St. Lawrence School SEN Information Report 2022– 2023
All data has been taken from the Summer Term Inclusion register

SEN Profile 2020-2021	
1. **Percentage of pupils with SEN in relation to whole school population**	202 pupils were on roll in school last year 15.3% of pupils (including Record of Needs) are SEN i.e. 31 pupils.

School - SEN/D

YearGroup	Not SEN/D	SEN/D	Total
-1	16	3	19
0	21	4	25
1	22	4	26
2	23	6	29
3	22	3	25
4	24	4	28
5	23	3	26
6	20	4	24
Total	171	31	202

School - SEN/D

YearGroup	Record of Need	SEN/D Support	Total
-1	0	3	3
0	0	4	4
1	0	4	4
2	0	6	6
3	0	3	3
4	0	4	4
5	2	1	3
6	1	3	4
Total	3	28	31

2. **Comparisons from previous year/s**	Number of pupils with SEN over time **2022-2023 31 pupils (15.3%)**

% SEN/D - School	No SEN/D	SEN/D Support
2022/2023	85%	14%
2021/2022	82%	17%
2020/2021	82%	17%
2019/2020	80%	18%

% SEN/D - All Other Schools	No SEN/D	SEN/D Support
2022/2023	85%	12%
2021/2022	87%	12%
2020/2021	86%	12%
2019/2020	88%	11%

	SEN/D Support		RON	
	% School	% All Other Schools	% School	% All Other Schools
-1	16%	17%		0.4%
0	16%	12%		3.1%
1	15%	11%		2.7%
2	21%	12%		2.6%
3	12%	13%		2.1%
4	14%	11%		2.4%
5	4%	12%	7%	2.1%
6	13%	13%	4.2%	2.7%
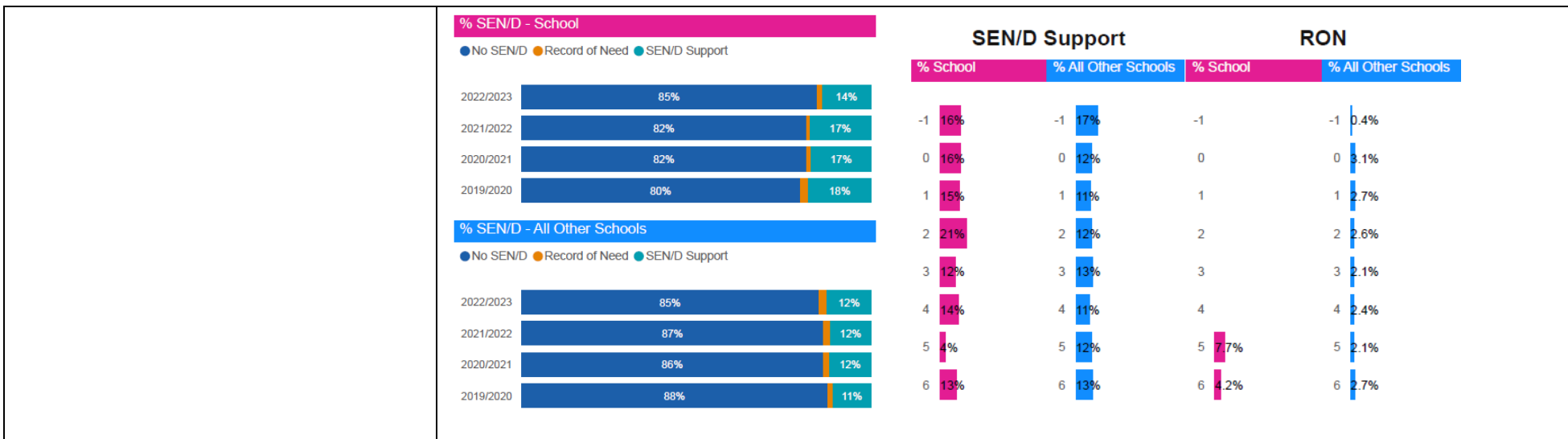
3. The kinds of SEN for which provision has been made

We have made provision for pupils experiencing difficulties in

Speech, Language or communication need
Specific Learning difficulty
Social, Emotional and Mental Health
Physical Disability and/ or medical
Autistic Spectrum Disorder

