

JIGSAW SCHOOL SEN Information Report

School Context:

Jigsaw is a specialist provision which can only be accessed through the local authority in exceptional circumstances. All of the pupils at Jigsaw have social, emotional and mental health difficulties (SEMH). Some pupils may have additional barriers such as social communication and interaction needs such as Autistic Spectrum Condition (ASC) or speech, language and communication needs (SLCN) or learning difficulties.

Pupils may come to Jigsaw for several reasons; many have been permanently excluded from their schools or have been placed at risk of permanent exclusion in their home school. Children are placed with us via the Jigsaw Panel either as part of the home school's graduated approach, funded by the home setting, and will have already had support from their Educational Psychologist.

Permanently excluded pupils and pupils that enter Jigsaw from out of authority are often part way through an assessment process which is continued at Jigsaw with the support of Educational Psychologists and partnership professionals from both Health and Education.

Together with partner agencies, parents and the local authority, we aim to create learning environments that are innovative, motivational and impactful on children's lives. Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the classroom environment, to fulfil their true potential. By developing self-esteem, confidence, and resilience we aim to prepare our pupils for life in their identified educational setting.

Jigsaw Mission Statement

At Jigsaw, we aspire to create a nurturing school community where children are given an opportunity to flourish and are inspired to continue learning in the future. By our continued approach to work with our children and by giving them opportunities to achieve we are supporting them in making, choosing and sharing in their success' on a daily basis. By celebrating individual success, it is hoped that all achievements, however small result in positive outcomes for the children and staff at Jigsaw.

Here at Jigsaw, children are taught within a broad and balanced, rich and creative curriculum that provides positive learning opportunities for each child through highly personalised and therapeutic learning. Staff and pupils work together to create an atmosphere of mutual trust and respect. We are committed to creating a safe and secure environment where pupils can get appropriate support and guidance both academically and within their personal growth and development. We have high ambitions for all pupils and aim to provide an education of the highest quality that will help them towards success in being the best they can be.

Vision for all

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and

supportive learning environment in which everyone is equal and all achievements are celebrated.

We believe that a happy child is a successful one. We are committed to providing a positive, safe and stimulating environment for children to learn, where all are valued. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners.

The Curriculum at Jigsaw:

Almost all pupils at Jigsaw are part-time and have time limited placements of one or two terms. They are invariably pupils at risk of permanent exclusion. These are pupils who may be disaffected or have experienced trauma, and who may be achieving significantly below their potential. The behaviour of our pupils has usually had a significant impact on their ability to access school fully. A large number of pupils have special educational needs of a social, emotional or mental health nature. Some have associated learning difficulties, often related to poor school attendance. All of our pupils have a SEN Support Plan. Our aim is for them to flourish socially, emotionally and behaviourally (SEB) as well as academically.

A high emphasis is placed on developing skills, knowledge and understanding of English and Maths. These are essential currencies for our pupils' back in their home schools. However, we are acutely aware that many have major barriers to learning and may not be learning ready. Therefore removing barriers and developing skills and attitudes that enable them to learn and interact positively are essential. Our taught and hidden curricular focus highly on developing these skills. Our pupils' achievements are seen both academically and non-academically.

The curriculum enables each pupil to develop:

- skills, knowledge and understanding in English and Maths
- skills, knowledge and understanding in other subjects
- self-confidence and self esteem
- emotional literacy skills
- social skills
- cooperative skills and a mutual respect for the needs and rights of others
- self-discipline, intellectual challenge and high expectations
- skills to manage difficult situations well
- creative and practical skills and interests

Jigsaw Environment

At Jigsaw we offer a specialised learning environment which supports your child's entitlement to a primary education.

