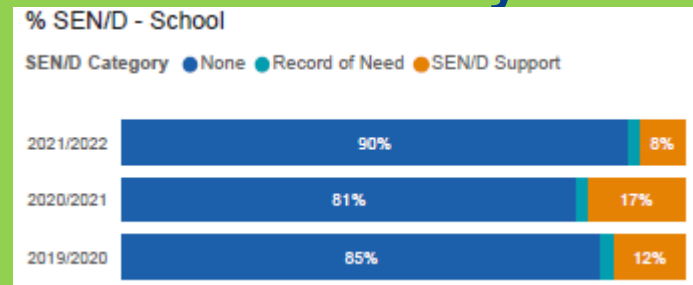




# SEND School Report 2021-2022

## Comparison of SEN data to other years



This 50% decrease is due to the SENCO undertaking the National SENCO award and having a clearer understanding of SEN needs and identification

### SEN roles

Head teacher - Mal Robson  
SENCo and Deputy Head - Anthea Carroll  
SEN Lead Keyworker - Rebekah Hosking



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

The SENCo works closely with the staff, parents and Leadership Team to ensure that SEN pupils needs are met.

### Whole school data



### SEN Primary Need

SEND Description	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Autistic Spectrum Disorder		1	2		1				4
Moderate Learning Difficulty							2	1	3
Other Difficulty/Disability					1				1
Physical Disability and/or Medical								1	1
Social, Emotional and Mental Health		1			1	1	2	1	6
Specific Learning Difficulty								1	1
Speech, Language or Communication Need	3			1	3				7

Social Emotional and Mental (SEMH) and Social, Speech, Language and Communication (SLC) continue to be the highest SEN areas of need: This is the same trend for 6 years.

### Vulnerable Groups

#### Gender

- ✓ 65% of pupils on the inclusion register are male, 35% female.

#### MLL

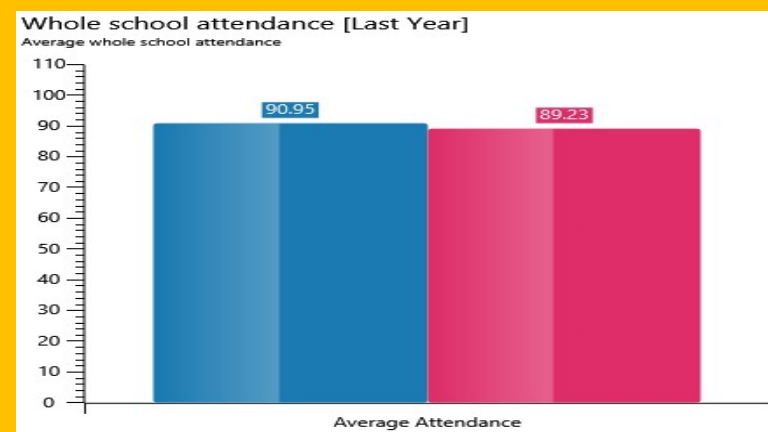
- ✓ 39% of pupils on the inclusion register are EAL

#### Jersey Premium

- ✓ 47% of pupils on the inclusion register are JP

#### Attendance

SEND attendance was inline with children with no SEND



NO SEN / SEN



# SEND School Report 2021-2022



## Attainment and progress

### EYFS data

Our data shows that 50% of SEND pupils achieve their age-related expectations with their learning goals.

Year 2 End of Key Stage Data shows that we had no identifiable children with SEND in Y2.

### Year 2 Pupils Achieving 2D or Above

% School			
Academic Year	Mathematics	Reading	Writing
2021/2022			
Not SEND/D	91%	95%	91%
2020/2021			
Not SEND/D	95%	95%	95%
SEND/D	29%	14%	14%
2018/2019			
Not SEND/D	98%	98%	98%
SEND/D	50%	50%	50%

### Year 6 Pupils Achieving 6D or Above

% School				
Academic Year	French	Mathematics	Reading	Writing
2021/2022				
Not SEND/D	100%	85%	100%	100%
SEND/D	25%		25%	25%
2020/2021				
Not SEND/D	100%	79%	100%	95%
SEND/D	88%	71%	71%	57%
2018/2019				
Not SEND/D	100%	73%	77%	77%
SEND/D	50%	50%	75%	50%

% All Mainstream Govt Schools				
Academic Year	French	Mathematics	Reading	Writing
2021/2022				
Not SEND/D	95%	92%	95%	94%
SEND/D	63%	50%	57%	52%
2020/2021				
Not SEND/D	85%	91%	91%	92%
SEND/D	48%	50%	58%	51%
2018/2019				
Not SEND/D	85%	87%	91%	88%
SEND/D	44%	41%	54%	41%

### Key Stage 2 Data - Attainment

This table indicates that by the end of KS2 our SEN children are not achieving as high results as other mainstream schools. However, this is very cohort specific, and data can be based on only 1 or 2 children who may have very differing SEN needs.