School - SEN/D Description by Year Group

SEN/D Description	-1	0	1	2	3	4	5	6	Total
Autistic Spectrum Disorder		1							1
Physical Disability and/or Medical						2			2
Social, Emotional and Mental Health	1	2	3	4	2	1		2	15
Specific Learning Difficulty			1	1		2	1	1	6
Speech, Language or Communication Need	2	1		1	1	1		1	7
Total	3	4	4	6	3	4	3	4	31

Our largest proportion of SEN is Emotional and Mental Health. We also feel that our number of children with anxiety and social difficulties has increased, still possibly due to Covid.
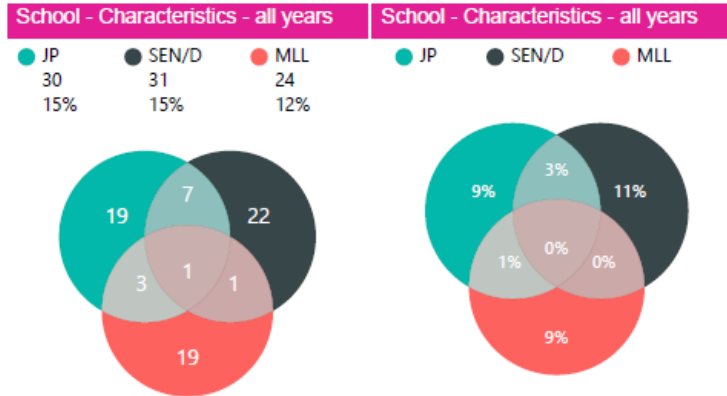
4. Proportion of boys/girls on the SEN register

Percentage of SEN by Gender
Total SEN: 31
In July 2023, 75% of these were boys and 25% girls.

		This will be addressed in the School Action Pland for 2023-2024
5.	Percentage of pupils in other vulnerable groups	Percentage of pupils in other vulnerable groups **Jersey Premium Funding has been carefully allocated to those children on SEN as well as JP. The JP coordinator attends all SEN pupil progress meetings on a termly basis to further allocate and distribute resources.**
6.	Attendance and SEN	Attendance, authorised absence and unauthorised absence rates **% School by SEN/D** | SEN/D	Present	Authorised	Unauthorised	Not Recorded
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Not SEN/D	95.7%	3.4%	0.6%	0.3%
SEN/D	94.7%	4.4%	0.5%	0.3%
Total	**95.5%**	**3.6%**	**0.6%**	**0.3%**	 .

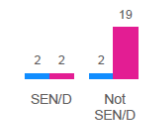| Achievement of pupils with SEN during the last academic year (2022-2023)	
1. Attainment of pupils with SEN	Year 6 CATS Scores by SEN/D

SEN/D - School Avg Score

● SEN/D ● Not SEN/D

Year	SEN/D	Not SEN/D
2018/20…	93	106
2019/2020	92	108
2020/2021	82	106
2021/2022	105	105
2022/2023	89	104
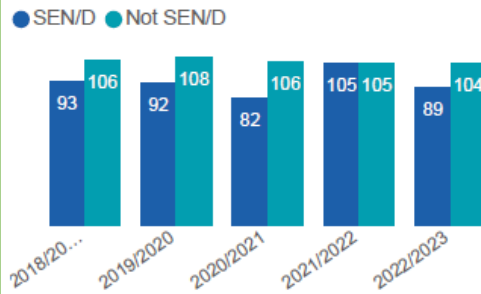
Reception Early Learning Goals by SEN/D:

Academic Year 2022/2023 Reception

School - No. of pupils

SEN Cat	Assessed	Not Assessed	Total
SEN/D	4	0	4
Not SEN/D	21	0	21
Total	25	0	25

Attainment ● Emerging ● Achieving

Numerical Patterns — SEN/D: 2, 2; Not SEN/D: 2, 19

Number — SEN/D: 2, 2; Not SEN/D: 2, 19

Self Regulation — SEN/D: 1, 3; Not SEN/D: 21

Managing Self — SEN/D: 2, 2; Not SEN/D: 21
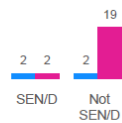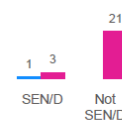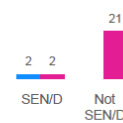
Building Relationships — SEN/D: 1, 3; Not SEN/D: 21
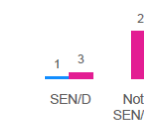
Writing — SEN/D: 2, 2; Not SEN/D: 6, 15

