

SEND information report 2023-2024



Context:

352 children on roll from Nursery to year 6:

Girls:	178
Boys:	174

Current figures of identified SEN need:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
SEN Support	0	0	4	2	3	4	7	8	28
Record of Need	0	0	1	2	2	0	1	1	7
TOTAL	0	0	5	4	5	4	8	9	35
Autistic Spectrum Disorder	1	1	0	1	1	0	0	1	4
Moderate Learning Difficulty	0	0	0	0	0	0	0	2	2
Physical Disability and/or Medical	0	0	0	1	0	0	0	0	1
Social, Emotional and Mental Health	0	2	1	0	2	0	6	5	14
Specific Learning Difficulty	0	0	0	0	0	1	2	0	3
Speech, Language or Communication Need	2	0	4	2	2	3	0	1	14
TOTAL	3	3	5	4	5	4	8	9	41

La Moye SEND attendance compared to other schools.

This has increased from the previous years and is higher than the Island average.

% School by SEN/D

Academic Year	Present	Authorised	Unauthorised	Not Recorded
2023/2024				
Not SEN/D	95.4%	3.7%	0.9%	0.0%
SEN/D	93.9%	5.0%	1.1%	0.0%
2022/2023				
Not SEN/D	94.1%	4.4%	0.8%	0.7%
SEN/D	93.8%	5.4%	0.8%	

% All Other Schools by SEN/D

Academic Year	Present	Authorised	Unauthorised	Not Recorded
2023/2024				
Not SEN/D	94.9%	3.9%	1.1%	0.0%
SEN/D	92.6%	6.0%	1.4%	0.0%
2022/2023				
Not SEN/D	94.9%	4.1%	1.0%	0.1%
SEN/D	93.6%	5.2%	1.1%	0.1%

End of KS1 SEND vs Not SEND attainment:

% School - Achieving 2S and above				% All Other Schools - Achieving 2S and above			
AcademicYear	Reading	Writing	Mathematics	AcademicYear	Reading	Writing	Mathematics
☐ 2023/2024				☐ 2023/2024			
Not SEN/D	93%	76%	81%	Not SEN/D	72%	60%	64%
SEN/D	50%	50%	50%	SEN/D	22%	14%	17%
☐ 2022/2023				☐ 2022/2023			
Not SEN/D	78%	67%	65%	Not SEN/D	75%	59%	69%
SEN/D				SEN/D	22%	11%	24%
☐ 2021/2022				☐ 2021/2022			
Not SEN/D	88%	81%	84%	Not SEN/D	73%	59%	66%
SEN/D	50%	50%	50%	SEN/D	28%	12%	25%
☐ 2020/2021				☐ 2020/2021			
Not SEN/D	92%	76%	78%	Not SEN/D	73%	52%	60%
SEN/D	20%	20%	60%	SEN/D	24%	13%	19%
☐ 2018/2019				☐ 2018/2019			
Not SEN/D	74%	52%	74%	Not SEN/D	74%	56%	62%
SEN/D	75%	25%	75%	SEN/D	22%	14%	15%

End of KS2 SEND vs Not SEND attainment:

% School - Achieving 6S and above				% All Other Schools - Achieving 6S and above			
AcademicYear	Reading	Writing	Mathematics	AcademicYear	Reading	Writing	Mathematics
☐ 2023/2024				☐ 2023/2024			
Not SEN/D	95%	75%	52%	Not SEN/D	79%	65%	70%
SEN/D	33%	25%	33%	SEN/D	47%	33%	38%
☐ 2022/2023				☐ 2022/2023			
Not SEN/D	82%	52%	66%	Not SEN/D	81%	67%	70%
SEN/D	17%	17%	17%	SEN/D	32%	22%	28%
☐ 2021/2022				☐ 2021/2022			
Not SEN/D	76%	59%	69%	Not SEN/D	77%	66%	72%
SEN/D	25%	25%	25%	SEN/D	26%	18%	24%
☐ 2020/2021				☐ 2020/2021			
Not SEN/D	89%	60%	67%	Not SEN/D	76%	68%	71%
SEN/D	50%	20%	50%	SEN/D	32%	16%	20%
☐ 2018/2019				☐ 2018/2019			
Not SEN/D	80%	71%	69%	Not SEN/D	69%	60%	61%
SEN/D	40%	20%	40%	SEN/D	20%	15%	19%