## Curriculum Adaptations

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

- ✓ Instructions broken into small steps
- ✓ Visual prompts
- ✓ Positioning of a pupil with hearing and vision difficulties within the classroom and use of aids as recommended
- ✓ Use of iPads
- ✓ Life Skills programme
- ✓ Exercise programme (fine and gross motor)
- ✓ Use of brain breaks
- ✓ Use of sensory room and equipment
- ✓ Targeted interventions to address gaps in learning
- ✓ Key worker support

## Support for Improving Emotional and Social Development

Pupils are well supported by:

- ✓ An anti-bullying policy with contributions from all members of the school community
- ✓ The Jigsaw PSHE programme of work followed by all classes
- ✓ Rights Respecting Schools
- ✓ Zones of Regulation
- ✓ Building links with Mind Jersey so that parents can access support
- ✓ Working with Jersey Young Carers to help support children who care for other members of their family
- ✓ ELSA to support children with programmes such as friendship issues, anger management and self-esteem building
- ✓ Targeted Well-being support for individuals and groups (including class sessions)
- ✓ Lunch clubs

## Training

- ✓ Spell Training for all class teachers (ASD)
- ✓ MAYBO level 2
- ✓ Bell Foundation EAL training for 4 more staff
- ✓ ADHD training on different presentations and girls
- ✓ Trauma: Informed and Attachment Aware Schools training
- ✓ AET training for key staff working with ASD pupils
- ✓ Inclusion & Early Intervention (IEI) Induction Course
- ✓ Developing Writing Skills in More Advanced EAL Learners
- ✓ Miss Carroll has completed a Post Graduate in a national SENCO Award

## Identifying and assessing children with SEN

Where progress is not adequate, it is necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met, is whether they are making adequate progress.

Adequate progress can be defined in a number of ways i.e.:-

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

If a child's progress is inadequate the class teacher will provide interventions that are additional to or different from those provided as part of the usual ordinarily available differentiated curriculum: (SEN intervention code K)

- Class teachers use high quality first teaching, then use the plan, do, assess, review cycle to investigate areas of support
- Highlighted children in year 1 undertake a COPS assessment in order to highlight any children who may have areas where there may be a delay or a difficulty.
- Children in KS2 who have been highlighted as having made no or slow progress, or those who have been 'flagged' by the class teacher with also undergo a LASS assessment.
- This is then followed by classroom observations made by the SENCo.
- If the child has a specific difficulty with language reception a referral is made to SALT.
- Where there may be a deeper communication disorder an ASD checklist is completed and a discussion with class teacher and parents may lead to a referral to the ASCIT team.
- If the concern is around emotional, social and behavioural difficulties they may be placed in an ELSA group or referred to the well-being team.

## Arrangements for consulting parents/carers of children and young people with SEN and involving them in their education

We inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the School-based response for their child and understand the purpose of any intervention or programme of action.

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However, all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective we:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the children's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.
- meet the parents regularly to update progress.

The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see or talk with the SENCo at any convenient time if they have a concern or need advice.

Termly meetings are arranged ideally with both the SENCo 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 SENCo from the selected secondary school is invited.

- Parents are encouraged to contribute to their child's passport targets.
- 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 differentiated to meet the needs of individual pupils, and where necessary personalised.
- Full support is given to those pupils who have a medical condition, including issues concerning suitable 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.

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

- Where appropriate pupils on any stage of the SEN 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 keyworker or adult in school. They are invited to discuss their achievements at the start of the Annual Review meeting. The Annual Review meeting follows a person centred approach.

Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility. SEN pupils are represented on the school council.

When necessary, pupils with SEN have opportunities to work with outside agencies to support social interaction, developing self-esteem, speech and language, fine and gross motor development.

## Arrangements for assessing and review progress toward outcomes

At Springfield we define progress in a number of ways ie:-

- \* closes the attainment gap between the child and their peers
- \* prevents the attainment gap growing wider
- \* is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- \* matches or betters the child's previous rate of progress
- \* ensures access to the full curriculum
- \* demonstrates an improvement in self-help, social or personal skills
- \* demonstrates improvements in the child's behaviour

If a child's progress is inadequate the class teacher will provide interventions that are additional to or different from those provided as part of the usual ordinarily available differentiated curriculum and quality first teaching. This is known as SEN intervention (K).

Regular meetings are held with the SENCo to review the strategies; progress and attainment of any child on the SEN register and the child's ILP are regularly reviewed to ensure targets are in place and being met.

