



Le Rocquier School SEN Information Report 2016– 2017

All data has been taken from the Summer Term Inclusion register

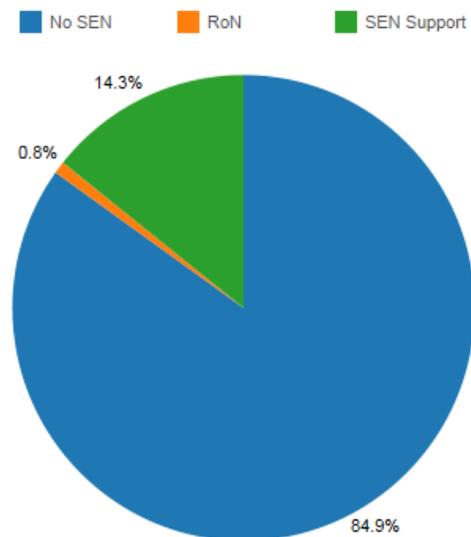
SEN Profile 2016-2017

1. Percentage of pupils with SEN in relation to whole school population

830 pupils were on roll in school last year

Percentage of those with SEN according to the different response to meet their needs.

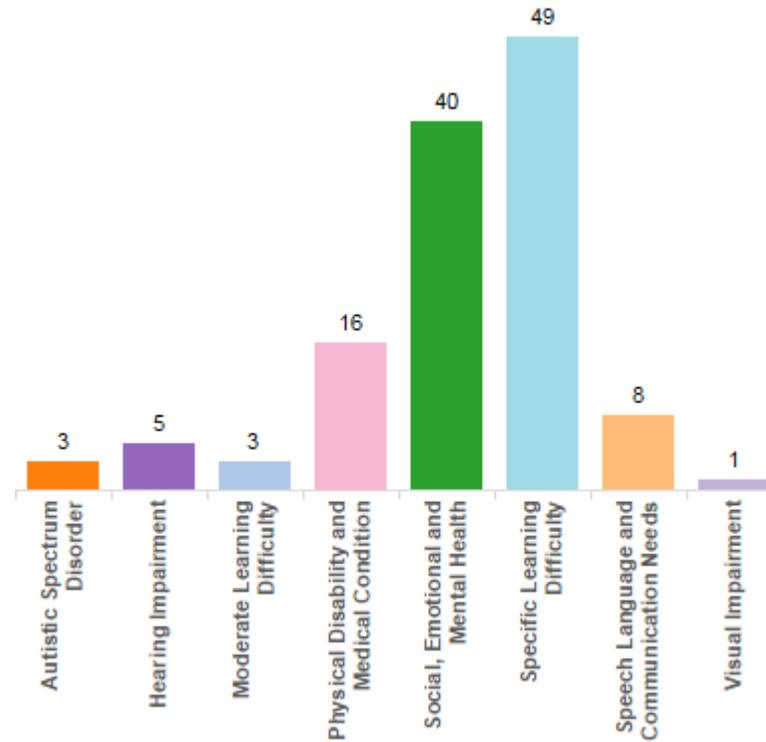
15.1% of the population have SEN = 125 students



2. The kinds of SEN for which provision has been made

Number of pupils by SEN Description (Summer Term 2017)

Many pupils need additional support in more than one area. However, of all the pupils on our SEN register last year, the prime reason for their additional support is detailed below.



