

# SEND Information Report 2024 / 2025

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## Key Staff

Special Educational Needs & Disabilities Co-ordinator – Sally Lacy-Kerr

Headteacher – Sam Cooper

Additional Resource Provision (Futures) teachers- Esther Mason & Lauren England

## Introduction

The aim of this SEND Information Report is to explain how d’Auvergne Primary School implements its SEND policy and supports pupils with Special Educational Needs and/or Disabilities (SEND). In other words, we want to show you how SEND support works in our school.

Our SEND Policy can be found here: [Safeguarding, SEND, Policies and Procedures - d’Auvergne School](#)

## SEND at a Glance – d’Auvergne Primary School (2024/2025)

- **Total pupils on roll:** 436
- **Total pupils with SEND:** 79 (18%)
- **SEN/D Support:** 51 pupils (12%)
- **Record of Need (RoN – Jersey system):** 28 pupils (6%)
- **Most common areas of need:** ASD, Speech & Language, SEMH
- **SEND attendance:** 93.2%

## What types of SEND does d’Auvergne Primary School provide for?

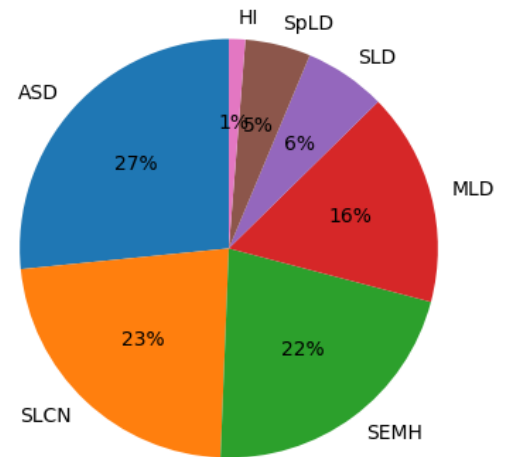
The school supports children in the four broad areas of need as outlined in the Jersey 2019 SEN Code Of Practice:

- Communication and interaction
  - Cognition and learning
  - Social emotional and Mental Health
  - Sensory and /or physical
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## The distribution of the Primary Areas of Need (2024/2025)

Area of Need	Number of Pupils
Autistic Spectrum Disorder (ASD)	21
Speech, Language & Communication Needs (SLCN)	18
Social, Emotional & Mental Health (SEMH)	17
Moderate Learning Difficulty (MLD)	13
Severe Learning Difficulty (SLD)	5
Specific Learning Difficulty (SpLD)	4
Hearing Impairment	1

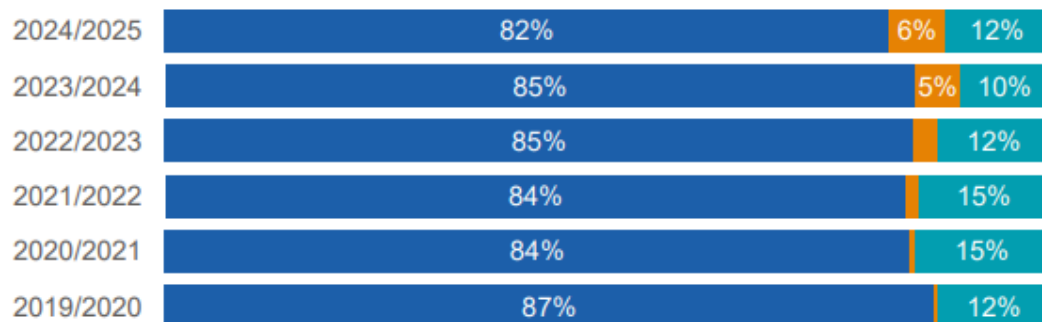
Primary Areas of SEND Need (2024-25)



The number of pupils identified as needing SEND Support has remained consistent. The number of pupils with Records of Needs has increased, partly due to the addition of the Additional Resource Provision in 2022.

### % SEN/D - School

● No SEN/D ● Record of Need ● SEN/D Support



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### **Additional Resource Provision – Futures**

d’Auvergne Primary School hosts **Futures**, a provision for pupils with higher and more complex needs. Futures offers a structured and nurturing environment with individualised and small-group teaching.

The children are based in the Futures class and are included in mainstream learning and school life where appropriate, with carefully planned transitions and support.

