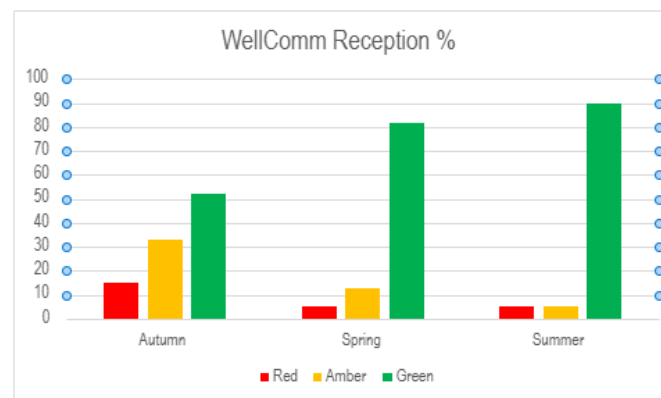
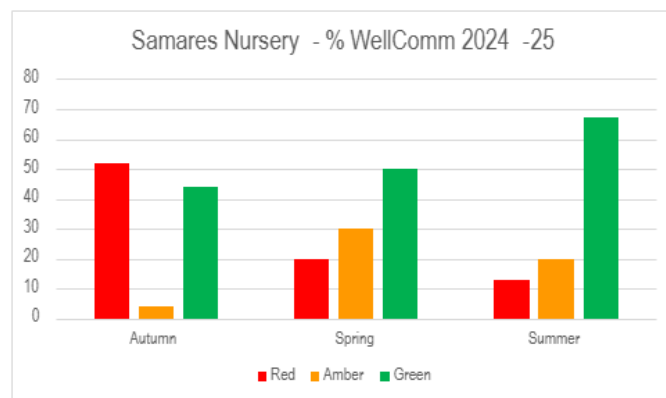


Samares School SEN Information Report 2024 - 2025

SEN Profile 2024-2025																																			
Percentage of pupils with SEN in relation to whole school population	% SEN/D - School ● No SEN/D ● Record of Need ● SEN/D Support <table border="1"> <thead> <tr> <th>Academic Year</th><th>No SEN/D</th><th>Record of Need</th><th>SEN/D Support</th></tr> </thead> <tbody> <tr> <td>2024/2025</td><td>72%</td><td>6%</td><td>22%</td></tr> <tr> <td>2023/2024</td><td>75%</td><td>5%</td><td>20%</td></tr> <tr> <td>2022/2023</td><td>79%</td><td></td><td>17%</td></tr> <tr> <td>2021/2022</td><td>75%</td><td></td><td>23%</td></tr> <tr> <td>2020/2021</td><td>73%</td><td></td><td>24%</td></tr> <tr> <td>2019/2020</td><td>75%</td><td></td><td>24%</td></tr> </tbody> </table> Total number of pupils on SEN register – 74 Proportion of boys/girls on the SEN register - 61% boys 39% girls SEN for which provision has been made include: • Cognition and Learning • Communication and Interaction • Social, emotional and Mental Health Difficulties • Sensory and Physical			Academic Year	No SEN/D	Record of Need	SEN/D Support	2024/2025	72%	6%	22%	2023/2024	75%	5%	20%	2022/2023	79%		17%	2021/2022	75%		23%	2020/2021	73%		24%	2019/2020	75%		24%				
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2. Progress of pupils with SEN	At Samares School we build on pupils' starting points. Every effort is made to help pupils from a low starting point bridge the gaps. Three year development checks occurred in the Autumn term, with good attendance. Several referrals were made by FNHC following the checks and supporting provisions developed within school.																																		

Wellcomm data indicated a low starting point for some of our children entering school, 62% of pupils were below age related expectations in Nursery and 67% in Reception. A high focus on a language rich EYFS environment and staff being fully aware of an oracy foci has supported good progress. The Wellcomm provision was extended in September 2023 with Wellcomm Primary being used across the school. Higher levels of intervention were provided for those children not yet at age related expectations. Wellcomm data also supported referrals to Speech and Language.



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 a small minority were not yet at age related expectations they are accessing the curriculum more readily.

