

Les Quennevais School SEND Information Report

2023-24

Headteacher: Sarah Hague

Director of Inclusion/ARC Manager: Gillian Pickersgill

Head of Student Support: Krysia Le Marquand

Les Quennevais School is committed to offering an inclusive education and follows the Government of Jersey Special Educational Needs and Disability Code of Practice (Oct 17) and The Discrimination (Jersey) Law (2013).

The school believes that all students should be included in every part of school life as much as possible, and we therefore aim to ensure that all students are involved with every aspect of the school community, including extra-curricular and off-island activities, and to offer a broad and balanced curriculum to every learner, with appropriate modification and support where necessary. Under the SEND Code of Practice, all teachers are teachers of SEND and therefore offer the first step in SEND support through high quality, inclusive teaching in the classroom.

Our exam results and student data reflect the success of this approach, and we believe that our amazing school building has enabled us to offer exceptional facilities and a more suitable environment for our SEND students which has a positive impact on their progress.

SEND students at Les Quennevais are also supported by a highly skilled, flexible Inclusion team of Learning Support Assistants and Learning Mentors, led by the Director of Inclusion, Gillian Pickersgill, and Head of Student Support, Krysia Le Marquand. The aim of all student support is to enable students to become as independent in their learning as possible, and is underpinned by our belief that all students, no matter what their difficulties, can make progress from their own individual starting points. Our core values of ambition, respect and resilience are reflected in our approach to SEND.

1. What types of SEN and disability are provided for within Les Quennevais School?

At Les Quennevais School we have students with a wide range of additional and special needs, and since September 2023 we have had a 'generic' Additionally Resourced Centre (ARC) for students with a variety of complex needs. We are proud of our facilities that allow students with physical needs to access all areas and have personal care, including physiotherapy sessions, on site.

We also support students with autism, ADHD and specific learning difficulties such as dyslexia, together with students with social, emotional and behavioural issues and a variety of medical needs.

There are also other groups of students with additional needs who receive support from the Inclusion team. These are students who are categorised as MLL (Multi-Lingual Learners), Looked After students and Jersey Premium students who do not have SEND but receive targeted support in their education.

Les Quennevais School follows a graduated approach to supporting students with SEND, starting with quality based, inclusive practice within the subject classroom where teachers act on information that has been shared with them by the Director of Inclusion and Head of Student

Support, enabling them to offer the best strategies for identified students. Levels of support may then increase to the next stage of intervention, depending on the progress being made and the complexity of needs with which a student presents. Currently there are 17 students in the school with a Record of Need, giving them the highest levels of intervention and support.

2. What are the procedures for identifying children with SEND and assessing their needs?

Children with SEND are identified initially through close liaison with primary schools and a detailed, early exchange of information which enables us to plan effective support provision right from the start. The Director of Inclusion attends Annual Reviews for primary school students with Records of Need (RONs) from Y5 in order to be involved as soon as possible.

All Year 7 students sit standardised baseline tests in their first couple of weeks at the school, and CAT scores are analysed in order to identify any needs that may not have been flagged up by primary schools, but there is an ongoing exchange of information between staff, parents and any outside agencies that are involved in order to identify any student in need of additional support. We will refer students to our designated Educational Psychologist if more specialised assessments and strategies are required.

At KS4, students may be identified for Exam Access Arrangements, which could include rest breaks, extra time, a reader, scribe or prompt. We are bound by JCQ regulations (Joint Council for Qualifications) and any applications for these arrangements must be supported by extensive evidence from subject teachers that whatever is put in place for a student during an exam is their normal way of working, and that they would be at a significant disadvantage without it.

3. What arrangements have been made for consulting parent/carers of students with SEND and assessing their needs?

Parents are always informed about any assessments that are additional to standard, whole year group baseline tests, and their permission is requested before we go ahead. Parents are also asked to complete a questionnaire in order to give their views and additional information that will help build a picture of their child's learning needs.

We welcome close liaison with parents and are happy to communicate via email or phone calls if a face-to-face meeting cannot be arranged and are open to any suggestions from parents which will improve our working partnership. We also encourage co-ordinated work with any relevant outside agencies, ensuring parents and students are aware of what support is available and making sure their voices are heard by all professionals involved.

4. What arrangements are in place for consulting young people with Special Educational Needs and involving them in their education?