Here are answers and explanations for some potential questions you may have about our school. Please do however contact us on should you need to ask about anything in relation to our School Offer

How do we support, identify and assess the needs of the pupils at Jigsaw?	
<p>Often, on admission to Jigsaw pupil needs may be unclear and they go through a period of assessment. Staff at Jigsaw receive specialist training so pupils' social, emotional, and mental health needs can be assessed and monitored in the time they are with us. We have a multidiscipline approach to assessing needs and work with Educational Psychologists, Health professionals, social and LA representatives to ensure the best outcomes are reached.</p> <p>For Some children after a period of assessment, involving regular meetings with parents and a child's class teacher, it may become clear that they need a high level of support to access education long term through an Education and Health Care Plan (EHCP). During the assessment process, Jigsaw Staff will work closely with yourself as parents to ensure both your view and your child's voice is captured. Other agencies will be introduced and work with you to capture your child's needs in a way that can best support them to access an educational setting to meet their needs.</p>	All staff
Talamo- a highly accurate and user-friendly digital Dyslexia screener that generates personalised insights and actionable recommendations.	SENDCO
All class sizes are small with a high staffing ratio of 10 children: 3 staff (often less than 10) Staff skill and expertise linked to the need of the cohort/class	Class teacher
Pupils are discussed regularly in weekly meetings and any adjustments or adaptations required whether practical, curricular or personal are made.	Headteacher SENDCO Teachers Specialist professionals
How do we adapt the curriculum and ensure high quality teaching at Jigsaw ?	
We regularly review the curriculum to ensure it is meeting the needs of all pupils i.e. relevant, engaging, correctly levelled, entitlement of opportunity.	All staff
There is a focus on the development of the whole child through the curriculum and the areas of social, moral, spiritual and cultural education are very high profile.	All staff

There is a focus on the wider curriculum and so many extra – curricular activities are offered which include visits, outdoor and sporting activities and external visitors. Risk assessments support external trips and are inclusive to include all members of the group, including additional staffing to support where possible	All staff
Staff work closely together and with colleagues in local mainstream primary schools to ensure we offer an appropriately well planned and well-resourced curriculum. We attend moderation meetings with other schools to ensure work is appropriately pitched to the child.	All staff
All teachers lead in certain areas of the curriculum and there is an excellent team of highly experience teaching assistants in the school.	All staff
High quality staff continued professional development is a focus of the schools work to ensure all staff remain well qualified and highly trained in their subject area. Staff receive regular training on SEN needs through online courses, visiting professionals’ input, specific CPD for individuals. Our CPD plan is updated annually, and considers the SEN Development Plan training needs and new courses as they arise	All staff
Senior staff regularly monitor staff planning, pupils work and regularly observe teaching to ensure all staff meet the high expectation of teaching at Jigsaw School.	Senior leaders Governors
(see curriculum statement above also)	
How do we assess, review and report progress at Jigsaw?	
Pupils are set challenging but realistic targets termly. All pupils’ progress is tracked on a termly basis. Any under-performance is addressed through planned interventions. All pupils will have a support plan. This paperwork monitors and tracks progress of the pupil throughout their time at Jigsaw; it is updated regularly in class meetings and is shared at review meetings with the parents and home school. In addition, pupils at Jigsaw have a Behaviour Support Plan. These documents outline how the pupil’s behaviour is managed through stages of crisis. They explain strategies and approaches that help the pupil to regain control and calm themselves. The Behaviour support plan may include the need for positive handling approaches, these are shared, agreed and the document signed by the parents.	Class teacher Senior Leaders
Parents/ carers are invited to a formal parents’ day per term to further discuss progress and look at pupils’ work.	All staff
Each term pupils are set targets for their English and Maths, Personal and Social achievements as well as for the core subjects. This data is set and reviewed in a meeting with the teacher and SLT on a termly basis. Throughout the term and as part of ongoing assessment, staff in class continually assess and provide evidence against these targets.	All staff

