

SEND School Report 2024-2025

"Everyone who works with children should do what is in the best interests of the child."

Article 3 United Nations Rights of the Child

What is SEN?

A child or young person has special educational needs or disability (SEN) if they:

- have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age
- they require special educational provision to be made for them

SEN Roles and Responsibilities

The first point of contact for any SEN concerns is with the child's class teacher. The School's SENCo, Katie Martin, had overall responsibility for SEN at Grands Vaux Primary School in 2024-2025.

Every member of staff has a responsibility to support all students effectively; this is through quality first teaching, a curriculum that is adapted to meet the children's individual needs (scaffolding and adaptive teaching methods) and an ethos of care and consideration.

SEN Vulnerable Groups

Percentage of Grands Vaux Role identified with SEN Need	Percentage of Inclusion Register by Gender	Percentage of Inclusion Register with English as an Additional Language	Percentage of Inclusion Register in receipt of Jersey Premium Funding
31%	**Male- 54% Female- 46%**	**29%**	**78%**

SEN Primary Needs

Autistic Spectrum Disorder	Moderate Learning Difficulty	Social, Emotional and Mental Health	Speech, Language or Communication Need
36%	**2%**	**52%**	**10%**

Percentage of Inclusion Register working OUTSIDE OF, WITHIN (emerging and developing) and AT

Groups	2024			2025		
	Maths	Writing	Reading	Maths	Writing	Reading
Year 6						
% SEN outside ARE	14%	14%	14%	50%	50%	50%
% SEN within ARE	28%	28%	28%	0%	0%	0%
% SEN at ARE	58%	58%	58%	50%	50%	50%
Year 5						
% SEN outside ARE	25%	25%	25%	37%	50%	37%
% SEN within ARE	25%	50%	50%	13%	13%	26%
% SEN at ARE	50%	25%	25%	50%	37%	37%
Year 4						
% SEN outside ARE	8%	8%	8%	75%	50%	50%
% SEN within ARE	50%	50%	50%	25%	0%	0%
% SEN at ARE	42%	42%	42%	0%	50%	50%
Year 3						
% SEN outside ARE	50%	50%	50%	44%	32%	50%
% SEN within ARE	0%	0%	0%	22%	34%	0%
% SEN at ARE	50%	50%	50%	34%	34%	50%
Year 2						
% SEN outside ARE	22%	22%	22%	20%	60%	60%
% SEN within ARE	44%	44%	44%	80%	40%	20%
% SEN at ARE	34%	34%	34%	0%	0%	20%
Year 1						
% SEN outside ARE	15%	15%	15%	28%	57%	57%
% SEN within ARE	85%	85%	85%	28%	14%	14%
% SEN at ARE	0%	0%	0%	44%	29%	29%

Identifying children with SEN and subsequent assessments

Our aim is to identify SEN needs as they arise. These needs are usually identified through:

- Class teacher's regular assessment and the recording and monitoring of pupil progress
- Analysis of the school's tracking system
- Teacher concerns raised in Pupil Progress meetings
- Pupil concerns
- Parental concerns

These are often short-term difficulties and can be addressed by class teachers. However sometimes these are more long-term difficulties which might require on-going support or consideration so if there is continued concern after some action and monitoring from the class teacher, then procedures are in place to further assess and consider the needs of the pupil.

Consultation with parents

At Grands Vaux, we inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school-based response for their child and understand the purpose of any intervention or programme of action.

We have an 'open door policy' at Grands Vaux. Appointments for a face-to-face meeting can be made, or a telephone meeting can be arranged by emailing the teacher or SENCo or at the office with the school secretary. Parent's views are listened to through informal meeting at pick up, parental consultations, arranged meetings with the SENCo and meeting with external agencies.

Available Assessments at School

The SENCo has a limited number of assessments that can be used at school. These are not diagnostic tools but can be used to inform the school about areas of strengths and difficulties and build up a picture of the child.

The assessments include:

- COPS (Cognitive Profiling System) and LASS (Identification of dyslexic tendencies and other learning needs)
- ELS phonic assessment
- Wellbeing/ELSA assessments
- Well Comm (Foundation Stage Speech and Language)
- YARK reading assessment
- Number Stacks assessment

Arrangements to review progress

In the Autumn and Spring Term we host Pupil Progress Meetings between the class teacher, deputy head and the SENCo. Prior to the meeting, data is analysed and children with or suspected SEN requirements are identified and their progress, interventions and areas where less progress is being made are discussed.

Impact of learning interventions is monitored and reviewed half termly. In 2024-2025, interventions were in place for pupils who were identified as not making expected progress. Interventions included:

- BR@P
- ECOF Reading
- Phonics Teaching
- Precision Teaching
- ELSA
- NTS Groupings
- Curriculum Booster Sessions
- Reading fluency interventions
- Well-being support
- Play therapy
- Therapeutic arts
- Numbers Stacks

Supporting children moving between Educational Phases

If a transitioning child has SEN, then the SENCos from both schools meet to discuss the pupils, their needs and the support that has been given. Extra transition can also be arranged with the new secondary school, depending on individual needs of the child. There are two transition days in the summer term where the children spend the time with their new class teacher and support staff.

The Teaching Approach

Once pupils with special educational needs are identified, teaching strategies and teaching approaches which might be needed for that child will then become part of the class teachers teaching style. Most pupils are supported by receiving quality first teaching (including scaffolding) in the classrooms.

Any additional provision in place is recorded on the Year Group Provision Map. Provisions include:

- Scaffolding in place
- 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
- Following specific advice and recommendations from external agencies.

Arrangements for Staff

The staff who support children and young people with SEN receive training during off site training, online training, INSET days, staff meetings and weekly LSA teacher meetings; individually with the SENCo or an expert (e.g. Speech and Language keyworker) and through attendance of Education Department training.

