



**Haute Vallée School SEND Information Report  
 2017 - 2018**

Haute Vallée School is a fully inclusive school based in St Helier. All students are valued equally, regardless of where their abilities lie and are entitled to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Haute Vallée School is committed to equal opportunities, with students being encouraged to achieve their full potential, whatever their ability, through providing a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond Haute Vallee School.
- Be encouraged to achieve their full potential, whatever their abilities.
- Learn to take on increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

The 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.

Question	
What kinds of SEND do students have in your school?	<p>Students are identified as having SEND when they have <u>significantly greater</u> difficulty in learning than the majority of students of the same age or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. We have made provision for pupils experiencing difficulties as described in the Jersey SEND Code of Practice 2017. These are:</p> <p>Cognition and Learning, for example, specific learning difficulties (dyslexia), dyspraxia</p> <p>Social, Emotional and Mental Health Difficulties (SEMH), for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, depression, self-harming etc..</p> <p>Speech Language and Communication Needs, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language Difficulties.</p> <p>Sensory and/or Physical Needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</p>

Question	
<p>How do you identify and student with SEN?</p>	<p>Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.</p> <p>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 after discussion with parents/ carers and appropriate agencies.</p> <p>Pupils who are identified as having SEN, have their needs assessed through:</p> <ul style="list-style-type: none"> <li>• Feedback from teaching staff, teaching assistants and observations</li> <li>• Progress data, KS1 and KS2 results and baseline testing</li> <li>• Assessment, reports and reviews from external agencies</li> </ul> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents.</p>
<p>What are the arrangements for supporting students in moving between phases of education?</p>	<p>With the introduction of our new Year 7 Horizons Scheme we view the transition from primary to secondary school as a significant event for the students concerned and will include the following:</p> <ul style="list-style-type: none"> <li>• Our Head of Horizons and SENCo will visit all feeder primary schools in the Summer Term to discuss SEND students and how best, as a school, we can support the transition process.</li> <li>• Students for whom it is expected that transition could be problematic may be invited to take part in one our additional transition support. This usually focuses on those students whose SEND or raised anxieties levels about transfer are of concern. This includes students in our Additionally Resourced Provision.</li> <li>• All students attend a two day Induction, at the end of the Summer Term, to meet the Horizons Team and other subject teachers.</li> </ul> <p>At KS4 we offer the following for students to prepare them for adulthood:</p> <ul style="list-style-type: none"> <li>• Trident Work Experience in Year 10. This is for two weeks in the Summer Term and students are able to choose their preferred jobs in the Autumn Term. Support is provided for SEND students to enable them to succeed and fully take part in the experience.</li> <li>• Year 11 – taster day at Highlands College and Hautlieu School – this gives students a chance to look at courses they may wish to take before they complete their applications.</li> <li>• Again for students for whom it is expected that transition could be problematic, additional transition support will be organised on an individual basis.</li> </ul>

