



FIRST TOWER SCHOOL

SEND REPORT

2022-2023

Headteacher: Mrs L Linton

Deputy Headteacher & KS2 Lead: Mrs Du Feu

Assistant Headteacher/SENCo & KS1 Lead: Miss Mulhern

Assistant Headteacher & FS Lead: Mrs Mahrer

Together...we respect, we learn, we persevere



We aim to provide high standards of teaching and learning in an environment where each pupil is valued as an individual and encouraged to achieve their potential. We have high aspirations and expectations for all pupils. We support pupils to be confident and happy with a growing ability to communicate with their peers and adults. We are committed to creating an effective partnership with parents and carers. We believe that each pupil and family have a unique and valuable contribution to make in enhancing and enriching our community.

First Tower's SEND Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs and Disabilities (SEND) in order to realise their full potential. Provision may change and develop over time.

What is SEN?

Many pupils need additional support at some time in their education. Where this support needs to continue over a sustained period, where the pupil's level of ability is well below that of the national expectation or where the pupil has a specific difficulty or disability then they will be identified as having a Special Educational Need or Disability (SEND). "A pupil has SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

What kinds of SEND do pupils have at First Tower School?

We have made provision for pupils experiencing difficulties as described in the Jersey SEND Code of Practice 2017. These are:

Communication and Interaction

Pupils may have a delay or difficulty in one or more of the following areas:

Attention/Interaction skills: may have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. Difficulty attending whole class learning. May have peer relationship difficulties. May not be able to initiate or sustain a conversation.

Understanding/Receptive Language: may need visual support to understand or process spoken language. May require assisted technology to help them communicate. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.

Speech/Expressive Language: may use simplified language and limited vocabulary. Ideas/conversations may be difficult to follow. Some immaturities in the speech and sound system. Delayed grammar/phonological awareness.

Pupils may have a diagnosis of Autistic Spectrum Disorder or Developmental Language Disorder.

Cognition and learning

Pupils may have difficulties with the skills needed for effective learning such as:

Language, memory, and reasoning skills.

Sequencing and organisational skills

An understanding of number

Problem-solving and concept development skills

Fine and gross motor skills

Independent learning skills

Exercising choice

Decision making Information processing

Pupils may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia, or dysgraphia.

Social, Emotional and Mental Health Difficulties (SEMH)

Pupils may have difficulties with social and emotional development which may lead to or stem from:

Social isolation

Behavioural difficulties

Attention difficulties (ADHD)

Anxiety and depression

Attachment disorders

Low self-esteem

Issues with self-image

Adverse Childhood Experiences (ACE's)

Sensory and/or Physical Needs

Pupils may have a medical or genetic condition that could lead to difficulties with:

Specific medical conditions

Gross/fine motor skills

Visual /hearing impairment

Accessing the curriculum without adaptation

Physically accessing the building or equipment

Over sensitivity to noise/smells/light/touch/taste.

Toileting/self-care



How do we identify a pupil with SEND?

We regularly assess our pupils against the Jersey Curriculum Expectations using internal assessments and observations to identify pupils needs. We use on-going teacher assessment to identify the gaps in pupils' knowledge and skills to plan for their needs. Collaboration with parents/carers is very important to identify a pupil's strengths and needs.

The Head teacher, Deputy Head and SENCo analyse whole school data and meet with teachers each term to discuss each pupil's progress. The class teacher regularly reviews the progress of their pupils. They identify any underperforming pupils and put individual strategies in place to support. Teaching assistants are actively involved in assessing against specific targets and support the class teacher in identifying and supporting gaps in pupil's learning.

