

Headteacher: Mr Andrew Adkin

SENCo and ARC Manager: Miss Nicola Eastham

SEND SCHOOL REPORT

Sept 2018 – July 2019

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.

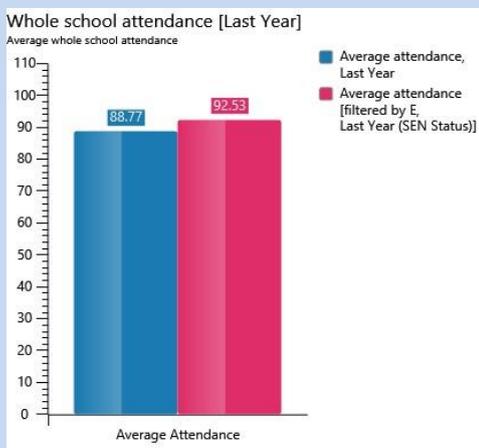
All teachers have the responsibility to provide High Quality Teaching that targets gaps in learning. Identification of students' needs is done through informal and formal assessments, liaison with parents and the support of a multi-agency approach.

Le Rocquier School is proud to be the designated secondary school for children with hearing impairment and has a well-established Additional Resourced Centre (ARC) fit for this purpose.

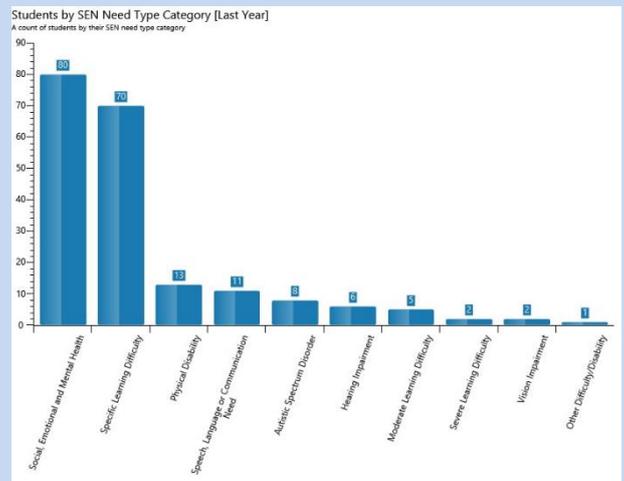
In July 2019 the student number on roll stood at **774**

The percentage of students with SEND stood at **12.5%**.

Data Charts



SEN attendance in comparison to school average



SEN numbers by need / category

2018 -2019 Training

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



Deaf Awareness staff training Exam Access Arrangements Update ELSA EAL (Literacy across the curriculum)	Safeguarding Radicalisation Data Protection First Aid Triple P	City and Guilds Food Hygiene Level 2 Moving and Handling (clinical) SENCo Meetings Visual Stress Assessors course Wellbeing courses
--	--	---

Additional Resourced Centre (ARC)

The specialist keyworkers and the Qualified Teacher of the Deaf arranged a very interactive and busy Deaf Awareness Week in June 2019. Students, ex students, parents, staff and visitors took part in quizzes, signing choir, workshops, coffee mornings, and the NDSC Roadshow.

BSL level 3 online tutoring was introduced this year and we are very proud to celebrate that with one of our specialist keyworkers who passed her BSL Level 1 tutoring certificate. In addition to this we also have allocated time with the newly recruited Deaf Instructor.

ARC parent support coffee mornings have now become a regular date in the calendar and are well supported. ARC students also run their own student voice meetings.



Interventions and Initiatives to support SEND

Learning	Well-being	Outside Agencies
<ul style="list-style-type: none"> Student passports New Provision Mapping Tool Student behaviour plans Reading - Interventions- Lexia Homework club Specialist TA for students with ASD Allocated based for students with ASD Life Skills programmes Work experience Extensive Y6 Transition Programme BSL tutoring 	<ul style="list-style-type: none"> ELSA Breakfast Club Early Help Key worker Support Mentoring Friendships Groups Anti-Bullying Initiative Lunch time support rooms Outdoor learning 	<ul style="list-style-type: none"> Jersey Sport Development Primary Mental Health Worker Silkworms You Matters Family Support Worker SEM HIT Jersey Youth Service Prince's Trust MIND   

Identifying and assessing Children with SEN

A student has SEN when their learning difficulty requires a special educational provision. This is generally a provision beyond that which is ordinarily available to pupils of the same age. A student identified with SEN will generally have been struggling to make expected progress and continues to be significantly delayed in relation to his or her peers. The subject teachers, working with the SENCo, will assess whether the student has SEN. This requires the gathering of evidence, including the views of the pupil 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 SEN. 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 by the use of 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 SEN.

Arrangements for assessing and review progress toward outcomes

Progress of SEN pupils is monitored by the subject teachers and the Head of Faculty. Concerns about progress are shared with the SENCo.

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

Accessibility Plan

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

Soundfield equipment in classrooms

New technology in school hall to support students with hearing impairment

Automatic entrance doors

Regular Health and Safety audits

Two new accessible bathrooms - modified in June 2019 – hoist fitted

In 2018 – 2019 Le Rocquier School successfully worked in partnership with many outside agencies in order to meet the needs of the student

Charities	Other Services	Education / Inclusion
You Matter  Special Effect  MIND NSCPP	 Jersey Employment Trust CAMHS Jersey Youth Service Occupational Therapy Physiotherapy Service School nursing The Bridge	Hearing Support Service Visual Impairment SEMHIT Outdoor Learning ASCIT EAL Team Educational Psychology Team

Le Rocquier School priorities for SEN

- To monitor frontline teaching to ensure that students make expected progress
- To identify and support staff's continuing professional development with focus on personalise learning
- To continue to developed Y6 transition programme.

Le Rocquier School website houses links to the Jersey Online Directory and the Family Support Forum for parents needing additional support services.

<http://www.jod.je/kb5/jersey/directory/home.page>

<https://parentcarerforum.je/>