Gross Motor Skills — SEN/D: 4; Not SEN/D: 21

Fine Motor Skills — SEN/D: 4; Not SEN/D: 2, 19

Comprehension — SEN/D: 2, 2; Not SEN/D: 1, 20

Word Reading — SEN/D: 2, 2; Not SEN/D: 5, 16
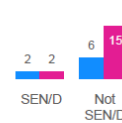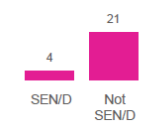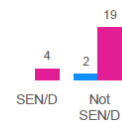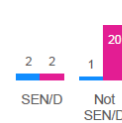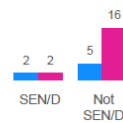
Creating with Materials — SEN/D: 4; Not SEN/D: 21

Speaking — SEN/D: 1, 3; Not SEN/D: 1, 20

Past and Present — SEN/D: 4; Not SEN/D: 21
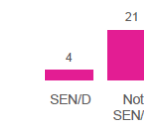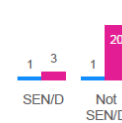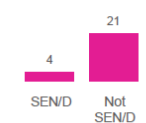
People Culture and Communities — SEN/D: 2, 2; Not SEN/D: 21
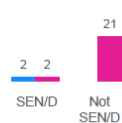
The Natural World — SEN/D: 4; Not SEN/D: 21
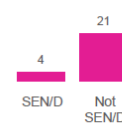
Being Imaginative and Expressive — SEN/D: 4; Not SEN/D: 21
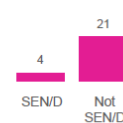
Listening Attention and Understanding — SEN/D: 2, 2; Not SEN/D: 2, 19
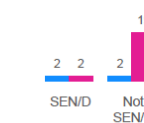
Year 2 Outcomes by SEN/D:

Year 2 Pupils Achieving 2S and above

School - Number of Pupils

Year	Not SEN/D	SEN/D	Total
2022/2023	23	6	29
2021/2022	21	5	26
2020/2021	20	8	28
2019/2020	24	5	29
2018/2019	22	5	27

School - Numbers

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	16	16	16
SEN/D	3	1	2
2021/2022			
Not SEN/D	16	18	16
SEN/D	4	2	4
2020/2021			
Not SEN/D	19	14	15
SEN/D	5	4	3
2018/2019			
Not SEN/D	16	12	14
SEN/D	1	1	

% School

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	70%	70%	70%
SEN/D	50%	17%	33%
2021/2022			
Not SEN/D	76%	86%	76%
SEN/D	80%	40%	80%
2020/2021			
Not SEN/D	95%	70%	75%
SEN/D	63%	50%	38%
2018/2019			
Not SEN/D	73%	55%	64%
SEN/D	20%	20%	

Year 2 Pupils Achieving 2D and above

School - Numbers

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	21	21	22
SEN/D	4	3	3
2021/2022			
Not SEN/D	21	21	21
SEN/D	5	5	5
2020/2021			
Not SEN/D	20	20	19
SEN/D	8	7	7
2018/2019			
Not SEN/D	18	21	22
SEN/D	1	3	4

% School

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	91%	91%	96%
SEN/D	67%	50%	50%
2021/2022			
Not SEN/D	100%	100%	100%
SEN/D	100%	100%	100%
2020/2021			
Not SEN/D	100%	100%	95%
SEN/D	100%	88%	88%
2018/2019			
Not SEN/D	82%	95%	100%
SEN/D	20%	60%	80%

Year 4 outcomes by SEN(D):

Year 4 Pupils Achieving 4S and above

Pupil no.s - School

AcademicYear	Not SEN/D	SEN/D	Total
2022/2023	24	4	28
2021/2022	22	5	27
2020/2021	23	3	26
2018/2019	21	5	26

School - Numbers

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	16	14	16
SEN/D	1	1	1
2021/2022			
Not SEN/D	18	15	17
SEN/D	1		1
2020/2021			
Not SEN/D	16	13	13
SEN/D			1
2018/2019			
Not SEN/D	7	5	10
SEN/D	1	1	1

% School

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	67%	58%	67%
SEN/D	25%	25%	25%
2021/2022			
Not SEN/D	82%	68%	77%
SEN/D	20%		20%
2020/2021			
Not SEN/D	70%	57%	57%
SEN/D			33%
2018/2019			
Not SEN/D	33%	24%	48%
SEN/D	20%	20%	20%

