

## Victoria College Preparatory School

### SEN Information Report 2023 – 2024

#### SEN roles

Head teacher – Mr Dan Pateman  
 Deputy Head – Miss Emily-Rose Kimber  
 SENCo – Miss Caroline Finch

At VCP we are committed to enabling all pupils to achieve their potential and supporting all pupils with special educational needs (SEN). All teachers are teachers of SEN. The SENCo closely supports all staff to ensure that SEN pupils' needs are met.

VCP is a boy's school. We have capacity for 300 students. Boys from a diverse range of schools and cultural backgrounds join us in Year 3 up to Year 6.

#### Whole School Data

Total pupils in school: 264  
 Total SEN pupils (including pupils with RoN): 32

We have made provision for pupils with:  
 Autistic Spectrum (ASD)  
 Social, Emotional and Mental Health (SEMH)  
 Specific Learning Difficulties (SPLD)  
 Speech, Language and Communication Need (SLCN)  
 Visual Impairment (VI)

Comparison of data:

Year	Percentage
2019 – 2020	3%
2020 – 2021	5%
2021 – 2022	6%
2022 – 2023	7%
2023 – 2024	12%

Year	RoN	SEN	Total
Year 3	0	6	6
Year 4	0	10	10
Year 5	0	8	8
Year 6	3	5	8

SEN category data:

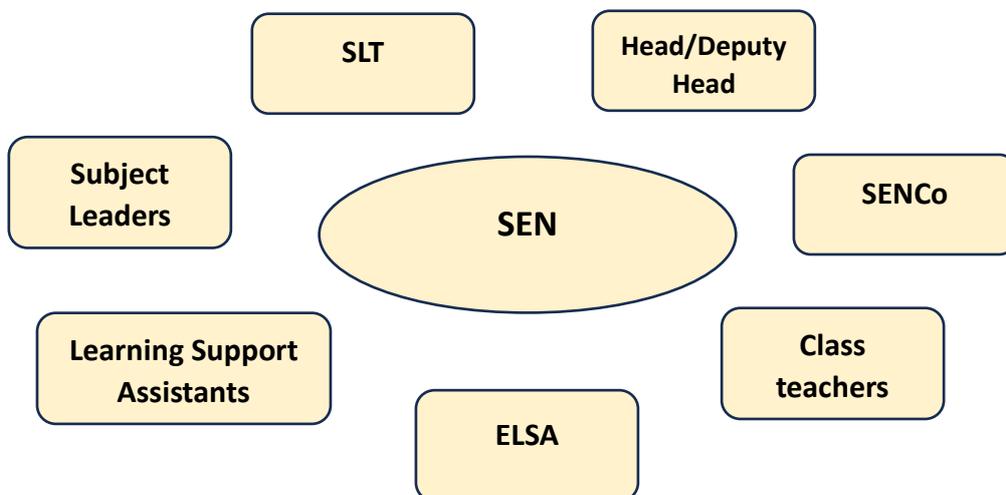
SEN category	Number of pupils
ASD	11
SEMH	14
SpLD	10
SLCN	4
VI	1

## Vulnerable Group

13% of our SEN pupils are also MLL.  
 <5% of SEN pupils are also Jersey Premium

## SEN responsibility

At VCP we promote the ethos that all teachers are teachers of SEN. This is delivered through the input of high-quality teaching, differentiation, and effective deployment of support staff. Class teachers are often responsible for making the first contact with parents, to raise a concern at pupil progress meetings, to set and review targets for those on additional support. The SENCo is responsible for maintenance of the SEN register and allocation of provision for the pupils with additional needs. The SENCo chairs the termly PARM meeting and is responsible for communication between outside agents and school, staff and parents, tracking progress of the pupils and setting and reviewing targets. The SENCo is the line manager of and maintains the timetables for Learning Support Assistants (LSAs). The Head Teacher and Deputy Head have the responsibility to oversee and support the SENCo with SEN provision so that children with SEN achieve their potential. LSAs are employed by the school to support the SEN pupils, either within the class, in small groups or individually, according to their needs. Our school ELSA helps to provide support with regards to pupil well-being.



## Identifying and Assessing

At VCP we follow the procedure of Assess → Plan → Do → Review →.

### Identification:

The identification of SEN occurs both formally and informally, through arranged meetings and key termly dates, as well as through anecdotal exchanges and informal observations. Each term each class teacher meets with the SENCo. Pupils may also be raised at termly pupil progress meetings. Parents may raise concerns. A special educational need may also be raised via transition notes when a pupil joins us from another school. The SENCo may complete observations within the class environment. The pupil may then be raised at PARM meeting if necessary.

### Assessing:

Assessment of social and emotional needs at VCP is carried out through a 'gateway' ELSA assessment.

