**Overview**

d’Auvergne is a 2-3 form entry school, we have approximately 500 children on roll of which around 14% are on the SEN register, which is in-line with island average.

d’Auvergne’s Vision and Aims

At d’Auvergne we are committed to providing an inclusive education for all children. For us this means removing barriers to learning to ensure all children can access our broad and balanced curriculum and make good progress from their starting points. We support all our children to be the best that they can be, believe in themselves and have high aspirations for their futures.

At d’Auvergne we value diversity and are committed to building relationships and strengthening our community. We provide a safe, stimulating learning environment with an enriched curriculum that includes exciting, engaging opportunities and develops an enthusiasm for lifelong learning. Throughout their time at d'Auvergne pupils will develop confidence, resilience and respect for themselves and others. Our pupils will be ‘Fit for the Future’.

This means all children will be entitled to high quality teaching and an engaging and varied curriculum in a safe and inclusive environment. Our aim is that special educational needs are recognised at the earliest point, with the correct support implemented quickly. We recognise the importance of children and their parents/carers being involved throughout and we strive to build the strongest home-school links for our pupils with special educational needs.

The aspirations and achievement for all children will be raised through a shared focus on meeting needs.

At d’Auvergne, our curriculum and teaching will:

* Ensure every child makes consistently good progress in every class.
* Focus on developing confident communicators who have a wide vocabulary.
* Ensure our children work hard; gain increasing confidence and independence; and respond positively to challenges.
* Enable all children to do well in a broad range of subjects, equipping them with the knowledge and skills required to be successful learners and citizens.
* Cater very well for different achievement levels, routinely providing appropriate challenge and support.
* Cover in full the Jersey Curriculum, ensuring breadth, balance and depth of learning through a range of rich experiences which build cultural capital.
* Be enhanced by the strongest home-school links.
* Promote the highest of expectations and aspirations for all associated to d’Auvergne School.
* Actively promote positive mental health and wellbeing.

**Identification of Special Educational Needs**

A pupil has SEN where their learning difficulty calls for special educational provision, namely provision different from or additional to that ordinarily available to pupils of the same age.

At d’Auvergne, we identify special educational needs by building on information from previous settings, discussions with parents/carers and the pupil, consulting with other agencies, the class teacher, assessments (both teacher and SEN specific) and information from previous teachers.

Our first response is high quality teaching, targeted at a pupil’s area of need. Where progress continues to be slower, teachers work with the SENCO, to assess whether the child/young person has SEN and which category of need it can be identified as – communication and interaction, cognition and learning, social, emotional and mental health difficulties or sensory and/or physical needs.

The purpose of identification is to aid us in planning how to best meet a child’s needs and if necessary which agency to consult for support.

At d’Auvergne our identification process allows us to ensure other factors that may impact progress and attainment are not wrongly identified as SEN, including but not limited to; attendance, having English as an additional language or health and welfare.

**d’Auvergne’s Graduated Approach to SEN**

At d’Auvergne **teachers are responsible and accountable for progress and development of all pupils in their class.** Our first step in supporting pupils who have an SEN is high quality teaching – additional provision is to support this.

To support teachers in providing the very best provision we adopt the Graduated Approach cycle - of assess, plan, do, review.

**Assess:**

* Teacher’s assessment and experience of the pupil – information-pupil progress, attainment and behaviour
* Development in comparison with peers
* Views and experience of parents and pupil
* Seek advice from external support services

**Plan:**

* Make the pupil/family aware of the need
* Explore ability to change – what needs to be in place for the change to happen?
* Continually reflect on the needs
* Consider how the intervention has been selected - do objectives of intervention match with pupils’ identified needs?
* Consider whether the person who is delivering the intervention has the necessary skills, knowledge and understanding
* Consider whether all those involved in the intervention are aware of what it is and why it is happening - including the child

**Do:**

* Support changes – put intervention in place based on need.
* Evaluate the change – What can pupil do now that they could not before it?
* Record and measure
* Have a process for sharing information about the intervention and pupil progress with the class teacher

**Review:**

Consider -

* Has the aim of the intervention been achieved? Is further intervention needed?
* Is it effective – is it having a positive impact on pupil outcomes?
* What factors made it effective?
* Could any changes be made to make it more effective? Eg. Is lead person confident in their skills? Need for staff training? Did pupils enjoy it? Did pupils think there was a point to them doing it?

We use provision maps to record and monitor each step of the graduated approach. Our provision maps are working documents that are reviewed by the class teacher and the SENCO, in our half termly SEN meetings. These are tools for monitoring and are used as an overview of the needs, targets and provision for a child with SEN that can be shared with parents and all adults working with the child.