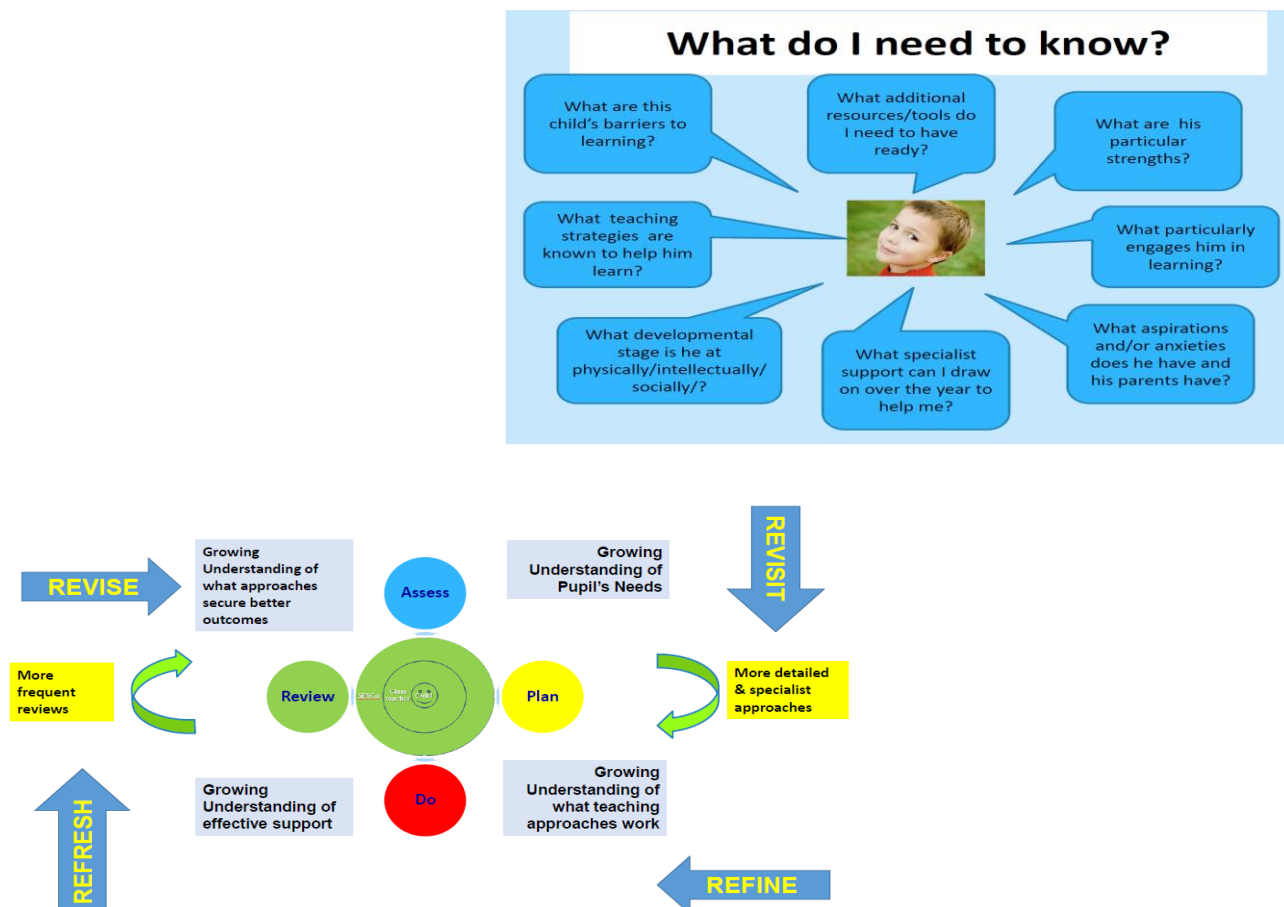
We aim to address these through adjustment of '**Quality First Teaching**' including learning styles; multi-sensory approaches, work differentiation and intervention strategies.

We use a **Graduated Approach** through an **assess, plan, do, review cycle** (see diagrams below) to identify and support a pupil's presenting needs. If, despite interventions, a pupil is making significantly slower progress than that of their peers starting at the same baseline or the pupil fails to match their previous rate of progress a pupil will be placed on the SEN register as requiring SEN Support after discussion with parents/carers and if appropriate outside agencies. Provision is implemented that is 'additional to' or 'different from' the normal differentiated curriculum, intended to overcome the barrier to their learning. Specific achievable SMART targets will be set for the pupil and regularly reviewed.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If evidence over time shows that progress has not been made, despite provision of concentrated support involving outside agencies, the school or parents may apply for a statutory assessment which may lead to an RON (Record of Need).

