



## States Greffe

Deputy Robert Ward  
Minister for Education and Lifelong Learning

### BY EMAIL

4 June 2025

Dear Minister

### **Switch Project and Distance Learning**

The Children, Education, and Home Affairs Panel would like to request details about the following areas, Switch Project at La Passerelle and Distance Learning changes:

1. What are the core aims of the Switch Project, and how does it align with the Department's wider strategy for supporting students with social, emotional, and mental health (SEMH) needs?
2. How was the La Passerelle site selected for the pilot, and how does the Switch provision differ from or complement other existing educational interventions?
3. What referral criteria are used to identify students for the Switch Project, and how is consistency ensured across schools in the application of these criteria?
4. How does the programme adapt for children with conditions such as autism spectrum disorder (ASD) or foetal alcohol spectrum disorder (FASD), who may not always be able to modify certain behaviours?
5. To what extent are conditions within a pupil's home school (e.g. environment, staffing or policies) assessed to determine whether they contribute to the behaviours prompting referral?
6. What support is provided to home schools during a pupil's placement at Switch, and how is reintegration planned and managed?
7. How are parents and carers involved in the Switch process, and how is the pupil voice incorporated into placement planning and review?
8. What specific training is delivered to school-based staff through the Switch programme, and what feedback has been received on its effectiveness?
9. What evidence-based approaches underpin the Switch curriculum, including the use of skateboarding as a learning tool, and how is trauma informed practice embedded in delivery?
10. How is pupil progress measured during the placement, and what outcomes are being used to evaluate the success of the pilot?
11. How does the Switch Project coordinate with other services to ensure joined-up support for participating students?

12. What plans are in place to evaluate, report on, and potentially expand the Switch Project, and how is its long-term sustainability being assessed?
13. What was the rationale for equalising the maintenance grant levels for distance learning students and those studying off-Island, given the differences in living costs and potential income opportunities?
14. What evidence or research informed the decision to amend the grant structure for distance learning students?
15. Why does the updated policy continue to include the additional London weighting component, and how is it justified for students not residing in London?
16. Are clinical placement costs and associated travel expenses included or supported within the revised grant framework, and if so, under what conditions?
17. Under the new arrangements, are distance learning students required to remain resident in Jersey for the duration of their course to remain eligible for funding?
18. What consideration has been given to the impact of these changes on students from income support households, particularly those whose study patterns may differ?
19. What is the Department's assessment of the potential effect these changes may have on applications to University College Jersey (UCJ) and local higher education uptake?
20. What steps are being taken to ensure students and families are fully informed about the updated eligibility criteria and funding structures?
21. Will the Department publish a breakdown of how cost-of-living and study-related expenses were factored into the revised grant model?
22. How will the impact of the new distance learning funding policy be monitored and evaluated over time?

Thank you in advance for your assistance. The Panel looks forward to your formal response and would request that this is received by 11 June 2025.

Yours sincerely,



**Deputy Catherine Curtis**  
**Chair, Children, Education and Home Affairs Scrutiny Panel**