

## SEND Review Outcomes

<b>School: Old Park Primary School</b>	<b>Date: Spring 2020</b>
<b>Name of Reviewer: Nicola Davis</b>	
<b>School Contacts/roles: Sarah Machin and Julie Bebb (SENCOs/Assistant Heads) Mandie Haywood (Head Teacher)</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>	
<p><i>Check of Website – including statutory requirement for Annual SEND Information Report</i></p> <p><i>SEND Policy</i></p> <p><i>Whole School SEND Review Document</i></p> <p><i>Accessibility Plan</i></p> <p><i>Equality Policy/targets</i></p> <p><i>Related policies</i></p> <p><i>Ofsted reports</i></p> <p><i>Other...</i></p>	
<b>Information gathered during visit:</b>	
<p><i>Discussion with Head Teacher SLT and SENCO</i></p> <p><i>SEND documentation, SEN records, interventions, teaching, SEND Review document (WSS)</i></p> <p><i>Learning Walk – all classes and learning environment</i></p> <p><i>Pupil voice</i></p> <p><i>Parental journey/feedback</i></p> <p><i>Governor/SLT views</i></p> <p><i>Teacher meeting</i></p> <p><i>Support staff meeting</i></p> <p><i>Brief oral feedback to Head and SENCO</i></p>	
<b>Strengths:</b>	
Leadership of SEND	

- Senior management have a strong commitment to leadership of SEND across school. Learning walks, discussions, interviews, parent and pupil voice gathered during the review demonstrated that this consistent leadership has ensured that responsibility for children with SEND is embedded throughout school. Documentation and discussions supported the school view that there was an 'inclusive philosophy with high expectations for all'.
- The SEND in a Nutshell document summarizes aspects of the current school position in relation to their whole school approach. This is also evident in training and external reviews - they have achieved the Nurture Mark status; are a Dyslexia Friendly school and all staff have attended Autism Education Trust Levels 1 and 2 training. The impact of this training continues to be monitored.
- There is a separate SEND Action Plan in place in school which ensures that statutory processes are consistently followed – EHNCA requests; Annual reviews; reporting. It also highlights areas for development (as below). This will track impact of the work on positive outcomes for children with SEN.
- The SENCOs (shared role) in school are in senior management roles ensuring that areas of SEND are considered in all elements of school development and improvement. The SENCOs have established clear systems which are in place across school. They are considered by their colleagues – ST/teachers/teaching assistants to be highly knowledgeable and very supportive. They attend and disseminate any information from local and national forums/networks/training.
- SLT show a strategic approach to the management of SEN. They have an assistant SENCO role in place. This role is successfully shadowing the current SENCOs as well as taking specific responsibility for reviewing interventions and ensuring assess, plan, do and review cycles are consistent.
- The SEND Governor had understanding of leadership responsibilities relating to SEND. It was shown in the liaison with the SENCOs; contact with the Inclusion Lead; learning walks. There was also an understanding of the importance of early identification and timely support for children with SEND.
- There is evidence of a long term commitment to an outwards facing role in SEND led by the Head Teacher – with representation on local Panels – Inclusive School Forum/Emotional Health and Well-being Board; contributions to local SEND projects/documentation and support for other schools. This is a successful model of peer to peer support and SENCOs sharing good practice. The Local Authority have recently worked with the school to establish a Hub Provision for children with SEND – this is a specialist provision for children with SEND.

### **Outcomes for pupils with SEND**

- Senior leadership have used school, local and national data to analyse their current position/progress of children with SEND. This analysis contributes towards planning, policy and provision and shows commitment to a strategic approach for SEND. They have used the 'SEND in a Nutshell' tool to clearly summarise their identification patterns; attendance/exclusions/outcomes; high quality teaching/interventions and key strengths and areas for development.
- SEND Information is published as required on the website – the SEND Information report shares what has been achieved annually within the school and meets all

statutory requirements. School is adding the SEN in a Nutshell information to the website which also details the quality first teaching approaches that families will see in the school.

### **Pupil Voice**

- There is a confidence in the pupil voice for children with SEND as staff chose a group of children to show the Reviewer around school. The children expressed their views with confidence and enthusiasm reflecting their achievements, levels of support and what worked well in school.
- Children with SEND on the learning walk were from Years 4 and 5. Their comments showed a strong sense of belonging. They spoke about how quiet music helped them; how they were all helped to 'be kind'; saw Art as important being proud of artwork around school; knew that they had opportunities to learn outside and all had access to trips and Arthog.
- In a discussion about aspirations the group of children with SEND spoke about wanting to work to build houses; be an Architect; a Gymnastics coach; become a Hairdresser. They linked their thoughts about work to what they were learning in school – to Maths; PE; Art and wider activities which supported their confidence.
- Children with SEND had consistent access to and attended a range of clubs – gardening/phonics/maths/running/choir.
- The strong commitment to creativity – which ensures every child learns a musical instrument – leads to an enthusiasm about music from the children with SEND (those spoken to on the SEND Review).