### **Which staff will support my child?**

Everyone!

Support is provided by:

- Class teachers, responsible for high-quality and adaptive teaching
- Key workers who support children with identified needs and funding (Records of Need),
- Learning Mentors, who directly support the teachers, supporting all pupils in the class,
- The SENDCo, who oversees SEND provision across the school
- Senior leaders, who monitor inclusion and outcomes

Our SENDCO is Sally Lacy- Kerr, she has been teaching for over twenty-five years and has 7 years’ experience as a SENDCO, achieving the National Award in Special Educational Needs Co-ordination in 2019. She is a member of our Safeguarding Team and part of the School Leadership Team.

Sally works closely with the teachers in Futures (ARP) and all members of the school community to promote the best outcomes for children with SEND needs. You can contact her via the school office or the Inclusion admin Yvonne Huelin at [Inclusion@dauvergne.sch.je](mailto:Inclusion@dauvergne.sch.je) or directly via email to [s.lacykerr@dauvergne.sch.je](mailto:s.lacykerr@dauvergne.sch.je)



### **What training have staff had and interventions do you offer?**

Staff receive ongoing SEND training reflective of the needs of pupils. Over the past two years staff have received specialist SEN training including in the areas of:

- Trauma Informed Practice
  - Makaton level 2
  - MAYBO
  - Autism and Social Communication Needs
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- Speech and Language training including: Promoting Positive interactions; Total Communication
  - Supporting learners with literacy and maths needs i.e. dyslexia, dyscalculia

### **What should I do if I think my child has SEND?**

If you think your child may have a SEND:

1. Speak to your child's class teacher in the first instance, arrange a meeting to discuss your concerns.
2. The teacher may monitor progress or consult with the SENDCo
3. A meeting will be arranged with parents to discuss next steps

During the meeting, with the SENDCO and class teacher, the Support Plan and targets will be shared, and your child will be added to the school's SEND register.

### **How does the school identify pupils with SEND?**

Identification is based on a graduated approach and may include:

- Teacher observations and assessment
- Progress and attainment tracking
- Discussion with parents and carers
- Information from previous settings
- Advice from external professionals

Early identification is a priority, particularly in Nursery and Reception, where outcomes in Prime Areas remain strong.

### **How will the school support my child?**

Support follows the graduated approach: Assess – Plan – Do – Review.

Provision may include:

- Quality First Teaching and reasonable adjustments
  - Targeted small-group or individual interventions
  - Specialist advice from external agencies including Educational Psychology team, Social Emotional Mental Health Inclusion Team, Autism and Social Communication Inclusion Team, Literacy and Numeracy advisors; we have strong links with the Speech and Language team.
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## How will the school measure my child's progress?

Progress is monitored through:

- Daily monitoring and support from all in the classroom
- Termly reviews of progress
- SEND review meetings with parents
- Evaluation of interventions

## Outcomes for Children with SEND

**Early Years – Reception (2024/2025):** – 80% achieved Early Learning Goals in Prime Areas

**Key Stage 1 – Year 2 (Developing or Above):**

Subject	Percentage
Reading	89%
Writing	87%
Mathematics	85%

## How will my child and I be involved in decisions about my child's education?

We value strong relationships between school and home. You will be involved through:

- Ongoing communication with school staff
- Termly progress and SEND review meetings
- Shared target setting

Parents are encouraged to contact the class teacher or SENDCo at any time if they have concerns. In a recent Parent Survey (Nov 2025), **100% of responses stated their child receives the support they need.**

We value and nurture relationships with all the children in d'Auvergne. Children with SEND are encouraged to contribute to decisions about their support through age-appropriate discussions, pupil voice activities and review meetings. We communicate weekly updates for children with a RoN using our EduKey portal for mainstream children and Earwig for our Futures children.

## How does the school adapt teaching and the learning environment?

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

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There is no '1 size fits all' approach to adapting the curriculum, we work on a child-by child basis to make sure the adaptations we make are meaningful.

These adaptations may include:

- Adjusting our curriculum to ensure all children can access it; for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adjusting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended aids, such as visual timetables, larger font, etc. Where appropriate, pupils may follow a personalised curriculum aligned to their developmental needs.