The school, child and family will be fully involved in this process.



What is our approach to teaching pupils with SEND?

Our priority is to ensure that every pupil has access to high quality teaching that allows inclusion and progress for all. Should additional support be required, this is undertaken after consultation with the relevant staff, the pupil and their families.

- All pupils are given access to a rich and diverse curriculum that is pitched at an appropriate level and differentiated to their individual needs. **All teachers are teachers of SEND** and as such, are skilled in providing the right level of support at the right time for each pupil.
- The class teacher plans lessons according to the specific needs of all pupils in the class and will ensure that each pupil's needs are met. Teachers' use the pupil's One Page Profile/individual SMART targets alongside their planning to ensure individual's SEND needs are met.
- Under the direction of the teacher, teaching assistants may adapt the teachers planning to support the needs of a pupil where necessary.
- Opportunities are provided for pupils with additional needs to work in different ways (for example in mixed ability groups, similar ability groups for peer support, adult supported small groups, 1:1 support with an adult, and independently).
- At First Tower School we make all reasonable adjustments to ensure that every pupil can take advantage of the full range of opportunities within the curriculum.
- We deliver time limited evidence-based literacy and maths intervention programmes.
- We offer personalised provision through adapted resources and interventions.
- We carry out research and implement advice and guidance from training and from external agencies.



What adaptations are made to the curriculum and learning environment?

- Teachers plan lessons according to the specific needs of all groups of pupils in their class pupils needs are met.
- Work will be differentiated and adapted to suit the needs of each pupil enabling them to access the curriculum.
- Specific resources and strategies will be used to support pupils, including targeted interventions as appropriate.
- Instructions are broken into small steps.
- Visual prompts are available.
- Positioning of pupils with hearing and vision difficulties within the classroom and use of aids are planned for as recommended by outside agencies.
- Alternative ways of recording their ideas (ICT, photographs, evidence files).
- Use of sensory resources/breaks as appropriate.
- Use of the Calm corner when necessary.
- Nurture Provision (refer to Nurture leaflet).

How are pupils with SEND enabled to engage in the activities of the school?

We are an inclusive school, and we ensure that all pupils are given the option to take part in all activities including school trips, whatever their need(s). All school trips will have a risk assessment completed prior to the trip. Some pupils with a higher level of need may also have their own individual risk assessment too. Staff involved in the trip will have carefully planned and considered what may need to be adapted, what they need to be aware of and any other factors which will affect a pupil.

Information/letters will be sent home about any trips and in some cases, we will have a meeting to also discuss the details with parents/carers so to make sure each pupil has a positive experience and gets a fulfilling learning experience from it. The Educational Visits Coordinator (EVC) ensures that inclusion of all pupils takes place for all activities outside the classroom.

Also refer to First Tower's Accessibility Plan.



How does First Tower school prepare and support pupils when joining the school or moving to a new class or school?

We recognise that transitions can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible.

When a pupil joins First Tower school:

- When a pupil starts school, we will contact any early year's settings, or other schools a pupil has previously attended to gather information about their needs. Information and relevant documents will be shared to ensure a smooth transition for each pupil. A meeting with the SENCo and class teacher will be arranged to discuss a pupil's needs and transition arrangements.
- When a pupil has already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at First Tower, and how it will be managed.

If a pupil is moving to another school:

- We contact the school SENCO to ensure that they are aware of any special arrangements or support that needs to be put in place for a pupil.
- We make sure that all records about the pupil are passed on as soon as possible.

When a pupil moves to the next year group in school:

- Information will be passed on, including a pupil's One Page Profile to the new class teacher in July and a transition meeting will take place between the previous teacher and the new teacher.
- Prior to the whole school transition days in July pupils may be offered additional transition visits such as taking a message/joining a story time/visiting during lunchtime to ensure that they feel prepared for the transition.
- A transition booklet will be prepared with pupils including photographs of the new classroom and areas they will be accessing, so they can share it during the summer to support a positive start to the school year. A Social Story may also be prepared to read in preparation.

