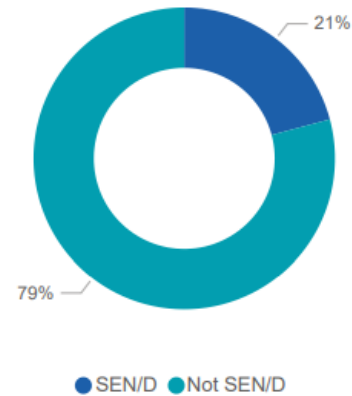


## Samares School SEN Information Report 2022 -2023

### SEN Profile 2022-2023

Percentage of pupils with SEN in relation to whole school population

Special Educational Needs or Disabilities

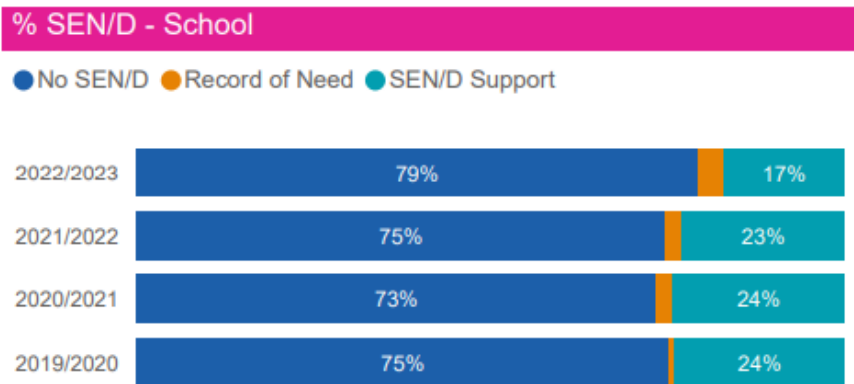


1. Total number of pupils on SEN register

School - SEN/D

YearGroup	Record of Need	SEN/D Support	Total
-1	0	8	8
0	0	11	11
1	3	5	8
2	3	5	8
3	1	5	6
4	1	6	7
5	1	3	4
6	1	2	3
<b>Total</b>	<b>10</b>	<b>45</b>	<b>55</b>

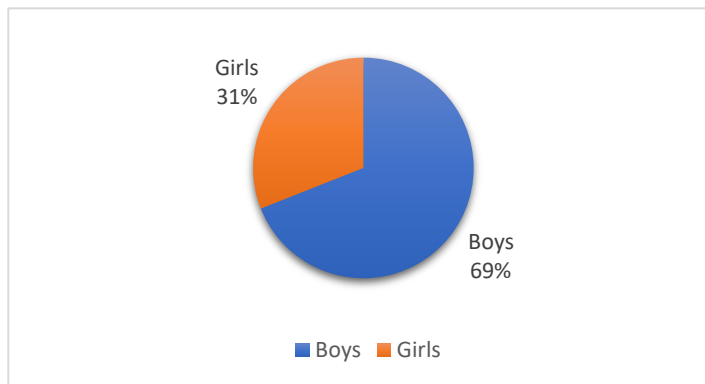
2. Comparisons from previous years



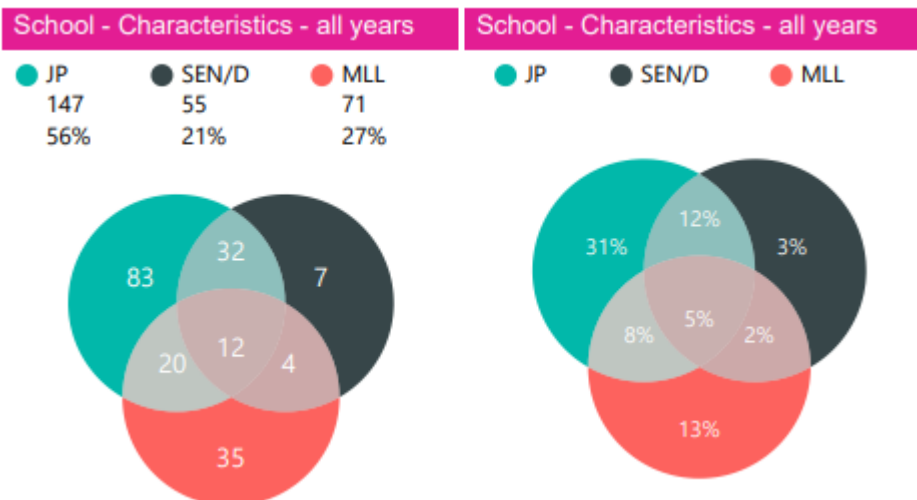
3. The kinds of SEN for which provision has been made

- Cognition and Learning
- Communication and Interaction
- Social, emotional and Mental Health Difficulties
- Sensory and Physical

4. Proportion of boys/girls on the SEN register



5. Percentage of pupils in other vulnerable groups



# Achievement of pupils with SEN during the last academic year

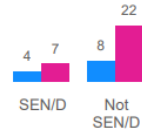
## 1. Attainment of pupils with SEN

### SEN pupils Early learning Goals

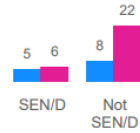
School - No. of pupils			
SEN Cat	Assessed	Not Assessed	Total
SEN/D	11	0	11
Not SEN/D	30	0	30
<b>Total</b>	<b>41</b>	<b>0</b>	<b>41</b>