Year 4 Pupils Achieving 4D and above

School - Numbers

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	24	22	24
SEN/D	2	2	4
2021/2022			
Not SEN/D	22	22	22
SEN/D	5	5	4
2020/2021			
Not SEN/D	22	23	21
SEN/D	1	1	2
2018/2019			
Not SEN/D	21	21	21
SEN/D	2	2	2

% School

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	100%	92%	100%
SEN/D	50%	50%	100%
2021/2022			
Not SEN/D	100%	100%	100%
SEN/D	100%	100%	80%
2020/2021			
Not SEN/D	96%	100%	91%
SEN/D	33%	33%	67%
2018/2019			
Not SEN/D	100%	100%	100%
SEN/D	40%	40%	40%

Year 6 outcomes by SEN/D

Year 6 Pupils Achieving 6S and above

School - Number of Pupils

AcademicYear	Not SEN/D	SEN/D	Total
2022/2023	20	4	24
2021/2022	22	5	27
2020/2021	21	4	25
2018/2019	19	6	25

School - Numbers

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	14	19	10
SEN/D		1	
2021/2022			
Not SEN/D	21	19	18
SEN/D	2	2	3
2020/2021			
Not SEN/D	16	15	16
SEN/D	1	1	1
2018/2019			
Not SEN/D	13	11	9
SEN/D	1	1	1

% School

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	70%	95%	50%
SEN/D		25%	
2021/2022			
Not SEN/D	95%	86%	82%
SEN/D	40%	40%	60%
2020/2021			
Not SEN/D	76%	71%	76%
SEN/D	25%	25%	25%
2018/2019			
Not SEN/D	68%	58%	47%
SEN/D	17%	17%	17%

Year 6 Pupils Achieving 6D and above

School - Numbers

AcademicYear	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	19	20	16
SEN/D		1	
2021/2022			
Not SEN/D	22	22	22
SEN/D	5	5	4
2020/2021			
Not SEN/D	20	21	19
SEN/D	2	3	1
2018/2019			
Not SEN/D	19	18	16
SEN/D	4	4	4

% School

Academic Year	Reading	Writing	Mathematics
2022/2023			
Not SEN/D	95%	100%	80%
SEN/D		25%	
2021/2022			
Not SEN/D	100%	100%	100%
SEN/D	100%	100%	80%
2020/2021			
Not SEN/D	95%	100%	90%
SEN/D	50%	75%	25%
2018/2019			
Not SEN/D	100%	95%	84%
SEN/D	67%	67%	67%

2. **Progress of pupils with SEN**	SEN/D Pupils with SEN/D make good progress in the context of the teaching the school offers. This progress is often the result of sensitive intervention and support. Interventions in reading and maths lead to good progress for these pupils, as does Wellcomm for children with speech and language needs. Systems to monitor the impact of support, including termly PPMs, mean that resources are deployed effectively and appropriate CPD is provided for all staff. In reading, 32% of SEN/D children achieved S and 63% achieved D/S. In writing, 26% of SEN/D children achieved S and 61% achieved D/S. In maths, 41% of SEN/D children achieved S and 68% achieved D/S.

