



Special Educational Needs Information Report

Academic Year: 2021-2022

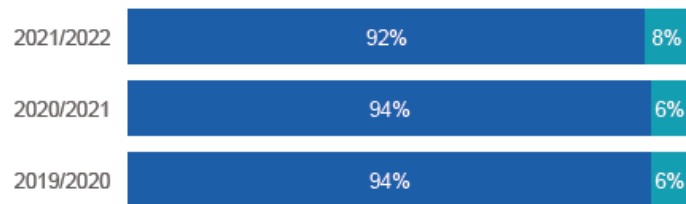
FCJ School is a community of personal and academic excellence. Our hope and expectation is that, through God's grace working in all of us, each young person grows into their best self, with a zest for life and the generosity and confidence to use their gifts and talents in the service of others.

SEN/D Profile 2021-2022

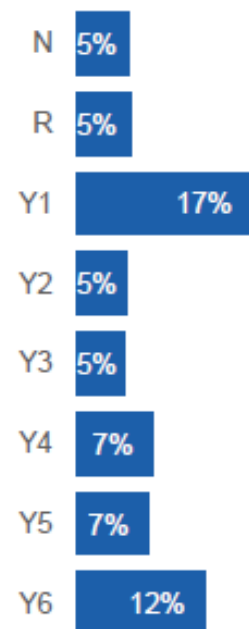
School data showed 8% of children at FCJ had SEN/D during the academic year 2021-2022. This is a total of 23 and an increase of 2%.

% SEN/D - School

SEN/D Cate... ● None ● SEN/D Support



% SEN/D - School



SEN/D by Year Group for School

SEN/D Description	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Hearing Impairment						1	1	1	3
Moderate Learning Difficulty				2			1		3
Physical Disability and/or Medical			1			1			2
Social, Emotional and Mental Health	1	1	1		1			1	5
Specific Learning Difficulty			1		1	1	2	3	8
Speech, Language or Communication Need		1	1						2

The majority of SEN/D was in Year 1 and Year 6.

The largest group of SEN/D was Specific Learning Difficulty and Social, Emotional and Mental Health.

All SEN/D children were catered for. As required, the SEN/D children had a personalised Pupil Passport, updated at least termly, and received 1:1 and/or small group intervention, according to their need.

87% of the SEN/D children received/previously received Wave 3 support from outside agencies.

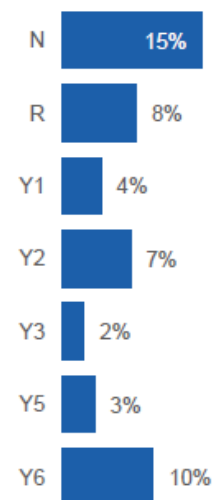
All SEN/D children made at least expected progress, with 6 children making more than expected progress.

All SEN/D children were working in expected age range for reading, writing and maths, apart from 4 children.

14 children were registered as Multilingual Learners; the majority were in Pre-School and Year 6.

The largest group of SEN/D was Specific Learning Difficulty and Social, Emotional and Mental Health.

% MLL - School



Home Language by Year Group

Year Group	ENG	Other	POL	POR
N	18			2
R	35			3
Y1	24			
Y2	38	1	1	1
Y3	42			1
Y4	41			
Y5	57	1		
Y6	37	3	1	

Funding

- The school received a set amount of funding from the Government of Jersey, included within the grant, for SEN/D. This grant, along with parent/carers fees, allowed us to make provision for all pupils. We used this funding largely to provide staff for classroom-based lessons, individual and group intervention, as well as purchasing resources. As a fee-paying private school, we do not offer long-term 1:1 provision.
- Our finances were monitored regularly, and we used resources to support the whole school aims, as well as individual pupil needs. We sought to ensure value for money, so interventions were costed and carefully evaluated to ensure maximum impact for learners.