Inclusion at Moye School

At La Moye School, the Inclusion team consists of, the Deputy Head Teacher Mr Lawrence Gibaut who has overall responsibility for provision for children with special needs and disabilities, Hannah Le Couilliard - SENCO, Anya Deacon- Pastoral Lead and also our ELSAs - Sarah Stokes and Elouise Le Miere. The team strives to ensure that there is equality of opportunity and high achievement for children from different groups e.g. children with Multi-Lingual Learners (MLL) and children eligible for Jersey Premium (JP).

We have a strong reputation for inclusion at La Moye School and welcome pupils with special educational needs and disabilities and make every effort to support them. The Senior Leadership Team (SLT) ensures that inclusion is a standing item in their regular meetings. All our classes are fully inclusive and we have high expectations for all our children.

How are concerns raised?

Our starting point is to have regular conversations with parents/carers from the moment children start school: they are the first educators of their child - we need their knowledge to plan effectively.

Assessment in the Nursery and Reception classes are based on careful continuous observation throughout the year. After a few weeks of settling into Nursery or Reception we establish "a baseline" for your child's level of development. This helps us to track their progress through the Early Years Foundation Stage (EYFS) and helps us to identify children who may need extra support. In Y1 to Y6 children assessment is again an on-going process in every lesson and each term we summarise this assessment information so that it can be discussed at "pupil progress meetings". These are held at least once a term when class teachers meet with the Headteacher, Deputy Headteacher and SENCO to discuss progress of every child in each class. It is in these meetings that we discuss whether a child may have a special need.

Class teachers are asked to complete an initial concerns checklist to find the children's strengths and concerns which also notes comments from the parents and child. From this we can then decide which is the best way find out more information and will then use the graduated approach to support.

We also work with specialist services - for example Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the student's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

Parents contact their child's class teacher about concerns initially. If they feel that they would like to speak to an additional member of the team, they can ask to speak to Mrs Le Couilliard or Mr Gibaut.

What does the graduated approach look like at La Moye?

We follow the assess, plan, do, review, cycle which allows us to continually track the progress of all children. In order to identify what provisions are in place at the 3 levels of support, we use the pyramids below.

Communication and Interaction – Social Communication

Possible indicators

Struggles with change to routine and unstructured times
 Hyper / Hypo sensitivity to sensory environment
 Struggles to understand social situations
 Limited eye contact
 Difficulty expressing feelings and recognising others' feelings
 Rigid thinking
 Susceptible to stress and anxiety

- Exceptional Action
- Assistive Tech
- ASCIT Team
- SALT support

Individualised

- Individual Learning Plan (ILP) written
- Social Stories Comic Strip Conversations
- Bespoke Timetable including Now and Next
- Meet & greet Brain Breaks

Targeted

- Children and Family Hub Referral SALT Referral Use the resources from First Response Kit AET framework

Concrete resources/multisensory approach. Additional time. Repeated learning Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to adjust content

Verbal praise. Feedback recognises progress and effort, not just achievement Scaffolded objectives.

Teaching and learning stepped from the 'Known'. Independent activities. Pre-teach key vocabulary.

prompt cards for group and paired work expectations. Language of regulation Duration of activities is apt.

Calm learning environment. YPs name and eye contact used. Clear/simple instructions,

repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Pupil communication valued and responded to.

Adults say what they mean (avoid sarcasm, abstract vocabulary etc) Structured, consistent routines. Positive relationships evident. Restorative Approaches for behaviour/Tactical ignoring/Non verbal signals/Asking about relevant rule / Catching the young person being good / Specific Praising. Adults say the behaviour they want.

