



St. Martin's Primary School



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Special Educational Needs Annual Report 2022-23

SEN Profile 2022-23

Number of Pupils on role: 205

Pupils on SEN register: 22 This includes 4 pupils with a Record of Need.

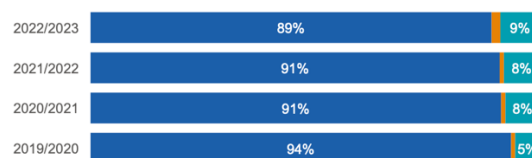
Pupils identified as ATM (additional teacher monitoring) : 15

Comparison with previous years:

| | | |
|-------------|----|--------|
| Summer 2017 | 20 | 1 RON |
| Summer 2018 | 28 | 2 RONS |
| Summer 2019 | 18 | 3 RONS |
| Summer 2020 | 17 | 2 RONS |
| Summer 2021 | 18 | 2 RONS |
| Summer 2022 | 19 | 2 RONS |

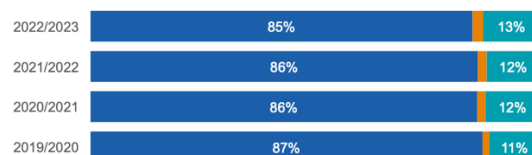
% SEN/D - School

● No SEN/D ● Record of Need ● SEN/D Support



% SEN/D - All Other Schools

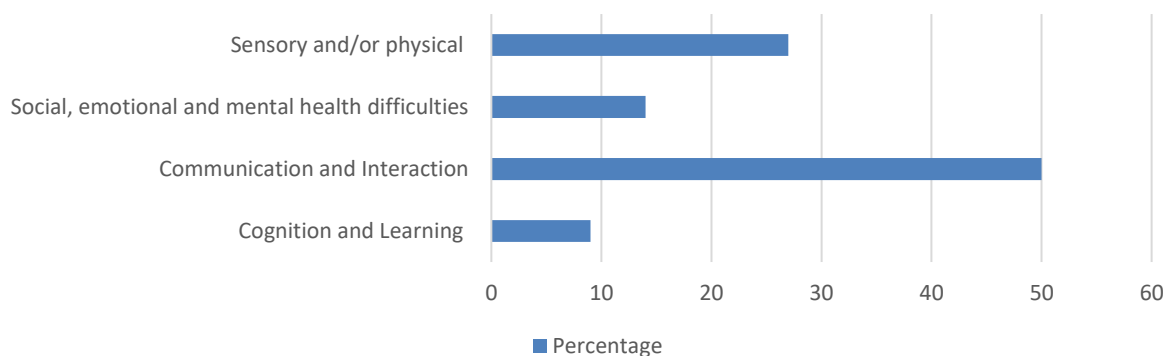
● No SEN/D ● Record of Need ● SEN/D Support



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SEN Primary Needs Summer 2023

Graph to show the spread of needs ac in the school across the 4 broad areas of SEN





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Proportion of boys/girls on the SEN register Summer 2023:

Boys: 18 pupils Girls: 4 pupils

Roles and Responsibilities (for 2023-24)

- SENCo: Hilary Hince
- SEN Teaching Assistants – Sara Douglas, Tina Le Mercier, Athena Glasgow, Sarah Peggie, Rachel Fryer, Sarah Jane Burns,
- Safeguarding responsibility: Chris Godden/Karen Cooper
- Responsibility for managing LAC: Karen Cooper
- Responsibility for meeting the medical needs of pupils: Hilary Hince/Karen Cooper

What does Special Educational Needs Mean?

Special Educational Needs come in 4 main areas:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social Development
- Sensory and/or physical needs

St Martin's School caters to a variety of specific needs that fall within these four areas e.g. speech, language and communication, social, emotional and mental health, physical disability or medical need, specific learning difficulty, moderate learning difficulty, autistic spectrum disorder, hearing impaired, visually impaired.

What is the Special Educational Needs Inclusion Register?

This register is stored on SIMS and information is collected by the education department termly. Pupils are placed on the inclusion register if they have a specific educational need, are involved with an outside agency and specific provision is being made for them in school.

The register is updated constantly and pupils are added and removed as their needs and provision changes. There is an additional category of Additional Teacher Monitoring (ATM) for pupils who are being monitored for new concerns or if they have recently moved off the SEN Inclusion register.

What is a Record of Need?

