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Deputy Catherine Curtis
Chair – Children, Education and Home Affairs Scrutiny Panel
Scrutiny Office
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Sent by email only

07 October 2024

Dear Chair,

Follow-up matters from the Public Hearing on 19th September 2024

Thank you for your letter of 30th September with some follow up questions from the recent Public Hearing. Please see the answers below and do not hesitate to contact me if you require any further information.

Data on the Early Years Pilot including, numbers since day one, how numbers are expected to scale up over time, how it is differentiated by schools, and expected start dates.

The pilot programmes currently running have two strands which include the provision of extended hours of nursery care through wraparound provision and targeted provisions that will offer 2–3-year-olds early learning and development opportunities. This is outlined below:

School	Pilot Activity	No of Children (capacity)	No of Children (usage) *	Hours	Start Date	Future plans
Plat Douet	Wrap	19	TBC*	8am – 5:30	30 Sep	Nursery summer school
Trinity	Wrap	26	TBC*	7.45am-4.00pm	4 Nov	Extend opening hours following parental consultation Nursery summer school
D'Auvergne	Wrap	45	TBC*	Breakfast Club	4 Nov	Nursery summer school After school hours
Plat Douet	2-3s	12	12 in (groups of 4)	9am-2pm Mon-Fri	30 Sep	Family Focussed sessions

D'Auvergne (JCCT)	2-3s	16	10	9.30-12.30 Mon-Thurs Friday mornings are Play and Stay sessions for parents and children	14 Oct	
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* This will be confirmed by each school following parental engagement survey results

Pilot activity

Activity	Description
Wrap	This includes extensions to the school day i.e. earlier morning and/or later finishing times for the nursery cohort. It may also include a holiday offer in the future. The <i>number of children</i> reflect the number of children in the current nursery cohort. This number may change with the extended offer. The <i>uptake</i> reflects the number of children, from the existing cohort, that take up the extended offer.
2-3s	This reflects new nursery provision for a younger cohort, offered from schools. The eligibility aligns with the 'targeted' ambition of the CSP. <i>Capacity</i> reflects the regulatory maximum cohort size, and <i>uptake</i> reflects the number of children anticipated to attend at launch.

Further details about flexibility and timing of courses for apprenticeships at Highlands College

Apprenticeships					
Childcare courses	Duration	Day/time	Places Available	Places taken	Notes
Level 2 - Diploma for the Early Years Practitioner	36 weeks	Friday: 09.00 - 17.00	15	15	
Level 3 Dip for Early Years Workforce (Early Years Educator) - Year 1	2 x 36 weeks	Tuesday and Thursday - 09.00 - 17.00	20	19	
Level 3 Dip for Early Years Workforce (Early Years Educator) - Year 2	36 weeks	Work based assessment	20	13	
Commissioned					
Level 2 Certificate in Supporting Teaching and Learning (GOV)	36 weeks	Monday 13.00 - 16.00	12	4	
Level 3 Diploma in Supporting Teaching and Learning (GOV)	36 weeks	Monday 09.00 - 12.00	12	12	
Level 2 Certificate in Supporting Teaching and Learning (GOV)	36 weeks	Wednesday 13.00 - 16.00	12		January 2025 Start

Level 3 Diploma in Supporting Teaching and Learning (GOV)	36 weeks	Wednesday 09.00 - 12.00	12		January 2025 Start
Level 3 Diploma in Residential Childcare - Year 1	2 x 36 weeks	Thursday 09.00 - 16.00	16	14	
Level 3 Diploma in Residential Childcare - Year 2	36 weeks	Friday 09.00 - 16.00	16	11	
Level 5 Diploma in Leadership and Management for Residential Childcare year 2	36 weeks	Tuesday 09.00 - 16.00	10	8	
Partnerships					
Level 3 Award for SEN Coordinators in Early Years Settings	12 weeks	January 2025.Times TBC	12		With CEYS
Online Courses					
Level 2 Certificate in Understanding Children and Young People's Mental Health	Roll on/off	On demand		5	
Level 2 Certificate Introducing Caring for Children and Young People	Roll on/off	On demand		3	
Full Time					
Level 3 Diploma in Childcare & Education Yr 1	2 x 36 weeks	Full Time		30	
Level 3 Diploma in Childcare and Education Yr 2	36 weeks	Full Time		24	
JPQ Diploma in Childcare	36 weeks	Full Time		15	
Higher Education					
Childcare courses	Duration	Day/time	Places Available	Places taken	Notes
BA (Hons) Childhood Studies	Up to 3 Years	Full/Part Time	36	20	

Details on whether staff first-aiders have access to epi-pens and if so, are they aware of how to use them. If not, whether all children who require access to an epi-pen are required to carry them while in school.

The [CYPES First Aid policy](#) has recently been reviewed and approved and covers training needs.

CYPES areas base their first aid provision on a needs assessment. which will include anaphylaxis. If this is required, staff should be trained to this level. (CYPES first aid policy 6.1 Implementing a needs assessment)

“This includes both physical resources and enough trained staff to manage injuries and known illnesses of employees, children and young people. The provision should fit the needs of people who work, visit, or use the sites or other locations.”

Each school will have its own policies and procedures for the storage, handling, administering and disposal of medicines. Epi Pens are a prescribed drug and are not part of a first aid kit. In most primary schools epi pens are not carried around by pupils, but stored in a medicine cabinet. Any pupils who may require an epi pen would be expected to have a health care plan in place.