Opportunities to meet sensory need (Fiddle toys). Visual Timetable. Adults recognise how tiring some conditions can be when facing the whole school day. One

Universal

Sensory and Physical

Possible indicators

Fine and/or gross motor difficulties
Difficulty with self-care skills
Struggling to access the school building.
Struggling with playtimes and friendships may indicate vision/hearing impairments
Vision impairment
Hearing loss
Some pupils may have a medical diagnosis

- OT/Physio involvement
- School nursing team
 - OT referral
- Exceptional Action

- Ind Learn Plan (ILP) written
- Meet and Greet
- ELSA intervention
- Sensory Breaks
- Motor Skills United (MSU)
- Sensory boxes
- Chew Buddy
- Wobble cushion
- Pencil grips, writing slope
- Sensory Stories
- Access to outside areas incl. forest school
- Therabands
- Overlays and dyslexic friendly font and colours

Physical

- Letter formation and fine motor skills activities. Dexterity games involving grip and hand eye coordination (pegs/tweezers/playdough)
- Extra gross motor play activities e.g ball games and large play equipment.
- Extra time for changing, toileting and eating
- Promote independence through buddy systems
- Clearly displayed visual prompts for expected behaviour and daily routines.
- Spacious sitting & easy access to resources

Sensory

- Ensure sound field equipment is worn
- Non-verbal cues incl Makaton
- Consider seating positions
- Talk to children face to face
- Use subtitles where possible on audio
- Understanding sensory seeking behaviours
- visual materials incl timetable
- Tune in the child with their name or a visual prompt about the topic of conversation
- Sensory Stories
- Limited Language

General

- Parental support and input into planning. Sensory and Physical needs can be very specific to a particular child.
- Adults recognise how tiring some conditions can be when facing the whole school day.
- Awareness of One Page Profile info – Knowing the child
- Limiting expectation for copying

Individualised

Targeted

Universal

Cognition and Learning – Including Specific Learning Difficulties (SpLD) – Dyslexia, Dyscalculia, Developmental Coordination Disorder (DCD)*

Possible indicators

Significantly behind peers
 Requires constant overlearning
 Failing to make progress despite intervention
 Difficulty retaining information
 Poor fine and gross motor skills
 Struggles with attention and listening
 Difficulties in organisation
 Difficulty making links

*DCD - Dyspraxia

- Exceptional Action
 - Laptop/iPad.
 - 1-1 Support.
 - EP Support
- Software and apps
- Bespoke timetable
 - BSquared

Individualised

- Maths/English small group
 - Pre-teach sessions

Targeted

- Individual Learning Plan (ILP) written
 - COPS/LASS

Universal

- Concrete resources/multisensory approach. Additional time. Repeated learning Opportunities given to record in different ways e.g. video, photographs, role play, word processing, voice recording, scribe, mind maps, diagrams, writing frames. Formative assessment used to adjust content Dyslexia friendly teaching – PowerPoints on non-white, range of clear fonts, clearly set out resources, Size 12/ 14 font/reading rulers, text on non-white, appealing visual worksheets/resources. Verbal praise. Feedback recognises progress and effort, not just achievement
- Scaffolded objectives. Teaching and learning stepped from the ‘Known’ with constant recapping Independent activities.
- Pre-teach key vocabulary. Collaborative learning, Paired writing, talk partners, random pairing activities, small group.
- Reduced cognitive load. Calm learning environment. YPs name and eye contact used. Clear/simple instructions (in order), repeated, simplified, gestures, pictures, objects of reference. Processing time given & key words emphasised. Language provides simple commentary, gestures, signs and images support understanding. Language is at appropriate developmental level. Structured, consistent routines. Positive relationships evident. Quality phonics teaching according to stage. Word mats, sound mats and other visuals used consistently.
- Hands on, experiential learning activities Use of strategies at home and school Adults recognise how tiring some conditions can be when facing the whole school day
- Awareness of One Page Profile– Knowing the child

