropriate to their role.
- Liaising with the class teacher on a daily basis and supporting children with SEN to access and progress with learning in class.



Identifying Special Educational Needs

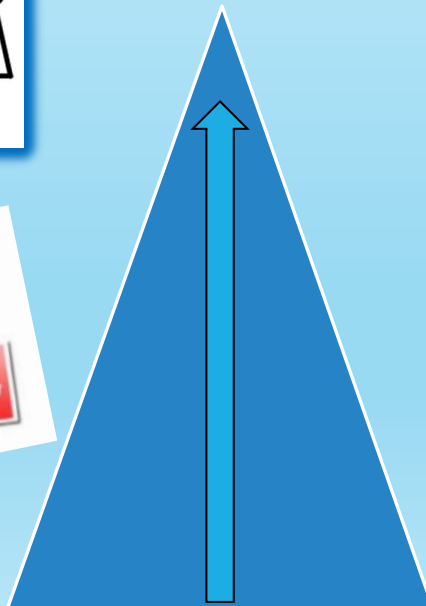
At Grouville school children are identified as having a special educational need through a variety of ways including the following:-

- Regular monitoring and tracking of pupil progress over time and the impact of interventions
- Views of the child
- Views of parents
- A range of assessments including standardised tests
- Concerns raised by teacher
- Information and advice from external agencies
- Medical information
- Liaison with previous school or setting, if applicable

High quality teaching, adapted to a child's area of need, is the first step in responding to children who have or may have SEN.



Assessments



Assessments carried out by external professionals (e.g. Educational Psychologist, SALT and Occupational Therapists)

YARC, PIRA & PUMA, Boxall Profile, Abbreviated Conners, Visual Stress Testing

Unaided Writing, Spelling Diagnostic (KS2), Phonics Testing, WellComm, Maths Hot and Cold Tasks & End of Unit Assessments

Arrangements for assessing and review progress toward outcomes

- **Target Setting** - In order to support successful progress, it is essential that targets are carefully identified to meet a child's specific needs. Given a clear understanding of these needs, targets are written with the following considerations, in order to ensure they are SMART. Specific Measurable and manageable Achievable, appropriate and agreed Relevant, realistic and recorded Time-related
- **Assess** - Having identified a child as working below expected levels or making limited progress, the teacher should carry out a clear analysis of the child's needs. This should draw on assessments, teacher observations, progress and attainment data and the views and experience of parents and the child.
- **Plan** - During the SEN Meeting, current strategies deployed by the teacher will be considered and any further possible interventions discussed. A plan will be developed, where appropriate, to agree interventions and support and identify the impact on progress, development and or behaviour that is expected and identify a date for review.
- **Do** - The class teacher remains responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the class.
- **Review** - Reviewing pupil progress will be made at the termly SEN Meeting and Pupil Progress Meeting. The review process will evaluate the impact and quality of the support and interventions. Class teachers will also review progress at least twice a year during parent consultation meetings.

Arrangements for consulting parents of children with SEN and involving them in their child's education:

We aim to involve parents in every stage of their child's learning journey with us through daily informal contact and more specific formally organised meetings.

- Parents will be informed of any additional interventions.
- Parents will be encouraged to contribute to their child's One Page Profile and be informed of their Learning Plan and invited to give feedback.
- Parents will be welcomed to meet with their child's Class Teacher and SENCO to discuss any concerns and next steps which is in addition to the two Parent Consultations.
- Meetings with school, outside agencies and parents may be organised to ensure a coordinated approach of support.
- Open door policy – parents are able to request meetings or contact staff via e-mail if they have any concerns.

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

- As a Rights Respecting School we strive to ensure the voice of every child is included in all decisions made about them. This is captured in a range of ways through informal conversations during learning walks to pupil conferencing and One Page Profile meetings.

It is crucial that pupils are supported effectively when moving between educational phases and as such we may carry out a range of actions to support the transition process which are outlined below.

- Liaise closely with staff when receiving and transferring children to different schools, ensuring SENCo/Class teacher attends meetings and all relevant records are passed on to ensure all needs are discussed and understood. This includes sharing One Page Profiles, Consistent Management Plans and Care Plans etc.
- Well-being sessions to support Y6 children preparing for secondary school.
- Additional plans and visits to the secondary school may be arranged for individuals or groups of children.
- Use of social stories/transition books.
- Facilitate a phased transition to Grouville to help children to acclimatise to their new surroundings and routines.
- Visit children in their current setting if appropriate or accompany children on visits to their new setting with set time afterwards for reflection.
- Source information from Parents.
- Meetings with outside agencies involved or referrals prepared to seek advice from additional agencies for support.