A Record of Need is issued by the education department when exceptional action assessment indicates that the Department need to specify a pupil's special educational needs. The RON is updated termly with targets and evaluations, in consultation with the SENCo and staff working with the pupil, and there is an annual review each year with parents and the professionals involved.

Who is responsible for SEN?

The Senior Leadership Team hold regular vulnerable children meetings in order to discuss issues as soon as they arise and to ensure that needs are met promptly.

The school used a graduated approach whereby class teachers have initial responsibility for assessing, planning, implementing and reviewing their approach to teaching all children.



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- Class teachers are responsible for high quality class teaching and at the start of each term write a provision map highlighting the specific needs of children within the class.
- The provision maps are then reviewed by the SENCO and EAL/JP lead to ensure that needs are being met across the school.
- Class teachers evaluate their provision maps at the end of each term, including comparative data, which can be used to inform planning and support for the following term. Relevant advice and specific programmes from outside agencies is included in the provision maps.

Teaching assistants are allocated on a needs led basis by the Headteacher, with input from the SENCo and JP Lead. This includes ensuring that pupils with a Record of Need have the stated level of support. Training is put in place to ensure that TA's working with pupils with specific needs have updated knowledge. The timetable is flexible and regularly reviewed to ensure current needs are being met.

The SENCO has responsibility for keeping SEN information up to date and information is recorded on SIMS and ensuring that all staff receive relevant reports, programmes and information concerning pupils they work with. All paper records are kept in locked files in the school office.

Who do I contact with concerns?

The first point of contact is the class teacher who will then pass on concerns to the SENCo. An appointment can be made with the SENCo or Headteacher to directly discuss concerns, or queries can be emailed directly to them.

What outside agencies may be accessed by the school?

The school continues to use a wide variety of outside agencies throughout the year. These have included: speech and language, occupational therapy, physiotherapy, autism and social communication inclusion team (ASCIT), Autism and Social Communication (ASC), SEMHIT (Social, emotional and mental health inclusion team), EYIT (Early years inclusion team), educational psychologist, primary mental health worker, wellbeing worker, visual impairment team, hearing impairment team, Child and Mental Health Service (CAMHS), Learning Inclusion Team (LIT), Family and Home Nursing, NSPCC Seeking Solutions, CAMHS Early Intervention Team.

Some pupils may need support from more than one of these agencies. Staff have received support and training, and have followed specific programmes provided by these professionals. For example, key workers who work with specific children may sit in on blocks of therapy from speech and language or occupational therapy and will then replicate and follow up the sessions when they are completed.

How are children identified, what assessments are used and how is progress tracked?

- On entry observations are gathered by comprehensive home visits by a staff member for each pupil beginning nursery, collecting information from parents and consultations with prior settings. Contact is also made with prior settings for any pupils that enter into the reception class without attending the school nursery. This year the SENCo and nursery teacher made joint home visits and visits to prior settings for pupils with special educational needs.
- Foundation Stage pupils are assessed on speech and language using WELLCOM and this is used to identify where support is needed and progress is updated. This may also lead to referrals to speech and language therapy.
- Regular class assessments take place e.g. PIRA, PUMA, RWI assessments, PM benchmarks, spelling and



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tables tests, end of topic assessments, continuous assessment and the class teachers will pass on any concerns from these to the SENCo and the child will be discussed at regular vulnerable pupils meetings with the leadership team or termly PARM (Planning and Review Meetings) that are held with professionals.

- Pupil progress meetings take place each term with the progress of all children discussed with particular emphasis on children with special educational needs. This includes tracking progress on SIMS, identifying children not making expected progress and looking at interventions to address this. This might be specific group interventions, differentiation within the classroom, changes to the TA timetable, changes to RWI groups.
- The school uses online computer assessments COPS (Cognitive Profiling System) for children 5-7, LASS (Lucid Assessment System for Schools) for children 8-11. Parents will be asked for permission before this takes place and will be informed about what the assessments have indicated in a meeting with the SENCo and if further support or referral is needed.
- More complex assessments will be undertaken by professionals e.g an Educational Psychologist. Parents will be asked for permission, receive a written report afterwards and are offered a meeting with the Educational Psychologist.

What interventions are used?