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<p>What is the approach for teaching children with SEND?</p>	<p>Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students. Small group and individual support is offered to students whom we feel would benefit from this.</p> <p>We also provide the following Interventions:</p> <ul style="list-style-type: none"> <li>• LEXIA</li> <li>• Reading Plus</li> <li>• Spellzone – an interactive spelling programme</li> </ul>
<p>What adaptations are made to the curriculum and learning environment?</p>	<p>We make the following adaptations to ensure all students' needs are met:</p> <ul style="list-style-type: none"> <li>• Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 support, small group support, adapting teaching styles and content of lessons.</li> <li>• Adapting our resources and staffing.</li> <li>• Using recommended aids – iPads, laptops, scanning pens, coloured overlays, visual timetables</li> <li>• Access Arrangements – supporting students who may require longer processing time, a separate room, prompting, someone to read or scribe for them, reading/scanning pen, word processor.</li> </ul>
<p>How are staff trained to support children with SEND?</p>	<p>The SENCo attends Educational Department meeting and training in order to keep up to date with new developments and updated practice in SEND.</p> <p>The SENCo has a Certificate of Competence in Educational Testing and is a member of the British Psychology Society as a result of this qualification. She is the main assessor in school for assessing students for exam access arrangements.</p> <p>We have a set six months Induction Process for new Teaching Assistants, which involves constant training and lesson observations.</p> <p>We currently have 9 Teaching Assistants in our Learning Support Provision, 3 who are team leaders, who are all trained to deliver SEN provision. They have all been trained to run our Lexia and Reading Plus programmes. Two of the team are based in our Year 7 Horizons Area and cater solely for the needs of students in Year 7.</p> <p>Yearly appraisals for Teaching Assistants ensure that training needs are met on an individual level and ongoing training is provided by the SENCo.</p> <p>We also have two specialist SEMH Teaching Assistants, who are trained to deliver the ELSA course, Draw and Talk Therapy and Outdoor Learning.</p> <p>The Education Departments also offers ongoing training for all staff and this is published every year and sent to school.</p>

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<p>How is the effectiveness of provision evaluated?</p>	<p>We evaluate the effectiveness of provision for students with SEND by:</p> <ul style="list-style-type: none"> <li>• Reviewing students' individual progress towards their goals each term – this includes the students and parent/carer views.</li> <li>• Reviewing the impact of our literacy interventions every half term.</li> <li>• Asking teachers to provide termly written evidence on student progress and concerns.</li> <li>• Holding Record of Need Annual Reviews – which includes parental and student questionnaires as part of the process.</li> <li>• Whole school data collection</li> </ul> <p>All students are encouraged to take full responsibility for their learning by regularly evaluating their work in lessons; attending review meetings, setting their own termly targets with support from a member of the team and reviewing and reflecting on their learning and achievements.</p> <p>The student voice is an essential part of the support process and we value their opinions.</p>
<p>What support is available for improving emotional and social development?</p>	<p>All children participate in PSHE lessons which cover a variety of social and emotional issues which are important in the development of their social understanding.</p> <ul style="list-style-type: none"> <li>• Visiting groups/speakers are invited into school to promote health, safety and well-being issues.</li> <li>• E safety and cyber bullying is a part of PSHE and ICT lessons.</li> <li>• We aim to provide a curriculum appropriate to the needs of the students.</li> <li>• We aim to maintain effective guidance, care and welfare for all members of the community.</li> <li>• We strive to provide a caring and secure environment for all.</li> <li>• The school offers a variety of programmes designed to support emotional and social development and liaises with outside agencies that support the emotional and social needs of the student.</li> </ul> <p>We have a zero tolerance approach to bullying.</p> <p>If your child has any anxieties or concerns your child's Form Tutor is the first point of contact.</p>
<p>What are the arrangements for handling complaints from parent/carers of students with SEND about the provision made at the school?</p>	<p>Dialogue between parents and the school is actively encouraged in order to resolve any problems at an early stage.</p> <p>In the first instance, parents are invited into the school to discuss their concerns with the SENCo and/or Senior Leader in charge of Inclusion, who will endeavour to resolve the problem.</p> <p>The Head Teacher will also be informed at the above stage and, if needed a meeting will be arranged</p>

Question	
<p>What specialist services are available at or accessed by the school?</p>	<p>The school can access specialist support from</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapists</li> <li>• Occupational Health</li> </ul>

	<ul style="list-style-type: none"> <li>• Visually Impaired Service</li> <li>• Hearing Impaired Service</li> <li>• ASCIT – provides additional support for students with Social and Communication Difficulties</li> <li>• CAMHS</li> <li>• Children's Services.</li> </ul> <p>The school receives support from the Educational Psychology Service with a designated number of support hours provided each year.</p> <p>We can make referrals, with your consent, to outside agencies, in order for us to access specialist support and advice.</p>
<p>Who has responsibility for SEND within Haute Vallee School</p>	<p>All teachers are teachers of SEND under the Code of Practice, and have a responsibility to provide high quality, inclusive classroom teaching.</p> <p>Annette Temperton is the SENCo. She is a qualified teacher with a number of SEN qualifications, including the Hornsby Diploma in Dyslexia. She is a member of the British Psychology Society and holds the Certificate of Competence in Educational Testing.</p> <p>Clare Frost is the manager of our Additionally Resourced Centre for students on the Autistic Spectrum. Clare is a qualified teacher and is currently completing a Post Graduate Diploma provided by Birmingham University.</p> <p>The Learning Support Team, managed by the SENCo, consists of 3 Team Leaders, who manage our Lexia and Reading Plus Interventions and organise student support in the classroom, and 5 Teaching Assistants. 4 are new to the school and are currently completing their six months induction training. Our three team leaders have NVQ Level 3, 'Supporting SEND Students in a Mainstream School' qualification and support the SENCo in the training and development of the other members of the team. We have 2 Teaching Assistants attached to our Year 7 Horizons.</p> <p>Our 2 SEMH Teaching Assistants, managed by Victoria Trebilcock, our Head of Inclusion, are trained in delivering the ELSA course and provide in school and outdoor learning activities for our most vulnerable students in school.</p>

<p><b>Question</b></p>	
<p>How does your Additionally Resources Centre for students on the Autistic Spectrum support its students?</p>	<p>The Additional Resource Centre (ARC) is a specialist centre for students on the Autism Spectrum or with social communication difficulties. It provides support for a small group of students in Haute Vallée. Students have a Record of Need, which clearly identifies that they have difficulties arising from Autism or other social communication difficulties. All students are assessed for their suitability for the ARC against agreed criteria set by</p>

	<p>the Jersey Education Department. Students selected are those who would have difficulty accessing a mainstream curriculum, but have the potential to do so with specialist support.</p> <p>The ARC provides a base for students to access before and after school, as well as during breaks and lunches. The aim is to have space which has the right balance between the challenges of social interaction and providing the support to access education. With this in mind, we operate on a stretch, not stress philosophy.</p> <p>We aim to be as inclusive a part of Haute Vallée as possible, to create a consistent approach for our students. Students that are a part of the ARC are expected to attend the majority of their subjects in the mainstream school; however individual timetables are adapted, negotiated and developed to meet the individual student's needs.</p> <p>The ARC is staffed by a specialist teacher of Autism and four other specialist Key Workers. They are passionate about their work and aim to get the best out of the students that they work with. The team has a broad range of experience and have been working with people on the Autism Spectrum over several of years. All ARC staff hold qualifications related to Autism either accredited by the BILD, NAS or the University of Birmingham.</p> <p><b>ARC Learning Experience</b></p> <p>As well as accessing mainstream lessons, student of the ARC can have access to a number of bespoke programmes that help meet their needs. The tutorial programmes can include:</p> <ul style="list-style-type: none"> <li>• LEGO Club</li> <li>• Pupil Voice and well-being</li> <li>• Sensory Profile</li> <li>• Learning Styles</li> <li>• Life skills; including healthy eating, hygiene, road safety and bus skills</li> <li>• Communication skills; including inference, deduction and non-verbal communication</li> <li>• Social skills, including the 'Talk About' series which develops self-esteem relationship and empathy</li> <li>• Crucial Skills</li> <li>• Relaxation</li> <li>• Homework catch up</li> <li>• Extra numeracy and literacy sessions</li> </ul> <p><b>Peer Support</b></p> <p>As well as supporting students that access the ARC, the staff also delivers a peer support programme to all students. The aim of these programmes is to develop an understanding of the challenges that the students in the ARC might be facing or have faced in the past. We have found that these programmes help to raise awareness and promote well-being of all students.</p>
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<b>Question</b>	
The Local Offer	The Jersey Online Directory was developed in 2015 and its purpose was shared with our school.



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