3. Proportion of boys/girls on the SEN register

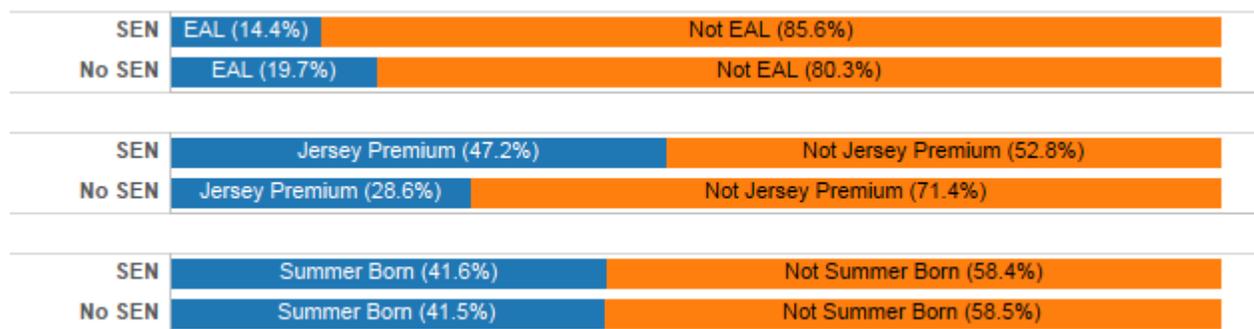
Percentage of SEN by Gender (Summer Term 2017)

(i.e. 18.5% of all boys are SEN; 11.3% of all girls are SEN)

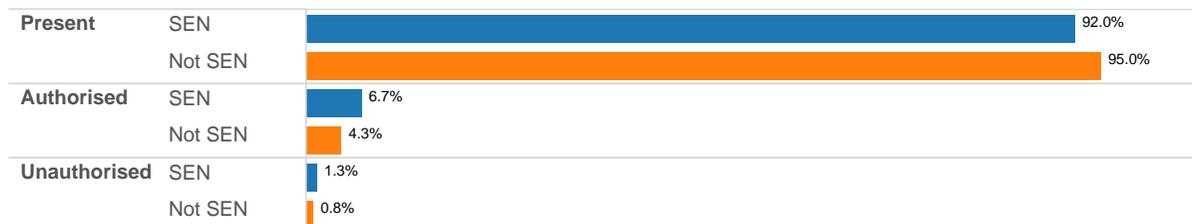


4. Percentage of pupils in other vulnerable groups

Percentage of pupils in other vulnerable groups (Summer Term 2017)



5. Attendance and SEN



SEN Information

Information on who has responsibility for SEN within the school

- All teachers have the responsibility to provide High Quality First Teaching; students who continue to struggle despite this have additional support as outlined in the Ordinarily Available Document (Nov 2015)
- SENCo & SLT - Nicola Eastham
- Assistant SENCo, SLT, Jersey Premium, ARC Manager - Iain Nerac

Identifying and assessing children with SEN

- The identification of a student experiencing difficulties is the responsibility of teachers, teaching assistants, parents, the student and outside agencies. We work together to build up a picture of need.
- 3 week review meeting held with HOY, SBEWO, SBC, Deputy Head and SENCo to plan, evaluated and measure impact for students on the register.
- In addition to this we gathered information from primary school and parents on transition.
- Assessment tools used for all students;
Suffolk Reading Test, Progress in Maths Test, Edexcel Key Stage 3 Baseline Test
- CATS data was collected and analysed to provide assessment information for students with SEN.
- Termly PARM and MAST meetings were held.

Arrangements for consulting parents/carers of children and young people with SEN and involving them in their education

Discussions with parents take place through the following method:

- Annual Reviews
- Planned events including Parents Evenings, Transition Evenings, and Y6/& SENCo drop-in
- Meetings / conversations with parents pre and post screenings / assessments
- TCC students – home / school book
- Summer school questionnaire
- Communications with parents via emails, phone calls, drop ins.
- Key worker contact between home and school.
- Information shared on school website re Parent Forum

Arrangements for consulting children and young people with SEN and involving them in their education

- Student involvement is central to the approach of planning for their education. The Student Support Team talked to students about their needs. Key workers / Year group TAs checked-in with students on a regular basis.
- Student views are collected for Annual Review Meetings and during SLP discussions.
- SEN students interviewed during the review process by review team.

Arrangements for assessing and review progress toward outcomes

- Student logs were maintained by TA's supporting specific students in lessons to measure levels and range of support provided. This was evaluated and highlighted a need for students to be working more independently in lessons. Training was delivered to TAs as a result of this.
- Review SLP, PSP targets by keyworker or SENCO
- Reading data was measured and evaluated and used to plan for future interventions.

Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood

- SEN Transition Coordinator, Iain Nerac, attends all Y5 and Y6 annual reviews meetings.
- The transition summer school for SEN and vulnerable students accommodated 40 students in August 2017.
- Vulnerable Y6 students were offered additional transition days.
- Close and successful planning with primary SENCOs ensured smooth transition.
- Transitions to Post 16 - students were also offered additional transition visits.
- The SENCo met with post-16 support departments to share information.
- Y11 transition meeting at PDC attended.
- EWO involved in transition support for two Y6 students.

The approach to teaching children and young people with SEN

- High quality teaching is expected. Individual subject areas responsible for differentiating their scheme of work to meet the needs of their students
- Ability setting / small class sizes for vulnerable learners.
- Core subject specific teaching assistants: Participation in departmental meetings means the impact of this is a more effective relationship between the support department and core subject areas in terms of planning and resourcing for SEN students.
- BSL available to hearing students and staff (69 students taking part in BSL lessons).
- Services such as Youth Service, SEMHIT, ASCIT to support teaching and learning.

- Individual/bespoke timetables for some students.

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

- Curriculum alternatives offered at KS4 included Prince's Trust XL Programme, Functional Skills English, ASDAN, Highlands College placements, work experience, JET workwise programme.
- Homework club / lunch time support room was available every day.
- Extraction from MFL was an option for some students to spend more time on basic literacy and numeracy in KS3.
- Exam Access Arrangements made for 32 Y11 GCSE students.

Expertise and training of staff who support children and young people with SEN, 'including how specialist support will be secured'

2016 – 2017 TA training covered the following areas;

- Well Being training for HI TA's
- Safeguarding
- Literacy
- GSCE subject changes
- High Order Questioning Techniques
- Assess, Plan, Do, Review

Information about evaluating the effectiveness of provision for children and young people with SEN

- Data analysis of Y11 GCSE students
- Data analysis of reading interventions outcomes
- Introduction of Doodle to RAG students learning gaps and attainment

How children and young people with SEN were enabled to engage in activities available with children and young people in school who do not have SEN

- All activities were offered to all students. If a student had difficulties in accessing the activities, modifications were made by the activity leader.
- Risk assessments were completed to ensure safe access.
- If the risk was deemed too high to take a student on a trip, e.g. concerns about taking a student off island if they have a high social and behaviour need, alternatives were offered to that student.
- Risk assessment and pre visits meetings held for HI students for their Trident placements.
- Additional visits were timetabled for SEN students on Trident.

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

Involvement with the following agencies occurred;

- JET, CAMHS, Children's Services, EWO, Brook, Health (school nurses), Charities such as MIND, Barnardo's', The Bridge
- Early Help – family support
- EYECAN – sup[port for specific student
- Prince's Trust – KS4 option group

Support for improving emotional and social development

A welfare team supported students and their families to ensure the safety of our students.

- Pastoral team meeting every three weeks for identified students.
- Mental health training support staff.
- SBC ran friendship groups.
- ELSA programmes took place
- Relaxation room in support department.
- Attendance plans were put into place for students falling below the threshold.

Arrangement for handling complaints from parent of children and young people with SEN about the provision made at school

The school complaints procedure was made available to all parents and students should they have wished to make a formal complaint. In the year 2016 – 2017 no formal complaints regarding SEN support were made.

Accessibility plan

- 6 Staff trained to drive a disabled access minibus
- Access to a wheelchair accessible minibus
- School trip to St Malo planned to enable access for all
- School walk provisions made for students with physical difficulties
- Health and Safety audits completed.

Other initiatives in last academic year to improve quality of SEN provision leading to improved outcomes

- Reading Intervention Programme begun Boosting Reading @ Secondary (June 2016)
- Breakfast club started (Oct 2016)
- After school homework club (Oct 2016)
- EAL after school and lunch time homework support

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

The Jersey Online Directory was developed in 2015 and its purpose was shared with our school.



Parent Forum information shared on school website.