

Special Educational Needs (SEN) Information Report

HAUTLIEU



Approved by:	Orla Priestley SENCO	Date: 06/01/2025
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEN policy. In other words, we want to show you how SEN support works in our school.

If you want to know more about our arrangements for SEN, read our SEN policy which is available on our website.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Needs arising from issues with processing
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Anxiety, Depression, OCD
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment or Medical Requirements

2. Which staff will support my child, and what training have they had?

Our expanding Learning Support Team consists of the SENCO (Orla Priestley), a Senior Teaching Assistant (Rachel Harvey) and 5 Teaching Assistants. We have an on-site Specialist Assessor, Sarah Mallet, who holds the CPT3A qualification for Psychometric Testing, Assessment and Access Arrangements. She is a member of the British Psychological Society and is registered on their Register of Qualifications in Test Use (RQTU). We work closely with the Student Support Team led by Louise Kedge (Student Support Lead and Positive Mental Health and Wellbeing Manager), providing a holistic support service for pupils and their wellbeing. All team members are very experienced and undergo regular training and continuing professional development including:

- Safeguarding
- CACHE Level 3 Diploma in Support for Teaching and Learning
- SPELL Levels 1 and 2 to support autistic pupils (Structure, Positive approaches and expectations, Empathy, Low arousal, Links)
- Maybo Levels 1 and 2 (conflict management training)
- ELSA (Emotional Literacy Support Assistant)
- Adverse Childhood Experiences and Trauma
- Administering Medication in Education
- Understanding Autism and ADHD

Our special educational needs co-ordinator, or SENCO

Our SENCO is Orla Priestley. She can be contacted at o.priestley@hautlieu.sch.je

She has 8 years' experience in this role and completed the National Award for Special Needs Co-ordination with the University of Winchester in 2022. She holds CPT3A qualification in Psychometric Testing, Assessment and Access Arrangements. She is a member of the British Psychological Society and is registered on their Register of Qualifications in Test Use (RQTU). She qualified as a teacher in 2000.

Subject teachers

All of our teachers receive SEN training and information, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 6 Teaching Assistants. Our Senior TA is Rachel Harvey. Our five TAs are Hayley Kingham, Sally Cooper, Tessa West, Kate Thomson and Anya Martins.

External agencies and experts

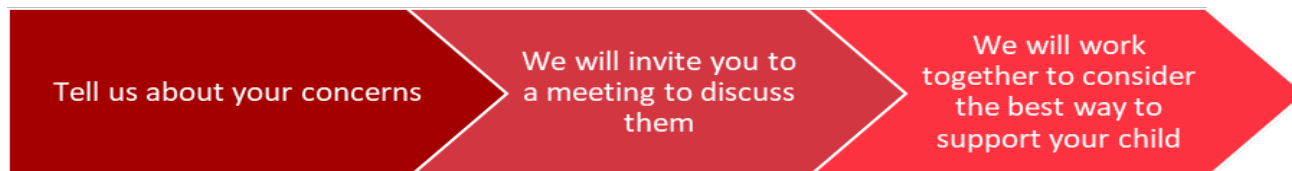
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- ASCIT (Autism and Social Communication Inclusion Team)
- SEMHIT (Social, Emotional and Mental Health Inclusion Team)
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Skills Jersey

➤ Voluntary sector organisations such as The Youth Enquiry Service (YES) and Mind Jersey

3. What should I do if I think my child has SEN?

If your child has a diagnosed need, contact the SENCO to discuss what provisions may be required. If you are concerned that your child has an unidentified need, please speak to your child's Mentor or the SENCO to decide what next steps will need to be taken to ensure your child can receive the appropriate support.



If you think your child might have SEN, the first person you should tell is your child's Mentor.

They will pass the message on to our SENCO, who will be in touch to discuss your concerns.

You can also contact the SENCO directly. o.priestley@hautlieu.sch.je

We contact you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will work with you to consider the best way to support your child. If we decide that your child needs SEN support, your child will be added to the school's SEN register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and when students aren't making the expected level of progress in their schoolwork or socially, they will consider making an SEN referral to the SENCO.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil advice and resources to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs support and at what level. Some pupils will fall in the category of Additional Teacher Monitoring, meaning that their needs are catered for at the class teacher level. Others will be on the SEN register and receive some additional support in or outside of the classroom. This may be in the form of TA support, outside agency intervention or small group work under supervision. The SEN register helps us identify pupils who require additional support in or outside the classroom. It is a dynamic list and pupils may be on it for varying periods of time. You will be informed and involved at every step.

