

STATES OF JERSEY



DRAFT EDUCATION (PROVIDED SCHOOLS – AMENDMENT OF LAW No. 2) (JERSEY) REGULATIONS 201-

**Lodged au Greffe on 3rd October 2018
by the Minister for Education**

STATES GREFFE



Jersey

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REPORT

Historic background of d’Hautrée House School and Alternative Curriculum

D’Hautrée House School opened around 1999 as a school to provide for students with emotional and behavioural difficulties (“EBD”). The school catered for youngsters with EBD from Year 7 – 11, of which many had a Record of Need (“RON”) and were placed mainly due to behavioural issues from the secondary schools on the Island. The Alternative Curriculum was opened on its present site back in 2003. It was a provision for youngsters with primarily low attendance as a result of them being disaffected and disengaged from mainstream school during Year 10. Secondary schools were able to apply for student places at the Alternative Curriculum to offer Year 11 students with a ‘Fresh Start’ providing youngsters an opportunity to re-engage with their learning. Bespoke curriculums were developed, along with additional support packages to encourage and support Year 11 students for the remainder of their education to prevent them from becoming emotionally-based non-attenders (“EBNA”) and “NEET” (not in employment, education or training) after leaving school.

There was a good deal of overlap between what the 2 schools provided in terms of emotional and behavioural support, individualised timetables and addressing their behavioural, social and emotional needs. In addition, almost all students based at d’Hautrée House over the last 10 years or so transferred to the Alternative Curriculum after Year 10 to complete their last year of compulsory education.

The rationale for change

Over the years between 2015 and 2016, the Head-teachers at both the Alternative Curriculum and d’Hautrée House were due to retire, and a single Head-teacher was appointed to oversee both educational establishments. This appointment commenced in September 2015. Initially, the post was to head up the Alternative Curriculum and then both schools from September 2016. It became clear by the end of 2017 that there was considerable merit in developing a ‘One School’ provision, and that developing a single ethos and merging resources and expertise would deliver a better management and financial model; but most importantly better support for the students. Furthermore, there was growing demand to provide the same “SEMH” support (Social, Emotional and Mental Health) to accommodate younger students from primary schools with a focus on Key Stage 2 (school years 3, 4, 5 and 6) which commenced in the spring term of 2017.

The new Jersey Special Educational Needs (“SEN”) code of practice was introduced in September 2017, and SEMH was identified as a designated category with students being able to be placed on a RON with SEMH as their recognised SEN need.

Bringing about change

With a clear shift emerging to both recognise and provide for students with SEMH needs and a greater understanding of mental health issues in children and young people, this has provided the catalyst for changing the focus of the 2 schools and provision they offer. Proposals for change were compiled and presented at meetings with primary representatives, secondary school Head-teachers, senior advisers and partners, as well as a Review Board meeting with a variety of senior staff from the Education Department. The model to develop a single school for students with SEMH needs incorporating students in KS2 – 4 across 2 sites – has the support of the Review Board. These proposals included a host of new developments in the provision for students with SEMH needs and incorporated the following –

- Our Vision Statement: Together, inspiring positive change in a safe, nurturing environment, where we are all valued, respected and encouraged to achieve our full potential.
- Our Mission Statement: Together, nurturing well-being, confidence and success.
- Our Core Values: Relationships – Resilience – Respect.

There has already been a shift of ethos from what was generally a behaviourist approach in one of the schools to a restorative approach in dealing with bringing about positive change in students, with the main focus on developing their SEMH needs via a tracking system, as well as devising individual bespoke curriculums.

A key focus to the work carried out within the schools is close working partnerships with colleagues and parents of students who attend the SEMH provisions, and staff from the Social, Emotional and Mental Health Inclusion Team, (“SEMHit”) who are also based at the d’Hautrée House site. Working collaboratively with colleagues in mainstream schools and the SEMHit team, students with SEMH needs are identified, and should it be appropriate and the criteria met, placements are offered either through a RON, short-stay placement which could be a full-time or dual placement with the mainstream school. Placement of all students are based around their individual needs, but always with an emphasis on developing their SEMH needs and skills to support them back to mainstream school when they are ready.

A fundamental development in the role both the d’Hautrée House and the Alternative Curriculum provisions offer is the restructuring of the support for students with SEMH. In terms of raising the profile for this change, this presents an ideal opportunity to undertake a rebranding exercise, including a single school name, and information launch regarding the support being provided for the most vulnerable, disaffected or challenging youngsters within Jersey’s education system.

Proposed new school name

After liaising with the Jèrriais Department and consultation with students and staff, the new proposed name – La Sente – is Jèrriais for ‘The Path’. The idea is that we are all on different paths to be our ‘best or true self’, and that no journey is a simple straight line. Much like life, a path or river can twist and turn, be undulating and have fast and slow sections that meander along the way. This is felt to be a great reflection, and represents much of the work the school undertakes to support students on their journey.

The intention is that both school sites would be named La Sente, and Year 3 – 9 students would attend La Sente KS2 and 3 based at the d’Hautrée House site, and Year 10 and 11 students would attend La Sente KS4 at the Oakside site.

Financial and manpower implications

There will be additional costs for the change of signage and stationery for the school.

Explanatory Note

These Regulations amend the list of provided schools in Part 1 of Schedule 1 to the Education (Jersey) Law 1999 to remove d'Hautrée House School from the list and to include La Sente School in the list.



Jersey

**DRAFT EDUCATION (PROVIDED SCHOOLS –
AMENDMENT OF LAW No. 2) (JERSEY)
REGULATIONS 201-**

Made

[date to be inserted]

Coming into force

[date to be inserted]

THE STATES, in pursuance of Articles 3(4) and 68 of the Education (Jersey) Law 1999¹, have made the following Regulations –

1 Schedule 1 amended

In Part 1 of Schedule 1 to the Education (Jersey) Law 1999², in the list of provided schools –

- (a) the entry “d’Hautrée House School” is deleted;
- (b) after the entry “La Moye Primary School” there is inserted the following entry –
 - “La Sente School”.

2 Citation and commencement

These Regulations may be cited as the Education (Provided Schools – Amendment of Law No. 2) (Jersey) Regulations 201- and shall come into force 7 days after they are made.

¹ *chapter 10.800*
² *chapter 10.800*