In Year 6:

- As part of our PSHE curriculum pupils will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Transition plans are put in place to support each pupil as they move to secondary school. The SENCo and Year 6 teachers will meet with the secondary Transition Lead and SENCo to discuss pupil needs and arrangements.
- Where possible, if needed pupils can visit their new school on several occasions prior to the July transition days and in some cases staff from the new school will visit pupils at First Tower.
- A transition booklet can be prepared with pupils including photographs of the new setting, so they can share it during the summer to support a positive start to the school year.
- The school ELSA and CYPES Wellbeing Facilitator also support with transition preparation with additional wellbeing sessions and can accompany pupils on a visit either individually or in a small group.
- The charity YouMatter lead transition sessions in school as part of their wellbeing programme.
- First Tower has a close link with our catchment secondary school Haute Vallee as well as other secondary schools.
- If a pupil has a Record of Need a transition annual review will be arranged during the autumn term in Year 6 to discuss their needs and arrangements for secondary provision. The secondary SENCo will be invited to this meeting along with any professionals involved in the pupil's care.



What should I do if I think my child has Special Educational Needs?

Firstly, make an appointment to discuss your concerns with the class teacher. The class teacher may invite the SENCo to the meeting. Your child's needs will be discussed, and this is an opportunity to share information about what is working well at home and at school so that together plans can be put in place to support your child following the graduated asses, plan, do, review approach. Parent information regarding SEN processes can be accessed on:

<https://www.gov.ie/Education/Schools/Sen/Pages/WhatSupportAvailable.aspx>

How do you measure the progress of pupils?

Pupils progress is continuously monitored against age related national expectations. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support which is documented on the school provision maps.

Teachers are offered on-going support and training to help them ensure all their teaching is inclusive and that every child makes progress. This is monitored by the SENCo, the Deputy Head and the Head teacher in a variety of ways including observing teaching, looking at books, planning and analysing data.

The SENCo regularly meets with teachers to discuss pupils about whom they have concerns and to monitor progress and the impact of interventions.

How do we consult pupils with SEND about their learning?

We value and celebrate each pupil being able to express their views on all aspects of school life. We encourage pupils to talk to adults, to talk to their peers and to write down comments if needed, in a worry box or to write their name on the ELSA's board for a check in. Children are actively encouraged to be involved saying what helps their learning and in setting targets on their One Page Profile. Pupils with a RON are given the opportunity to complete their pupil views and are invited to discuss them at their annual review. The SENCo gathers pupils' views through discussions and questionnaires to support the development of the SEND provision at First Tower. Pupils are encouraged to take part in community events such as the Student Council and Rights Respecting Schools.



What support is available for improving the emotional, mental, and social development of pupils with SEND?

We place great emphasis on promoting emotional health and well-being for all our pupils, including those with SEND. All children participate in PSHE Jigsaw lessons which cover a variety of social and emotional issues which are important in the development of their social understanding. In Year 5 & 6 the local You Matter charity provide a series of PSHE sessions during the year covering a range of themes. MIND Jersey support with interventions. We strive to create a caring and secure environment for all which supports each pupil's wellbeing. Pupils have access to the "Sunshine" and "Wellbeing" room for planned activities and during lunch club. We run several ELSA intervention programmes for individuals, groups and whole classes that are designed to build on social and friendship skills, promote self-esteem and support emotional well-being. Calm boxes and safe spaces are available to help support pupils to regulate their emotions. ELSA time is allocated for regular, daily check ins for vulnerable pupils. Class teachers also ensure regular 1:1 check in with vulnerable pupils are facilitated when required. Further pastoral support is also available from the SENCo. Additional resources are available on gov.ie and the school website created to support during and following the COVID Pandemic.

We liaise with charities and outside agencies that support the emotional and social needs of pupils. We organise an annual Wellbeing week during which the whole school community are engaged in wellbeing activities linked to emotional and physical literacy.

Who has responsibility for SEND in the school?