Academically, although not exclusively, class teachers may identify SEN needs through:

- Termly PIRA (Reading) assessments
- Termly PUMA (Maths) assessments
- SWST (Single word spelling test) taken as a benchmark score at the beginning of the academic year and repeated throughout the year with targeted pupils
- Observations (class teacher / SENCo)
- End of term teacher judgements (in reading, writing, maths) using our school assessment sheets
- CATs
- LASS / COPS tests
- PM Benchmark
- YARC Reading Comprehension

We have a good relationship with external agencies where other areas are assessed. This may include referring to ASCIT for example.

Children are often asked for an up-to-date eye or hearing test to rule out any underlying issues.

### Summary:

Concern is identified; by teacher, staff, parent or child

Concern discussed at SEN meeting, pupil progress meeting. Discussed with parents.

Implement specific support for pupil's target.

If concern continues, discuss with SENCo.

Raise with appropriate agency for additional support

## **Consulting parents / carers of children with SEN and involving them in their education**

During the school year we ensure a number of opportunities for parents to be actively involved in their children's schooling. Open classrooms for example are held each term and parents are regularly invited to join in with workshops, trips and House events.

Some of the opportunities and methods for consultation and involvement of parents are:

- Routine parent consultation meetings
- Regular parent discussion groups hosted by the Deputy Head and members of the Senior Leadership Team - opportunity to comment on a variety of topics and provisions available within the school (not specific to individual children)
- Informal meetings with parents
- End of year reports
- SENCo contact and communication via email, phone and face to face meetings
- SENCo and ELSA availability to discuss social, emotional and mental health targets and ELSA interventions with parents
- School surveys

## **Consulting children with SEN and involving them in their education**

At VCP we have a number of opportunities for pupils to be involved in their education. We promote a culture of 'ownership' throughout the school where boys with SEN are involved in the decision making of their day-to-day experience of VCP; for example lunchtime arrangements being flexible. Access to the well-being room or sensory room, specific clubs targeting pupils such as 'Calm colouring' and ELSA playground support all offer boys the opportunity to join in with 'school life' wherever is reasonably possible.

Some other opportunities include:

- Pupils on SEN register create a pupil passport to capture their voice on how they learn best
- Class teachers discuss and set targets with all children
- ELSA discusses and sets targets with children on ELSA program
- Houses and house meetings provide opportunity for building community
- School Council – opportunities for class representatives to discuss topics with boys and for boys to feedback to their class representatives promoting pupil voice
- School survey

## **Transition**

### **KS1 – KS2 transition**

Meetings between JCP Year 2 staff and VCP SENCo

Year 3 staff to visit Year 2 JCP staff

Year 2 transition day

Parents and pupils are encouraged to have a tour of the school prior to starting to the school

Information packs sent out

Parent Information Evenings held for all parents

Our LSA and ELSA team are assigned to support pupils

Additional transition days and booklets created for some SEN pupils

### **KS2 – KS3 transition**

As the pupils move from Year 6 – Year 7 there is a programme of transitional events and opportunities to support our pupils, irrespective of whether they are moving to VCJ or alternative secondary schooling. A transition timeline for parents and pupils typically looks as follows and is constructed each year as per the needs of the cohort:

- Year 5 Introduction day and Open Day (also available for Year 6 pupils)
- January Staff from VCJ to come and meet some pupils on regular basis. Additional visits available
- Summer Staff from VCJ to come down to VCP and teach some lessons  
Staff from VCJ to take pupils up to College to meet pupils  
Additional visits to VCJ for some pupils  
SENCo at VCP to meet with SENCo at VCJ  
Parents introduction evening to VCJ  
Transition days  
Transfer of information is passed on to VCJ  
ELSA support provided for those who may need support.

### **VCP approach to teaching children with SEN**

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place.

We endeavour to include:

- Adaptive, high-quality teaching and planning with constant monitoring and high-quality feedback.
- Types of additional support: ELSA, Lego club, Calm Colouring sessions
- Spelling interventions
- Phonics interventions
- Reading interventions
- Maths interventions
- Resources (sensory toys, wobble chairs, ear defenders, workstations, coloured paper, coloured whiteboards etc...)
- Delivery of occupational therapy activities
- Regular discussion of SEN pupils in Pupil Progress Meetings and termly SEN meetings
- Quality interventions which may be led by Learning Support Assistants

### **Adaptations to the curriculum and learning environment**

In most instances ordinarily available differentiated curriculum and high-quality first teaching entitlements are employed to meet the child's individual needs. The adaptations may also include:

- Focused differentiation
- Flexible timetables
- Visual timetable
- Now / next workstations
- Modified expectations and appropriate target settings for pupils
- Increased home-school liaison
- Greater use of technology – iPads, mind map software, Book creator, etc.
- Where possible minimizing and managing change for those that find sudden / unexpected change uncomfortable or difficult to cope with
- Focused handwriting sessions