SEN Information

1. Information on who has responsibility for SEN within the school	• All Class Teachers are responsible through input of high quality teaching and adaptive teaching. In St Lawrence School, for Reading, this may also include pupils being set according to ability within their year group, mainly across Key Stage 1. If deemed appropriate, class teachers are responsible for making the first contact with parents, to raise a concern at SEN Pupil Progress Meetings, to set targets for those on additional support and reviewing those. • The IEP targets are set by the teachers, following the termly pupil progress meeting with the SENCo in collaboration with the pupil where appropriate and reviewed with the SENCo and the next Pupil Progress meeting or earlier if required. • SENCo: Astrid Jansen (DHT), ultimately line managed by the Head Teacher, is responsible for maintenance of register and allocation of provision for the pupils with additional needs. She chairs the termly PARM meetings and is responsible for communication between outside agents and school, staff and parents, tracking progress of the pupils and setting and reviewing targets. She is the line manager of, and maintains the timetables for Key workers. Our SENCo is also the Deputy Head and Designated Safeguarding Lead. Closely alongside the SENCo works Amber Cook (In charge of SEN for Foundation Stage and Year 1) and Lucia Nash (SEN Facilitator). • Head teacher (Amory Charlesworth) The head Teacher has the responsibility to oversee and support the SENCo with SEN provision so that children with SEN achieved, at least, predicted progress. • Key workers/Learning Support workers are employed by the school to work on the SEN Pupils' targets within the class setting, in small groups of pupils, or individually, according to the needs. In 2022-2023 the SEN Key-workers were: Lucia Nash, Christine Morin, Suzanne Davies, Jennie Mosely, Janicke Michel, Jenni Langlois, and Jo Caviglione. Lynda Knight, Sarah Mannings, Heather Bugbird and Nikki Heath were assistants in Foundation Stage. Whilst our Teaching Assistants are usually needs-based across the school, we have made the decision to allocate 1 Teaching Assistant per year group, where the teachers evidence the support given to all vulnerable children (SEN, JP, MLL, LAC as well as safeguarding) on their weekly timetable and provision maps. • ELSAs for 2022/2023 were Karina Ward, Heather Bugbird, Janicke Michel and Lucia Nash. • Irlens assessors (Heather Bugbird and Lucia Nash.) • Wellcomm trained key workers: Heather Bugbird, Jenni Langlois and Jo Caviglione
2. Identifying and assessing	

children with SEN	Through our tracking system and termly teacher/SENCo Pupil Progress Meetings, as well as parent consultations, a child may be identified as having additional needs who may need additional support, from what we offer on the Ordinarily Available provision. Our first line of action is to target the in-class activity: is this child receiving adapted and high quality teaching? Class teachers and Learning Support Assistants are supported by the SEN team in identifying the best resources and strategies to meet the needs of these pupils. Following this, we may assess the child with the means of BPVS, EPT, COPs, LASS, Non-verbal Reasoning Tests Like NVR, CATS and EPT. We also use the JLAIT and IRLENS assessments. We may complete the SPACES form, Sensory checklist or Child and Family Assessments with the parents. For Maths we may administer the Maths Core Skills Assessment. Children with behaviour or emotional needs are either self-, teacher or parent referred. We will often ask for an up-to-date eye or hearing test to rule out any underlying issues. 2 members of staff are qualified as being able to assess for IRLENS. At the Termly SEN Pupil Progress Meetings, held between the class teacher and the SEN team, pupils currently on the register and other concerns are discussed, Individual Learning Plan targets are set and reviewed and the provision maps and timetables are updated.
3. **Arrangements for consulting parents/carers of children and young people with SEN and involving them in their education**	Parents are initially contacted by the class teacher. It should not be the SENCo who makes the first contact. From those class teacher/parent meetings, a meeting with the SENCo may be arranged. The SENCo always endeavours to contact and meet the parent before the pupil comes onto the register. Parents are fully informed about assessments carried out and decisions made. Parents are encouraged to use the 'open door' approach. Termly letters are sent out to parents to inform the parent whether their child is continuing to be on the register and receiving support. Where possible, targets are set with the pupil. Targets must always be shared with the parents. If a child receives an ILP, the parent will receive a copy. This copy will be commented upon and signed by the parent. All needs, pupils and targets are reviewed termly and information is passed on in a timely manner to the appropriate member of staff at the end of the year. For those children on Record of Need/ exceptional action annual reviews are organised and outside agents are invited where appropriate. Transition annual reviews in Year 6 are held at an earlier stage in the year in order to ensure a positive transition experience. Pupils who have been on the SEN register in Year 5 and Year 6 will receive extra transition support into states secondary schools.
4. **Arrangements for consulting**	Wherever possible, pupils are involved in setting their own targets and are regularly kept up to date with