The **class teachers** are responsible for:

- Checking on the progress of pupils and identifying, planning, and delivering a high-quality differentiated curriculum as well as any interventions pupils may need (this could include targeted work or use of resources or additional support).
- Ensuring that all staff working with pupils in school deliver the planned intervention effectively so they can achieve the best possible progress. This may involve outside specialist help.
- Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.
- Working in partnership with parents to develop a cohesive team.
- Developing "One Page Profiles" for pupils on the inclusion register.
- Involving pupils in agreeing targets to meet their needs.

The **Special Educational Needs Coordinator [SENCo] Miss Mulhern an experienced teacher and SENCo** is responsible for overseeing the day-to-day operation of the SEND policy including:

- Co-ordinating the support and monitoring the progress for all pupils with SEND.
- Developing and updating the school's SEND policy to ensure that all our pupils receive a consistent, high-quality response to meeting their needs in school.
- Ensuring that parents are involved in supporting pupil's learning and kept informed about the support they are receiving and reviewing their progress.
- Liaising with other professionals who parents have agreed to being involved to support pupil's learning and development e.g., Speech & Language Therapist, Educational Psychologist.
- Updating the school's SEND register (a system for ensuring all the SEND needs of our pupils are known) and making sure that comprehensive records of pupils needs, arrangements and progress are maintained.
- Providing specialist support and professional development for teachers and teaching assistants in school so they can best support pupils with SEND in our school.
- Regularly reading latest research to ensure that our approach and practice is up to date to support our pupil's changing needs.
- Attending Island SEND meetings and training opportunities.

The **Pastoral Lead, ELSA & Teaching Assistants** are responsible for:

- Delivering agreed interventions.
- Using a range of monitoring and assessment methods to provide further information on areas of strength and difficulties.
- Working in partnership with teachers and parents to meet the pupils identified needs.
- Providing feedback to teachers and the SENCo.

The **Head teacher Mrs. Linton** is responsible for:

- Monitoring and evaluating the progress of all pupils and for making strategic decisions which maximises their opportunity to learn.
- Overseeing the progress of all vulnerable learners and any issues regarding the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system.
 - pupil progress meetings with individual teachers, Key Stage Leaders and the SENCo.
- Ensuring that the school has appropriate provision and necessary adaptations to meet the needs of all the pupils in the school
- The day to day management of all aspects of the school including the support for pupils with SEND.

Outside Professionals are responsible for supporting school staff with assessments, diagnosis, appropriate provision, and resources.

How are staff trained to support pupils with SEND?

Staff training is closely matched to school priorities documented in the School Development Plan and the needs of the pupils. SENCo/Subject Leaders/Pastoral Lead may deliver training or agencies may be invited to school to train staff in addition to training offered by CYPES.

Training that has taken place in the last academic year:

- NASENCo Accreditation Training (SENCo)
- Autism Education Trust
- Nurture UK training
- MAYBO Level 1 & 2 Training
- SEMHIT Training
- Maths Diagnostic Assessments
- Precision Teaching
- Safeguarding Training
- ELSA ongoing Supervision & training
- Cops & LASS
- 5 Minute Box
- Restorative Practice
- Provision Maps & One Page Profiles
- Phonics Training
- Supporting Anxious Children & Young People
- SEN Code of Practice
- NASEN Webinar Training (various)
- Zones of Regulation
- Education Endowment Foundation TA Training
- PECs/Communication Boards/Colourful Semantics
- Lego Therapy
- Sensory Processing
- Social Stories & Comic Strip Conversations
- Drawing & Talking Intervention

What are the arrangements for consulting parents/carers of pupils with SEND and involving them in their education?

We believe that the partnership between school and parents/carers is important in enabling pupils with SEND to achieve their potential. Parents/carers hold key information and have a critical role to play in their child's education. Parents are encouraged to become involved and account is taken of their wishes, feelings and perspectives on their child's development through regular communication with school.

