

## SEND Review Outcomes Template

<b>School: St Lawrence CE Primary</b>	<b>Date: Spring 2020</b>
<b>Name of Reviewer: Nicola Davis</b>	
<b>School Contacts/roles: Rachel Tomkinson (SENCo Lead) Laith Al-Asmar (School SENCo) Helen Osterfield (Executive Head Teacher) Alison Moore (Head of School)</b>	
<b>Area of Focus: Special Educational Needs and Disability</b>	
<b>Preparation/background to visit (e.g. reading policy, discussion with Head Teacher, review of SDP):</b>  <i>Check of Website – including statutory requirement for Annual SEND Information Report</i>  <i>SEND Policy</i>  <i>Whole School SEND Review Document</i>  <i>Accessibility Plan</i>  <i>Equality Policy/targets</i>  <i>Related policies</i>  <i>Ofsted reports</i>  <i>Other...</i>	
<b>Information gathered during visit:</b>  <i>Discussion with Head Teacher SLT and SENCo</i>  <i>SEND documentation, SEN records, interventions, teaching, SEND Review document (WSS)</i>  <i>Learning Walk – all classes and learning environment</i>  <i>Pupil voice</i>  <i>Parental journey/feedback</i>  <i>Governor/SLT views</i>  <i>Teacher meeting</i>  <i>Support staff meeting</i>  <i>Brief oral feedback to Head and SENCO</i>	
<b>Strengths:</b>  <ul style="list-style-type: none"> <li>The school entered into a federation arrangement with Tibberton CE Primary School from Sept 2019 and worked in partnership with the school</li> </ul>	

during the previous year. SENDCo from Tibberton is working with the new St Lawrence SENDCo to implement an effective system for the management and support for pupils of SEND.

- Excellent structure of experienced SENDCo supporting developing role of SENDCo – this has ensured the embedding of systems and practice across school. The school environment is used as creatively as possible to ensure there are flexible learning spaces for children.
- There is a strong commitment from Senior Management to ensure SEND is a priority in school and embed structures that will strengthen policy and practice including early identification and tracking progress of children with SEND.
- Recent tracking of progress and overview by senior management has ensured interventions are now more rigorous and have an impact on outcomes for children with SEND. Senior management have also identified that there is some evidence of effectiveness of SEND support but this needs to be consistent and monitored across school on a regular basis.
- There was a clear agreement across school that the small school community and joint planning was supporting children with SEND. A holistic approach is evident in school with all staff showing responsibility for children with SEND.
- External professionals' support has been accessed and implemented appropriately.
- Senior management track progress closely and this has allowed them to identify that there are some areas of development in terms of progress for children with SEND. Systems are now in place to ensure there is Quality Teaching First along with Individual Provision Maps and targeted intervention. The next steps identified are to ensure there is consistency across subjects.
- Senior management shared that interventions of Maths Mastery is being tracked closely and is having impact on positive outcomes for children with SEND.
- There is current work to audit resources; this will ensure there is consistency and accessibility of differentiated resources within every class and working area.
- A training programme is in place to ensure that staff skills are further enhanced to support children with SEND – areas covered include Future in Mind (SEMH); ELSA networks; Dyslexia; precision teaching; anxiety awareness. Outside professionals had been engaged in this – Learning Support Advisory Teacher; Educational Psychology Service; FiM lead Severn TSA.
- A group of Teaching Assistants spoke about the ethos of the school – seeing it as a nurturing community where ideas could be put forward and they felt listened to and there was support for/from everyone. A range of roles were held by TAs (part time and full time) – working in the whole class; guided reading groups; working in intervention area. There has been a move away from working solely one to one with children to build on children's independence and this flexibility in school is a strength as it allows response to the needs of children with SEND in whole class and

small groups. There was a clear responsibility for TAs in working with children with SEND and there was a strong commitment to team work.

- Senior management shared that all teachers have responsibility for SEND. Teachers seen described a fluid and flexible way of working in class that allowed for teachers to work directly with children with SEND. Strategies in class were shared – revisiting and reinforcing teaching; differentiating and ensuring work was personalised as needed. There was understanding and knowledge of children’s specific needs and the interventions in place. Team work was described with good communication between teachers and teaching assistants – sharing of information and working together to share solutions.
- There was positive feedback from parents – speaking of the extra effort that school put in to support children with extra lessons; a small school setting allowed for a community feel; teacher followed through the SEND advice day to day. The ethos of the school was seen by the parent as being focused on individual children with teachers making adjustments in resources in the classroom. There were good connections between parent/carers and school with communication in home/school books, parents ‘feel at ease talking to staff’. Parent spoke positively of strategies in school which consisted of building independence for children. Senior management was seen as open and approachable. Outside professionals – Teacher of the Deaf and Educational Psychologist had liaised with school and parent/carers were fully involved. Parent workshops for 2019/2020 have been developed in Dyslexia, Dyscalculia and Managing Anxiety.
- Some children with SEND shared their views. They spoke about who helped them in class, talking about their teacher and teaching assistants. They also described some resources they were using – fiddle toys ‘something to keep me active’; bendy pencil and that they had practical things to use in Maths. Some of the children spoke about if the work was at a ‘really fast pace’ they could go outside the classroom and work at a slower pace. All children in the group described their aspirations with each child thinking of several options – Vet – working at Monkey World; Actress; Optician; pianist/comedian; zoo keeper; You-Tuber/Gamer. Those who wanted to work with animals knew that Maths and science were helping them in school. All children thought PSHE helped them for the future in any job that they held.
- There was evidence during the learning walks of some strategies that supported the learning of children with SEND – specific praise; use of name at beginning of instruction; repetition and reinforcement of concepts; access to and use of practical resources.