As all pupils have an identified SEN, these meetings are used to track all academic progress, where this needs explanation, Case Studies are used to supplement information shared. Case Studies provide qualitative information where progress may be limited by barriers to learning.	
Where appropriate families are invited to annually review their EHCP. All parties (including any other professional involved with the family) discuss progress and ensure needs are being met.	SENDCO/ Class Teacher LA representatives Parents/carers Other professionals
Staff at Jigsaw regularly contact families either by a phone call, a text or a letter to report successes and achievements or to alert the family to any concerns.	All staff
How do we support pupils moving between phases in education at Jigsaw School?	
Any transition from KS1 – KS2 is usually done with a well thought out plan specific to the child. Usually they will visit the class several times and speak to the staff before we slowly transition them to another class.	All staff
How do we support your child when they leave Jigsaw?	
At Jigsaw we recognize the importance of transitions. The nature of our school means that mobility is high, and pupils may join or leave the school mid-year. We recognise that transition periods are a vulnerable and stressful times for our pupils and their families, wherever possible children are admitted in a planned way through placement panels. Transition is supported by working closely with the mainstream setting and the parents where appropriate. When appropriate, The Educational Psychologist works with children prior to their return to mainstream education while the SENCO supports children and their families/carers on their return. Information regarding the SEND of children moving on is passed on to the appropriate people with parents'/carers' permission so that support may continue.	All Staff
How do we support pupils emotional and social development at Jigsaw?	
Emotional and social development is, along with academic progress the main aim within our school. Staff are highly trained in developing and responding to pupils' emotional and social needs.	All staff
Children may access our play therapist Penny. Giving children from age 3-12 years a safe space to explore, feelings, thoughts and behaviours through play, toys and role play. Play therapy supports the emotional and social skills of children. It can increase speech, language and communication skills.	Penny Roscoe-Jones
Drawing and Talking is a therapeutic intervention for children and adults. It is designed as a short-term pro-active intervention intended to complement, rather than replace, the work of Specialist Mental Health Services. Through a 12-week cycle of sessions this non-intrusive tool allows children and young people to bring what they need to their sessions. Utilising drawing as a way to help them	Claire Green

express their feelings differently in ordinary verbal language. The Drawing and Talking therapeutic approach allows individuals to discover and communicate emotions through a non-directed technique.	
<p>Emotional Literacy Support Assistants (ELSAs) are trained school staff members who help students with their emotional and social needs. ELSAs help students develop skills to manage anxiety, self-esteem, and social skills. At Jigsaw Sarah and Claire will-</p> <ul style="list-style-type: none"> • Design intervention plans for individual students or groups • Help students learn to manage anxiety, self-esteem, and social skills • Help students reach their potential socially, emotionally, and academically • Help schools identify and respond to social, emotional, or well-being needs early 	<p>Sarah King Claire Green</p>
How do we consult with young people with SEN and involve them in their education?	
Pupils are allocated a form tutor and 2 teaching assistants, who they can talk to within school; they can also talk to any other staff they wish to	Form staff
Targets are shared with children and children are regularly spoken to about how they can achieve these targets.	Class teacher.
The school conducts PASS surveys to observe pupils thoughts about school.	Head
How do we support parents and carers at Jigsaw?	
<p>When pupils enter Jigsaw parents are an integral part of their induction plan and their life at Jigsaw. After a successful panel application, parents are invited to meet with staff and tour the school prior to their child attending. Parents also bring their children for a visit to the school, and this can be at a separate time to their visit.</p> <p>Parents are invited to attend all Jigsaw reviews, which are approximately every six weeks.</p> <p>Parents are informed of and are invited to any additional meetings for their child.</p> <p>The school fully endorses an open-door policy and is committed to strong home – school partnerships. Any parent/carers at any time can request a meeting with any member of staff and we will do our utmost to arrange this.</p>	All staff
The first point of contact for support is the school liason officer.	S.King
<p>Other Key contacts are: Ms E. Rothlisberger: Headteacher Chris Mathews –Deputy Head/ SENDCO - 0151 934 2485 or jigsaw@schools.sefton.gov.uk</p>	