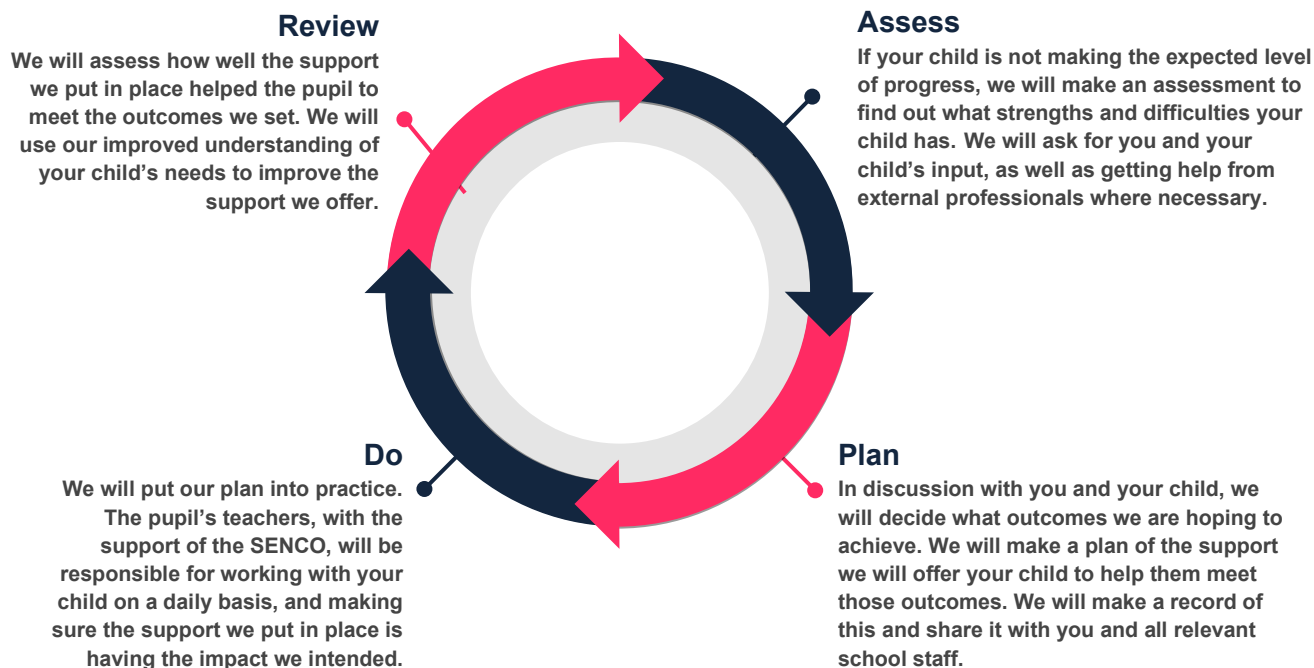
If your child requires SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them. They may be contacted to create a passport to help them communicate their needs to the teachers.

5. How will the school measure my child's progress?

Your child's teachers regularly review their progress and failure to meet expected attainment will be flagged to Heads of Departments and/or Academic Heads of Year. The Learning Support Team also analyse data regarding attainment on Go 4 Schools to see that any pupils on the SEN Register are making expected progress.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide regular reports on your child's progress.

We know that you're the expert when it comes to your child's needs and aspirations, so we encourage you to contact the SENCO with any concerns or updates. This will help us put in place the required level of support.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations may include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when a pupil has a Record Of Need or has other complex needs
- Teaching assistants will support pupils in small groups after school

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum condition	Passport to communicate needs to staff Staff available after school to help with organisation Quiet areas available for break and lunch Sensory breaks Support from the ASCIT team Access Arrangements for exams, when required to meet the pupil's needs
	Speech and language difficulties	Appointments facilitated in school from the Speech and Language service