#### **Developments/Recommendations:**

The school can use these points to develop or add to SEN Action Plan with priorities contributing to the School Development Plan.

- Develop understanding of parents of the SEND local offer – consider sharing information by email links; letter/leaflets. This will allow parent/carers access to information on what is available locally for families of children with Special Educational Needs and Disabilities. It will also give

clear information on assessment processes as during the SEND Review there was some parental discussion/enquiries about processes around applications for Education, Health and Care Plans.

- Relationships with parent/carers of children with SEND are positive – the next step is to build on this to ensure there is strong co-production with parent/carers. Co-production can be at an individual level but also whole school – so for example parent/carers are involved in drawing the annual SEND Information report together with school staff. This can lead to parent/carers contributing to the wider SEND local offer. The SEND self-evaluation has also noted that senior management will monitor a consistent approach to working with all parent/carers.
- Children with SEND shared that they would like more drama and PE and more ‘topics on what you want to do when you are older’. They spoke about being at a small school and feeling that they ‘didn’t know what to expect’ as it was a ‘big leap’ to secondary school for them. School has good transition links with Charlton and HLC high schools and ensure there are timely transition plans in place for all children with SEND whatever their destination school.
- Ensure there is a consistent understanding of the receptive language levels of children and awareness of any needs related to processing/memory. This will support whole class, small group and one to one work. It will also support any development of consistent systems for supporting communication – symbol system.
- Senior management with class teachers aim to monitor progress of children with SEND across all subjects. The SEND self-evaluation identifies that assessment of potential SEND needs is an area for development. Early accurate identification of SEN is essential so this area should be a priority to ensure no needs are missed.
- Continue to ensure that there is consistent delivery of interventions and strategies across school. SENCo and SLT to include SEND on learning walks. The SEND self-evaluation also identifies that Individual Provision Maps need a process of quality assurance to make sure there are smart targets and timely interventions with entry and exit measures. Ensure cycle of reviews in place.
- As the role of SEND Governor is developed the materials from the SEND governance Guide will help all Governors understand their responsibilities and adopt a strategic approach. This Guide is freely available on [www.sendgateway.co.uk](http://www.sendgateway.co.uk).
- There has been a focus on redeployment of teaching assistants in school and this may be ongoing. There are formats that can support staff development in relation to SEND. The SEND reflection Framework allows staff to self-reflect on certain aspects – for example effective learning environment; quality of teaching and learning; systems and processes. The results from this can then form areas for work and for CPD/training. Consider this alongside the guidance for ‘Best Effective Use of TAs’ to ensure that practice is consistent.
- The children showed some ability to give their views but this can be built on. The SEND self-evaluation has already highlighted this with a plan that Structured Conversations with children with SEND will be put in place.

- Whilst information is available on school website and in entrance area – there should be further promotion of resources and active guidance of parent/carers to information that is available through the SEND Local Offer.
- Continue to develop the role and responsibilities of the SENDCo on site at St Lawrence. Use of the SENCo Induction Pack freely available on [www.sendgateway.co.uk](http://www.sendgateway.co.uk) will help in this area.
- The SEND self-evaluation clearly identifies an ongoing need to upskill the staff to support children at SEN support. A range of training has been identified so CPD will be offered. It may be that there is a target within all staff Performance Management linked to SEND (see reference to SEND Refection Framework). There is also planned release time for new SENDCo to attend training. Prioritise the CPD in relation to the broad areas of special educational needs across school and ensure there is a system to monitor the implementation and impact.
- Ensure that senior management with SENDCo continue to access all appropriate funding streams for children with SEND. Guidance on costed provision maps and access to ISF should be ongoing for the new SENDCo.
- A key area for development in the SEND self-evaluation - and evidence gained in SEND Review supports this – is to develop role of SEN administration support across schools which will support capacity of SENDCo.

#### **Priorities**

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| 1 | To monitor and track the progress and positive outcomes of children with SEND  |
| 2 | To access/deliver CPD for all staff and monitor the implementation of this training and impact on outcomes for children with SEND                    |
| 3 | To establish a clear system alongside training for staff in identification of special educational needs in the school and linking with PVI settings. |