Les Quennevais School is proud of the positive relationships between staff and students, and there are informal meetings which take place regularly in order to fully involve students with their learning and support arrangements and to ensure that their voice is heard. Students with a Record of Need (RON) or who have a one-to-one support arrangement work with a Learning Support assistant to complete a 'passport' and have termly 'learning conversations' with their support staff, which identifies their personal likes, dislikes, barriers to learning, and targets for that term.

5. What are the arrangements for assessing and reviewing student's progress towards outcomes?

Personal targets are reviewed termly on an informal basis, while Record of Need students have Annual reviews together with termly informal review meetings. There is a continuous programme of teacher assessment, and in-depth analysis of data across the curriculum. Effort data is also collected and communicated to parents in termly reports.

Students who are part of the Lexia and Reading Plus programmes also have a termly report sent home enabling parents to see their individual progress, in addition to their usual progress reports, and we are always happy to discuss this in detail and to answer any questions and concerns.

Students in Y7 and Y9 sit standardised (GL) assessments in English, Maths and Science which allows us to gain a clear picture of their progress in these areas.

6. What are the arrangements for supporting students in moving between phases of education?

There is close liaison between Les Quennevais School and primary schools, and students with complex needs or a Record of Need are identified early so that relevant staff can get to know them during Y6. We hold detailed transition meetings with primary schools, starting early in the Spring term of Y6, and plan for extended transition visits for identified students, linking them with support staff and offering activities on a weekly basis where necessary, so that they are comfortable with their new surroundings by the time they come for transition days in the summer. We know the transition from primary to secondary school is a big event for all students and work hard to welcome them and ensure that the right arrangements are in place for SEND students, including making relevant information available to all staff in time for transition days.

When students move from KS3 to KS4, everyone is monitored by our Options Team, (which comprises of the Director of Inclusion and Head of Student Support, together with the Head of Guidance, Head of Year and Assistant Head in charge of career development) and we take particular care to try to make appropriate arrangements for our SEND students. This may take the form of in-depth advice to the student and their parents or may include an offer of a programme that includes specific support interventions.

We understand that the transition from secondary school to post-16 provision is a significant event and support our SEND students and their parents to help make the process as smooth as possible. We meet with Highlands College, Hautlieu School and other agencies such as Skills Jersey to share information and ensure appropriate support arrangements are in place for SEND students at the next stage of their education. We take extra care to identify students who, for a variety of reasons, may not access education, employment or any form of training at post 16 so that we can be proactive in trying to identify a suitable pathway for their future.

7 What is the approach for teaching children with SEND?

All lessons in school are inclusive, and teachers modify learning tasks to meet the individual needs of SEND students and to ensure that they can make progress. We always have the highest possible expectations of our students and aim to support them but to also offer a level of challenge suited to their individual starting points. Our aim is always to 'build up' rather than 'level down' and to encourage confidence and a 'can do' approach.

Students who are identified as having specific learning difficulties, including dyslexia, may have in-class support but may also be offered one of our literacy support programmes such as Lexia or Reading Plus. One-to-one support sessions could be offered, which will be tailored to the individual SEND student and may include Maths support, further literacy support using a programme such as

ReadWrite, or it may focus on developing the use of devices such as an iPad which can really help students to access the curriculum. As a school we are developing the use of assistive technology and have designed 'digital exercise books' which enable students to work on their device in lessons, sharing their work automatically with the teacher and doing away with the necessity of printing and sticking work into a physical book. Teachers can also share slides from the lesson in advance so that a student is prepared for the lesson straight away.

For some students, we may offer a personalised timetable which will allow time for pre-teaching of specific vocabulary and key learning points, or for repetition and 'overlearning' of things already covered in lessons, which aids retention for students with memory problems. We have a growing number of diagnosed ADHD students, who cope very well at the school, but like all other students they are aware that their diagnosis is not an excuse to misbehave or become demotivated. We follow a very consistent behaviour routine in all classrooms, which helps all students to know our expectations, but we can also work with ADHD students to help them achieve those expectations on an individual basis if necessary. One advantage of a large secondary school for ADHD students is that they move around every 50 minutes going from one lesson to another as they all benefit from a chance to be active.