Staffing

- The Headteacher, Ms Lenzi, had overall responsibility for children within the school. She was apprised of all progress and intervention.
- Mrs Inglis is SENCo. The role includes:
 - Analysing termly progress, to include discussion with the teachers, Data Driven Instruction / Assessment (DDI/A), book checks, moderation, lesson observations & learning walks.
 - Analysing data and using this analysis to organise intervention programmes
 - Updating the Whole School Provision Map, Educater, Pupil Passports, in liaison with staff, for those SEN/D children who required them.
 - Completing GLs with identified children. These assessments set an age-related general ability estimate and highlight strengths and next steps for: Word Literacy, Processing Speed, Phonics, Working Memory and Free Writing.
 - Organising Staff Professional Development (PD)
 - Informing parents about the availability of Outside Agencies
 - Meeting with Governors
- The Governors met with the SENCo each term (and twice in the Autumn term) and received information as part of the Headteacher report, including the number of SEN/D children and details of intervention and support received, within the school and from outside agencies.
- All teaching staff have Qualified Teaching Status and many of teaching assistants have qualified in Supporting Teaching and Learning, some having obtained the Childhood and Youth Studies degree.
- All teachers are teachers of inclusion and special educational needs.
- All staff working with learners who have SEN/D possessed a working knowledge of the challenges the children may have, which helped them in supporting access to the curriculum.
- Regular PD, largely in-school or on-line (NASEN), was facilitated for all staff and detailed in the Governors' Report.
- One Senior Leader, Mrs Morris, successfully participated in the NASENCO (National Award for SEN/D Coordination) course. The university-style lectures were based on supporting pupils with additional needs, the importance of pupil and parent voice, the history of SEN/D, SEN/D policy and procedure, diagnostic and assessment tools, inclusive practice, categories of SEN/D and the role of the SENCO.
- Alongside the modules, participants had to complete three assignments. These were based upon inclusive pedagogical practices, the UK and Jersey SEN/D Code of Practices and a final dissertation. Mrs Morris worked alongside Mrs Inglis (SENCO) and the SLT to decide the focus of her work-based action research, in line with the School Development Plan. Together, they decided to focus on the use of technology to support pupils with additional needs, encapsulated by Mrs Morris' assignment title, 'Does Technology make Education More Inclusive?'.
- One TA continued with their yearly ELSA training sessions; another began her ELSA training.
- Specialist provision was accessed by some SEN/D children, to meet their need, and reasonable adjustments were made within the setting.
- TAs were responsible for the delivery of intervention to individual and groups of SEN/D children, dependent on need. The intervention SMART targets were agreed in discussion with teachers. Parents were informed of all intervention programmes and targets were shared. Additional information leaflets were sent to those parents whose children were receiving ELSA / Wellbeing / EP / ASCiT/ Early Help / EYIT. Both the children and parental viewpoints were sought prior to and after the completion of ELSA sessions. All interventions were monitored (with adaptations made as necessary) for impact, and outcomes were defined at the start of any intervention.

Structure of SEN/D Support within FCJ:

- As a Rights Respecting School, we ensured all pupils, including those with disabilities or additional needs, were educated with respect and dignity (Article 23 UNCRC).
- Quality First Inclusive Practice (*Wave 1 support- Appendix 1*) is clearly defined and we expect all staff to deliver this. Observations, DDI/A, book and planning checks, learning walks and CPD opportunities were some of the ways we checked for Quality First Teaching within the classrooms.
- Differentiation is embedded in our curriculum and practice. The pupils provided input into the curriculum by discussing how the learning intentions were shared and the effectiveness of the marking expectations of the school. The Marking Scheme used by FCJ allowed children the opportunity to see where they worked well and areas they could improve. They were also given time to edit and show next steps in response to the marking of the teachers.
- Pupil progress was regularly and systematically monitored by class teachers, subject leaders and senior management. There was a termly cycle of: Assess, Plan, Do and Review. This fed in to termly moderation meetings with the teachers and a member of the SLT to discuss the progress and analysis of all children (including SEN/D_ and those who received intervention. Pupil progress meetings highlighted pupils who needed additional support and would therefore benefit from Catch Up Support Activities (*Wave 2 support Appendix 1*). The continuation of ELSA training and provision proved to be a very beneficial 'Wave 2' intervention, which continued to reduce the number of children being referred to Wellbeing as a 'Wave 3' resource.
- Where necessary, referrals to external agencies were made according to need and with parental consent. The Focused Specialist Support (*Wave 3 support Appendix 1*) was detailed in the Whole School Provision Map, and Pupil Passports.
- The children had personalised targets, linked to teacher assessment, so that they knew their next steps and could see their progress against these targets.
- The children had access to individual I-pads (KS2), shared iPads (FS/KS1), and a suite of PCs. These resources were used to help the children with their learning and show their progress in ways other than writing with pen and paper. Teachers were trained in this area to ensure confidence and knowledge in using technology.
- PD ensured improvements to classroom provision for all pupils and developed enhanced skills and knowledge, through delivery of training/interventions, including pastoral support. These included - ELSA, SALT, Dyslexia and dyscalculia, ADHD and Autism, Wellbeing, Safeguarding and child welfare, first aid and epi-pens.

Attendance

- Bi-weekly analysis of punctuality and attendance took place, by the Deputy Headteacher, and parents were either informally or formally met with as required. This process proved to be very beneficial, and those families who required attendance plans or support from the EWO during the academic year showed a marked improvement in attendance. No children were excluded from school.

