



Grands Vaux Primary School

Headteacher: Miss Maria McCool



Friday, 08 March 2024

Dear Parents and Carers,
Welcome to newsletter 5 – Inclusion Focus.

As an inclusive school where success is only possible if we work in partnership together I wanted to share information with all our parents and carers about our approach to supporting children in school with additional needs. These needs may be temporary and in response to a current situation or event, these needs may be of a longer term nature and may be alongside a diagnosis.

Support for all our children is provided through a graduated response. (Please see attached Graduated Response Flow Chart.) This means that we take a stepped approach, as a school we implement strategies ourselves at a school action level in a plan, do, review cycle. If following this and in dialogue with children, parents and carers the high quality teaching is not meeting needs then a referral can be made to outside agencies. Who this is will depend on the needs of the child. This referral is written, shared with parents/cares and signed before submission. The outside agency will review the referral and decide if their criteria for accepting the case is met. The case is then triaged in terms of their waiting lists.

High Quality Teaching, Ordinarily Available Provision and Special Provision summarised through the Graduated Response

The Graduated Response referred to in the Jersey Code of practice 2001 provides the framework for the school's organisation of support for pupils with SEN and for their joint work with EST and other agencies. The process is cumulative. Successive levels are initiated where closer planning, intervention, monitoring and evaluation is required to meet needs. When changing needs can be appropriately met with lesser response, arrangements can revert to earlier cycle/levels.

High Quality Teaching

The principle behind the Graduated Response is that optimising the effectiveness of high-quality teaching, including differentiation, means that fewer pupils require arrangements at School Action.

School Action

School Action is initiated where high quality teaching is not achieving appropriate progress. Where a period of School Action arrangements planned and monitored through Provision Mapping has resolved the identified need, high quality teaching will be sufficient. Where School Action interventions are needed to maintain progress, these can continue for extended periods. Where School Action interventions do not maintain progress in meeting the identified need, a move to School Action Plus should be discussed with the appropriate external agency.

School Action Plus

Where EST/specialist support/outreach services/other agencies are consulted, records of the school assessment, planning, intervention and review at School Action will form the basis of initial discussion. Where a period of School Action Plus arrangements resolves the identified need, the pupil can move back to School Action or high quality teaching may be sufficient. Interventions at School Action Plus, however, may also continue to be needed to maintain progress. Exceptional Action (Multi-agency Assessment) This will normally arise out of extended interventions to implement EST (and other appropriate agencies) advice at School Action Plus.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs (SEN) of the child or young person, and they have not made expected progress, the school and parents might consider requesting an exceptional action assessment. It is initiated where the Department (rather than the school) needs to identify a pupil's special educational needs and arrangements to address these. The outcome will be to issue either a 'Record of Need' or a 'Note in Lieu' of a Record of Need.

Record of Need

This is put in place where Exceptional Action assessment indicates that the Department (rather than the school) needs to specify a child's special educational needs and arrangements to address these. A Record of Need is subject to Annual Review.

Record of need and what it means

A record of need is required where an exceptional action assessment indicates that we should:
specify your child's needs

determine the educational arrangements required to meet the identified needs
determine the resources to be allocated to make these arrangements, including possible involvement of other educational provisions
specify involvement of external agencies
determine the arrangements by which your child's progress will be monitored

For additional information please see our website here - <http://www.grandsvaux.sch.je/sen/>.

This includes our SEN policy, our Inclusion policy and our most recent SEN report. The SEN report outlines different aspects of our context, support offered and outside agencies linked with, as well as signposting.

A more detailed explanation can be found in the following two CYPES (Children Young People, Education and Skills) documents –

“The Entitlement of Pupils in Mainstream Schools”

<https://www.gov.je/Freedom%20of%20Information%20library/ID%20FOI%20The%20Entitlement%20of%20Pupils%20in%20Mainstream%20Schools%2020160419.pdf>

“Special Educational Needs Code of Practice”

<https://www.gov.je/SiteCollectionDocuments/Education/P%20SEN%20Code%20of%20practice%20%28Under%20Review%29%2020240214GW.pdf>

Please find attached a list of useful contacts and Apps – these have been shared with school by a Mental Health Practitioner from CAMHS.

As with most newsletters, any flyers detailing meetings, events, training, courses etc that you may be interested in are included – a reminder that these are also made available on the external parents/carers notice board at the main entrance of school.

Please do not hesitate to get in touch if you have any queries, concerns or there is anything I can do to help and support you with your child's learning and school life. All at Grands Vaux Primary School are committed to the well-being of your child/ren so if we can help, please let us know.

Kind regards



Miss Maria McCool – Headteacher