## 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 and from other provisions. Additional visits are arranged for pupils with SEN if needed as set out in the guidelines.

Pupils within the Additional Resourced Centre (ARC) have further opportunities for focussed visits to the secondary ARC and MAL. Managers liaise and discuss needs and arrangements for individual pupils.

Copies of essential paperwork are transferred to the secondary schools in the summer term.

The EYFS Leader, 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.

## Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood

The school liaises with all local feeder Secondary Schools in order to ensure the easiest possible transition from primary through to the secondary phase.

- Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on. All records - assessments, records of achievement and SEN records/IEP's are passed on.
- Vulnerable children are offered extra transition through the secondary schools. Parents and children are asked to complete the transition plus documentation which is then forwarded onto the Secondary School SENCo and a transition plan is put in place.
- If a Year 6 child holds a Record of Need a review is held to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. The possible Secondary School is also invited to attend. The wishes of the parents are considered carefully.
- When a child transfers to another primary school, special school or unit, records are forwarded when we receive a formal request from the new school, this is to ensure that we are not sending the records to the incorrect establishment, and so there is minimum disruption in educational profession and progress. The school always offers the SENCO as a person to contact if further information is needed.

## The approach to teaching children and young people with SEN

Springfield's approach to teaching children and young people with SEN be achieved by:

Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.

Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.

Parents, grandparents and other adults can provide invaluable help in the classroom with children with learning difficulties, helping to develop oracy, working with the computer, and developing individual skills. All parents of children are welcomed in school. Some of our parents have had unpleasant experiences of school themselves, and may need extra encouragement to come in.

Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size and makeup of the class.

ILP targets are set with the class teacher and these are shared with the child and parents, monitored and reviewed each half term.

Task demands are specific and realistic, so that children know exactly what is expected of them. To ensure that work is challenging but not daunting.

Some children may need the work broken into small challenges. Point of entry, differentiation in work and recording are key issues to be thought about when planning the lesson. Make sure that the child understands the value of the work for him as a learner, to encourage intrinsic motivation.

We use praise and a positive approach as much as possible with all children. Give children attention for behaving well, not just for behaving badly. Negative behaviour can often be discussed privately, not in front of the class.

We accept that some children find it particularly difficult to conform all the time and try to praise them for progress, however minimal. It is sometimes useful to praise behaviour which is nearly what you like, particularly in a child who finds it difficult to cope with classroom demands.

We praise positive behaviours, discuss inappropriate ones but avoid comments which suggest that you expect poor behaviour or work from a child.

A few children may need some extrinsic motivation, and will benefit from receiving rewards for good work or behaviour. Rewards include:-

- Praise by staff/colleague
- Being given a responsible job
- Choosing an activity for himself or a group
- Using the iPad or computer.
- Being first out of the classroom when a session ends
- Choosing a story, poem or song for the class
- Showing work to another member of staff or parent
- Sticker or certificate or bead (available in school)
- Use of special mention in assembly
- Use of Records of Achievement

Rewards are achieved on a session or daily basis, to make success as immediate as possible. Rewards are better than punishment, and missing PE or doing extra maths, should never be considered a viable strategy.

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

In most instances ordinarily available differentiated curriculum and quality first teaching entitlements are employed, to meet the child's individual needs. This means - differentiation of work by:

Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.

- Breaking difficult tasks down into more manageable parts, across the curriculum.
- More attention to the child's point of entry.
- More variety between practical and written tasks.
- Making use of computers, concept keyboards and ipads.
- Building on a child's strengths and interests, rather than dwelling on weaknesses.
- Modifying of worksheets and activities when necessary.
- Being aware of the differing concentration levels of children within the class.
- Praising and enhancing self-esteem.
- The setting of achievable targets.
- Effective use of additional staff, parents and other children.

Recommendations from outside agencies are used to adapt the classroom environment to fit the needs of the individual child. These adaptations are idiosyncratic to each child's needs these changes are reviewed in the Schools standards meetings on the learning environment and are discussed with the SENCo at each teacher meeting. Parent's views are also considered when adaptations need to be made.