Attainment ● Emerging ● Achieving

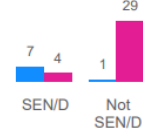
#### Numerical Patterns



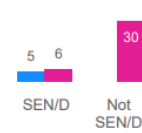
#### Number



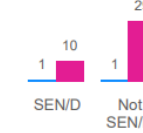
#### Self Regulation



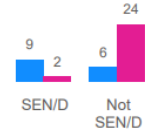
#### Managing Self



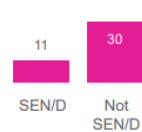
#### Building Relationships



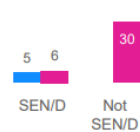
#### Writing



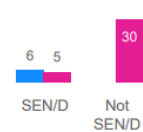
#### Gross Motor Skills



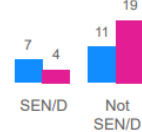
#### Fine Motor Skills



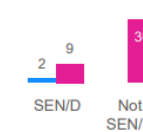
#### Comprehension



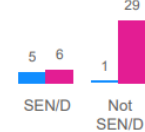
#### Word Reading



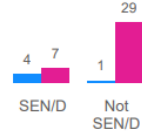
#### Creating with Materials



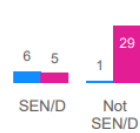
#### Speaking



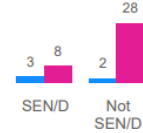
#### Past and Present



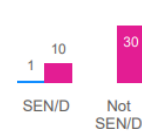
#### People Culture and Communities



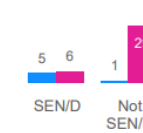
#### The Natural World



#### Being Imaginative and Expressive



#### Listening Attention and Understanding



SEN Reading	Below	Emerging	Developing	Secure	Secure plus
Y1	0%	50%	37%	13%	0%
Y2	25%	38%	38%	0%	0%
Y3	50%	33%	0%	17%	0%
Y4	14%	14%	43%	29%	0%
Y5	60%	0%	20%	20%	0%
Y6	0%	33%	33%	33%	0%
Total	25%	28%	29%	18%	0%
Total 2022	16%	32%	36%	16%	0%

SEN Writing	Below	Emerging	Developing	Secure	Secure plus
Y1	0%	37%	63%	0%	0%
Y2	38%	29%	46%	13%	0%
Y3	17%	67%	17%	0%	0%
Y4	14%	14%	43%	29%	0%
Y5	60%	0%	20%	20%	0%
Y6	33%	33%	33%	0%	0%
Total	27%	30%	37%	10%	0%
Total 2022	19%	39%	29%	14%	0%

SEN Maths	Below	Emerging	Developing	Secure	Secure plus
Y1	0%	38%	50%	12%	0%
Y2	38%	25%	37%	0%	0%
Y3	17%	33%	33%	17%	0%
Y4	14%	14%	43%	29%	0%
Y5	60%	0%	20%	0%	20%
Y6	0%	67%	33%	0%	0%
Total	21%	30%	36%	10%	3%
Total 2022	14%	23%	38%	25%	0%

## 2. Progress of pupils with SEN

At Samares School we build on pupils' starting points. Efforts are made to help pupils from a low starting point bridge the gaps. Achievement is also judged in relation to the progress they make from their starting point. Wellcomm data indicated the low starting point for some of our children entering school. A high focus on a language rich EYFS environment and staff being fully aware of an oracy foci has supported good progress. Higher levels of intervention were also provided for those children who are assessed as 'red'. Wellcomm data also supported referrals to Speech and Language.

### Wellcomm – results 2022/23

Nursery	Red	Amber	Green
First assessment (September)	39%	25%	36%
Last assessment (July)	18%	7%	75%
Progress	Percentage of children achieving green has increased by 39% over the year.		

Reception	Red	Amber	Green
First assessment (September)	29%	37%	34%
Last assessment (July)	5%	7%	88%
Progress	Percentage of children achieving green has increased by 54% over the year.		

Year 1	Red	Amber	Green
First assessment (September)	33%	30%	37%
Last assessment (July)	0%	2%	98%
Progress	Percentage of children achieving green has increased by 61% over the year.		

Identified pupils, making less than expected progress in reading, were placed on the Reading Recovery programme. The vast majority of pupils made significant progress and while some pupils are not yet at ARE they are accessing the curriculum more readily .

The chart below shows their start and end PM Benchmark levels.

Below ARE     
  Just below ARE     
  At ARE

The final column highlights the progress made.

Expected progress 6-9 benchmark levels per annum     
  Accelerated progress 10+

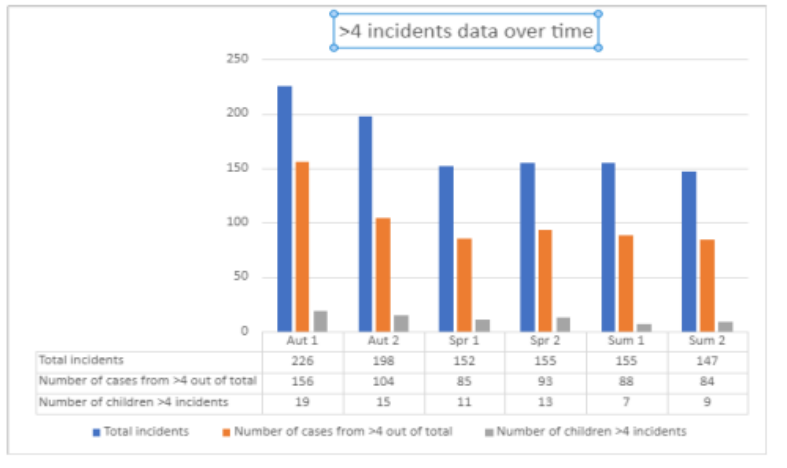
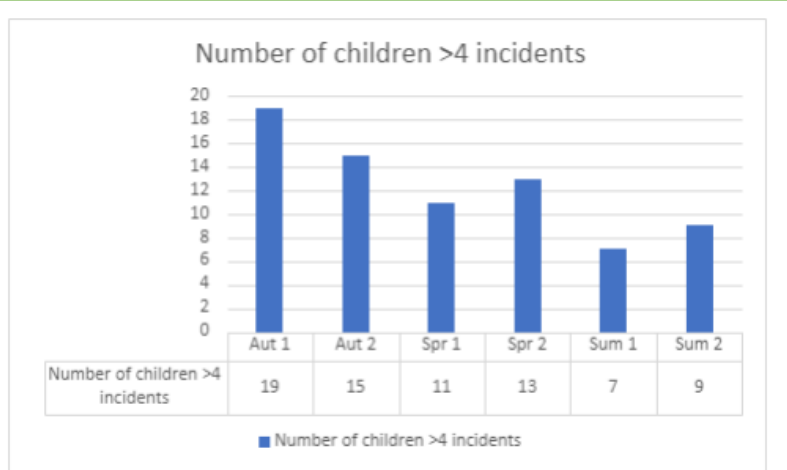
KS1

