

Mont Nicolle School

SEN Information Report



Staff and Contacts

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What types of special educational needs and disabilities does Mont Nicolle School cater for?

At Mont Nicolle School, the Jersey Curriculum is underpinned by our core values: Care, Believe and Succeed. We are a school where everyone is welcomed and cared for; efforts are valued; self-belief is nurtured, and our ambition is to be the best that we can be – these all make our school a special place to be.

We believe that all our pupils are entitled to the highest quality education. Our curriculum is designed to engage and to inspire; to challenge and support so that everyone can be the best they can be. We have high expectations of all and strive to create a caring, safe and happy learning environment inside the classroom and outdoors. We are committed to promoting a growth mindset, empathy towards others and an understanding of our rich and diverse island community. Staff and pupils foster pride in our local area and the curriculum offer. Heritage and future opportunities are woven into all aspects of our curriculum. We are dedicated to promoting healthy lifestyles and choices so that our pupils develop physically, emotionally, spiritually, and morally. We are determined that our pupils will enjoy personal successes and will develop as confident and highly responsible members of our community.

Many pupils need additional support at some time in their education. Where this support needs to continue over a sustained period, where the pupil's level of ability is well below that of the national expectation or where the pupil has a specific difficulty or disability then they will be identified as having a Special Educational Need or Disability (SEND).

“A pupil has SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

Mont Nicolle has:

- 186 pupils on roll including Nursery
- 13% of pupils are eligible for Jersey Premium
- 11% of pupils are MLL
- 10% have Special Educational Needs

Due to the small percentage of SEN within the school we need to be sensitive to the possibility of identifying individual children and so it is not appropriate to report any further data in this respect.

We have made provision for pupils experiencing difficulties as described in the Jersey SEND Code of Practice 2017.

These difficulties are:

Communication and Interaction

Pupils may have a delay or difficulty in one or more of the following areas:

Attention/Interaction skills: may have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. Difficulty attending whole class learning. May have peer relationship difficulties. May not be able to initiate or sustain a conversation.

Understanding/Receptive Language: may need visual support to understand or process spoken language. May require assisted technology to help them communicate. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

Speech/Expressive Language: may use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow. Some immaturities in the speech and sound system. Delayed grammar/phonological awareness.

Pupils may have a diagnosis of Autistic Spectrum Disorder or Developmental Language Disorder.

Cognition and learning

Pupils may have difficulties with the skills needed for effective learning such as:

Language, memory, and reasoning skills.

Sequencing and organisational skills.

An understanding of number.

Problem-solving and concept development skills.

Fine and gross motor skills.

Independent learning skills.

Exercising choice.

Decision making Information processing.

Pupils may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia, or dysgraphia.

Social, Emotional and Mental Health Difficulties (SEMH)

Pupils may have difficulties with social and emotional development which may lead to or stem from:

Social isolation Behavioural difficulties.

Attention difficulties (ADHD)

Anxiety and depression

Attachment disorders

Low self-esteem Issues with self-image

Adverse Childhood Experiences (ACE's).

Sensory and/or Physical Needs

Pupils may have a medical or genetic condition that could lead to difficulties with:

Specific medical conditions
Gross/fine motor skills
Visual /hearing impairment
Accessing the curriculum without adaptation
Physically accessing the building or equipment
Over sensitivity to noise/smells/light/touch/taste.
Toileting/self-care

How does our school identify special educational needs and disabilities?

We regularly assess our pupils against the Jersey Curriculum Expectations using internal assessments and observations to identify pupils needs. We use on-going teacher assessment to identify the gaps in pupils' knowledge and skills to plan for their needs.

Collaboration with parents/carers is very important to identify a pupil's strengths and needs. The SEN team analyse whole school data and meet with teachers each half term to discuss each pupil's progress. The class teacher regularly reviews the progress of their pupils. They identify any pupils who may need support and put individual strategies in place. Teaching assistants are actively involved in assessing against specific targets and support the class teacher in identifying and supporting gaps in pupil's learning and needs.

We aim to address these through adjustment of '**Quality First Teaching**' including learning styles; multi-sensory approaches, work differentiation, adaptive teaching and intervention strategies.