Social, Emotional and Mental Health (SEMH)

Possible indicators

Seeking adult support or attention
Unable to manage emotions
Relationship difficulties
Impulsive and emotional
Anxious
Uncooperative
Isolated or withdrawn
Lower attendance
Fluctuations in mood and attitudes to learning.
Struggling to come in to school.
Leaving lessons

- Exceptional Action
- CAMHS & SEMHIT Involvement
 - ASCIT Advice
 - Educational Psychology
- Referral to MIND ▪ Signpost to KOOTH
- Individual Learning Plan (ILP) written
 - Referral to Children & Family Hub
 - Meet and Greet ▪ Boxhall profile
- ELSA ▪ Individual timetable ▪ SEMHIT referral
- Wellbeing Team Referral ▪ ASCIT referral AET framework

Individualised

Targeted

Universal

- Clearly displayed visual prompts for expected behaviour Individual Now and Next Board Chunked Timetable
 - Activities with clear start and end points Hands on, experiential learning activities
 - Scaffolded objectives. Scaffolded activities e.g. writing frames, scribes, use of technology
 - Increased use of choice and motivation Controlled choices given
 - Instant verbal specific praise. Feedback recognises progress and effort, not just achievement
- Teaching and learning stepped from the 'Known'. Linking good mental health to other parts of curriculum (ie stories/PSHE) Pre-teach key vocabulary.
 - Careful grouping of children Reduced cognitive load. Calm learning environment. YPs name and eye contact used.
 - Clear/simple instructions Regular check ins by teacher
 - Structured, consistent routines. Positive relationships evident. Restorative Approaches for behaviour/Tactical ignoring/Non-verbal signals/Asking about relevant rule /Catching the young person being good / Specific Praise
- Adults say the behaviour they want. Opportunities to meet sensory need (Fiddle toys). Choice of texts around good mental health Parental communication focusing on strengths & positives Helping children to understand their own emotions, such as "you look like you're..." or wondering out loud.
 - Adults recognise how tiring some conditions/circumstances can be when facing the whole school day.
- Awareness of one page profile – Knowing the child Using & teaching of language of regulation & associated techniques Emotions scale
- mindfulness/visualisation Modelling & teaching of de-escalation strategies and techniques (decider skills) Modelling & teaching of how to prioritise wellbeing

Evaluating the effectiveness of the provision made for children and young people with special educational needs:

We help all children to develop their skills as learners, we encourage a "growth mindset" and to persevere even if they find learning difficult.

- The class teacher oversees, plans and works with each child with SEND in their class to ensure that appropriate progress is made in every area.
- The SENCo oversees the progress of any child identified as having SEND.
- There may be a teaching assistant or key worker working with a child identified with SEND either individually or as part of a group. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly learning conversations.
- The class teacher will meet with parents formally on at least a termly basis and informally as required in order to discuss the child's progress and the support they are receiving.
- An appointment can be made with the SENCo to discuss support in more detail if required.
- ILPs (Individual Learning Plans) and one page profiles will be shared with parents.

Progress, provision and support for children are also tracked at regular review and coaching meetings held between staff and members of the Senior Leadership Team. Feedback on the support given to children and groups is examined and the success of interventions is tracked. Any necessary adjustments to provision, interventions, support and the involvement of outside agencies will be planned for. Progress of groups is tracked through the school's range of assessments, including PUMA (Maths) and PIRA (Reading) tests. held at points throughout the year. Informal and ongoing assessment through lessons is the most useful way of establishing how well the children are learning, and inform future planning, teaching and support. Staff are supported with this through the regular assessment meetings held with Senior Leadership Team.

Criteria for Exiting the SEND support:

A child will no longer be classified as needing SEND support if, via the graduated approach, they are deemed to have made good progress and attainment in line with their peers. Any intervention or support put in place will have been evidenced as successful. All parties including the school, parents, child and outside agencies, if involved, must be in consensus with the decision. After leaving the register, children will be continued to be assessed and reviewed through the school's universal assessment approach.