Quality teaching is targeted through our impact of teaching lead teacher. The school has a detailed school improvement plan which is regularly reviewed and updated.

Where possible we extended the school day to boost academic achievement for identified pupils in order to help consolidate their learning and close gaps.

For children with SEMH needs, Wellbeing, ELSA, Social skills programmes, reflective practice 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. Individual learning plans, Boxall profiles and Progression frameworks are used to look at areas of development for identified pupils.

Formative and summative assessments are used to mark progress and formulate targets for pupils across the curriculum subjects.

1. Information on who has responsibility for SEN within the school	As we take a graduated approach to SEND at Samares school and all staff are responsible for SEND. The SENCo's role is to oversee the strategic development of the SEN policy and provisions within the school. They are responsible for the management, monitoring and day to day organisation and implementation of SEN. The SENCo is a key point of contact for colleagues, pupils and parents to offer support and advice. 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. • 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 Keyworkers / LSAs 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. • Seek CPD as appropriate for their role
2. Identifying and assessing children with SEN	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 adaptive teaching and resourcing. Quality first teaching is supported and developed through coaching, mentoring, and a tailored CPD programme focused on the Impact of Teaching and developing a high quality, inclusive curriculum. A graduated approach is used to assess the needs of the children. • First a pupil's needs are identified by the class teacher, SENCo and/or parent and these needs are fully assessed. Through observation and assessment, outcomes from baseline assessment results and progress against the objectives specified in the curriculum. • Depending on the need, a variety of assessment tools are available. • Strategies used to support the pupil are identified and this information is shared and developed with key staff, the pupil and the parent/carers. • These strategies are then implemented and an agreed provision is put in place. • These strategies are reviewed and progress is monitored. The impact is measured and from this any further adjustments to provisions are made.



Asses, Plan, Do, Review cycle

- Assess any challenges to a child's learning
- Plan what support is needed
 - Do –carryout the plan
- Review how successful the plan has been

As part of the graduated approach, Class teachers are responsible for recording the progress of pupils and will pass on concerns to the SENDCo about individual children. They will also pass on concerns that are raised by parents.

If concerns continue, despite steps put in place, school and parents decide whether to involve outside agencies. The needs of pupils is raised at a termly Planning and Review Meeting (PARM) or referred to the appropriate agency as required. Class teacher, SENCo, Deputy or 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.

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.

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 all children and enhanced for children with identified special educational needs.

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.

3. Arrangements for consulting parents/carers of children and young people with SEN

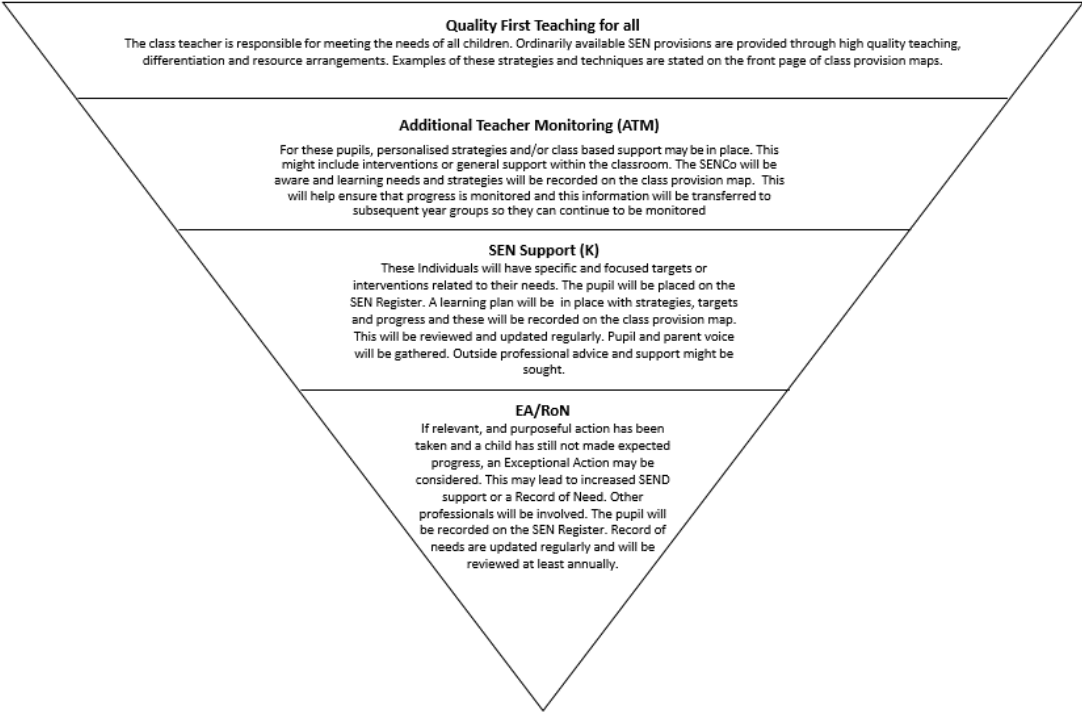
Parents are consulted at each stage of the process and their views are sought on their child's presentation at home and anything school can learn from them. Staff meet with parents to review the effectiveness of the current support in place and discuss ways forward.