children and young people with SEN and involving them in their education	their progress. We encourage children to take ownership of their own progress. We have had situations where children request a diagnosis before the parents do. This also demonstrates the enormous amount of work we do around awareness and celebration of different needs in our school.
5. **Arrangements for assessing and review progress toward outcomes**	Regular school assessments (Pira and Puma across the school, termly, unaided half-termly writing assessments. Termly Pupil Progress Meetings. Review of IEP targets B-Squared for those children who need smaller steps towards achieving their targets and to show progress within the curriculum. Review of targets formatively and summatively SEMH: On children with Behaviour, Emotional or Social targets: The measurement is in the output of the child in class. Are they achieving according to their individual potential? Are they appearing happier, are they able to make and maintain friendships? Are the able to communicate their need for support? Is their school attendance satisfactory?
6. **Arrangements for supporting children and young people moving between educational phases, including preparation for adulthood**	• PARMS meetings • Referring to the Transition Documents, transition support will be provided for those children in Year 6 who have historically received support. Pupils who have been on the SEN register in Year 5 and Year 6 will receive extra transition support into states secondary schools, where school transition meetings and visits will be arranged and provided. • For those children on Record of Need/ Exceptional Action, annual reviews are organised and outside agents are invited where appropriate. Transition annual reviews in Year 6 are held at an earlier stage in the year in order to ensure a positive transition experience. The SENCo of the proposed Secondary school will also be invited to the meeting.
7. **The approach to teaching children and young people with SEN**	• *'Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.'* **In St Lawrence School we provide:**

	- High Quality Teaching and planning with constant monitoring and high-quality feedback. - Adaptive Teaching **Types of additional support:** - Peer mediation - ELSA (Emotional Literacy Support Assistants) - Nurture and relaxation Groups for anxiety and wellbeing, anger management, self-esteem, resilience, friendships skills. Concentration and attention group, - Zones of Regulations - Circle of Friends - language/chat attack groups, - Precision teaching in Maths and Literacy Writing and Phonics, - Read Write Inc, one-to-one tuition, - Toe by Toe, - Memory programmes, - Reading comprehension schemes, - various Salt activities, including WELLCOMM for KS1 and KS2. - Resources (SEN IPAD, Sensory toys, wobble chairs, ear defenders, TEACHH stations…) - Electronic dictionaries, - Dictation resources
8. **Adaptations to the curriculum and learning environment for children and young people with SEN**	Differentiation of curriculum/Adaptive Teaching Distributing of resources (including TAs) Read Write Inc. Phonics groups B-Squared Training TEACHH stations Social Groups Hotlisting (1-1 Phonics tutoring) Laptops, netbooks, IPads access for SEN Support Staff needs based Nurture Groups: Ready for school – behaviour , Friendships, conflict, Behaviour around school Circle of Friends Zones of Regulation Self-regulation Resources to aid emotional dysregulation and lack of attention such as fidget toys, wobbly seats, focus dots, ear defenders, brain breaks etc. Low arousal and well organised learning environment Visual resources around the classroom, including a visual timetable as recommended by the Autism Outreach Team
9. **Expertise and training of staff**	**Jersey Schools Review Framework – Independent Report of**

who support children and young people with SEN, 'including how specialist support will be secured'	**St Lawrence Primary School:** 'Children with SEND in the early years are extremely well-supported. Staff understand their needs and make sure that resources are suitable for children's rapid and sustained development.' P2 'Pupils with SEND, multi-lingual learners and those eligible for Jersey Premium benefit from specific interventions and support in class to help them achieve well in all subject areas.' P2 EST Training ASCIT ASD Training, whole school Wellcomm training Further ELSA Training for Lucia Nash, Janicke Michel and Karina Ward ELSA training (Heather Bugbird) ASCIT: Autism Friendly classroom environment -Kylie Ellis Reading Response Training C Whitehead YARC Teaching Reading Fluency
10. Information about evaluating the effectiveness of provision for children and young people with SEN	Reviews of IEP Targets Pupil Progress Meetings, termly Pupil progress data – tracker Parent satisfaction and comments (surveys, scrutiny etc) In-school moderation Teacher satisfaction Regular SEN meetings with the SENCo, TAs, keyworkers, lunchtime support staff, parents, teacher and pupils.
11. How children and young people with SEN were enabled to engage in activities available with children and young people in school who do not have SEN	St Lawrence has adopted an 'All Inclusive Approach'. Where possible all children with identified and non-identified needs are included in all school activities including special events such as fun-runs (Diabetes) and outings. Risk assessments Adjustments to the school premises needs to be considered. Extra members of staff on outings. Assemblies to celebrate areas of need relevant to our children, e.g. ASD, ADHD, Visually impaired, Diabetes Type 1, Epilepsy, Glut 1 Deficiency, Hyper/ Hypo-pituitarism Global Language Development Disorder. Our School Therapy Dog- Oscar continues to be a great hit with children, especially children with Autism,