We use a Graduated Approach through an assess, plan, do, review cycle to identify and support pupils presenting needs. If, despite interventions, a pupil is making significantly slower progress than that of their peers starting at the same baseline or the pupil fails to match their previous rate of progress a pupil will be placed on the SEND register as requiring SEND Support after discussion with parents/carers and if appropriate outside agencies. Provision is implemented that is 'additional to' or 'different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. Specific achievable SMART targets will be set for the pupil and regularly reviewed. All SEND support and interventions are recorded on class provision maps and are reviewed half termly.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If evidence over time shows that progress has not been made, despite provision of concentrated support involving outside agencies, the school or parents may apply for

a statutory assessment which may lead to an RoN (Record of Need). The school, child and family will be fully involved in this process.

How does our school consult with parents/carers and how do we work in partnership with parents/carers?

At Mont Nicolle School we have an 'open door' policy of always listening to parents' concerns and welcoming their input.

Parents are kept informed by the child's class teacher or SENCo of what is happening at school to support the pupil. This could happen in the following ways:

- Face-to-face conversations

- Phone calls

- Emails

- Meetings to review and share ILPs.

- Parents' Evenings/Reports

If your child is in receipt of an RoN, a review will be held each year, known as the Annual Review

Reviews of SEND pupils take place in line with our Assessment Policy.

Parents/carers are involved in the setting of clear outcomes for their child and the review of provision and progress. This occurs at least 3 times a year and more frequently as required.

We hold Parent Consultation Evenings in the Autumn and Spring terms.

Parents receive a full written report in the Summer term.

If you feel that your child may have special educational needs firstly, make an appointment to discuss your concerns with the class teacher. The class teacher may invite the SENCo or team to the meeting. Your child's needs will be discussed, and this is an opportunity to share information about what is working well at home and at school so that together plans can be put in place to support your child following the graduated 'asses, plan, do, review' approach.

Parent information regarding SEND processes can be accessed on:

<https://www.gov.je/Education/Schools/Sen/Pages/WhatSupportAvailable.aspx>

How does our school consult with pupils with special educational needs and disabilities and how do we promote pupil voice?

At Mont Nicolle School there is a focus on Pupil Voice, where the school council have an active part in the decision making in our school.

All SEND pupils, irrespective of their needs, are fully integrated in all areas of school life. The school's Core values/Rights Respecting School /School Council and general inclusive philosophy engages all pupils in consider how to ensure best provision and care for all members of the community.

Pupil/Parent questionnaires are reviewed by the Leadership Team to ensure continuing relevance and completed on an annual basis. This information is collated and shared with pupils and parents. Information is reviewed by staff and outcomes used to develop/modify practise in the school.

Annual review meetings are held for pupils who have a Record of Need to discuss and update their needs and arrangements and set new targets. Pupils record their views about school on the pupil view section of the paperwork. If needed this can be done with support from their keyworker or an adult in school.

Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility.

What is our approach to teaching and supporting pupils with special educational needs and disabilities, including adaptations to the curriculum, the learning environment, pastoral care and extra-curricular/enrichment activities?

Our priority is to ensure that every pupil has access to high quality teaching that allows inclusion and progress for all. Should additional support be required, this is undertaken after consultation with the relevant staff, the pupil and their families.

- All pupils are given access to a rich and diverse curriculum that is pitched at an appropriate level and differentiated to their individual needs. **All teachers are teachers of SEND** and as such, are skilled in providing the right level of support at the right time for each pupil.
- The class teacher plans lessons according to the specific needs of all pupils in the class and will ensure that each pupil's needs are met. Teachers' use the pupil's Individual Learning Plan/individual SMART targets alongside their planning to ensure individual's SEND needs are met.
- Under the direction of the teacher, teaching assistants may adapt the teachers planning to support the needs of a pupil where necessary.

- Opportunities are provided for pupils with additional needs to work in different ways (for example in mixed ability groups, similar ability groups for peer support, adult supported small groups, 1:1 support with an adult, and independently).
- At Mont Nicolle School we make all reasonable adjustments to ensure that every pupil can take advantage of the full range of opportunities within the curriculum.
- We deliver time limited evidence-based literacy and maths intervention programmes.
- We offer personalised provision through adapted resources and interventions.
- We carry out research and implement advice and guidance from training and from external agencies.

What additional resources and support provisions and interventions are available in our school for pupils with special educational needs and disabilities?

We are an inclusive school, and we ensure that all pupils are given the option to take part in all activities including school trips, whatever their need(s). All school trips will have a risk assessment completed prior to the trip. Some pupils with a higher level of need may also have their own individual risk assessment too. Staff involved in the trip will have carefully planned and considered what may need to be adapted, what they need to be aware of and any other factors which will affect a pupil.

Information/letters will be sent home about any trips and in some cases, we will have a meeting to also discuss the details with parents/carers so to make sure each pupil has a positive experience and gets a fulfilling learning experience from it.