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.

and involving them in their education	Where appropriate parents will meet with outside agencies to consult on their child's needs 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 offer playgroups, clinics and Speech and Language sessions. Here, parents are offered advice and support for their own or their children's needs. The team at Pathways and school work closely together, ensuring support at the earliest point possible for families who will likely be attending Samares School A parent forum was set up in the Summer term of 2023 and continued into 2024. A Parent Discussion Group meet half termly; new developments in the school are shared with parents and views sort. Adaptions to policies and initiatives are explored. A yearly parent questionnaires is used to gain feedback from parents.
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 staff or a member of the inclusion team, their learning targets, plan how these will be met and review their progress towards them on a regular basis. A school wide oracy focus is developing pupils' ability to articulate themselves and our mission of every voice heard, every voice valued, is enabling children to have increased agency in their education. 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/SEMH plans/pupil passports/zones toolbox. 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, SENDCo and members of the Senior Leadership Team. The school monitor and evaluate the quality and effectiveness of provisions for SEN pupils. This is done through: • scrutiny of data • meetings • work scrutiny • observations • assessments • questionnaires • pupil and parent voice • annual and interim reviews

	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 pupils with SEND against other groups of learners. Progress is measured against age related expectations, however achievement is also judged in relation to the progress they make from their starting point. An Inclusion team was established in September 2024 and meet half termly to support the strategic development of inclusion across the school. Vulnerable Children and Key Provision Pupil meetings happen weekly to look at progress and support strategic development for individual pupils. Pupils at Samarès School with SEND have individual targets to assist in monitoring their development and progress. Progress towards achieving these targets are reviewed regularly 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. Behavioural incidences are monitored and measured on class charts 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. 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. For those pupils with learning difficulties, alternative ways of assessing need are explored in order to measure progress and shape teaching and learning in order to help close the gap. As well as ongoing formative assessments, summative assessments are used to track progress and attainment.
6. Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood	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. SEMHIT also offered an additional transition provision for Year 6 SEMH students who were currently open to SEMHIT and would benefit from that additional transition support. Sessions were offered both offsite and in their Secondary schools with a particular focus on establishing new relationships with both peers and staff. Meetings are arranged with the SENDCo 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 SENDCo works closely with Secondary SENDCo'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 our feeder school. 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 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.