- Teachers and Teaching assistants are used to follow specific programmes sent by outside agencies e.g. speech and language, occupational therapy, autism and social communication inclusion team, early years inclusion team, learning inclusion team.
- Some outside agencies send key workers into school to work with specific children e.g. this year speech and language and occupational therapy key workers have worked with pupils within school and trained TA's to continue programmes.
- Literacy support is given using Read Write Inc Hotlisting sessions, BR@P (Boosting Reading at Primary) groups, Toe by Toe and volunteers from ECOF (Every Child Our Future) provide individual reading support. This has included additional sessions for some pupils before and after school, either individually or small groups.
- The Sir Linkalot spelling intervention was used for some pupils during school time in years 4, 5 and 6, with log ins also provided for these pupils to access at home. There are plans to use this as an after school intervention in 2023-24.
- Additional Maths support has been provided within identified classes to enable pupils to access the year group teaching of Maths No Problem or to provide pre-teaching or reinforcement of key Mathematical skills. The Maths intervention Numberstacks was used in some classes, particularly year 5, to assess and provide targeted support for pupils.
- Support for wellbeing and Emotional and Mental Health is provided by a school based ELSA (Emotional Literacy Support Assistant) and her ELSA time was extended this year. A well being support worker has also provided weekly sessions over 6 weeks to a number of pupils.
- Behaviour support plans are written to support pupils with specific behaviour needs and the school has received support from SEMHIT to write and implement these. The school has continued to use The Zones of Regulations to be used to support behaviour and emotional regulation.
- The use of Wellcomm to assess and support language development is used in the Foundation Stage, and additional TA time has been used to give follow up support to children identified from this.



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- The Jersey Tutoring Programme enabled a number of identified pupils to receive additional teaching before or after school from teachers or teaching assistants. The targets for these sessions were set by class teachers.
- Starting this year the CAMHS Early Intervention Team came into school for half termly meetings with the SENCo to discuss how pupils could be supported in school before making CAMHS referrals. This led to some whole class interventions such as a Befriending Anxiety Workshop for year 6, and a session on neurodiversity with year 5.

Teaching assistants are allocated by the Headteacher, in conjunction with the SENCo and Jersey Premium Lead, with the TA timetable being reviewed regularly to ensure that SEN needs are being met and support is flexible. The SENCo is available to meet with class teachers and SEN teaching assistants to plan how support will be used and how external recommendations may be carried out. Regular meetings are held with TA's who are 1-1 key workers, particularly those who support pupils with RONS, and RON targets are reviewed and updated termly. The SENCo and Jersey Premium lead work closely to ensure that Jersey Premium funding can support some interventions.

How do we communicate with Parents?

Parents of all pupils have a consultation meeting with the class teacher in the Autumn and Spring terms. They receive a comprehensive end of year report in the summer term and can arrange a meeting to discuss this if required. Parents can also contact the class teacher throughout the year to arrange an informal meeting.

Meetings/communication on a more regular basis are arranged with parents of pupils with a specific need to ensure that they are informed about progress and any concerns can be shared. Often these meetings involve the Headteacher and/or the SENCO, and outside agencies as well as class teachers. Parents of pupils with a Record of Need have regular communications with the teachers/SENCo. They have an annual review including professionals once a year.

Parents are kept informed about visits and advice given by professionals from outside agencies and this is also recorded on SIMS.

The online platform See Saw is used for homework and enables a two way communication between home and school. Key workers for pupils with special educational needs are using See Saw to communicate with parents about progress and Tapestry is used for Foundation Stage pupils. Some pupils will also have a daily home/school communication book.

What support is given to parents?

Information was given out to parents about parenting classes and other support available via newsletters, the school facebook page and in face to face meetings.

Parents may initially raise concerns with the class teacher e.g. at parent consultation or another meeting, and the following process can be initiated:

- 1) The SENCo may meet parents with the class teacher to discuss concerns.
- 2) Parents may meet with the SENCo and/or Headteacher to discuss concerns.



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- 3) The SENCo will discuss strategies that could help the child and suggest outside agencies and resources that parents can access.
- 4) The SENCo may make a referral to the relevant outside agency with parental permission.
- 5) Parents will be kept fully informed during the referral process.

How are children supported with transition?

Children are supported in all areas of transition and additional support is provided for pupils with specific needs. Pupils entering nursery received home visits by a member of staff prior to entry and had visits to the nursery in the summer term. Contact was also made with former settings and any outside agencies previously involved. Meetings with parents and other professionals were arranged to discuss transition for pupils with special needs in the Foundation Stage. Additional visits to the class were given to pupils joining reception from other nursery classes.

Towards the end of the summer term all pupils spent a day in their next class with their new teacher to ensure smooth transition in September, and year 6 pupils spent 2 days at their new secondary school.