There are parents' evenings in the Autumn and Spring Terms, which can also be attended by the SENCo and reports are written in the Summer Term. Pupils on the SEND Register will have One Page Profile/SMART target meetings planned in during the year. In addition to this, children with a RON (Record of Need) will have an Annual Review meeting to inform and plan for next steps.

Parents/carers are also welcome to make an appointment at a mutually convenient time to meet with either the class teacher or SENCo to discuss your child's progress and needs.

A home/school contact book may be used to support communication with parents/carers when this has been agreed to be useful for them and their child.

How is the effectiveness of provision evaluated?

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing pupils' individual progress towards their targets each term including the pupils and parent/carer views.
- Reviewing the impact of resources and interventions.
- Holding Record of Need Annual Reviews – which includes parental and pupil questionnaires as part of the process.
- Whole school data collection

The pupil voice is an essential part of the support process and we value their opinions.

What should I do if I have a concern or complaint about SEND provision?

Communication between parents and the school is actively encouraged in order to resolve any problems at an early stage.

In the first instance, parents are invited into the school to discuss their concerns with the class teacher, following this the SENCo or Deputy Headteacher who will endeavour to resolve the problem.

The Head Teacher will also be informed at the above stage and, if needed a meeting will be arranged.

If you remain concerned please follow CYPES formal complaints procedure.

What specialist services are available at or accessed by the school?

External support services have an important role in supporting our school to identify, assess and make provision for pupils with SEND.

The school is currently supported by the following agencies:

- Educational Psychology Services
- ASCIT (Autism, Social, Communication Inclusion Team)
- CAMHS (Child & Adolescent Mental Health Service)
- SEMHIT (Social, Emotional, Mental Health Inclusion Team)
- EYIT (Early Years Inclusion Team)
- Brighter Futures
- Parenting Support Services
- Speech and Language Therapy Department
- Hearing Support Team
- Occupational Therapy
- Well-being Service
- Educational Welfare Officer
- EAL Service
- Early Help & Family Partnership Workers
- School Nurse Team
- MIND Jersey
- YouMatter
- Riding for the Disabled



We have a drop-in service for parents to attend so they can meet with the school ELSA and our Family Support worker as well as other agencies on a rota basis. A Parent's Notice board provides information regarding a variety of support agencies and regular Parent Mails are sent to inform the school community about regular events such as Triple P Sessions held at school. *(Several events postponed due to COVID restrictions).*

Several agencies operate a weekly consultation line for parents to ask any questions. Leaflets with contact details are available from the school SENCo. ASD & ADHD local parent support groups are available. Parents can access the Early Bird/+ course if they have a child with an ASD diagnosis and the New Forest Parenting Course is offered for parents of children with an ADHD diagnosis or if they have been referred for an assessment.

What organisations and services are available to provide parents with additional support?

There are a range of ways in which parents can access additional support both in school and at other venues:

- Signposting to local agencies or charities via our Facebook page and monthly school newsletter. We welcome new contacts so we can expand our offer to parents/carers.
- During our annual Wellbeing week each February, we invite a range of agencies and charities from the local community to take part in the event.
- Brighter Futures.
- Early Help.
- MIND Jersey
- Healing Waves
- Jersey Child Care Trust (JCCT).
- Children and Families Hub single point of information/request for support.



[Home](#) > [Caring and support](#) > [Children and Families Hub](#)

Children and Families Hub

Find help and support for children, young people and families in Jersey

Search for the right help

Search

If a child is at immediate risk call the Police on 999.
For other safeguarding concerns contact the HUB.

Contact

Children and Families Hub

T 01534 519000

E childrenandfamilieshub@gov.je

Monday to Thursday 8.30am to 5pm,
Friday 8.30am to 4.30pm

If you can't find what you were looking for, let us help you:

[Request for advice](#) →

Managing your
money and benefits

Behaviour and
Support

Disability and special
needs

Education (including
additional needs)

Family, relationship
issues and abuse

Housing and
accommodation

Health and
wellbeing

About the Children and Families Hub

The Children and Families Hub provides information, advice and support for families and young people.

Our aim is make sure you get the right help, at the right time. This could be some advice on the telephone or a one-to-one consultation. We'll also put you in touch with any services that can help you.