Pupil	Baseline Level	End Level	Intervention period	Progress made
A	11	23	10 weeks	+12
B	10	23	10 weeks	+13
C	9	24	17 weeks	+15
D	7	25	17 weeks	+18
E	3	17	21 weeks	+14
F	8/9	26	22 weeks	+18
G	4	18	20 weeks	+14
H	8	26	10 weeks	+18
I	1	8	12 weeks	+7
J	1	16	22 weeks	+15
K	10	21	12 weeks	+11
L	2	19		+17
M	2	21	12 weeks	+19
N	3	21	8 weeks	+ 18
O	3	18	12 weeks	+15
P	4	16	8 weeks	+12

While pupils have made progress, in speech and language development and reading, there are still gaps in their attainment. Quality teaching is targeted and the school staffing team has significantly expanded over the last two years and a robust leadership structure is now in place. The school has a detailed implementation plan written which is regularly reviewed and updated. It includes a strategic overview for the overhaul of the curriculum and a schedule for change and development of curriculum subjects

The challenge of recruitment, retention of skilled staff and a robust training induction of new staff continues to be an area of development for the school. We continue to build on this, by reducing the timetable of senior teachers in the role of coach/mentors to support Quality First Teaching across the school including our Family and Community centre at Pathways. We have also extended the school day to boost academic achievement for identified pupils in order to help consolidate their learning and close gaps. The Jersey Tutoring programme has also been instrumental in supporting gaps in learning.

For children with SEMH needs, Wellbeing, ELSA and other pastoral support has been solution focused. Through a problem-solving process and drawing on other agencies, pupils have been provided with strategies to manage emotions and self-regulate. While these pupils require ongoing support, there is evidence of the positive impact these strategies provide, creating a less disruptive, more productive learning environment for all.



For some pupils with complex special educational needs, progress is also measured against their sensory development/awareness, improving autonomy/independence, increased engagement, social development, self-regulation skills and communication. Provision maps, Boxall profiles and Progression frameworks are used to look at areas of development for identified pupils and measure progress.

**SEN Information**

**1. Information on who has**

At Samarès School, all staff take responsibility for pupils with SEN.

**responsibility for SEN within the school**

The graduated approach follows an assess, plan, do and review cycle. Class teachers have initial responsibility for assessing, planning, implementing and reviewing their approach. Earlier decisions and action are revisited, refined and revised to enable a deeper understanding of a pupil's needs. When a potential special educational need has been identified the process becomes more personalised and may involve the input of the SENCo and possible outside agencies to provide specialist knowledge.

**Class teachers have a responsibility to:**

- Ensure that the school's SEN Policy is followed in their classroom.
- Ensure that all children have access to quality teaching and that support is adapted to meet children's individual needs.
- Plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.
- Check on the progress of children and identify, plan and deliver any additional support they may need using the graduated approach (Assess, Plan, Do, Review)
- Raise initial concerns, early on, with the SENCo.
- Meet with parents to set targets and agree provisions.
- Write and update Provision Maps.
- Make sure all members of staff that work with the child are aware of their individual needs and the specific adjustments that need to be made. Model and offer support on what strategies work best with the child. This requires thoughtful planning and communication with key staff.
- Gain pupil voice to support provisions and targets
- Build trusting relationships with pupils

**Keyworkers / TAs have a responsibility to:**

- Work closely with: the class team, key staff members and the SENCo to support the planning and delivery of specific support programmes, interventions and class-based support.
- Review and monitor progress and report to class teacher.
- Support in the planning and preparation of sessions, including 1:1 support programmes.
- Attend meetings to discuss a child's progress and provision.

**SENCO responsibilities include:**

- Oversee the co-design and delivery of the schools' special educational needs strategy and school's SEND policy
- Lead, manage, develop, implement, and maintain a structure of co-ordinated support within the school for special educational needs and disabilities (SEND) to deliver high-quality support to meet individual pupil needs
- Provide expert, best practice advice and guidance to the School Leadership Team (SLT) on short term/long term performance, trends, and developments in relation to special educational needs and disabilities to inform the effective planning of resources and provision within schools.
- Contribute and oversee the Annual School SEND Information report ensuring it is accessible to parents and published on the school website.
- Liaise with the relevant designated teacher where a looked after pupil has SEND
- Coach and advise staff members on the graduated approach to providing SEND support
- Advise on the deployment of the school's inclusion budget and other resources, including the recruitment, and development of staffing to meet pupils' needs effectively, including line management of LSA's who are employed from the inclusion budget.