- Reading support
- Group phonic/spelling support
- Over-lays (and adapted screen colours) for boys with visual stress
- Standing desks and slanted desks
- Wobble cushions and chair bands
- Sensory and OT equipment e.g. trampoline, gym ball etc.
- In class 'Booster sessions'
- Support for pupils with physical difficulties
- Alternative provision for pupils with ASD
- Using and applying regular recommendations and strategies from outside agencies to adapt the class environment to fit the needs of the individual child. Parent's views are also considered and encouraged when adaptations need to be made.
- Consistent behaviour management plans
- Safer handling plans
- Individual risk assessments

## **Expertise and training of staff who support children with SEN, including how specialist support will be secured**

Specialist training and expertise are obtained through the Government of Jersey Professional Development opportunities. A variety of courses are held each year. We also have access to NASEN courses. ELSA supervision has been on-going throughout the academic year.

Staff have also received training on:

First aid

Playground supervision

MyConcern

Safeguarding

Phonics and Reading

Autism / ADHD

Wellbeing and mental health

Peer mediation

Training is always encouraged at our school and we support staff training opportunities.

## **Evaluating the effectiveness of provision for children with SEN**

- Views of parents, pupils and class teachers are considered in respect of effectiveness of support
- Tracking termly PIRA / PUMA assessments
- Half termly SEN meetings where targets and provision map are considered
- Expected progress from individual starting points
- LSAs feedback on pupil progress with key pupils they are supporting
- Weekly LSA meetings with SENCo where referrals, timetable are updated and reviewed. Key training is also delivered to LSAs at this time.

## **How children with SEN are able to engage in activities available to all**

VCP is an inclusive school and our staff endeavour to ensure that all students are able to access to all learning opportunities and extra-curricular activities. Risk assessments may be carried out and where necessary additional adults will be provided to support pupils with SEN.

Here are some of the ways our pupils with SEN engage in school activities:

- Orchestra
- Choirs
- House competitions
- Fun football, rugby club, cricket club, hockey club and many other clubs
- Y6 play
- Christmas and Easter services
- School trips
- After school club
- Parents sent regular emails / text messages keeping them updated with days and times of events and activities
- Year group 'Learning Logs' sent weekly to parents
- Calendar of events sent termly to parents and available online

## **Support for improving emotion and social development**

At VCP we take the emotional wellbeing of the children in our care very seriously. We have a fulltime ELSA who delivers the specific ELSA program but also provides additional emotional support to a wide range of pupils. ELSA referrals can come from staff, parents or pupils. The sessions always take place in agreement with the pupil and family. The ELSA sessions begin with the ELSA gateway assessment. In addition, all school pupils will be given support through their PSHE sessions and assemblies. They complete specific sessions through the charity YouMatter. Children have received specific lessons on neurodiversity. Mental health was highlighted during Children's Mental Health Week.

Parents will also be sign posted to...

Children and Families Hub

Bereavement support at Jersey Hospice

PPP Parenting

Parentscope

Family Partnership Workers

New Forest Parenting

Jersey Online Directory

Mind Jersey

## **How the school involved other services**

At VCP we have access to a range of agencies and support services. These can often be found through Children and Families Hub or Jersey Online Directory

These include:

Education Support Team

Educational Psychologist

ASCIT Team  
Occupational Therapy  
Speech and Language Department  
CAMHS - Child and Adolescent Mental Health Service  
Well-being Team  
The Bridge  
School Nursing  
Family Partnership Worker  
EWO  
MASH  
Early Help  
SEM HIT  
Kairos Arts

## Complaints

We follow the 'Compliments, Comments and Concerns' policy. Complaints by parents regarding both issues within class and of an SEN nature would normally be first discussed with the member of staff concerned. If the complaint failed to be resolved, their complaint would escalate to either the Headteacher or Deputy Headteacher. The complaint may then be referred to the School Governors as required.

We are proactive in contacting parents before issues occur. We ensure we have good communication (via telephone, email or 1:1) between parents, being proactive in contacting parents before issues occur.

Our SEN provision is often praised and parents are very grateful.

## Other initiatives

Built an additional room to support pupils with SEN  
A before school reading/spelling group  
Created accessibility for different lunch arrangements  
Additional reading training

## Accessibility Plan

Care plans  
Attendance plans  
Workstations  
Individual safer handling plans, consistent management plans and risk assessments  
Calm areas to access around the school  
Disabled car access

## Outcome of school priorities

During the past year the key priorities have included:

- Developing the role of mental health and wellbeing within the school
- Continual development and training for Learning Support Assistants
- Planning events to engage the wider school community

- Improving planning and delivery of interventions to support pupils
- Investigating the best tool to oversee the co-ordination of provision for pupils



Our Core Values: Respectful Resilient Aspirational