Students who are diagnosed as autistic also have a range of support offered, depending on their individual profiles, but arrangements may include work on social skills, movement, and activity breaks, or 'quiet times' in our sensory room. We are happy for them to use ear defenders and are very aware of the sensory issues which might affect and overwhelm them.

Several Learning Support staff are trained to offer ELSA programmes to students who need support with emotional wellbeing, and we now offer two additional wellbeing facilitators, one of whom can offer mindfulness, yoga and relaxation techniques while the other focuses on active sessions designed to help ADHD students to regulate themselves during the day.

Following the development of remote learning techniques during school closure in 2020, we can also use online arrangements to support students if necessary.

At secondary school, we do not attach one keyworker to one student, partly because we need to work flexibly with the support staff available, but also as it has not been found beneficial to do so for the student or for the member of staff. However, we do ensure that support staff all get to know the needs of every child with SEND and arrange daily communication within the support team to ensure consistent, proactive, and flexible intervention.

8. How are staff trained to support children with SEND?

We take advantage of any external training that is on offer, such as ELSA and Lexia training, and outside agencies such as ASCIT are invited to run training on autism and sensory needs. Learning Support staff have in-house training on positive behaviour management and attachment-based mentoring, together with ongoing continuous professional development on a weekly basis. There is daily communication with the team to share information and strategies. Our criterion for success is being able to walk away while the student accesses work independently, and we actively discourage support staff from 'velcroing' themselves to one student, unless there is a practical reason or physical disability which necessitates this.

Where possible, the Director of Inclusion attends educational briefings and conferences in the UK or online to keep up to date with the best practice for SEND students, and all staff are encouraged to access webinars and online training in areas that are identified in their individual Performance

Review meetings. The school is a member of the National College which offers a wide range of SEND training webinars.

Teaching staff are included in Student Strategy meetings for specific students where the most effective and appropriate strategies for that individual student are shared and discussed.

9 How is the effectiveness of provision evaluated?

Les Quennevais School has a robust programme of regular data reviews and School Governors scrutinise and challenge our results. Data collected from the 2023 GCSEs shows that 36% of SEND students achieved 5 or more GCSEs at grade 4 and above (including English and Maths), a positive progress of +0.36. (This figure should be at, or above, zero)

All Y11 students are entered for English and Maths iGCSE exams early in their final year at school with the expectation of achieving their target grade.

As a School we are committed to taking on parental feedback and monitoring effectiveness as part of an ongoing process.

10. How does the school involve other bodies, including health and social care, local authority support services and voluntary sector organisations in meeting the needs of children with SEND and supporting their families?

We work closely with a wide range of agencies depending on the needs of the student. In the past year we have been involved with CAMHS, Social Workers, Youth Workers, ASCIT (Autism and Social Communication Inclusion Team), SEMHIT (Social, Emotional and Mental Health Inclusion Team), paediatricians, You Matter, MIND, Jersey Employment Trust, School Nursing, the MLL support team, Occupational and Speech Therapists and the Educational Psychology service.

11. What are the arrangements for handling complaints from parent/carers of students with SEND about the provision made at the school?

Initially it is hoped that parents will contact the school at their earliest opportunity to discuss any problems, and if a solution cannot be reached the Deputy Head or Headteacher will be involved.