- Develop effective partnerships and communications with pupils, parents, and carers to create an active dialogue and to underpin a culture of transparency, mutual accountability, joint evaluation and review ensuring all stakeholders are kept informed responding to all queries and complaints.
- Liaise with early years providers (for primary based role), other schools, colleges, educational psychologists, health and social services professionals, and independent or voluntary bodies
- Act as a key point of contact with external agencies working with children with SEND and their families, especially the Education Department and Inclusion services, representing the school at relevant meetings as required.
- Liaise with potential next providers of education to ensure a pupil and their parents/carers are informed about options and overseeing the planning and monitoring the implementation of a smooth transition.
- Work with the head teacher to ensure that the school pays due regard and meets its responsibilities under the Jersey Discrimination Law, Children and Young People Law, other relevant legislation, the SEND Code of Practise, and education policy with regard to reasonable adjustments, access arrangements and support arrangement to ensure best outcomes for children with SEND
- Ensure that the school maintains a SEND register and that this is reviewed regularly so ensure the records of all pupils with SEND are up to date.
- Oversee access arrangements, in partnership with the schools' examinations officer and subject leaders, to ensure all rules set down by the Joint Council for Qualifications (JCQ) are followed documenting evidence in support of special examination arrangements for individual students (Secondary/FE based role)
- Build SEND capacity, skills and confidence within the whole school through a coherent and progressive policy and a comprehensive development programme for all staff.

#### **SENCo Admin**

- To help keep and maintain records relating to the SEND on SIMS, SEN paper files and on main school files and to be aware of requirements for retention of such paper
- To support preparation of documentation connected to Annual Reviews of Record of needs
- To support the paperwork for referrals to outside agencies
- To liaise with outside agency (dates, paper work, meetings etc)
- To liaise with staff on SEN related issues when needed as directed by SENCo
- To maintain telephone contact with parents as directed by SENCo.
- To record SEN events on SIMS.
- To ensure all students have an SEN status on SIMS including other specific groups if required.
- To be responsible for other duties as directed by the SENCO.
- To update appointments on school calendar and invite relevant staff
- Have an awareness of the SEND Code of Practice.
- To supply staff with info as required, such as reports
- To maintain SEN diary and meet and greet visitors as necessary.
- To act as point of call for parents and outside agencies in the SENCOs absence

#### **Head and Deputy responsibilities:**

- The day to day management of all aspects of the school, including the support for children with SEN and/or disabilities.
- Ensure SENCo and class teachers are aware of their responsibility for ensuring that SEN needs within school, are met.



	<ul style="list-style-type: none"> <li>• Ensure the Education Department is kept up to date with any concerns in the school relating to SEN.</li> <li>• Ensure that funds allocated to the setting are used to meet the needs of identified children and are monitored and evaluated</li> <li>• Support SENCo in liaising with outside agencies in response to pupil needs.</li> </ul>
<p><b>2. Identifying and assessing children with SEN</b></p>	<p>Children may have needs and requirements which fall into one or more of the below areas</p> <ul style="list-style-type: none"> <li>• Cognition and Learning</li> <li>• Communication and Interaction</li> <li>• Social, emotional and Mental Health Difficulties</li> <li>• Sensory and/or Physical</li> </ul> <p>The first step in identifying children who have additional needs is through quality first teaching. Class teachers are responsible for the progress and development of pupils in their class, this includes providing ordinarily available SEN provisions through differentiation and resourcing.</p> <p>Systems in place to identify and assess children’s level of need include a graduated approach with quality first teaching being the initial entitlement for all pupils.</p> <p>Where pupils are failing to meet individual targets or expected rates of progress, an information gathering exercise is undertaken as part of an initial assessment. This includes:</p> <ul style="list-style-type: none"> <li>• teacher’s assessment and experience of the pupil – information on pupil progress, attainment and behaviour</li> <li>• individual’s development in relation to chronological age</li> <li>• views and experience of the pupil and their parents</li> <li>• if relevant, advice from external support services</li> </ul> <p>Teachers use a range of tools at their disposal to support their assessment of need.</p> <ul style="list-style-type: none"> <li>• standardised tests</li> <li>• assessments checklists</li> <li>• profiling tools eg. for behaviour, speech, language and communication needs</li> <li>• observations</li> <li>• questionnaires for parents</li> <li>• questionnaires for pupils</li> <li>• screening assessments</li> <li>• specialist assessments from outside agencies</li> </ul> <p>For higher levels of need, specialist assessments from external agencies are accessed.</p> <p>As part of the graduated approach, Class teachers are responsible for recording the progress of pupils and will pass on concerns to the SENCo about individual children. They will also pass on concerns that are raised by parents.</p> <p>If concerns continue, despite steps put in place, school and parents decide whether to involve outside agencies. The pupils is raised at a termly Planning and Review Meeting (PARM) or referred to the appropriate agency as required. Class teacher, SENCo, Deputy or</p>