Pupil Voice

- FCJ has achieved Rights Respecting Schools Gold Award.
- FCJ has a number of councils, including an extensive School Development Squad. These children worked closely with all the children in class, discussing their viewpoint with the designated teachers.
- Pupil voice (aligned to Article 12 of the UNCRC) was central to our ethos, with regular meetings with children/staff leading to changes across the school, including their responsibility towards the wider community. We promoted and taught the importance of values including; Justice, Hope, Excellence, Dignity, Gentleness and Companionship. All children were able to apply to become a Council Member, although those that did not wish to were encouraged to share their ideas, thoughts and feelings with their class representative.
- Pupils' social interactions were carefully monitored and support provided as necessary, using the ELSA programme. The Wellbeing facilitator (Wave 3 support) also worked with individuals, who we felt required more specialist support, as well as supporting the Year 6 children with transition.
- Our Behaviour Policy was reviewed as part of the RRS Gold Award. It includes guidance on expectations, rewards and restorative conversations/sanctions. As part of this process the children discussed their rights and created class rules and rewards, which were displayed in each classroom. We had a zero tolerance to bullying approach in the school and ensured the children were involved in helping the school to be a happy and safe environment.

Parents/Carers

- To ensure a two-way dialogue between staff and parents/carers, we continued to operate an 'open door policy', adapted to phone calls due to Covid, and took every opportunity to strengthen this dialogue.
- If parents had concerns regarding their child, they would meet with the class teacher. If these concerns continued, the teacher or the parent/carer arranged to meet with the SENCo for further advice, in-line with the SEN/D Policy.
- Progress was shared with all our pupils and their families on a termly basis. Additional meetings were afforded to the parents of SEN/D.
- At the beginning of the year, we were not able to host our usual curriculum evenings. Instead, we shared detailed information on-line, to help families understand what learning was expected and how they could best support their child's need.
- Information about support parents could access was regularly shared. This was also reinforced via generic messages, shared through ParentMail, newsletters & half termly class newsletters. This included advice and support from the Educational Psychologist Team, CAMHS and the Primary Mental Health Worker was available and accessed where needed. The Jigsaw PSHE curriculum was linked to the FCJ Vision and Values.
- Individual parent/carer meetings took place in the Autumn Term and Spring Term, with an offer of an additional meeting in the Summer Term, to discuss progress and highlighted any concern. At these meetings (and through additional meetings and other means) we shared what could be completed by families at home to support the learning at school. For children with Pupil Passport, updated Pupil Passports were discussed and agreed with parents/carers termly. As the SMART targets were achieved, parents were informed and the Pupil Passport was updated.

Transition

- The FCJ Pre-school successfully supports transition into FCJ Reception.
- FCJ Pre-School and FCJ Reception staff liaised with feeder nurseries to share relevant information.
- Pre-School visits and home-visits took place in September, before children attend the Pre-School.
- School-visits took place in the summer term for children joining FCJ in Reception.
- Extended transition for children attending FCJ continued to be very well received by both children, parents and teachers.
- Teachers met for a 'handover' session, to ensure that receiving teachers were aware of individual needs, targets and any additional support required.
- The SENCo met with teachers to discuss individual children.
- Some children, with emotional and behavioural difficulties, received additional transition to enable them to become familiar with their new setting and routines.

Policy

- We believe that all children should have equality of opportunity.
- Our SEN/D Policy promotes involvement of all learners in all aspects of the curriculum, including activities outside the classroom.
- Timetables were adapted, to ensure concerns regarding safety / access were limited. Where applicable, parents/carers were consulted and involved in planning.
- The environment to be fully accessible to all pupils, with adjustments being made when necessary. We continually review the needs of children.
- Risk assessments were carried out for all school trips and visits. The needs of vulnerable pupils, such as those with SEN/D, were considered as part of the process and appropriate arrangements were made wherever possible.
- All children were encouraged to participate in after-school clubs and additional provision was considered when necessary. The activity clubs combined attracted a huge number of children, including many with SEN/D.
- All children were also able to use the registered Extended Day Club provision, including those children with SEN/D, if their parents/carers wished.
- The school has a clear and updated complaints policy, detailed in the parent/carer booklet and staff booklet.