### **How does the school support social, emotional, and mental health?**

We have a highly experienced school team across the school, or support includes:

- Positive behaviour and restorative approaches
- SEMH interventions and nurture support including ELSA, Therapeutic Art Practice, Drawing and Talking
- Close collaboration with families and external professionals including CAMHS and the Well-being team

### **Attendance and Behaviour**

<b>Academic Year</b>	<b>SEND Attendance</b>
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2023/2024	93.1%
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2024/2025	93.2%
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In 2024/2025, one pupil with SEND was involved in exclusion.

### **How are transitions supported?**

For children in Year 6 with Records of Need, the transition timetable starts in Autumn term of year 6 when their potential secondary school is invited to attend their annual review. The way the prospective secondary school can support the child is considered, appropriate RoN Outcomes and provisions recorded. Following this, further visits may take place, and a transition timeline is shared.

All transitions for children with SEND are carefully planned. Steps taken for those joining or leaving us would include:

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- Additional visits and transition meetings
  - Information sharing between staff and settings
  - Enhanced transition arrangements for pupils with higher needs

### **Between years?**

To help pupils with SEND be prepared for a new school year, teachers have an additional transition meeting with SENDCO and possibly parents, to discuss adjustments. The child may have additional time with the new teacher. If helpful, a transition book of the new staff and class will be sent home to support discussions at home:

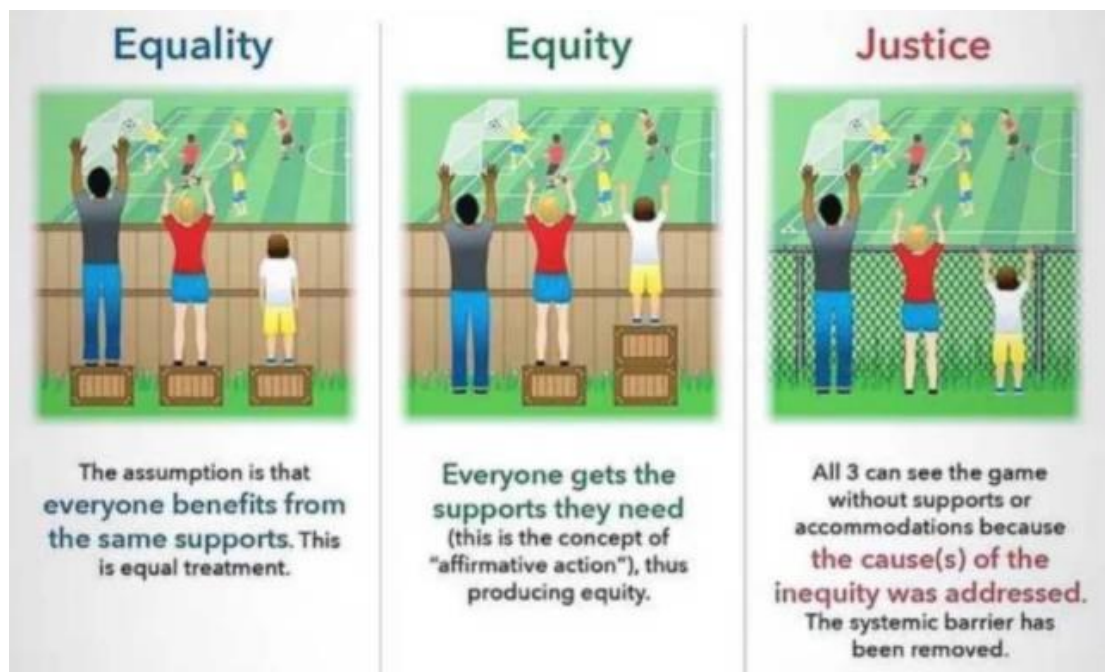
### **How is SEND provision evaluated?**

Provision is reviewed through:

- Analysis of progress, interventions, attendance and behaviour data
- Parent and pupil feedback
- Annual review of SEND provision and this report

“If a child can’t learn the way we teach them, maybe we should teach them the way they learn”

**Ignacio Estrada**



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### **Complaints and Disagreement Resolution**

If you have a complaint about our SEND provision, please contact the head teacher or SENDCo in the first instance. Also see the School's Complaints Policy.

### **Further Information and support (click the link)**

**Support for children and families [Neurodevelopmental Support Pack](#)**

**Young People, Education and Skills (CYPES) services- [Jersey SEND Local Offer and Children,](#)**

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