## Expertise and training of staff who support children and young people with SEN, 'including how specialist support will be secured'

Specialist training and expertise are obtained through the States of Jersey Professional Development opportunities. A variety of courses are held each year, which our support staff have access to. Here is a list of the current expertise and training:

- Anthea Carroll - Post graduate National SENCO Award.
- **Learning Support Assistants (LSA) in school have the following qualifications to help to support our SEND needs:**
- ELSA / SEBD/ MAYBO1 & 2/RWINC /Rainbows/Copps/Lass/SALT/Theraplay/ **BR@P**/SPELL - Autism/ADHD training/Behaviour Management/EBD/Building Resilience training /Managing Transitions/MHFA - Mental Health First Aid/Emotional Coaching/EAL/Story Telling as a therapeutic tool/Irlens Training/Attachment Training/Reciprocal Reading/Toe by Toe/Visual Discrimination/Flourishing Programme/What can you Hear? (Audiology Department)/Dealing with multiple realities/Faulty Thinking/Precision Teaching/J-Lait Reading/Writing/RWInc/NVQ 3 Teaching Assistants/GNVQ, Level 3 Health and Social Care. MAYBO level 1 and 2, BR@P, Toe by Toe/Stride ahead/attachment theory training, Wellcomm and Wellcomm Primary

Training is a continual process and requirements change according to the special educational needs that we need to provide for the children in our care. These are discussed in LSA meetings and at leadership meetings within the school. We are also able to ask for particular needs to be met by professionals when we feel we need additional support/ training to meet the needs of an individual or group, so that we can better support our SEN pupils.

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

Evaluation of the success of this policy requires evidence of:

- Increased parental and pupil involvement.
- Careful monitoring of targets achieved against those set in with the class teacher/SENCo.
- Early identification of SEN.
- Improvement in standards of achievement by individual children as determined by formal and informal assessment.

## How children and young people with SEN were enabled to engage in activities available with children and young people in school who do not have SEN

Ordinarily available differentiated curriculum and quality first teaching entitlements are employed, to meet the child's individual needs. All children in each class have equal opportunity to attend and engage in all activities both in school and with extra-curricular opportunities. No child is denied access on their SEN basis.

Where there is an additional need in order to access the activities support staff are re-deployed to cover this need.

## How the school involved other services, including health and social care, local authority support services and voluntary sector organisations in meeting SEN and supporting families.

We do not have a special unit attached to our school but have access to and benefit from a wide range of support services through our Education Support Team together with other agencies with whom we work in partnership.

- Educational Psychology Service - Dr Pierre Court
- Social Services
- School medical service/School nurse. - Mrs Lisa Lewis
- Secondary school liaison
- Local nurseries
- Occupational Therapy - Katie Nixon
- Visual Discrimination team. - Rebecca Bull
- CAMHS - Children and Adults Mental Health Service
- Church
- Police service - PC Jo Carter
- SENCO Cluster group
- Bel Royal outreach service - Gill Trott
- EAL team - English as an Additional Language
- Children's Hub
- Early Help
- SALT - Speech and Language Team
- ASCIT - Autism and Social Communication Inclusion Team - Emily Ursell
- EYIT - Early Years Inclusion Team - Jane Bravery
- Audiology - Ester Tremeer

These services are initially invited to be involved through either the agencies referral process, by the school SENCo, or invited to be involved by the class teachers or other members of staff who have specific responsibilities. At times parents have initiated the involvement of other agencies before their child is enrolled and we are actively involved in continuing these provisions as long as there is a need to be met for the child. In most incidences however the involvement of outside agencies in meeting the special educational needs are initiated by the school SENCo.

## Support for improving emotional and social development

At Springfield we take the emotional well-being of the children in our care very seriously and always have a high need for extra support and intervention around emotional and social development, At any one time we have on average 30 - 40 children accessing a weekly ELSA support group. These sessions are dividing into different needs:

- Resilience
- Emotion
- Anxiety
- Social/friendship skills
- Rainbows/bereavement
- Outdoor ELSA/ forest school

These sessions are adapted to meet the needs of groups of children and run continually throughout the year. We have 3 members of staff available to deliver the ELSA program.

We also have well-being support from the department, with a designated room in the school to be used in these 1:1 sessions.

We also use the JIGSAW program, which is a mindful approach to PSHE which every child in the school is able to access.

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

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo, Miss Anthea Carroll
- The Headteacher, Mal Robson

For complaints, please contact the Head Teacher.

## Accessibility plan

- Care plans
- Workstations
- Safer Handling Plans
- Calming zones developed around school
- Consistent management plan
- Attendance plans
- Disabled toilet access

## Outcome of school priorities for SEN as outlined on the School development Plan or SEN - related elements of the school improvement plan - Other initiatives in last academic year to improve quality of SEN provision leading to improved outcomes

- \* To identify and support staff's continuing professional development needs to ensure practice is current and at its best.
- \* To further develop good practice through seeking and acting upon feedback from all stakeholders.
- \* To work more closely with and better support families including further in-house training opportunities and drop-in sessions.
- \* Continue to promote and update staff knowledge and understanding of PLevels and Pre-assessment to ensure consistency in approach and good practice.

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

School website: <http://www.springfield.sch.je/>

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

Information leaflets on all support agencies available upon request or during parent - teacher discussion