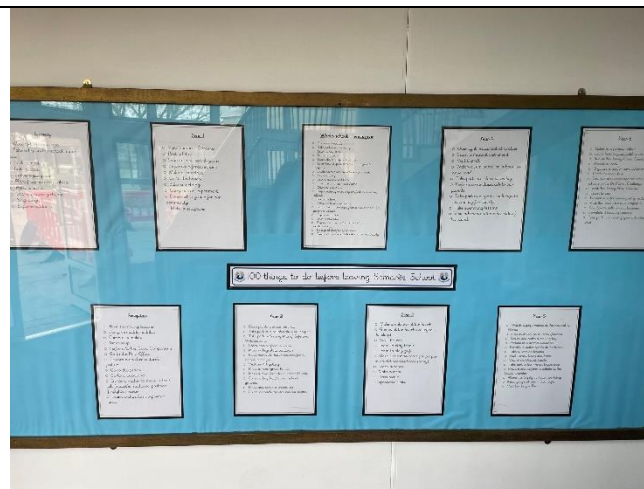
	This helps to prepare both pupils and families in advance for their transfer to Nursery. In addition, a 10 week weekend provision called 'Samares Seedlings' was offered to support working parents, '90% of nursery pupils attended the Saturday sessions offered. The Foundation Stage team carry out home visits for all Nursery pupils and extend to Reception pupils when needed. Parents are also welcomed into the school in order to familiarise themselves with school and gather any additional information they might require. Samarès School offer a transition programme during 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 crucial in helping to ease anxieties 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. For those students who required more support with transition within school, out of hours tours and meetings took place. Social stories and classroom/pupil passports are also used to support this. Our school also runs a Holiday Hub throughout the Summer, run by staff and with the support of outside agencies. Every Wednesday, school was open between 9.30am – 11.30am Activities were free and included: - Pop up library and book buddies - Sport sessions - Cooking - OPAL/Forest school sessions - Crafts, wellbeing activities, games - Art house Jersey - Tutoring - Second hand uniform sale - Sessions and advice to parents offered by professionals, these included Jersey Youth Service, NSPCC, Children and Families Hub, ASCIT, Andium homes. - Snack and drinks We also provided outreach activities for identified families during this time. This included surfing, zoo trips, beach visits, cinema and Heritage sites.
7. The approach to teaching children and young people with SEN	As a school we continue to target quality first teaching, ordinarily available provisions and school led interventions.

	 Quality First Teaching for all 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. Additional Teacher Monitoring (ATM) 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 SEN Support (K) 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. EA/RoN 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.
8. Adaptations to the curriculum and learning environment for children and young people with SEN	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 learning adapted accordingly. 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 is used to engage and motivate pupils. Additional staff are effectively deployed to meet the needs of the pupils. Oracy structures to support children to talk are well embedded across the school, through the use of sentence stems, vocabulary teaching and 'say it again, better' approach. Oracy has had a significant impact on pupils' ability to articulate themselves and this is evident in both social and academic curriculum. Reading interventions are in place for pupils identified as working below the average expected for their age in reading. School also has a regular program of volunteers who read with pupils across the school. When budget allows, the school day is extended to boost academic achievement for a small number of targeted pupils for a short period of time, in order to help consolidate learning from that day, target key areas, or pre-teach learning so that any misconceptions that may arise are minimised.

	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. 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. Other additional support in school includes: 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. In-school 'same day catch up' sessions, with either the class teacher or TA. Bespoke timetables for individual pupils who require something different to what is ordinarily available within the classroom.
9. Expertise and training of staff who support children and young people with SEN, 'including how specialist support will be secured'	Deployment of support staff may be adjusted depending upon the need of the children in the school. To improve the provision for pupils with SEN, additional adults may be placed in key year groups in order to: support pupils effectively, provide a range of targeted interventions and to meet the recommendations of supporting agencies. Additional TA support is often assigned to help manage the complex need of identified pupils. High quality CPD is offered for all staff. All permanent school staff are MAYBO through our in-house trainer. Staff also benefit from training from the SEMHIT and ASCIT team, and additional curriculum training from both in house and outside specialists. Identified mandatory training also occurs across the year. Key staff who support pupils with SEN 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. 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. Key CPD over the year included: Language for Behaviour, NVR, PDA, Speech and Language, Sensory seeking behaviours, Executive functioning, Wellcomm, Zones of regulation, ADHD, Oracy, Makaton and AET.
10. Information about evaluating the effectiveness of provision for children and young people with SEN	Provisions for children with SEN are closely monitored and evaluated. They are recorded on a secure platform and evaluated regularly. 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. 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. Ongoing assessment of pupils with SEND is also monitored by the Senior Leadership Team at termly Pupil Progress Review Meetings and weekly lead worker meetings.
11. How children and young people with SEN were enabled to engage in	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.