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Differentiated resources (writing frames, coloured paper, font changes) Technology used to support needs Relevant Access Arrangements in place for examinations to reflect the pupil's requirements
Social, emotional and mental health	ADHD	Sensory breaks Passport where relevant Access Arrangements in place for exams where relevant, based on need
	Adverse childhood experiences and/or mental health issues Anxiety Depression OCD	ELSA support School Counsellor External agency appointments facilitated (CAMHS, YES, Mind Jersey)
Sensory and/or physical	Hearing impairment	Soundfields and Wall Pilots available in classrooms. Staff have access to Roger devices Regular collaboration with HI advisors and the pupil
	Visual impairment	Differentiation of resources (modified text on printouts, adjustment of whiteboard settings) Collaboration with VI advisors and Eyecan
	Physical impairment	School site is wheelchair accessible

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding an annual review for Record Of Need pupils

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours

- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including any residential trips. If required to support an SEN pupil, staffing may include a TA who will be there to facilitate their inclusion on the trip and activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Applicants meeting Hautlieu's academic entry criteria will be offered a place. Any SEN needs will not have an impact on this offer of a place.

13. How does the school support pupils with disabilities?

In discussion with pupils, parents and professionals, reasonable adjustments will be made to support pupil access to a balanced curriculum. Recommendations from involved professionals will support the school in making these adjustments.

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- › SEN pupils can request a regular check-in with a member of the Learning Support Team or the Student Support Team
- › Some pupils will be assigned a regular check-in from one of the teams
- › Pupils with SEN are encouraged to be part of the school council so that they can contribute to initiatives to support wellbeing in school
- › All pupils are supported in school by an experienced Student Support Team, led by Louise Kedge (Student Support Lead and Positive Mental Health and Wellbeing Manager). This includes support for pupils with attendance issues and SEMH concerns
- › We have a fulltime School Counsellor, Judy Cornwall, who clearly communicates ways that pupils can contact her for support
- › External support is signposted around the school (for example: Kooth, YES project, Samaritans, Mind Jersey, All Matters Neurodiverse)

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Once a pupil has a confirmed place, Hautlieu will gather information from their current school and their parents/guardians in order to facilitate the transition here. If a pupil has a Record Of Need, additional Transition meetings will occur to ensure that we are prepared to accommodate their needs. Hautlieu collaborates with Highlands for any pupils wishing to transfer there after their GCSEs. We can communicate with Student Support services in universities to help outline any accommodations that will be required based on need, including Access Arrangements for exams.

We provide all our pupils with appropriate advice on paths into work or further education. We work closely with Skills Jersey to provide advice on future career paths, training and employment opportunities.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

Support plans for any CLA or Post-CLA pupils with SEN needs will be in place and those pupils will have key members of staff from the Student Support and/or Learning Support team who will be a point of contact for that pupil on a daily basis. Review meetings with professionals involved in the care of that pupil will be held in order to continue to provide support throughout the academic year. Support will be offered for any pupils in advance of any changes to their circumstances, for example changes of accommodation.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to Orla Priestley, the SENCO, in the first instance.

If you are not happy with the SENCO's response, then complaints should be made to Claire Jackson, Deputy Headteacher.

If you are not satisfied with the school's response, you can escalate the complaint to the Education Department at inclusion@gov.je

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at [Jersey Online Directory \(jod.je\)](http://www.jod.je).

Local charities that offer information and support to families of children with SEN are:

<https://www.amneurodiversejersey.co.uk/>

<https://www.mindjersey.org/resources>

<https://www.gov.je/Health/Mental/ChildAdolescentMentalHealthService/Pages/OrganisationsHelpChildsEmotionalHealth.aspx>

National charities that offer information and support to families of children with SEN are:

- > <https://sendfs.co.uk/>
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

19. Glossary

- > **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- > **Annual review** – an annual meeting to review the provision in a pupil's Record Of Need
- > **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

- › **CAMHS** – child and adolescent mental health services
- › **CLA** – child looked after. A child or young person who is in the care system of the government
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **Exceptional Action** – the needs assessment is the first step on the way to securing a Record Of Need.
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area. This is available on the Jersey Online Directory
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **Post-CLA** – A child or young person that was previously in the care of the government
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEN Code of Practice** – the statutory guidance that schools must follow to support children with SEN
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN register** – a dynamic list that names any pupils that require support in addition to that which is ordinarily available to all pupils
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages