

# SEND School Report



**September 2023 – August 2024**

Le Rocquier School  
Learn, Respect and Succeed

Headteacher: Mr Andrew Adkin

SENDCo: Mr Iain Nerac

## Overview

Le Rocquier School is committed to offering an inclusive education to children, in line with the States of Jersey, Special Educational Needs and Disability Code of practice (October 2017) and The Discrimination (Jersey) Law, 2013.

All teachers have the responsibility to provide high quality teaching that targets gaps in learning. Identification of students' needs is done through informal and formal assessments, liaison with parents and the support of a multi-agency approach.

In September 2023 the total student number on roll stood at **719**.  
The percentage of students with SEND stood at **17.39%**.

## Headline Data

August 2023 GCSE data for student with identified SEND.

Subject	Value added	Percentage of students achieving a 4+.
English Literature	+0.06	52.94
English Language	-0.71	35.29
Maths	-0.47	41.18

Value added shows how much students achieved above or below their minimum expected grade (MEG).

For example, if a subject has:

A value added of zero = on average, all students achieved their MEG.

A value added of +0.5 = on average, all students achieved half a grade above their MEG.

A value added of -0.5 = on average, all students achieved half a grade below their MEG.

## Interventions and Initiatives to support SEND

Le Rocquier School provides support for students with SEND through a wide range of ways. These include:

<b>Learning</b>	<b>Well-being</b>	<b>Outside Agencies</b>
<ul style="list-style-type: none"><li>- Student learning plans</li><li>- Provision Map</li><li>- Student behaviour plans</li><li>- Whole school reading Interventions- Reading Plus</li><li>- Homework club</li><li>- Specialist TA support</li><li>- Life Skills programmes</li><li>- Work experience</li><li>- Extensive Y6 Transition Programme</li><li>- 3-5 Schooling</li></ul>	<ul style="list-style-type: none"><li>- ELSA</li><li>- Breakfast Club</li><li>- Early Help</li><li>- Key worker Support</li><li>- Mentoring</li><li>- Friendships Groups</li><li>- Anti-Bullying Initiative</li><li>- Lunch time support rooms</li><li>- Outdoor learning</li><li>- Young carers Support</li></ul>	<ul style="list-style-type: none"><li>- Family Partnership Worker</li><li>- SEMHIT</li><li>- Jersey Youth Service</li><li>- Prince's Trust</li><li>- MIND</li><li>- ASCIT</li><li>- CAMHS Early Intervention Team</li></ul>

These provisions may be long term or short interventions, and they are targeted and bespoke for each individual student on the SEND Register.

Student with SEND are given equal opportunities to participate in all school activities. Risk assessments and modifications are made when necessary (for example, during trips & visits, and on Year 10 Trident placements).

## Additional Resource Provisions (ARPs)

Le Rocquier School currently provides support for students within two separate ARCs.

The Foundation Curriculum (or Nurture ARC) was established in September 2022 and provides specific support and educational pathways for students who are learning at a level significantly below chronological age.

A second ARC was established in September 2023, providing specific support for students with a range of needs including ADHD, Autism, visual and auditory needs and SEMH difficulties. The support this ARC provides varies depending on student need, ranging from in-class support to bespoke in-school timetables.

Students who do not meet the criteria to access either ARC are offered support through our Learning Support department.



## Identifying and assessing children with SEND

A student has SEND when their learning difficulty requires a special educational provision. This is generally a provision beyond that which is ordinarily available to children of the same age. A student identified with SEND will generally have been struggling to make expected progress and continues to be significantly delayed in relation to their peers. The subject teachers, working with the SENDCo, will assess whether the student has SEND. This requires the gathering of evidence, including the views of the student and their parents/carers. A plan of extra teaching or other interventions designed to secure better progress will be put into place.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as an undiagnosed learning difficulty or difficulties with communication or mental health issues. If it is thought housing, family or other domestic or social circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported using approaches such as the Early Help Assessment, may be appropriate.

Other professionals will be involved when necessary to support in the identification, assessment, and planning for a student with SEND.

There are some areas of need that, on their own, are not recognised as a SEND, however school recognised that they could impact on student progress and other support arrangements could be put into place.

These include:

Children, Looked After  
Jersey Premium  
Attendance and punctuality  
Welfare and safeguarding  
Low Prior Attainment (LPA)

Exam Access Arrangements  
Young Carers  
Multilingual Learner (MLL)  
Medical

## Procedures used to support identification of SEND

A range of information and data is used to support us in identifying specific needs. This includes (but is not limited by):

- Transition data
- CATS data
- Reading Plus baseline data
- Progress in Maths & English (Y7 and Y9)
- Termly PARM meetings
- Annual Review Meetings
- Inclusion Team Meetings
- Screening tools for learning difficulties – these are used to identify specific needs or interventions, but do not offer diagnosis

## Working with parents/carers

Parents are encouraged to work with the school and express any worries or concerns they have so we can best meet the needs of their child. During the Year 6 induction evening, parents are encouraged to meet with the SENDCo. A parent questionnaire is also given to Year 6 parents to ask specific questions about the needs of their child.

Regular correspondence between school and parents takes place via emails, phone calls, informal / formal meetings, parents' evening, and reporting.

## Reviewing Progress

Progress of SEND students is monitored primarily by subject teachers and the Head of Faculty. Concerns about progress are shared with the SENDCo.

- Progress data for students with SEND is monitored as part of the whole school tracking of student progress each term.
- Subject interventions are put into place to address any gaps in learning
- Targets on a student's Individual Learning Plan are reviewed and shared with parents
- Students under Speech and Language/ Occupational Therapy/EP/ CAMHS/ Paediatrician/Audiology are reviewed by the service on a regular basis.
- Students holding a Record of Need will have an Annual Review, where a representative from all agencies involved with that student will be invited; interim reviews will be held if necessary.

## Transition

We offer a range of transition support for Year 6 and Year 11 students. This included:

- Our Year 6 transition programme began in March 2023 with extra transitions mornings offered across two sessions. The programme included taught lessons by subject specialists from across the school, alongside pastoral support. 4 sessions were offered between March and June: the aim for 2024-2025 is five sessions starting in January.
- Identified Y11 students had additional visits to Highlands beginning in December 2023 while SEND and welfare staff met with the Highland's team to share information.
- Exam Access Arrangements were passed onto the relevant post-16 placements.
- Le Rocquier staff worked alongside Jersey Youth Service, Trackers, and the Jersey Employment Trust to support the few students who did not plan to continue in education.

## High Quality Teaching for students with SEND

Each student with a SEND has individual needs within the classroom environment. This may include:

- Personalised (adapted) classroom activities and tasks
- Teaching assistant support in lessons
- Reading intervention programmes
- Online support such as Satchel, My Maths, Reading Plus, BBC Bitesize
- Bespoke student timetables
- Extraction from identified lessons for additional support time
- KS4 Learning Support Option for GCSE support
- BSL
- Prince's Trust
- ASDAN
- Employability Pathway

Additionally, all teaching staff receive regular high-quality training, to ensure continuous development of their practise and support for students with SEND.

## Staff Training

Training needs are identified through the School Development Plan. The following SEND specific training took place.

Training	Who attended this training.	Aims and Impact
Adaptive Teaching Strategies for the Classroom	All teaching and TA staff.	Focused training to continue to improve teaching of students with SEND.
Deaf Awareness updates	All teaching and TA staff.	Annual reminder for all staff to ensure staff use the sound fields and are aware of the HI students.
Exam Access Arrangements Updates	All teaching and TA staff.	Annual reminder for all staff to ensure staff know how about EAA and how to request them via the Deputy SENDCo.
ELSA	ELSA's – 4 x colleagues	Increase SEMH support services available in school.
Adverse Childhood Experiences and Early Trauma	Role specific – welfare team x 2.	Increase awareness and increase staff skills to support students with ACEs and trauma.
Safeguarding – annual update	All staff	Mandatory – to ensure all staff know how to safeguard all children.
Data Protection update	All staff	Mandatory – to ensure all staff understand the basics of DP and GDPR.
MAYBO	All staff	Mandatory – to ensure all staff know how to de-escalate situations.
Tourette's Awareness	Teaching assistants	Increase awareness and staff skills to support students with Tourette's.
Attachment	Role specific – senior SEMH focussed teaching assistants x4	Increase awareness and increase staff skills to support students with attachment needs.
City and Guilds Food Hygiene Level 2	New teaching assistant staff.	Ensure all teaching assistants can support students in food lessons.
SENCo Meetings	SENDCo	Regular SEND updates from the central CYPES team.
Managing Self harm	Role specific – welfare team x 2.	Increase awareness and increase staff skills to support students who self-harm.





In September 2024, Le Rocquier school staff began to access the National College and engaged with training through this platform. Training can be individual led or be allocated, with SEND training being shared with specific staff and whole school (as appropriate).

## Accessibility

Le Rocquier is committed to ensure the school environment is accessible for all. Facilities include:

- Lift access to each floor
- Fire alarm safety plans
- Disabled toilet facilities
- Sound field equipment in classrooms
- Technology in school hall to support students with hearing impairment
- Automatic entrance doors
- Regular Health and Safety audits
- Two accessible bathrooms - modified in June 2019 – hoist fitted
- High contrast décor (internal and external) to enable easier access for students with visual impairment.
- Ramp access to the P.E block

Additionally in 2024, the main reception area was re-built to make it accessible to all. The main school toilets were also re-built to ensure easy access for all students.



## Future Priorities

Priorities for continuing to improve our provision for students with SEND are held within the School Improvement Plan (SIP) and the Inclusion Improvement Plan (IIP). For 2024 – 2025, this includes:

- Monitoring frontline teaching to ensure that students make expected progress.
- Identifying and supporting staff's continuing professional development with focus on personalising learning.
- Improve our use of data to inform interventions and educational pathways resulting in best outcomes for students.

## Other Information

Please visit the Le Rocquier School website for various information and links to other aspects of the school.

[Le Rocquier School - Home](#)

For further information, please visit the Jersey Online Directory and the Family Support Forum for parents needing additional support services.

[www.gov.je/caring/childrenandfamilieshub/Pages/ChildrenAndFamiliesHubHome.aspx](http://www.gov.je/caring/childrenandfamilieshub/Pages/ChildrenAndFamiliesHubHome.aspx)

Jersey Online Directory

[www.jod.je](http://www.jod.je)

Children with Disabilities Directory

[www.gov.je/Health/Children/ChildDevelopment/Pages/Centre.aspx](http://www.gov.je/Health/Children/ChildDevelopment/Pages/Centre.aspx)

Special Educational Needs pages on gov.je

[www.gov.je/Education/Schools/Sen/Pages/WhatSupportAvailable.aspx](http://www.gov.je/Education/Schools/Sen/Pages/WhatSupportAvailable.aspx)