The hub also responds to any safeguarding concerns you may have for a child or young person.

Whatever help you need, we'll make a plan with you and with the services helping you.

Get in touch

There are many ways to get in touch:

- search our online directory and contact the relevant services directly
- speak to our Children and Families Hub on [+44 \(0\) 1534 519000](tel:+44(0)1534519000), we're open Monday to Thursday 8.30am to 5pm and Friday 8.30am to 4.30pm
- complete our ['Request for Advice' online form](#), we'll get back to you within 1 working day
- email us at childrenandfamilieshub@gov.je, we'll get back to you within 1 working day
- talk to someone you're already in contact with, for example a teacher, youth worker, health visitor or your GP
- young people up to 25 years can talk to the [YES project](#) for information, advice and counselling on the free helpline [+44 \(0\) 800 7350010](tel:+44(0)8007350010), available Monday to Friday, 12pm to 6pm or [email the Youth Enquiry Service](#)

Information for practitioners

Practitioners are able to submit a referral to the Children and Families Hub for a child, young person or family by completing the online form below:

[Practitioner's Request Form](#) →

[Home](#) > [Caring and support](#) > [Children and Families Hub](#)

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Early Intervention Family Support Team (EIFST)

The Early Intervention Family Support Team are available to help and support children and young people from birth up to 18 years old.

Early Intervention Family Support Workers can provide support to:

- improve family relationships and children's behaviour
- help families and children access community resources
- help manage family finances and budgeting
- support in finding work or getting training

Early Intervention Family Support Workers will:

- work with your whole family
- help you identify the changes you want to make and support you to make those changes happen
- identify and build on your family's strengths
- help you access the support you need in the community

How to access this service

The first thing to do is talk to your child's nursery / school staff (class teacher, special educational needs coordinator) or your health visitor. They will contact their linked Early Intervention Family Support Worker to arrange an initial discussion.

You can also contact the Children and Families Hub.

Triple P Programme

The programme offers ideas to help deal with the big and small parenting challenges that are part of family life. Triple P does not tell you how to be a parent but offers a range of strategies for you to choose the ones that fit your family.

Triple P Positive Parenting Programmes help you:

- Build a positive relationship between you and your child
- Raise happy, confident children and teenagers
- Manage behaviour in a positive way
- Set family rules and routines that everyone follows
- Get along better with your children or teenagers
- Balance work and family commitments



We aim to help parents and carers of children and teenagers up to 18 years. We also deliver a programme for parents and carers of children with special needs.

Stepping Stones Sessions

Stepping Stones Triple P has been developed for parents of children with a developmental disability. Stepping Stones Triple P has been evaluated with real families and has been shown to work with children with intellectual and physical disabilities who have disruptive behaviour.

Primary Care Stepping Stones

A series of one to one sessions with a trained Triple P worker to address specific behaviours of issues and to help develop a wider range of positive parenting skills.

Standard Stepping Stones

A series of seminars consists of 8-10 sessions of an hour each, run by a trained Triple P practitioner.

Group Stepping Stones

There will be 6 group sessions where we meet for 2 hours. You will also received phone calls to answer questions, provide support and help you with any problems. The group is also a great way to meet other parents experiencing similar challenges. The course of sessions will take a couple of months to complete.

www.gov.je/caring/organisations/pages/triplepprogramme.aspx

Jersey's Children First

right help • right time

Jersey's Children First is a standard practice model adopted across agencies, services and settings in the public, community and voluntary sectors in Jersey. This shared approach will enable agencies to work together effectively to ensure children and their families can access the right help, at the right time, from the right service.

It is the vehicle for delivering the four outcomes of the forthcoming Children's Plan for Jersey:

- that all children in Jersey grow up safely
- live healthy lives
- learn and achieve
- are seen and heard

At the heart of Jersey's Children First is a commitment to early help for children.



Thank you for reading **First Tower's SEND Information Report**. We hope you found it a helpful document. The report is reviewed annually. If you have any questions or suggestions related to SEND we would be pleased to hear from you.