**Criteria for Exiting the SEN Register**

A child on the SEN register, who is showing continual progress and improved attainment, who is now working within age-related expectations, will be re-assessed and discussion regarding the removal, or change of status on the SEN register will follow.

Careful observations, progress and attainment data, scrutiny of work produced, discussion with teachers, views of parents and carers and the views of the pupil will all be taken into consideration when reviewing.

**Monitoring and Evaluation of SEN**

Careful monitoring and evaluation of the quality of provision provided for all our pupils is of great importance to us at d’Auvergne.

We regularly observe teachers and teaching assistants, both in the classroom and during interventions, as well as holding regular meetings between the SENCO and teachers and teaching assistants.

As a school we hold both ‘in-house’ and external SEN audits with experienced SENCOs and Senior Leaders from other schools – we use these as opportunities to celebrate our SEN provision, share practice and identify areas of development.

Pupil and parent voice are important to us; we ensure that the views of our pupils and parents are gathered through a range of channels and that these are reflected on the provision maps.

We hold regular supervision meetings (at least once a half-term) with the SENCO, Headteacher, Phase Lead, EAL Lead and Wellbeing Lead where we monitor and review how the needs of our pupils are being met.

**Training and Resources**

All staff receive regular, relevant and up to date training. Training needs are informed through observations, audits, need of pupils and through discussions with staff. We regularly hold in school training led by staff, outside agencies, or professionals from the UK. Staff also attend training held by the Education Department and when necessary we will attend training opportunities in the UK.

**Roles and Responsibilities**

In line with the Jersey 2019 SEN Code of Practice, we believe meeting the needs of pupils with SEN is everyone’s responsibility. We have a shared vision of inclusion and understand how we all contribute to pupils learning and progress.

The school’s SENCO is responsible for theday-to-day implementation of The SEN Policy andco-ordination of specific provision made to support individual pupils with SEN.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The SENCO and Head Teacher will identify areas for development in special educational needs and these will contribute to the school’s development plan.

**Storing and Managing Information**

All information on pupils with SEN is stored in a named SEN file, in a locked filing cabinet. We encourage all staff working with the child to access this information. Any information sent via email will be password protected or a child’s initials will be used. We will always seek a parent’s permission before sharing a child’s information with any support agencies.

**Accessibility**

At d’Auvergne all teachers set high expectations for every child, whatever their prior attainment. We aim to identify and address potential areas of need at the outset. Lessons are planned to address need and to remove barriers to pupil achievement, such planning means that pupils with SEN and disabilities will be able to study the full Jersey Curriculum.

d’Auvergne aims to ensure that: -

* All efforts are made to overcome individual pupils’ barriers to learning
* All classrooms have well planned activities which are differentiated to enable all pupils to make progress
* Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
* A range of teaching styles are used including auditory, visual and kinaesthetic
* The successes and achievements of all pupils are celebrated through the school’s reward system
* All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
* A range of different organisational settings are planned to provide class, group, paired and individual work
* Progress is measured from a child’s starting point and not in relation to their peers

We have disabled toilets throughout the school. We have wheelchair access to the ground floor of the building and lift access to the second floor. The staircases have handrails and clear markings on the stairs. Some classrooms have a Soundfield system installed. We have an adjustable changing bed in one of our disabled toilets.

**Supporting Pupils and Families**

If you require further information about d’Auvergne School or wish to view our SEN Information Report you can visit our school website: http://www.dauvergne.sch.je

Island wide support services can be found on the Jersey Online Directory: [www.jod.je](http://www.jod.je)

For more information about assessing your child’s educational needs, school year delay or advancement, specialist schools and settings and support for children with special educational needs, please visit:

<https://www.gov.je/education/schools/sen/Pages/index.aspx>

Where you will find a host of information for parents, including, ‘The Parent’s Guide to the SEN Code of Practice’ and explanations of different SEN processes. This information is also available in Polish, Portuguese, and Romanian

**Comments, Complaints and Questions**

If you have any questions, comments or complaints please contact our School SENCO, Mrs Josie Fernandes – [j.fernandes@dauvergne.sch.je](mailto:j.fernandes@dauvergne.sch.je), or our Headteacher, Mr Sam Cooper – [s.cooper@dauvergne.sch.je](mailto:s.cooper@dauvergne.sch.je)

**Key Personnel**

**SENCO (Special Educational Needs Coordinator):** Mrs Josie Fernandes

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