The SENCo met individually with class teachers to discuss pupils with SEN in their new class, giving them a background of previous information and current needs and involvement of professionals. In addition, a number of pupils on the Inclusion Register who are identified as finding transition times difficult worked with TA's on activities such as transition booklets/photos etc that they could take home and use with their parents over the summer holidays.

For pupils in year 6 who are identified as vulnerable, additional support was given and contact made with staff at secondary schools concerning specific needs. Some vulnerable pupils made two additional visits accompanied by the school ELSA to secondary school prior to transition days. A professionals meeting, including parents, with school staff from a secondary school was arranged for a pupil with specific medical needs.

There is a policy for staff to follow for pupils joining school in other classes.

What training is given to staff?

Staff receive training in a variety of ways. This can include whole staff training on specific issues, individual staff being sent on specific courses relevant for pupils that they are working with, or staff from outside agencies working with staff in school to further develop their skills. Both online and in person training has been accessed.

This year this has included:

- Autism Education Trust training.
- Safeguarding training for all staff.
- Additional members of staff completed the Power of Coaching training.
- Medical training included Diabetes training to administer insulin, and epi pen training.
- Updated First Aid training.
- Zones of Regulation training.
- Mental Health and wellbeing training from the Anna Freud Centre
- MAYBO training on manual handling was attended or updated by a number of staff to support pupils with specific needs.
- Updated ELSA training

The school has made use of the free Nafen online training available to schools this year, this has included:

- Understanding Autism



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- Understanding ADHD
- Down Syndrome- Positive behaviour support
- Introduction to dyscalculia

In addition teachers and keyworkers/teaching assistants receive ongoing training from outside agencies who come in to work with pupils.

How does the school support emotional and social development?

- The school follows the Jigsaw scheme as a planned and cohesive PSHE curriculum that ensures all aspects are covered and revisited, with class based flexibility to ensure that immediate issues can be dealt with swiftly.
- Staff have received training to use The Zones of Regulation to support pupils with their emotional regulation and this is now used in all year groups.
- One of the school TA's is a trained ELSA support worker and as part of her time she has offered both full programmes or short bespoke sessions to cover specific needs that have arisen and have check ins with vulnerable children. This year timetabling has also ensured that she is available as part of the lunchtime cover to help deal with issues that may arise during lunch/play. Regular consultation meetings are held between the SENCO and ELSA worker and additional ELSA update training is attended. She is also trained in Decider Skills.
- The school has also used a wellbeing support worker to support pupils with specific needs, offering weekly blocks of 6 sessions.
- The SENCO was appointed as the Mental Health lead this year and , along with the SENCO attended 2 days training on Mental Health and 2 days on Mental Health Train the Trainer with the Anna Freud Centre.
- A school improvement plan for Mental Health was written, with support from the Anna Freud Centre.

How does the school handle complaints?

Parents may contact the Headteacher or SENCO with any complaints. The school takes any complaints seriously and aims to act swiftly. Please refer to the school complaints policy or the Government of Jersey Customer Feedback Policy.

How is the school accessible for specific needs?

The school was purpose built in 2015 to ensure accessibility for all. It has wide corridors and doorways, a number of disabled toilets and showers and lift access to the first floor. A hearing loop is available in the main office and sound field systems are available in all classrooms to amplify the teacher's voice. The school is able to make reasonable adjustments for accessibility for teaching and learning, the school environment and curriculum, and supports access to school trips, after school clubs, enrichment activities for all pupils. The visual impairment team visit the school three times a year to ensure that provision is made for pupils with any visual impairment. The school is also visited regularly by the hearing impairment team to ensure that the sound field system is operational. This year there have also been regular visits from Occupational Therapy to support the use of a wheelchair in school, and the provision of specific toileting facilities.

The school takes advice from outside agencies about additional resources to support the individual needs of pupils e.g. the use of large text, special paper for photocopying, increased use of technology. The school continues to work on adapting existing facilities to make them more accessible to children who need a specific environment to help their learning but with flexibility so that they can be moved around the school as the pupils



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change year groups e.g. work stations and low arousal/sensory area are moved around to support specific year groups as and when necessary.

How can I contact organisations and services to provide additional support?

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

Children and Families Hub Homepage

Contact:

- T 01534 519000 Email: childrenandfamilieshub@gov.je

Monday to Thursday 8:30 am to 5pm, Friday 8:30 to 4:30 pm

Programmes available for parents and carers:

<https://www.gov.je/Caring/HelpSupportChildrenFamilies/Pages/AboutTheChildrenAndFamiliesHub.aspx>