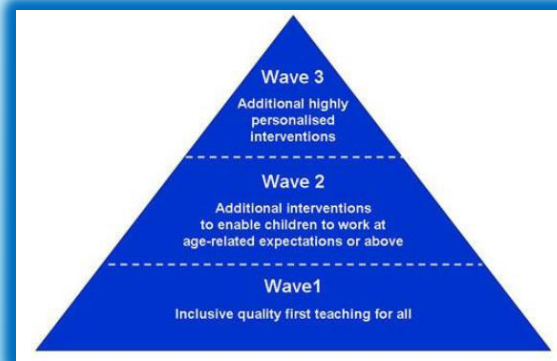
Staff have received a range of CPD opportunities based on their current needs in order to ensure we are supporting our children as effectively as possible. These have included

- NASENCO Accreditation - SENCO
- Continued ELSA supervision sessions for existing ELSAs and one new ELSA trained
- ELSAs observed and supported Well-being Transition Sessions for Y6
- TAs working alongside Speech and Language Keyworkers / SEMHIT
- Support Staff completed 1 hour of CPD a week. This included whole staff training as well as personalised learning. A number of NASEN webinars were watched by staff to support current cohort of children or staff needs including; Understanding Autism, Understanding ADHD. Universal Support: Strategies for All, An Introduction to Sensory Processing and Successful Deployment of Teaching Assistants. Support staff have also accessed a range of reading materials (For example, All Dogs Have ADHD, Anxious Kids)
- Caroline Whitehead delivered training on Developing Reading Fluency across Primary School
- Some TAs have also accessed – Developmental Language Disorder and Understanding Trauma
- SEMHIT provided training on Introduction to Restorative Conversations as well as specific training for individual children
- Anna Freud – Developing Mental Health provision in school meeting
- Internal training and refreshers for staff on Decider Skills, 5 Minute Box and Memory Magic



The approach to teaching children and young people with SEN

- At Grouville, our SEN provision is designed as a graduated response where initially teaching and learning is modified at a class level to ensure all learners are provided with adaptations to allow access to the Jersey Curriculum, taking into account the particular needs of the individual or groups of learners.
- High Quality Teaching and Ordinarily Available Provision (Wave1), Specific Interventions (Wave2) and Special Provision (Wave 3) are summarised through the Graduated Approach.



Through referrals, sign posting parents and Early Help meetings we have worked alongside a range of other agencies to support the current needs of children with SEN. We have also worked in partnership with our EWO and Family Partnership workers to support families transitioning into Grouville and on to secondary.

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

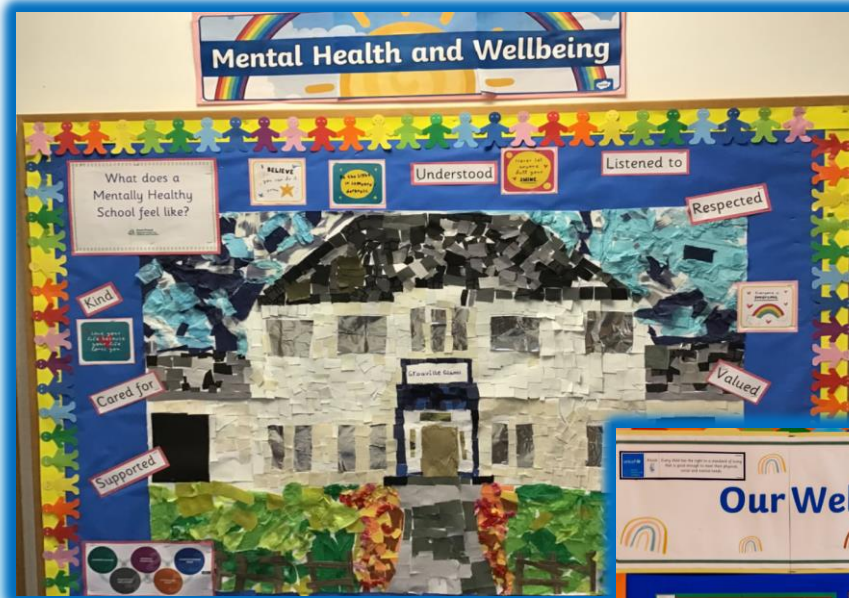
- A range of adaptations to the curriculum are made to ensure all children with SEN are able to access and engage with learning. This includes such things as utilising IT effectively to remove barriers to learning, ensuring appropriate support materials are available (scaffolding prompts) and pre-teaching of key vocabulary/concepts.
- Safe spaces have been created for specific children and a room has been allocated as a SEN space to ensure consistent availability for pupils to re-regulate.