Interventions that were run:

- ELSA
- 1-1 reading
- Social skills curriculum
- Listening skills
- Speech and language
- Wellcomm
- Reading for Fluency
- BR@P
- Sensory circuits
- Toe by Toe
- RWInc individual Pathways
- RWInc FreshStart

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

- Instructions broken into small steps
- Visual prompts – now/next boards and timetables
- Positioning of a pupil within the classroom
- Use of iPads
- Use of breaks in learning and small chunks of work
- Access to physical resources
- Flexible curriculum arrangements
- Sensory equipment
- Sensory breaks
- Zone check in time (self-regulation)

What other agencies and professionals are available to meet the needs of pupils with special educational needs and disabilities?

External support services have an important role in supporting our school to identify, assess and make provision for pupils with SEND.

The school is currently supported by the following agencies:

- Educational Psychology Services
- ASCIT (Autism, Social, Communication Inclusion Team)
- CAMHS (Child & Adolescent Mental Health Service)
- SEMHIT (Social, Emotional, Mental Health Inclusion Team)
- Speech and Language Therapy Department
- Occupational Therapy
- Well-being Service
- Educational Welfare Officer
- MLL Team
- Early Help
- Family Nursing
- Seeking Solutions- NSPCC
- MIND Jersey
- Autism Jersey
- School Nurse Team
- CAMHs Early Intervention
- CAMHs
- Kairos Therapeutic Art

Regular Parent Mails are sent to inform the school community about regular events such as Parenting Sessions.

School staff have a weekly morning briefing where any concerns regarding vulnerable pupils can be shared.

How do we evaluate the effectiveness of our teaching, provisions and interventions for pupils with special educational needs and

disabilities, and what does our school do if a pupil requires a higher level of support?

Pupils progress is continuously monitored against age related national expectations. All interventions are monitored for impact and outcomes are defined at the start of any intervention. Where progress is not clear, new approaches are taken.

The SENCo oversees all additional support which is documented on the school provision maps. Teachers are offered on-going support and training to help them ensure all their teaching is inclusive and that every child makes progress. This is monitored by the Senior Leadership Team in a variety of ways including observing teaching, looking at books, planning and analysing data.

The SENCo Team regularly meets with teachers to discuss pupils about whom they have concerns and to monitor progress and the impact of interventions.

During breaktimes and lunchtimes, there is additional support on the playground available as needed.

Further support is available throughout the day. Breakfast Club and After School Club were started in September 2021 offering wrap around care. Pupils that struggle with issues such as attendance are invited to come into school earlier as a soft start to the day.

What does Mont Nicolle School do to support pupils' transition, including transition to their next phases of education, and their preparation for adulthood?

We recognise that transitions can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible.

When a pupil joins Mont Nicolle school:

➤ When a pupil starts school, we will contact any early year's settings, or other schools a pupil has previously attended to gather information about their needs. Information and relevant documents will be shared to ensure a smooth transition for each pupil. A meeting with the SENCo and class teacher will be arranged to discuss a pupil's needs and transition arrangements.

➤ When a pupil has already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at Mont Nicolle, and how it will be managed. This usually involves a Team Around the Child (TAC).

If a pupil is moving to another school:

- We contact the school SENCo to ensure that they are aware of any special arrangements or support that needs to be put in place for a pupil.
- We make sure that all records about the pupil are passed on as soon as possible.

When a pupil moves to the next year group in school:

- Information will be passed on, including a pupil's Individual Learning Plan to the new class teacher in July and a transition meeting will take place between the previous teacher and the new teacher. Provision maps are used to ensure that all support and interventions are passed on.
- Prior to the whole school transition days in July pupils maybe offered additional transition visits such as taking a message/joining a story time/visiting during lunchtime to ensure that they feel prepared for the transition.
- A transition passport can be prepared with pupils including photographs of the new classroom and areas they will be accessing, so they can share it during the summer to support a positive start to the school year. A Social Story may also be prepared to read in preparation.

In Year 6:

- As part of our PSHE curriculum pupils will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Transition plans are put in place to support each pupil as they move to their secondary school. The SENCo and Year 6 teacher will meet with the secondary Transition Lead and SENCo to discuss pupil needs and arrangements.
 - Where possible, if needed, pupils can visit their new school on several occasions prior to the July transition days and in some cases staff from the new school will visit pupils at Mont Nicolle.
 - A transition booklet can be prepared with pupils including photographs of the new setting, so they can share it during the summer to support a positive start to the school year.
- School can also support with transition preparation with additional wellbeing sessions and staff can accompany pupils on a visit either individually or in a small group.
- If a pupil has a Record of Need a transition annual review will be arranged during the autumn term in Year 6 to discuss their needs and arrangements for secondary provision.