activities available with children and young people in school who do not have SEN	Risk assessments are carried out for all extra-curricular activities. Based on the outcome of the risk assessment and the best interests/safety of the child and other children, a decision will be made along with parents around what mitigations can be made to support safety. If an additional adult is required, the school will seek to provide one, in certain instances parents have offered support on trips and in others it may be agreed that the risks cannot be mitigated and an alternative provision provided.
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	Both the Social Emotional Mental Health Team (SEMHIT) and the Autism Social Communication Inclusion team (ASCIT) have strong relationships with the school and work regularly with our staff, pupils and parents offering advice and support. Support from the Educational Psychologist during the academic year provided targets and recommendations for identified pupils. Class teachers take responsibly for adapting practice and provisions to match agency recommendations and monitor and record impact. The school works closely together with other agencies to draw on a range of support for our families. Other agencies consulted throughout the year included: Wellbeing, Education Welfare Officer (EWO), Child and Adolescence Mental Health Services (CAHMS), Children and Family Hub, Community Police, Early Years Inclusion Team (EYIT), 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. Additional personalised interventions for SEN pupils are also supported on a weekly basis through Sports Bugs.
13. Support for improving emotional and social development	Social and pastoral support is provided by all members of the school team. A dedicated SEMH teacher, leads SEMH provision and support across the school. 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. Personalised SEMH 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 Safer Handling Plan, agreed with parents and supported by SEMHIT is put in place and is supported and delivered by trained members of staff. A social emotional learning curriculum and regulation program is used across the school. Zones of Regulation is used to help students develop emotional self-regulation and a social skills programme is used to compliment this that explicitly teaches key skills. 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.
14. Arrangement for handling complaints from parent of children and young people	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. If a parent would like to escalate this further, they will be advised to contact Children, Young People, Education and Skills (CYPES).

with SEN about the provision made at school	There is a Government of Jersey complaints policy which is followed.
15. Accessibility plan	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. 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. 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.
16. Other initiatives in last academic year to improve quality of SEN provision leading to improved outcomes	At Samarès School we are committed to providing a broad, inclusive and effective education, where pupils can develop the necessary skills required to play a significant role in their community. Our school aim is to provide a high-quality learning environment that enables all of our pupils to be successful learners and reach their full potential. We are committed to offering an inclusive curriculum to ensure the best for all. The school seeks to raise the achievement and remove barriers to learning. All children at Samarès are valued, respected and equal members of the school community. As such, provision for pupils with SEND is a matter for the school as a whole. Developments over the academic year • High volume of staff training/CPD • Improved systems – developing policies and procedures, SEN Class strategy meetings, monitoring structures • Flexible, needs led deployment of support staff • Changes to staff inductions to enhance SEND/SEMH inductions • Bespoke timetables -outdoor learning opportunities – alternative provisions • ARP development • Positive working relationships with other professionals • Pathways partnership- Supporting families at the earliest point possible. • Partnership with parents • OPAL – Promoting high quality play and wellbeing at lunchtimes resulting in a reduction of behaviour incidences • Oracy, OPAL and inclusive provisions recognised as a strength of the school following the school review • Ongoing teaching and learning improvements • Senior teachers in the role of coach/mentors • Expansion of Inclusion team 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 continues to develop an enrichment programme: ‘100 things to do before you leave Samares School’ to support this.



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

Parents are directed to the School and Government of Jersey website when seeking information re policies etc. Regular emails, newsletters, meetings and a school Facebook page also make this information available to parents.

Parents can also access support through the Children and Family Hub and the Jersey online directory
<https://www.gov.je/Caring/ChildrenAndFamiliesHub/Pages/ChildrenAndFamiliesHubHomepage.aspx>
<https://www.jod.je/kb5/jersey/directory/home.page>

Regular consultations/meetings with parents also provide opportunities to signpost them to relevant organisations.

18. Outcome of school priorities for SEN as outlined on the School development Plan or SEN – related elements of the school improvement plan

Priorities for the following year

- ARP/Curriculum pathway development
- Further training and development for the Inclusive Practice Guidance for all staff
- Further training on specific SEND support for staff
- Further engagement with parents
- Further embed inclusion policies, systems and procedures
- Development of school site to support needs of the pupils and increase physical space