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

In order to ensure best practice, we continually review and develop the provision and learning experiences we provide to ensure that children with additional needs develop the necessary skills and strategies, to overcome barriers to their learning. We hold regular meetings with support staff to review current intervention success, meet termly with class teachers to establish 'next steps' both in terms of staff development and the needs of the child and by involving all involved parties in dialogue around how best to facilitate success for children. We also carry out regular learning walks and monitoring of work and progress. The SEN delegated budget is then adjusted accordingly based on evidence of impact and priority of needs.

Support for improving emotional and social development

- Celebrated Children's Mental Health Week with the theme of 'Let's Connect'
- Pupil Voice Groups – 'Well-being' and the 'Kindness Crew'
- Well-being Wednesday every half-term focusing on different themes of well-being
- Paws and Read – Bella (Pets As Therapy) – twice a week and Albie – School Dog
- Creation of Sensory Garden in playground
- ELSA sessions and Well-being check-ins
- ELSA Holiday Diary for Well-being
- Gardening sessions – focus on well-being
- 1:1 Counselling Sessions
- Decider Skills and Zones of Regulation
- Mental Health & Well-being training for staff
- Autism Awareness Assembly – with parts led by pupils
- Centre Point Playworkers supporting pupils in the playground every lunchtime
- School Council – Focus on Inclusion
- Social Emotional Mental Health Inclusion Team and Mental Health Practitioner Involvement
- CAMHS and Children and Family Hub referrals made and support sought
- Working alongside other agencies e.g. Mind Jersey
- Use of Social Stories and Comic Strip Conversations for children as needed
- Consistency Management Plans
- Risk assessments and adaptations as needed to ensure access to a full curriculum and school life
- Care plans in place for medical needs and medicine administered as required
- Use of Boxall profile to identify areas of need



Mental Health First Aider: Mrs Day-Crawford



Hi I am Sarah Day-Crawford and I am a Mental Health First Aider (MHFA)

I have always been interested in supporting positive mental wellbeing and the importance of this our everyday lives. I was lucky enough to be able to go on a Mental Health First Aid (MHFA) England 2 day course which taught me how to identify, understand and help someone who may be experiencing a mental health issue. We did not learn how to be a therapist, but how to listen, reassure and respond, even in a crisis.

It showed me how to develop the skills and confidence to approach and support someone who needs assistance. This may just be a listening ear or could be empowering someone to access any further support which they need which could include self help groups, websites talking to their GP etc.

I am proud to be part of the Wellbeing Team at Grouville School.

Please come and see me if you need support. My office is by the school main entrance, next door to Mrs Turner's office.

Other initiatives in last academic year to improve quality of SEN provision leading to improved outcomes



Decider Skills

Further roll out of Decider Skills took place last year to ensure effective implementation across the school. Refresher sessions were delivered regularly during whole school assemblies.

<https://www.grouville.sch.je/decider-skills.html>

Peer Mediation

Peer Mediation continues to be embedded into everyday life at Grouville. Our Y6 Peer Mediators proactively support children with conflict encouraging and supporting them to find solutions to their problems.

<https://www.grouville.sch.je/peer-mediation.html>

Phonics

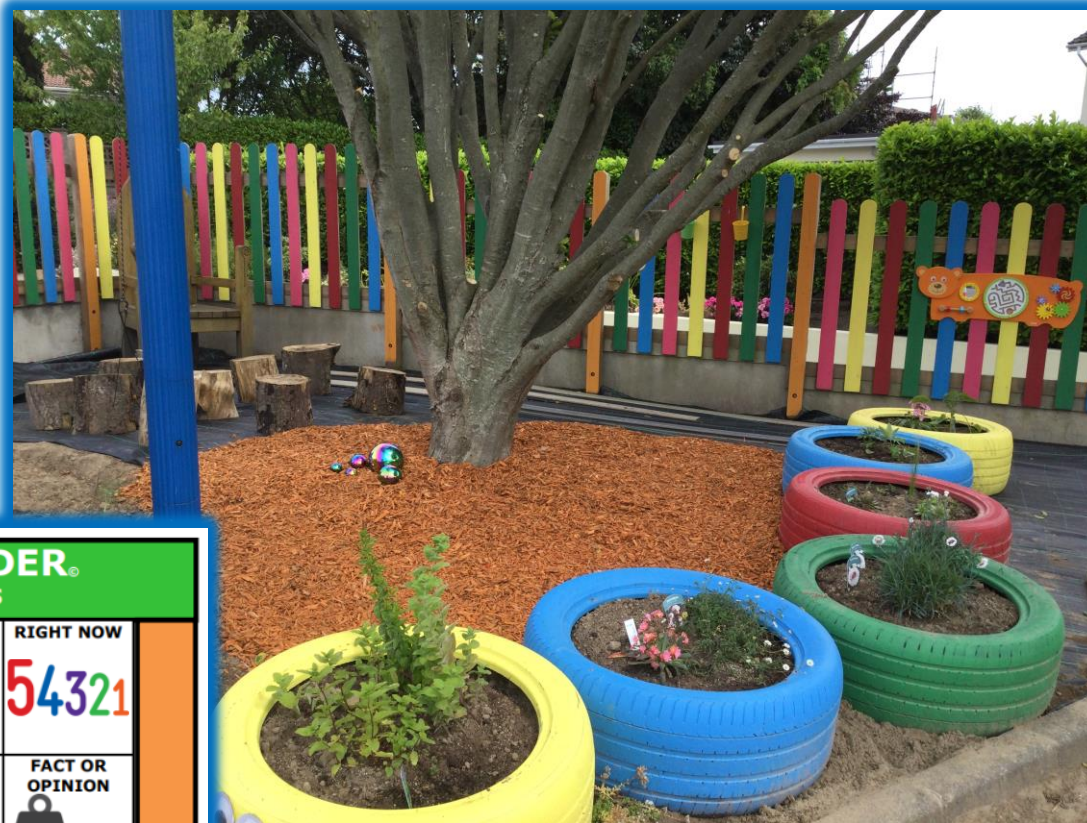
Continuing to refine implementation of Little Wandle Phonics Programme through further staff training, increased consistency and additional resources.