Early Years

High levels of well-being are a priority between staff members, and as a result, a careful transition is planned to ensure all children arrive on their first day feeling safe, happy and excited for the year ahead. Giving lots of opportunities for parents/carers to ask questions and meet other parents is also of high importance to provide families with a stress-free start at Mont Nicolle.

The Transition process includes:

- -Pop in and Play sessions accompanied by parents in Nursery
- -Transition Days
- -Staggered Start dates
- -Home Visits
- -Parents information evening
- -Handbook for parents and for children

As a result of a thorough transition, there is minimal anxiety at drop off, children are happy to come into school and start the day. Parents and teachers create positive relationships, and staff can begin to get to know the children. This is particularly beneficial when there are children with any additional needs as there is ample opportunity for conversations with parents and time to make changes to the provision if required.

What is the expertise of our school's staff and what training in special educational needs and disabilities is provided to them?

Staff training is closely matched to school priorities documented in the School Development Plan and the needs of the pupils. SENCo/Subject Leaders/Pastoral Lead may deliver training, or agencies may be invited to school to train staff in addition to training offered by CYPES.

Training that has taken place in the last academic year:

- JP lead training
- Subject Leader Jersey Review Framework Training
- Coaching training
- All staff completed mandatory Connect training
- ADHD training from CAMHs Early Intervention
- ECT ongoing training sessions
- Safeguarding Training
- ELSA ongoing Supervision & training
- MAYBO Training
- VAWG training
- Relationships and Behaviour meeting following the Inclusion Guidance document

Provision includes:

- Differentiation of tasks
- Adaptive teaching
- Alternative ways of recording their ideas (ICT, photographs, evidence files)
- Extra adult support in classrooms where appropriate
- Time limited evidence-based intervention programmes
- Personalised provision through adapted resources and interventions
- Advice from external agencies.

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

- Instructions broken into small steps
- Visual prompts – now/next boards and timetables
- Positioning of a pupil within the classroom
- Use of iPads
- Use of breaks in learning and small chunks of work
- Access to physical resources
- Flexible curriculum arrangements
- Sensory equipment
- Sensory breaks
- Zone check-in time (self-regulation)
- Adaptive teaching

If I have a concern or complaint regarding the provisions for my child in school, how will this be dealt with?

We have an open-door policy and adhere to the school complaints policy. Parents are invited to come to school and talk to the class teacher, key stage manager, SENCo Team. If a parent remains concerned, they can either speak to the Head Teacher or CYPES. We always aim to resolve a complaint as fairly and quickly as possible. These will be dealt with in a professional and sensitive manner.

How do I find out more about local organisations which provide support for parents/carers of children and young people with special educational needs and disabilities?

Jersey's Children First

Jersey's Children First is a standard framework adopted across agencies, services and settings in the public, community, and voluntary sectors in Jersey.

A multi-agency group, including parents, has developed a Jersey-specific model based on learning in other places which includes:

- Every Child Matters, in England,
- Getting it Right for Every Child, in Scotland
- the Unified Approach to Assessing Children's Needs, in Ireland

It is designed for all those working with children and young people from pre-birth to 19 with emerging or known additional or complex needs/disabilities, including Looked-After Children and those in need of protection.

The approach has additional responsibilities for young people who have been in the care of the States of Jersey and young people in transition to adult services.

It is the vehicle for delivering the four outcomes of the Children's Plan for Jersey:

- that all children in Jersey grow up safely
- live healthy lives
- learn and achieve
- are valued and involved

JerseysChildrenFirst@gov.je

Children and Families Hub

About the Children and Families Hub

The Children and Families Hub provides information, advice and support for families and young people.

Our aim is make sure you get the right help, at the right time. This could be some advice on the telephone or a one to one consultation. We'll also put you in touch with any services that can help you. The hub also responds to any safeguarding concerns you may have for a child or young person.

Whatever help you need, we'll make a plan with you and with the services helping you.

<https://www.gov.je/Caring/ChildrenAndFamiliesHub/pages/childrenandfamilieshubhomepage.aspx>

Special Educational Needs Code of Practice

<https://www.gov.je/sitecollectiondocuments/education/p%20sen%20code%20of%20practice%2020180212%20jp.pdf>