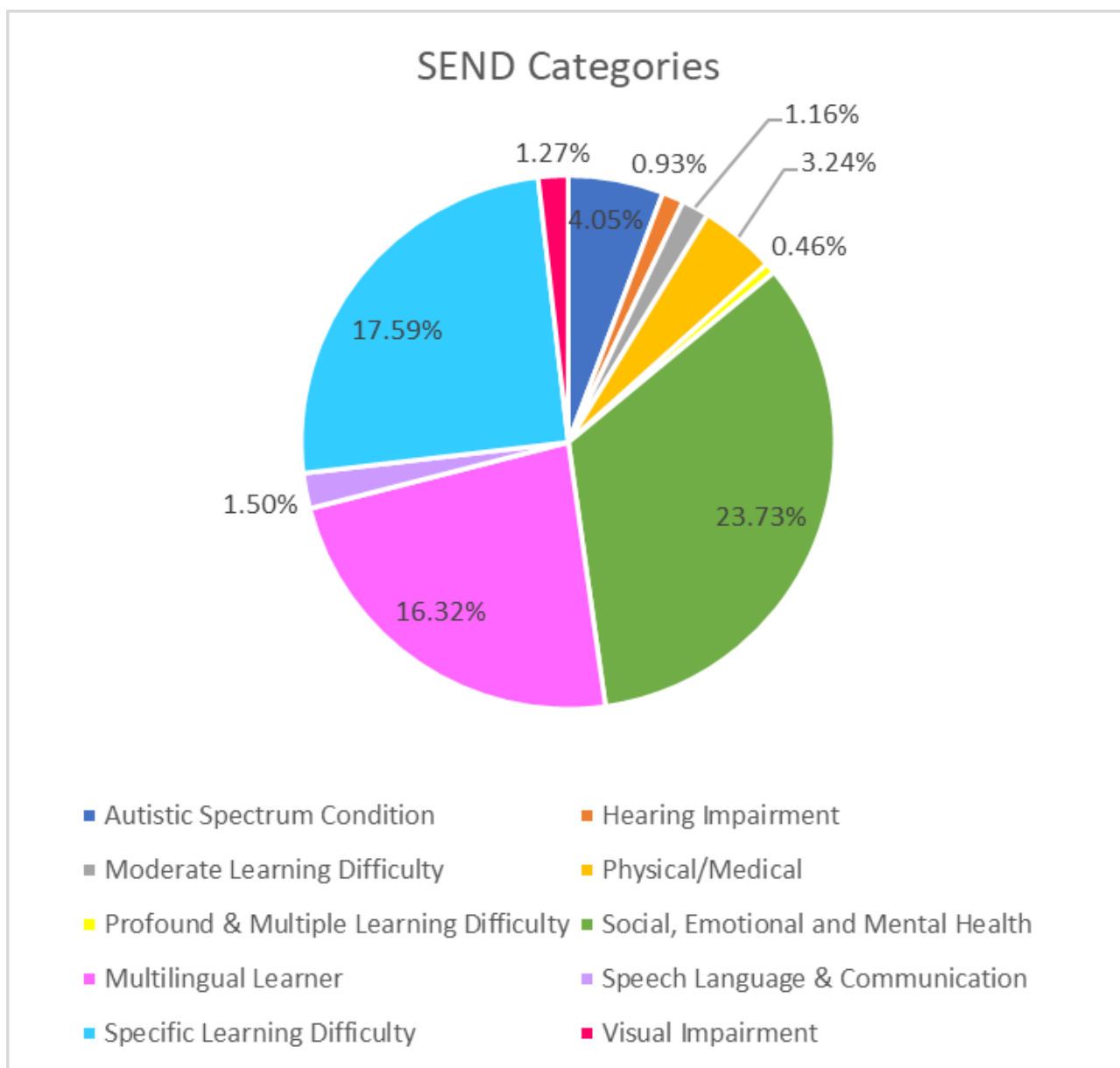
BREAKDOWN OF SEND CATEGORIES/NUMBERS AT LES QUENNEVAIS SCHOOL, 2023-24

In our Autumn 23 Census, the following numbers were identified:

STUDENTS WITH A RECORD OF NEED – 17 Students (2% of school)

STUDENTS DESIGNATED AS 'STUDENT SUPPORT' (meaning they receive some form of support over and above the normal school provision) 86 Students (10% of school)

TOTAL (12 % of school)



The category 'Social, Emotional and Mental Health' is the fastest growing and largest group of need. It includes those students with ADHD who are receiving specific support over and above the ordinarily available school provision.

Specific Learning Difficulties includes students with dyslexia, and those with processing, memory and developmental co-ordination disorder (dyspraxia).

SEND categories and student numbers including those students who fall under Additional Teacher Monitoring.

Additional Teacher Monitoring is an indication that a student may need support or has previously been on the Special Education Need (SEN) Register. At this point the student is monitored. Students receiving additional teacher monitoring are recorded in the SEND Inclusion register under the code ATM.

Autistic Spectrum Condition	35
Hearing Impairment	8
Moderate Learning Difficulty	10
Multilingual Learner	141
Physical/Medical	28
Profound & Multiple Learning Difficulty	4
Social, Emotional and Mental Health	205
Specific Learning Difficulty	152
Speech Language & Communication	13
Visual Impairment	11