<p>If you require further information from the Local Authority regarding Special Educational Needs - the contact details for this department are:</p> <p>Magdalen House 30 Trinity Road Bootle L20 3NJ 0151 934 2347 Fax 0151 934 3367</p>	
<p>There is a complaints procedure which is taken very seriously. Parents/ carers can request a meeting with the Headteacher or the Chair of Governors at any time.</p>	<p>Headteacher Chair of Governors LA SEN team</p>
<p align="center">Who are the other professionals providing services to children and families at Jigsaw?</p>	
<p>The school nurse</p>	<p>Donna Buck</p>
<p>Educational Psychologist</p>	<p>Child dependent</p>
<p>Play Therapist</p>	<p>Penny Roscoe-Jones</p>
<p align="center">How do we evaluate the effectiveness of provision at Jigsaw?</p>	
<p>The Leadership team follow a rigorous monitoring process where aspects of the workings of the school are scrutinised termly and a detailed self-evaluation document is produced. The school development plan is created as a result of accurate self-evaluation.</p>	<p>Headteacher Senior Leadership team Middle leaders</p>
<p>Further scrutiny of the effectiveness of provision at Jigsaw is provided by the Governing Body which meets as committees every term as well as a termly full Governors meeting. Governors hold the Headteacher and the Leadership team to account.</p>	<p>Governing Body</p>
<p>External scrutiny of the effectiveness of provision at Jigsaw is provided by the local authority advisory team, the local authority SEN team and Ofsted.</p>	<p>LA SEN team Ofsted</p>
<p>Parents/carers and pupils are consulted annually in relation to their views on the effectiveness of the school. Results are collated, shared and acted upon. Pupils views are collected individually.</p>	<p>Headteacher Senior Leadership team Governors</p>
<p>Parents/carers are encouraged to use the Ofsted online survey called Parent View and comments are scrutinised and acted upon.</p>	<p>Headteacher Senior Leadership team Governors</p>
<p align="center">How are we resourced?</p>	
<p>The current budget for SEN is set at £1000 general budget and £8143 allocated from Pupil Premium to fund Therapeutic Support and creation of a forest school area for our pupils for the financial year 2025-26.</p> <p>Penny Roscoe Jones supports 3 pupils per term a Thursday with this powerful form of talk therapy, allowing the pupils to talk about their feelings and emotions in a play based session.</p> <p>The budget also takes into account any needs of pupils that may enter Jigsaw throughout the academic year. As pupils can enter at any point throughout the academic year medical needs, access needs or care plans may need to be resourced.</p>	

The LA offer can be reached on <http://www.sefton.gov.uk/localoffer>

Disability Equality Scheme

The Disability Discrimination Act 1995 (DDA) requires schools:

- Not to treat disabled pupils 'less favourably';
- To make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage; and
- To draw up plans to show how, over time, they will increase access to education for disabled pupils (school accessibility plans).

Equality Statement

At Jigsaw PRU we welcome our duties under the Equality Act 2010, and in particular our duties in regard to the Public Sector Equality Duty-to eliminate discrimination, advance equality of opportunity and to foster good relations.

We are also fully committed to meeting our responsibilities in regards to- The Prevent Strategy, Promoting British Values, Child Sex Exploitation, Young Carers, and any other Government backed equality initiatives.

Our aim is to provide a framework that supports our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between different groups of people. It is also intended to help tackle issues of disadvantage and underachievement of different groups.

As such, we recognise that the whole school community working together, encouraging strong, positive relationships between pupils, staff, parents, governors and other school stakeholders helps to provide the best education and life experiences for all our pupils.

In line with our responsibilities under the Public Sector Equality Duty arising from the Equality Act 2010, we shall be shortly publishing on line and in paper format our Equality Objectives for the next four years; which we intend to evaluate annually. We shall also publish information regarding our compliance to the Public Sector Equality Duty.

Please contact Erika Rothlisberger (Head teacher) or Christopher Mathews (Acting Deputy) should you require any further information regarding the school's equality and diversity policies and procedures.

Date Reviewed: March 2026

. Date of next review: March 2027