SEN/D School Improvement Plan

- Time was facilitated for Mrs Morris to successfully pass her NASENCO course.
- Mrs Inglis and teachers took part in Educater Training and DDI/A training.
- Educater/DDI/A was used to inform SEN/D progress, attainment and next steps.
- TAs were used to support core subjects. The remaining time, was dedicated to SEN/D intervention.
- School accessed NASEN on-line resources, to offer PD to all staff
- TAs provided regular feedback to the class teacher and Deputy Headteacher.
- The Deputy Headteacher met with the Headteacher on a regular basis to discuss the effectiveness of the intervention programmes and the progress of the children.
- For Mrs Morris to liaise with Mrs Inglis, following the completion of her NASENCo course, to further support teachers in using technology to enhance learning for users with SEN/D (as is recommended in the literature) and work alongside Miss Whitt as Computing lead.

Other Information

- The Jersey Online Directory was shared with parents, along with other information about Education Departments. On-line safety and App information was included in the termly newsletters.
- ParentMail and the Parent Notice Board was used to inform parents about different updates within the school setting.

Professional Partner Links

- Termly meetings were held where professionals from outside the school were invited to attend. Individual children were discussed, where it was felt support above and beyond what the school was able to offer was necessary. In these cases, parents/pupils were consulted and consent was sought.
- All external partners were vetted, in terms of safeguarding, and the impact of their support was evaluated. External partners also provided relevant training for staff supporting pupils with additional needs.

We have a number of established relationships with professionals in the Jersey Educational Department and Health and Social care, including:

- Educational Psychologist - supporting 1:1 assessments and target-setting. This support enabled additional small steps in learning to be planned for.
- Wellbeing Facilitators - supporting 1:1 and whole class. Wellbeing proved to be very beneficial in developing children's emotional literacy. The feedback was very positive from the Year 6 Transition sessions and the 1:1 sessions.
- Speech and Language - Key Worker Priority children, reports from out of school workshops and assessments. The school liaised carefully with the SALT team and provided TA support for training during keyworker sessions. These sessions were then implemented on a regular basis, in order to maximise the progress of the SALT children.
- Behaviour Inclusion Team (PARM) - following discussion it was agreed that further support was not required.
- Hearing Support Services – Provision was facilitated for the visiting specialists, and Pupil Passports were provided by them.
- School nurse - Epi-pen training was completed, advice was sought regarding toileting
- CAMHS (Child Adolescent Mental Health Services) – Referrals and assessments were completed as required
- Physiotherapy and Occupational Health - sessions within and outside of the school setting were facilitated. Activities were completed in school, as required, and detailed on the individual Pupil Passports.
- EYIT – Referrals and assessments were completed as required. Some guidance was accessed to support early years practitioners and parents in meeting the needs of all pre-statutory school children with special educational needs.
- ASCiT – Referrals and assessments were completed as required. Successfully supported school and parents in their understanding and management of pupils presenting with autism or social communication differences
- Primary Mental Health Worker - Referrals and assessments were completed as required. Successfully supported school and parents in their understanding and management of pupils presenting with behavioural challenges.

FCJ Provision Map

Whole School Provision Map 2021 - 2022

Cognition and Learning

Wave 1	Wave 2	Wave 3
Quality First Teaching for All Pupils	Catch Up Support Activities	Focused Specialised Support
<ul style="list-style-type: none"> • High expectations of all pupils • Differentiated planning and questioning • Modelling and scaffolding • Clear LI and steps to success, • Focused adult support • Scaffolding resources and displays • Visual timetables • Personal targets • Challenge 'chilli' questions • Concentration stations • Talk partners • Reading Partners • Self/peer evaluation • I-pads and Laptops • Class rules and rewards • PM Benchmark • Termly Assessments • Phonics Assessment • Maths Assessment 	<ul style="list-style-type: none"> • Pupil Passports • Learning and Language support programmes, provided by SALT • Scaffolding and display support • Additional reading • Pre-teaching of vocabulary • GL assessments • Small group maths intervention • Small group English intervention • Phonics Play • ELSA • Toe by Toe • Spelling – Word Wasp & Hornets • Advice from outside agencies • GL Assessment 	<ul style="list-style-type: none"> • Support and intervention from: • Educational Psychologist • Primary Mental Health Worker • Hearing Support Services • CAMHS (Child Adolescent Mental Health Services) • Priority SALT tuition, intervention and keyworker support