	<p>Head meet with parents and talk through this process. Parents are invited to meetings with outside agencies to identify/review needs and assess progress and next steps. Parents are regularly updated and kept informed of any changes.</p> <p>SENCo and the Senior Leadership Team support class teachers and TA's/Key workers with any recommendations from outside agencies to ensure the quality of this provision. Both parents and pupils are involved in this process and are made aware of targets within school and how these can be linked with home.</p> <p>On entry to school, before children start nursery, home visits for each child are made, information is collected from parents and consultations occur with prior settings. Contact is also made with prior settings for any children that transition to Samares school and additional transition programmes are in place for children with identified special educational needs.</p> <p>Weekly vulnerable children meetings are carried out in order to discuss issues as soon as they arise and to ensure that needs are met promptly. SEN class strategy meetings and Pupil progress meetings also take place each term where the progress of all children is discussed between the class teacher and a member of the Leadership team The first step in identifying children who have additional needs is through quality first teaching.</p> <p>Pupil progress meetings, that occur once a term, provide another opportunity for teachers to raise concerns as well as discuss and review any current or future strategies.</p>
<p><b>3. Arrangements for consulting parents/carers of children and young people with SEN and involving them in their education</b></p>	<p>Parents are consulted at each stage of the initial process and their views are sought on their child's presentation at home and anything school can learn from them. Class teachers meet with parents, and signpost parents to the SENCo to discuss concerns as well as reviewing the effectiveness of the current support in place for their children.</p> <p>When SEN support is in place, parents meet regularly with the class teacher who will again direct them to the SENCo if they wish to discuss concerns further. The SENCo may then identify key staff who can support parents with their concern i.e. Subject Leaders, a member of SLT or any outside agencies.</p> <p>Teachers dismiss their class from the playground so they are able to make contact with parents on a daily basis. Key worker handovers also occur at the end of each day.</p> <p>Staff also liaise with outside agencies and signposts parents to the appropriate support.</p> <p>Samares Pathways Child and Family Centre is a focal point for early play and family support, for families of the school and other families who live in the surrounding area. Pathways offers playgroups, clinics and Speech and Language sessions. One of the playgroups is run by community Nurses and a referral to attend the playgroup is made through the Health Visitor team, particularly where there are concerns over emerging additional needs (for both child and/or parent). Here, parents are offered advice and support for their own or their children's needs.</p> <p>A parent forum was set up in the Summer term and new developments in the school are shared with parents and views sort. Adaptions to the SEN policy were explored in the November meeting and feedback suggested at a glance documents would be beneficial.</p> <p>Parent questionnaires are also used to gain feedback from parents.</p>

13. If my child has Special Educational Needs, the school gives them the support they need to succeed.

[More Details](#)

● Strongly agree	12
● Agree	4
● Disagree	1
● Strongly disagree	0
● My child does not have Special ...	34



**4. Arrangements for consulting children and young people with SEN and involving them in their education**

Pupils at Samarès School are encouraged to develop, with class teachers, their learning targets, plan how these will be met and review their progress towards them on a regular basis.

In addition, Well-being and ELSA sessions provide opportunities for pupils to share, with trusted adults in school, their feelings about how they are supported in school.

Samarès School has an active School Council who meet regularly to discuss whole school developments and raise any concerns that pupils may have. Feedback is shared with the school.

Where appropriate, those pupils with social, emotional and mental health needs are also involved in the writing of their Consistent Management Plans. Here they discuss with their teachers what strategies they can use to reach their targets.

Teachers interact with their pupils regularly, where they reflect on learning and behaviour together and discuss ways forward.

**5. Arrangements for assessing and review progress toward outcomes**

Progress is monitored by the class teacher, SENCo and other members of the Senior Leadership Team. The school carefully monitor and evaluate the quality and effectiveness of provisions for SEN pupils.

This is done through:

- scrutiny of data
- SEN Class strategy and Pupil progress meetings,
- work scrutiny
- observations
- assessments
- questionnaires
- pupil and parent voice

Any strategies that are not leading to significant progress are reviewed and alternative strategies are explored.

Termly Pupil Progress Meetings and SEN class strategy meetings are undertaken, with opportunities to review the progress of SEN pupils against other groups of learners. Progress is measured against age related expectations, however achievement is also judged

	<p>in relation to the progress they make from their starting point. A baseline is taken from the end of the previous academic year and we rely heavily on the security of moderated teacher assessments.</p> <p>Pupils at Samarès School with SEN have individual targets to assist in monitoring their development and progress. Progress towards achieving these targets are reviewed at the end of each term by the class teacher and supported by the SENCo. Evidence is provided as to whether the expectations have been met and thus support the school in making decisions about next steps for individual or groups of learners.</p> <p>Behavioural incidences are monitored and measured on SIMS and any changes in frequency are identified and ways forward are actioned. Consistent management plans and BOXALL profiles for identified pupils are used to identify and target key areas of need.</p> <p>The Progression Framework is used for identified pupils with neurological developmental disorders to isolate the areas of development that need prioritising so a more focussed approach can be provided.</p> <p>For those pupils with MLD or SLD, if required, P levels are used to assess need, measure progress and shape teaching and learning in order to help close the gap.</p> <p>As well as ongoing teacher assessments, summative assessments are used to track progress and attainment.</p>
<p><b>6. Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood</b></p>	<p>Identified children transferring from Year 6 to Year 7 attend sessions at Le Rocquier from the Spring term. This extended transition allows children to familiarise themselves with their new year group and this has been pivotal in helping to alleviate concerns that might build-up over the summer holiday period.</p> <p>Meetings are arranged with the SENCo from any Secondary schools our pupils will be attending in order to ensure the sharing of any important information. A ‘meet and greet’ is also arranged with both staff and pupils with Heads of Year. The SENCo works closely with Secondary SENCo’s and a transition plan is put in place for any pupils with additional needs, including those who are transferring to secondary schools outside of the catchment.</p> <p>For our younger children due to start school, we work closely with Samarès Pathways, the child and family centre based on our school site, and benefit greatly from the expertise and activities they are able to offer parents of pre-school children, toddlers and babies. ‘Footsteps to Nursery’, one of the programmes run in collaboration with Nursery staff, is for pre-school children and their parents. This helps to prepare both pupils and families in advance for their transfer to Nursery.</p> <p>The Foundation Stage team carry out home visits and/or pre-school visits of any new children joining our school. We believe in making transitions run as smoothly as possible and understand that change can be challenging for some children. Parents are also welcome to visit the school in order to familiarise themselves with school and gather any additional information they might require.</p> <p>Samarès School offer a transition programme during the second half of the Summer Term , where staff and children have planned opportunities to spend time together. This extended transition allows children to familiarise themselves with their new teacher and other adults supporting them, celebrate learning and achievements together and has been pivotal in helping to alleviate concerns that might build-up over the summer holiday period. During this term staff meet with other teachers and the SENCo to share important information and look at needs and provisions.</p>