Creation of Sensory Garden

Children were involved in co-designing and creating a sensory space in our playground in memory of a past member of staff.

Collaboration with RAMPARTS Jersey

Ongoing collaboration with RAMPARTS Jersey included designing and creating a Kindness Muriel in the playground.



Jersey School Review Framework – Independent Report of Grouville Primary School (June 23) found that...

'Teachers take responsibility for pupils with SEND in their own classes. They work in close partnership with a skilled team of teaching assistants.'

'Staff are insightful about individual needs and effective in the strategies and support they give. Support for pupils with additional needs is often employed discretely and always in a considered way.'

'Pupils with SEND benefit from suitably tailored approaches that enable them to access the same education as their peers, to which they are entitled.'

'Leaders are alert to unidentified SEND within their ongoing scrutiny. Interventions and other additional help and support for pupils is carefully planned and appropriate. As a result, pupils with SEND, and others who need extra help, make good progress overcoming their barriers to learning.'

Full report can be accessed below:

<https://www.gov.je/SiteCollectionDocuments/Education/JSRF%20Report%20Grouville%20Primary%20School.pdf>

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

We have a strong commitment towards working in positive partnership with the whole school community and aim to be fair, open and honest when dealing with complaints. We give careful consideration to all complaints and deal with them as swiftly as possible.

Grouville school complaints policy can be found at

https://www.grouville.sch.je/uploads/1/0/7/2/107211819/complaints_policy_2018.pdf

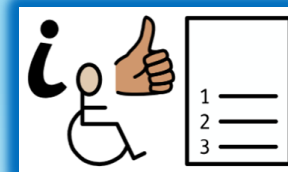
Grouville School Improvement Plan (SIP) Priorities for the forthcoming year which also relate to the development and outcomes of SEN are:

- Further embed consistencies and quality of Teaching, Learning and Assessment for all children.
- Refine adaptive teaching strategies to support all groups of children.
- Further develop provision for Mental Health and Well-being for children.
- Introduce and implement Oracy Framework in partnership with Voice 21.
- Develop a coaching culture to refine teaching and learning further.



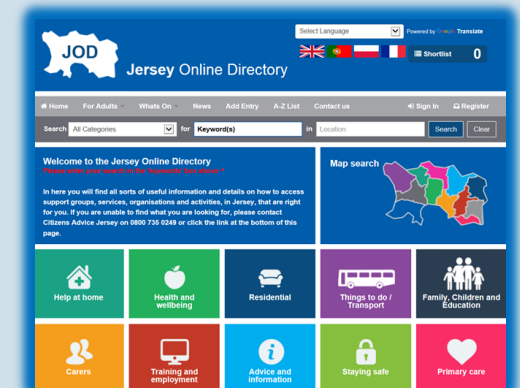
Accessibility plan

Our Accessibility Plan is reviewed regularly and can be found on our school website.



The Jersey Online Directory is shared on our school website and is also specifically referred to in meetings in order to sign post parents to services and organisations that can provide support.

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



Thank you!

Thank you for taking the time to read our SEN Information report. If you have any questions or suggestions, please don't hesitate to contact Miss Arrowsmith (SENCo).

E-mail: l.arrowsmith@grouville.sch.je