Social, Emotional, Behavioural and Mental Health

Wave 1	Wave 2	Wave 3
Quality First Teaching for All Pupils	Catch Up Support Activities	Focused Specialised Support
<ul style="list-style-type: none"> • Rights Respecting School • Whole School Behaviour Policy • Open Door Policy (Covid compliant) • Behaviour expectations and cards • Jigsaw/RE • Class and Individual Rewards System • Behaviour logs • Collective Worship • Playground buddies and adult support • Risk Management • Behaviour Training • Concentration Stations • Transition Activities 	<ul style="list-style-type: none"> • Pupil Passports and Behaviour Plans • ELSA • Emotions and Feelings Cards • Transition Support • Advice from the FSW • Advice from PMHW • Advice from Wellbeing 	<ul style="list-style-type: none"> • ASD Strategies • ADHD strategies • Support and intervention from: • Educational Psychologist • Primary Mental Health Worker • Hearing Support Services • CAMHS (Child Adolescent Mental Health Services) • Physiotherapy and Occupational Health • Priority SALT tuition, intervention and keyworker support • ASCiT / ASC support

Communication and Interaction

Wave 1	Wave 2	Wave 3
Quality First Teaching for All Pupils	Catch Up Support Activities	Focused Specialised Support
<ul style="list-style-type: none"> • Visual timetables • Talk partners • Role models of good language • Vocabulary displays and cards • Focused adult support • Sound buttons • Show and Tell • Drama and performances • SALT guidance 	<ul style="list-style-type: none"> • S&L intervention groups, directed by SALT • Collective worship • GL Assessment 	<ul style="list-style-type: none"> • Support and intervention from: • Educational Psychologist • Primary Mental Health Worker • Hearing Support Services • CAMHS (Child Adolescent Mental Health Services) • Priority SALT tuition, intervention and keyworker support

Sensory / Physical

Wave 1	Wave 2	Wave 3
Quality First Teaching for All Pupils	Catch Up Support Activities	Focused Specialised Support
<ul style="list-style-type: none">• Classroom resources – pencil grips, wobble cushion, foot stool, overlays• Classroom adaption – table layout, extra tables• Movement breaks• Fine motor skills activities• Dietary Requirements• Medical Support Information• Routine school checks	<ul style="list-style-type: none">• Pupil Passprot and behaviour plans• OT exercises• Fine motor skills group• Handwriting group• Timetable adaption• Advice from outside agencies	<ul style="list-style-type: none">• Support and intervention from:• Educational Psychologist• Hearing Support Services• CAMHS (Child Adolescent Mental Health Services)• Physiotherapy and Occupational Health• Priority SALT tuition, intervention and keyworker support• OT• Lunchtime spacing for heightened sensitivity to food

Date	Course Title	Duration
23.06.2021	ELSA Training	1 day
30.06.2021	OLEVI	½ day
05.07.2021	Understanding the EEXAT 2021 Milestones	½ day
22.09.2021	Mandatory EEXAT Training	½ day
30.09.2021	Assessment Course	1 day
01.10.2021	Mandatory EEXAT Training	½ day
05.10.2021	OLEVI Course	½ day
06.10.2021	OLEVI Course	½ day
06.10.2021	NASCENCO Course	1 day
06.10.2021	NASCENCO Course	½ day
06.10.2021	Anti-bullying Course	½ day
15.10.2021	First Aid in Schools	1 day

20.10.2021	EYFS Managers Meeting	½ day
17.11.2021	Early Years Training - Maths	1 hour
23.11.2021	AET Training	1 day
24.11.2021	NASEN Course	1 day

09/12/2021	NASENCO Course	1 day
09/12/2021	ELSA Meeting	1 hour
13/12/2021	NASENCO Course	1 day
10/01/2022	SENCO Meeting	2 hours
12/01/2022	EYFS Mathematics Training	1 hour
17/01/2022	ELSA Training	½ day
19/01/2022	NASENCO Course	1 day
21/01/2022	Safeguarding	1 day
24/01/2022	First Aid	2 hours
07/02/2022	Paediatrics First Aid	2 days
15/02/2022	JCF Lead Worker Training	1 day

01/03/2022	Reception Moderation	½ day
02/03/2022	ELSA Training	1 day
09/03/2022	ELSA Training	1 day

16.03.22	NASENCO training	1 day
18.03.2022	ELSA Training	1 day
21.03.2022	ELSA Training	1 day
28.03.2022	Autism Training	½ day
28.03.2022	ELSA	1 hour
28.03.2022	Y6 Transition Webinar	2 hours
29.03.2022	ELSA Training	1 day
1.04.2022	Autism Training	½ day
27.04.2022	Autism Training	½ day
27.04.2022	Wellbeing	2 hours
4.05.2022	EYFS Briefing	2 hours
10.05.2022	EYFS Cluster Meeting	2 hours
16.05.2022	NASENCO Tutorial	2 hours
18.05.2022	NASENCO Training	1 day
20.05.2022	ELSA Training	1 day
20.05.2022	Educator Training	2 hours
23.05.2022	ELSA Training	½ day
24.05.2022	EYFS Curriculum Training	½ day