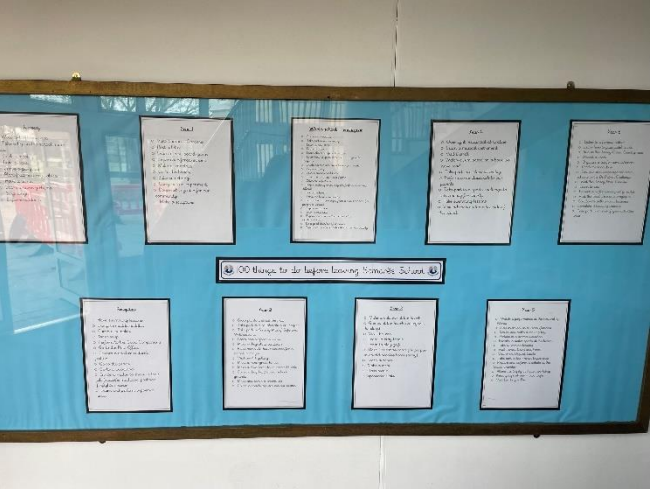
	<p>For those students who required more support with transition within school, out of hours tours and meetings took place. Social stories and classroom passports are also used to support this.</p>
<p><b>7. The approach to teaching children and young people with SEN</b></p>	<p>As a school we continue to target quality first teaching, ordinarily available provisions and school led interventions.</p> <p style="text-align: center;"><b>Quality First Teaching for all</b> The class teacher is responsible for meeting the needs of all children. Ordinarily available SEN provisions are provided through high quality teaching, differentiation and resource arrangements. Examples of these strategies and techniques are stated on the front page of class provision maps.</p> <p style="text-align: center;"><b>Additional Teacher Monitoring (ATM)</b> For these pupils, personalised strategies and/or class based support may be in place. This might include interventions or general support within the classroom. The SENCo will be aware and learning needs and strategies will be recorded on the class provision map. This will help ensure that progress is monitored and this information will be transferred to subsequent year groups so they can continue to be monitored</p> <p style="text-align: center;"><b>SEN Support (K)</b> These individuals will have specific and focused targets or interventions related to their needs. The pupil will be placed on the SEN Register. A learning plan will be in place with strategies, targets and progress and these will be recorded on the class provision map. This will be reviewed and updated regularly. Pupil and parent voice will be gathered. Outside professional advice and support might be sought.</p> <p style="text-align: center;"><b>EA/RoN</b> If relevant, and purposeful action has been taken and a child has still not made expected progress, an Exceptional Action may be considered. This may lead to increased SEND support or a Record of Need. Other professionals will be involved. The pupil will be recorded on the SEN Register. Record of needs are updated regularly and will be reviewed at least annually.</p>
<p><b>8. Adaptations to the curriculum and learning environment for children and young people with SEN</b></p>	<p>A multi-level approach is adopted in the classroom, where tasks match the individual needs of the children. Challenging tasks are broken down into more manageable parts and activities modified when necessary. Displays and resources are used to support and consolidate learning as well as building on previous learning across the curriculum and between year groups. Attention is paid to the child’s point of entry and there is a variety between practical and written tasks. A stepped approach to learning maths is used – concrete, pictorial, abstract. Children’s strengths and interests are built upon and used to inspire learning. The differing concentration levels of children within the class are taken into consideration and regular use of encouragement and specific praise to engage and motivate pupils. Additional staff are effectively deployed to meet the needs of the pupils. School has a regular program of volunteers who read with pupils across the school.</p> <p>Reading Recovery and Boosting Reading at Primary are in place for pupils identified as working below the average expected for their age in reading.</p> <p>The school day is extended to boost academic achievement for targeted pupils in order to help consolidate the learning from that day or pre-teach learning so that any misconceptions that may arise are minimised. Learning is made enjoyable by joining academic content with enrichment so that it encourages students’ attendance.</p>