	children with SEBD and reluctant readers.
12. How the school involved other services, including health and social care, local authority support services and voluntary sector organisations in meeting SEN and supporting families	*At St. Lawrence School we have regular links with:* *Children and Families Hub* *Education Support Team* *Educational Psychologist* *ASCIT Team* *Occupational Therapy* *Speech and Language Department* *Child and Adolescent Mental Health (CAMHS)* *Well-being Team* *Brighter Futures* *The Bridge* *School Nursing* *Family Support Worker* *PMHW* *EWO* *Early Help* *SEMHIT*
13. Support for improving emotional and social development	- Step 1: in class relationship building with pupil, i.e. regular check-ins with the class teacher or Learning Support Assistant - Step 2: ELSA - Step 3: ELSA check-ins - Step 4: Wellbeing Facilitator - Step 5: PMHW/Early Intervention Team which may lead to a referral to CAMHS At each step, The School Therapy Dog is used where appropriate. - Mindfulness- Astrid Jansen, Janicke Michel - Assemblies on Mental Health, Bullying, Inclusion, Wellbeing and The UN Rights of the Child - Astrid Jansen - Support for parents (The Bridge, or at school) Family Partnership worker - Health plans
14. Arrangement for handling complaints from parent of children and young people with SEN about the provision made at school	We follow the 'Compliments, Comments and Concerns ' policy as directed by CYPES. Regular parent meetings and updates are held. We promote and encourage an 'open door' policy. Our SEN provision is often praised and parents are very grateful. Staff are on stand-by to support pupils before school and during lunchtimes e.g. handover by parent before school or quiet downtime at the end of lunch with an adult before the start of afternoon session.

15. Accessibility plan	The Toilet Area in the Nursery and Nursery access has now been adapted. The school is accessible to people in wheelchairs. Other toilets may need consideration now.
16. Other initiatives in last academic year to improve quality of SEN provision leading to improved outcomes	Continued use of the School Therapy Dog- Oscar, who supports children with Autism, children with SEBD and reluctant readers. Art-club, led by Kelly Eastwood. New SEN structure, with SENCo, EYFS SENCo and SEN facilitator.
17. How has the school sign posted parents to organisations and services that can provide them with additional support?	Parents have been referred to: Children and Families Hub The Bridge Brighter Futures, Mind Jersey NSPCC Early Help Family Partnership Workers Educational Welfare Officer
18. Outcome of school priorities for SEN as outlined on the School development Plan or SEN – related elements of the school improvement plan	**SIP priorities – Achievement** • Improve progress in Reading (especially for boys) so that attainment is in line with Writing • Improve progress in Maths (especially for girls) so that attainment exceeds the average of Government Maintained Schools • Improve progress in Oracy so that pupils achieve well in all strands of the Oracy Framework • Ensure the school's vision for RE is applied in practice through the new RE curriculum **SIP priorities – Behaviour, personal development and welfare** • embed peer mediation as a tool used by all staff to support self-regulation at playtimes • Improve the whole school approach to mental health and wellbeing • Obtain Silver award in Rights Respecting Schools • Fully implement the Jersey Language Policy for Education to enhance provision for multilingual learners **SIP priorities – Effectiveness of teaching** • Embed pupils' exploratory and presentational talk • Develop the process used to hold teachers to account for the effectiveness of teaching • Ensure a smooth handover to the EYFS/KS1 SENDCo • Ensure that at least 80% of parents feel involved enough in their children's education and they have access to guidance about how to help their children improve

IP priorities – leadership and management
- Improve subject leadership so that staff are held to account for by Subject Action Plans including the quality of work in every subject.
- Develop processes and procedures between the Head Teacher and the Deputy Head Teacher that enable children to make increased good progress in all year groups.

SIP priorities – EYFS

Achievement
- Improve progress in Literacy

Children' Behaviour, Personal Development and Wellfare
- Fully implement the Jersey Language Policy for Education to enhance provision for multilingual learners

The Effectiveness of Teaching
- Embed pupils' exploratory and presentational talk
- Develop the process used to hold teachers to account for the effectiveness of teaching
- Ensure a smooth handover to the EYFS/KS1 SENDCo

Leadership and Management
- Ensure high quality induction, planned professional development opportunities and robust monitoring of children's progress in order to establish the new Reception teacher as part of the EYFS team