A detailed list of stakeholders who have been engaged in feedback on the Transgender Guidance update

The following have been part of the journey of where we are at with the Transgender Guidance updates:

Working Group

- Victoria Bisson, Head of Vulnerable children (Chair)
- Denise Drieu, Project Manager (Denise left Education in May 2024) this is now Pippa Stewart
- Simon Milner, JCG Assistant Head and Designated Safeguarding Lead
- Stuart Hughes, Head Haute Vallee (stepped down from WG in June 2024)
- Tanja Tinari, Student support lead Haute Vallee (stepped down from WG in June 2024)
- Lousie Kedge, Student support lead Hautlieu
- Donna Lenzi, Head FCJ (Faith Representative)
- Kaye Nicholson, Jersey Community Relations Trust, CEO Liberate
- Vic Tanner Davy (Ex CEO of Liberate)
- Kevin Amazona, Lead Nurse, (CAMHS)
- Oliver Toy, Youth Worker LGBTQ
- Vicki Charlesworth, Head Les Landes
- Dr Zainab Kadhim - HCS
- Juliet le Breuilly – HCS
- Annete hope – Social Care rep (left Jersey in July 2024)

Invited Groups to present to the Transgender working group

- Women's Rights Network (Janice Moore & Rachel Amos)
- Conversation with Lauren Stoner, CEO Mermaids UK and Vic, Scottish Trans Alliance to understand the issues facing the Trans community
- Vic Tanner Davy of Liberate presented on building a basic understanding of Transgender and context
- George White - Transgender RE teacher at a catholic school in the UK

CYPES Senior Leadership Team (SLT)

- Matthew Newberry
- Rachel Baxter
- Jane Lancaster-Adlam
- Sean O'Regan

Head teachers – were sent the draft Education Equalities policy to review and this was briefly discussed at Head Teacher meetings week commencing 23rd September.

How data is gathered on children who are not in education, employment or training.

A data sharing agreement is in place between CLS and CYPES which enables the quarterly sharing of information from CLS to CYPES in relation to all 16-24 year olds. This information indicates, for example, if a young person has student credits, has earnings, or was in receipt of benefits such as LTIA, STIA or income support in the previous quarter. Access to the data is restricted to a small team of analysts in CYPES Informatics who review the data and share the list of young people who are potentially NEET with Skills Jersey in order that they can contact the young people to establish which are NEET and offer support accordingly. The results of these conversations are fed back to CYPES Informatics for statistical purposes.

Details on whether long term care contributions are considered for student grant awards

The Meaning of “income” is defined in the Education (Grants and Allowances) (Jersey) Order 2018 in Article 3A copied below

3A Meaning of “income”^[4]

- (1) For the purposes of this Order, “income”, in respect of a person (“first person”), means the person’s profits, gains, salaries, fees, wages and perquisites of any kind arising from any source, whether in Jersey or elsewhere, and includes –
- (a) any income applied by another person, under a trust, for or towards the maintenance, education, or other benefit, of the first person or of any other person dependent on or maintained by the first person;
 - (b) any amount payable, whether under an order of a court or any agreement, for the maintenance of the first person or of any other person dependent on the first person;
 - (c) any benefit or bonus or payment (however described) payable to or in respect of the first person under any of the following Laws, including any Regulations or Orders made under those Laws –
 - (i) Social Security Hypothecs (Jersey) Law 2014,
 - (ii) Social Security (Jersey) Law 1974,
 - (iii) Income Support (Jersey) Law 2007,
 - (iv) Long-Term Care (Jersey) Law 2012; and

Minister, can you update the panel on any work to address the needs of children with dyslexia in schools?

Where a school aged child is identified as having difficulty with literacy, the school staff, usually the Special Education Needs Coordinator (SENCo), can use the Jersey Literacy Assessment and Intervention Tool (J-LAIT) to assess and provide possible interventions for support.

Advice for Parents developed for SENCO’s:

These points should assist you in having conversations with parents regarding concerns around reading difficulties and dyslexia. The aim is to help parents to understand the graduated process implemented by schools and reassure them that a private assessment or diagnosis is not required to initiate and put these arrangements in place.

- In most cases it is not vital to have a diagnosis of a specific learning or reading difficulty.
- It is more important to identify what the specific difficulties a pupil may be facing and what the arrangements are to support these.

- Literacy Difficulties are described in different ways. The terms Dyslexia and Specific Learning Difficulty (SpLD) are often used interchangeably and usually after assessment through intervention over time.
- Dyslexia is derived from two Greek words, 'dys' meaning 'difficulty' and 'lexicos' meaning 'words'. The literal meaning is therefore 'difficulty with words', or difficulty reading and spelling words.
- 'Dyslexia' has now become a term used to describe a wide range of difficulties within literacy. The overuse of this term may be problematic as a means of describing what the problem actually is when speaking to parents. To focus on the term being more helpful, it was replaced by the phrase 'specific learning/literacy difficulties or SpLD. This is helpful in conversations when it is used with statements such as 'pupil A has a specific learning difficulty with reading and/or spelling'.

Does Jersey differ in its approach from other jurisdictions in recognizing dyslexia as a condition, and if so, why?

This is dependent on the local authority in the UK, with some being similar to Jersey. As described above Jersey elects to refer to 'specific learning/literacy difficulties or SpLD with reading and or spelling as it allows the assessment to be more specific and address these areas for support.

Will the minister outline to the panel the support offered by schools to children who have not yet learned to read or write by years five and six?

All children develop at different stages, and some may not have developed by the age of five their phonological/ physical motor skills to be able to read and or write. Schools follow a range of specific approaches to developing literacy and targeted interventions are put in place for those young people who are identified as requiring additional support following regular assessment.

Yours sincerely,



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