	<p>Members of SLT support teaching, learning and assessment throughout the school. They support staff to ensure that planning and implementation meet the needs of <i>all</i> pupils and build in high expectations, including those with SEN. Mentor/Coach and teacher work together on specific areas of teaching practice that require more attention. Coaching helps teachers to enhance their practice, explore pedagogy, work through areas that may be challenging and take targeted risks.</p> <p>The school creates an environment where reflective dialogue is standard practice. Colleagues welcome members of the Senior Leadership Team regularly dropping into lessons, speaking to students and looking at samples of student work. SLT set up a monitoring programme used to gain an accurate and up-to-date picture of teaching and learning in class.</p> <p><b>Other additional support in school includes:</b>  In class support either 1:1 or in small groups with either the teacher or TA.  Small group or 1:1 intervention sessions following a specific programme or set of activities provided in-house or by outside agencies. These include: Read Write Inc Phonic sessions, Wellcomm, reading interventions, math interventions, SALT keyworker sessions, ELSA, Wellbeing  Extended day - Small group pre-teaching or booster sessions either before or after school.  In-school 'same day catch up' sessions, with either the class teacher or TA.  Bespoke timetables for individual pupil who require something different to what is ordinarily available in the classroom.</p>
<p><b>9. Expertise and training of staff who support children and young people with SEN, 'including how specialist support will be secured'</b></p>	<p>Samarès School has a flexible arrangement with staff. Staff are deployed to meet a range of needs dispersed throughout the school. To improve the provision for pupils with SEN additional adults are placed in key year groups in order to: support pupils effectively, provide a range of targeted interventions and to meet the recommendations of outside agencies. Additional hours are often assigned to support the complex needs of identified pupils. This deployment of staff has had a positive impact on inclusion within the school, ensuring that all pupils access mainstream education.</p> <p>Senior teachers/mentors are trained in the delivery of programmes of support. Staff also benefit from training from Educational Psychologists the SEMHIT and ASCIT team, and additional curriculum training from both in house and outside specialists.</p> <p>Training during the school year typically includes behaviour management, oracy, intervention training, playground support and curriculum training.</p> <p>Key workers for pupils on RONS are involved in any 'support training' outside agencies provide, for example: sessions with Occupational Therapists, the ASCIT and SEMHIT team. Members of the SALT team update teaching assistants on the delivery of speech and language programmes to address the needs of individual children.</p> <p>A range of training is regularly taken up by members of staff throughout the year and any specific training requirements offered to staff on a needs basis.</p>
<p><b>10. Information about evaluating the effectiveness of provision for</b></p>	<p>Provisions for children with SEN are closely monitored and evaluated. Termly SEN class strategy meetings with teaching staff and SENCo and regular meetings with parents ensure support plans are reviewed and progress evaluated. Where interventions have not been successful, further support or alternative approaches are put in place. Where interventions have not been successful, further support or alternative approaches are put in place.</p>

<p><b>children and young people with SEN</b></p>	<p>Teaching and Learning is monitored through lesson observations, learning walks and book scrutinies. In addition to this, the SENCo monitors the effectiveness of interventions through observations and working closely with staff and pupils. The deployment of staff is monitored and reviewed regularly to ensure skills and areas of expertise are matched to areas of need.</p> <p>Ongoing assessment of pupils with SEND is also monitored by the Senior Leadership Team at termly Pupil Progress Review Meetings</p>
<p><b>11. 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</b></p>	<p>Where possible we make every attempt to ensure that every child has access to everything that is on offer at Samares School. There may be times when certain events and activities may not be suited to individual pupils but this is rare.</p> <p>The school always carry out a risk assessment of an activity or a class trip which is in addition to everyday classroom activities. Based on the outcome of the risk assessment and the best interests/safety of the child a decision will be made along with parent consultation and will result in a number of available options. If an additional adult is required, the school will seek to provide one, in certain instances it may be that we require parental support on trips.</p> <p>If a child's behaviour or need is a cause for concern and safety is an issue, it may be decided that it is not in the child's interest to attend a trip or workshop. The school has to take into consideration the education and the safety of all the other pupils and staff as we have a duty of care to everyone not just pupils with identified needs.</p> <p>The same risk assessment will apply to after-school provision and other extended day activities. If suitable, parents/carers may be called upon to accompany SEN children on trips.</p>
<p><b>12. 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</b></p>	<p>Both the SEMHIT and ASCIT team have strong relationships with the school and work regularly with our pupils offering in house advice and support.</p> <p>The Educational Psychologist offers support for children throughout the year and provides targets and recommendations for individual pupils.</p> <p>Class teachers take responsibly for adapting their practice to match agency recommendations and monitor and record impact.</p> <p>Agencies drawn on throughout the year included: Wellbeing, Education Welfare Officer (EWO), Child and Adolescence Mental Health Services (CAHMS), Children and Family Hub, Community Police, Autism and Social Communication Intervention Team (ASCIT), Early Years Inclusion Team (EYIT), Samares Pathways, Youth Service, Speech and Language Therapy (SALT), Occupational Therapy (OT), Family Nursing and Home Care (FNHC), Multi Lingual Learners team (MLL), Social Services Mind Jersey, NSPCC, Hospice and Palliative Care.</p> <p>The Senior leadership Team work hard to increase the capacity of parents to support their children by introducing them to a number of outside agencies. The school work closely together with other agencies to determine what support is needed for identified families.</p> <p>The Caring Cooks programme continue to work with the school delivering a cross curricular and progressive skills based programme.</p> <p>School employ a qualified instructor from Jersey Sport to work with our pupils during the week, to improve their physical fitness and mind-set towards sport and exercise. Additional personalised interventions for SEN pupils are also supported on a weekly basis through Sports Bugs</p>