The SENCo meets virtually with other island SENCos to keep up to date with current documentation and initiatives.

Learning Support Assistants are trained to deliver a range of effective interventions - BR@P, Precision Teaching, Essential Letters and Sounds, ELSA, Number Stacks and Catch-Up Maths. In 2024-2025 the following was specific training that 1 or more member of staff attended:

- MAYBO Level 1 and Level 2
- ELSA supervision training
- Good Autism Practice
- BR@P
- Selected Virtual College online training opportunities
- MITA training
- Bell-foundation assessment framework

Evaluating the effectiveness of provision for children and young people with SEN

The SENCo monitors the deployment and use of staff for interventions and carries out observations and evaluations. Entry and exit data for all SEN provisions are analysed carefully. Where progress was not clear or quantitative data is available or possible, new approaches are taken. All staff have performance management sessions during the year and those staff who work with children on the Inclusion Register have targets in relation to those children whom they work alongside.

Ensuring engagement and accessibility for all

We believe that all children should have equality of opportunity and this is outlined in our Single Equality Act (2013) in line with the Equality Act 2010.

Risk assessments are carried out for all out of school trips and visits. The needs of vulnerable pupils, such as those with SEN, are considered as part of the process and appropriate arrangements made wherever possible. All can participate in our breakfast and after-school club for a fee. Where a child in receipt of Jersey Premium funding has SEN requirements the school have used this funding to better support the individual needs.

We consider the accessibility of the school in the following ways:

- Medical Care plans
- Safer Handling Plan
- Consistent Management Plan

- Attendance plans
- Health and safety meetings
- Intimate care policy

Involvement of other services

Grands Vaux has close links with outside agencies; this has been developed over several years of partnership working. In 2024-2025 expertise was sought from:

- Occupational Therapy
- Speech and Language
- CAMHs
- Educational Welfare Officer
- SEMHIT
- Educational Psychologist
- ASCIT
- School Nurse
- Social/Children's Services
- The Bridge (Family Support)
- Social Security
- Well-Being Team
- Church
- Police service
- Island SENCOs
- MLL team
- Children and Families Hub
- Early Help- Right Help Right Time
- La Passarelle
- Family Support Worker
- Early Intervention Team
- Kairos Arts

Support for Improving Emotional and Social Development

Pupils are well supported by:

- Our Counter-Bullying Policy and our Relationships Policy
- PSHE programme of work followed by all classes
- Family Support Worker
- Zones of Regulation for all classes
- ELSA to support children with programmes such as friendship issues and self-esteem building
- Peer mediators
- Well-being facilitator
- Kairos Arts
- Voice21 oracy work

We have an ELSA (specially trained Emotional Literacy Support Assistant), well-being facilitator and therapeutic arts practitioner who all work with children individually or as a small group to discuss their feelings and concerns. During last academic year, the ELSA, well-being facilitator and therapeutic arts practitioner worked with individual pupils. This either incorporated a weekly program of work for approximately 6 weeks or single sessions when needed.

Referrals to our school ELSA, well-being facilitator or therapeutic arts practitioner are via class teacher or SENCo. Referral and review paperwork is in place to ascertain the impact of any well-being input that the school delivers. When appropriate the ELSA, well-being facilitator and play therapist speak to parents and carers.

Arrangements for handling complaints

As a school we like problems to be resolved and will work with other parties to try and do so. Our complaint procedure can be found in the Comments, Compliments and Complaints Policy which is accessible via the School Website at http://www.grandsvaux.sch.je/school-policies/

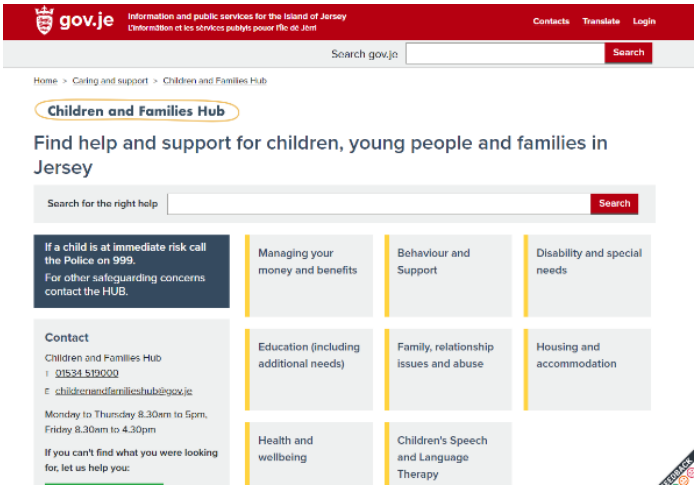
Concerns are usually addressed to class teachers in the first instance. If the matter is not resolved than parents can speak to the Deputy Head or SENCo and then Head Teacher.

Signposting for parents

The Children and Families Hub can be used to find information about services. Their aim is to ensure families and young people get the right help, at the right time. This could be advice via telephone conversation or a one-to-one consultation. They can put you in touch with any services that may be able to help you. The hub also responds to any safeguarding concerns you may have for a child or young person.

ways to get in touch:

- Children and Families Hub online directory and contact the relevant services directly
- Call Children and Families Hub on 01534 519000, open Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm
- Complete Request for Advice form
- email at childrenandfamilieshub@gov.je
- Talk to someone you are already in contact with, for example a teacher, youth worker, health visitor or your GP
- Young people up to 25 years can talk to the YES project for information, advice and counselling on the free helpline 0800 7350010, available Monday to Friday, 12pm to 6pm or email the Youth Enquiry Service



In addition, information for parents can be found on the school Facebook page.