

## EDUCATION

The Parent Carer Forum believes that support for students with Special Educational Needs and Disabilities (**SEND**) as outlined in the **SEND** Code of Practice 0-19 years 2017 and Education (Jersey) Law 1999 lacks timely availability, consistency in application and sufficient resourcing.

Two recent Government of Jersey Reviews (The Independent Education School Funding Review October 2020 and the Big Education Conversation Findings Report October 2020) both concur, recommending the need to highly prioritise this issue.

### OUR CONCERNS:

- 1) Access and support from the Educational Psychology team is insufficient in its availability and responsiveness. This is a significant concern as their skills and expertise are pivotal to the success of providing effective, targeted support strategies for students with **SEND**.
- 2) Not enough appropriately trained support to identify and meet the needs of all individuals with **SEND** (e.g. **SENCOs** (Special Educational Needs Coordinators), Teaching assistants, mentors, school counsellors, wellbeing teams).
- 3) Long waiting lists for support and involvement from specialist teams e.g. **ASCIT** (Autism and Social Inclusion Team), **SEMHIT** (Social Emotional Mental Health Inclusion Team), **CAMHS** (Child and Adolescent Mental Health

### OUR VISION:

- 1) Parents are always recognised for knowing their children best, working in partnership with schools to ensure effective and timely communication and support for their child.
- 2) Specialist Parent Advocate to mediate when communication breaks down.
- 3) Teaching more awareness and understanding of neuro diversity in all school communities, championing the strengths and uniqueness of **SEND** students.
- 4) Schools allocated more Educational psychology time with an ability to 'buy in' additional time to meet unmet demand of all students with **SEND** and not just those with the highest level of need.
- 5) All **SEND** students can access everything they need to be successful learners including integral wellbeing and mental health support.
- 6) That the curriculum would become more creative and adaptable to meet the needs of students with **SEND** accommodating their unique learning styles.
- 7) Students with **SEND** finish school feeling accomplished and equipped for life, celebrating their strengths, creativeness and uniqueness and knowing that diversity is okay and valued.

### OUR GOAL:

Our goal is to ensure that all students with **SEND** receive the specific, adequate and timely support they require during their education with all students with **SEND** being able to access an Educational psychologist if required. Educational psychologists are key to help shape how schools approach **SEND**, helping teachers and other professionals to tailor the services provided to the child's individual needs, ensuring it is regularly reviewed and implemented. This happens formally through the Annual Review Process for the high-level students who have a Record of Need (**RoN**) but this needs to happen for all **SEND** students who make up a much larger proportion of **SEND** where no formal review process is in place. In 2019, 1577 children had a **SEND** (13%); of which 267 had a **RoN** and were formally reviewed.

The findings of the Big Education Conversation and the recommendations from the Independent Education Funding Review are immediately implemented and that key priorities for **SEND** are resourced. We would like to see the recommendations from the funding review extend to additional resources for all students with **SEND** and not just those with a **RoN**.