<p><b>13. Support for improving emotional and social development</b></p>	<p>Social and pastoral support is provided by the Head teacher, the Deputy Head, SENCo, SENCo Support, Well-Being facilitators, agency outreach, EWO, ELSA practitioners, class teachers, key workers and learning support staff.</p> <p>Social and emotional needs of the children are met primarily through their relationships with staff members and further supported through ELSA, Well-being and Nurture programmes. A de-escalation policy is adopted throughout the school. Very clear guidance on the steps to take in the event of a behaviour incident is in place in order to protect pupils and staff from harm and ensure their safety. Personalised Consistent Management Plans are in place for those pupils with increased social, emotional and behavioural needs. In rare cases, if pupils require physical support to ensure their safety and the safety of others, a Safe Handling Plan, agreed with parents, is put in place and is supported and delivered by trained members of staff.</p> <p>If medical support is a requirement for any pupils in school, adults assigned to support these pupils are available at given times during the day to support the personal medical care of the individual pupils concerned. The administration of medicines is the responsibility of the lead First Aider in school who is non-teaching and is able to manage these responsibilities in line with school policy.</p> <p>SEMH continues to be an area where school is challenged to meet all of the needs that we are presented with at times. Much of this demand is associated with the complex needs of the pupils and the impact this has on their social and emotional well-being. Such support often draws heavily on human resources that are otherwise needed to support other pupils.</p>
<p><b>14. Arrangement for handling complaints from parent of children and young people with SEN about the provision made at school</b></p>	<p>The first point of contact in the event of a parental complaint regarding the provisions made for their child is the child's class teacher. If it is felt this complaint has not been dealt with sufficiently, parents are asked to contact the school's SENCo. If still dissatisfied parents will be directed to the Head Teacher or Deputy Headteacher.</p> <p>If a parent would like to escalate this further, they will be advised to contact the Education Department.</p>
<p><b>15. Accessibility plan</b></p>	<p>Ground floor and outdoor areas are readily accessible to children and adults with additional needs. School has wide corridors and doorways, a ground floor and first floor disabled toilet, and lift access to the first floor.</p> <p>School has a washroom with toilet, available for wheelchair use and personal care. The washroom also has a hoist facility. Shower facilities are available to pupils and adults if needed.</p> <p>The school makes reasonable adjustments for accessibility to teaching and learning, the school environment and the curriculum. It also supports access to school trips, after school clubs and enrichment activities. The development of quiet areas and individual workstations are in place for pupils who require a calmer space to learn and regulate.</p>
<p><b>16. Other initiatives in last academic year to improve quality of SEN provision leading to</b></p>	<p>Inclusion is placed at the heart of provision at Samares School and entitlement is central to the School Teaching and Learning and Inclusion policies. School's SEN policy places the responsibility for the teaching and learning of all pupils firmly with the class teacher. A graduated response to SEN provision exists and access to Quality First Teaching for all pupils is paramount. Senior teachers in the role of coach/mentors will model and support Quality First Teaching in the classroom. Support during the year was directed to staff in response to: lesson observations, work scrutiny, staff requests and outcomes of pupil data meetings.</p>



<p><b>improved outcomes</b></p>	<p>School continues to develop the curriculum which includes an emphasis on PSHE, language and enrichment opportunities.</p> <p>Enrichment is an important part of our provision at Samares School. It offers pupils the opportunity to develop wider aspects of their learning and provides valuable experiences outside the classroom. School have developed an enrichment programme called '100 things to do before you leave Samares School' to support this.</p> 
<p><b>17. How has the school sign posted parents to organisations and services that can provide them with additional support?</b></p>	<p>Parents are directed to the School and States of Jersey website when seeking information re policies etc. Regular emails, newsletters, regular meetings and a school Facebook page also make this information available to parents.</p> <p>Parents can also access support through the Children and Family Hub  <a href="https://www.gov.je/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx">https://www.gov.je/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx</a> .</p> <p>Regular consultations/meetings with parents also provide opportunities to signpost them to relevant organisations.</p>
<p><b>18. Outcome of school priorities for SEN as outlined on the School development Plan or SEN – related elements of the school improvement plan</b></p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>● Significant amount of staff training/CPD</li> <li>● Improved systems – developing the policy, at a glance documents, SEN Class strategy meetings, monitoring structure</li> <li>● Flexible staffing - needs led</li> <li>● Bespoke timetables -outdoor learning opportunities – alternative provisions</li> <li>● Positive working relationships with other professionals – outside agencies speak very highly of the school.</li> <li>● Closer working partnership with the SEN team at the Department</li> <li>● Pathways partnership- Getting to families at the earliest point possible. Working with families and developing relationships before entry to school. Allowed for early intervention for Identified families– EYIT RFI's, Family Nursing, attending early help meeting, additional home visits, additional Nursery visits. It also allowed for effective deployment of staff and appropriate provisions to support level of need identified.</li> <li>● NASENCo Qualification completed</li> <li>● Partnership with parents improved</li> </ul>

- Pupil voice improved, this has been influenced through Voice21 and PSHE development in the curriculum equipping them with skills to share thoughts and opinions and express emotions appropriately.
- To improve the provision for pupils with SEN additional adults are placed in key year groups in order to: support pupils effectively, provide a range of targeted interventions and to meet the recommendations of outside agencies. Additional hours are often assigned to support the complex needs of identified pupils. This deployment of staff has had a positive impact on inclusion within the school, ensuring that all pupils access mainstream education.
- OPAL – Promoting high quality play and wellbeing at lunchtimes resulting in a reduction of behaviour incidences

#### **Ways forward**

- Development of provision maps
- Time to train/coach non teaching staff to develop quality support
- Quantifying/recording the impact of work in Pathways
- Capacity in the school week to be in the class monitoring provisions/developing teaching
- EP capacity

#### **SEN Audit feedback from Professional Partner**

##### *Strengths*

Relationships. Staff know children well and are determined to overcome barriers to learning

Staff are valued and supported. Included in training and meetings

CSM's viewed as a positive way of sharing information and supporting children with SEN.

SEN tracking sheet, valuable tool in monitoring SEN progress.

Drive to strengthen parental engagement

Pupils proud of their work and able to describe a number of ways they are supported

Voice 21 strategies were evident, with children building on each other's contributions in the discussions.

A lot going on to support the needs of the pupils at Samares school

##### *Things to consider*

Time was raised as an issue in staff discussions. Due to the high level of needs within the class and a need to share relevant information staff reported they struggle to find time to do this although some had successfully adjusted her hours to allow for this.

TAs felt that expert advice was often shared with just one person, and it would be useful if this could be cascaded to others.

Activities seen in the books were primarily the same for all levels of ability. Levels of support were labelled e.g., Independent with support. When monitoring consider if the same activity is appropriate for all.