### **Working with Parents/Carers of children with SEND**

- School systems showed that there was close liaison with some parents to promote positive outcomes for children with SEND. Parent feedback shared that their child and themselves had been supported throughout their time in school. Communication had been good with regular meetings. The parent seen spoke with clarity about when their child's needs were identified in nursery then extra help that went into Year 1. She shared that assessment was done through Years 3 and 4 with the statutory assessment process finalized in Year 5. The Annual Review had been done early in Y5 in preparation for a secondary move. The parent said that school 'couldn't haven't done more'
- There is differentiation/personalization of work for individuals. Parent talked about how homework had been changed for their child – alternative recording; parents can scribe at home; use of the computer.
- School has successfully established a range of ways to engage and support parents/carers. This includes the 'Circle of Adults' model used in school with some families creating a successful meeting structure that has been shared more widely with other schools. It allows the parent/carers to be central to the discussions and creates a mind map sharing information and actions through-out the meeting.

### **Quality of Teaching and Learning/SEND Provision**

- Consistent systems within school ensure that all staff take responsibility in identifying children with SEND; communicating observations/assessments/evidence to SLT and then following up with input and support. This ensures early identification of needs is in place with timely responses. The Inclusion Register/SEND list is actively used – with a recent reduction in numbers.
- Learning walks and discussions showed an effective whole school approach to SEND with the teachers and teaching assistants seen being clear and committed to their roles working with all children including those with SEND. This was seen in the consistent delivery of strategies in class - personalized to children so that they themselves were adopting the strategies – talking through problems; slowing down; focusing on instructions. Staff were very responsive to individual children's needs in lessons.
- Some teachers from across year groups recognised that communication and interaction was a high area of need in school; specifically speech and language needs. They spoke about their responsibility to bring out the best in all children supporting emotional needs as well as learning. Teachers were able to talk about specific approaches which enhanced their whole class teaching. There was evidence of consistent liaison with teaching assistants which achieved a collaborative approach to delivery and tracking of impact on outcomes for children with SEND. Provision maps supported planning. Teachers spoke about the dedication and commitment of teaching assistants – sharing ideas and supporting each other to ensure that there was accessibility for children with SEN in the class room.
- Teaching assistants spoke with confidence about their roles in class and across school. The training they had effectively prepared them for the work – on Read Write Inc; Autism and from professionals such as Severn TS Advisers; Educational Psychologists and the Learning Support Advisory Service. It was shared that TAs felt that senior management were all highly supportive and had an open door policy so were easy to talk to. Senior management has also reflected that they feel it 'works both ways' with all staff working together. This creates a strong team approach and a view was expressed of 'our class, our responsibility'. TAs receive professional reviews.
- The school approach states that they aim to not withdraw children with SEND from lessons. There was evidence of effective interventions delivered within the classroom – one to one reading with appropriate modelling/repetition/specific praise used and Phonics work with accurate delivery and modelling, the children involved were highly engaged. Multi-sensory approaches were observed in some classes with a range of resources available to children with SEND.
- SENCOs have ensured that external professionals are a key part of working practice in school. Learning Support Advisory Teachers and Educational Psychologists work in a variety of ways from assessment of individuals to training staff and parents. Staff monitoring of pupil progress follows up any advice given.
- Learning walks showed that the positive behaviour policy is embedded in school with staff de-escalating behaviours and supporting children to be calm and return to learning.
- Staff reflected on the Hub and Safari provision seeing the approaches that are supporting progress – consistency/routine/time/modelling succeed in building

relationships and ensure children with SEMH are engaged. Staff are flexible supporting in class and in groups. There is a holistic approach to supporting children and families. Links between the Inclusion Lead and SENCoS are strong and consistent.

- There is a commitment to training staff – Kagan; Paul Dix training; emotion coaching; MAPA training. The whole school approach to developing staff skills is of benefit to the children with SEND across school.

### **Developments/Recommendations:**

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

- Discussion with senior managers showed that the area of speech and language is an ongoing priority area across school for the next year with a focus on EYFS as children come into school. This has been identified in the SEND action plan and should be embedded in the whole school development plan. Alongside this focus on increasing the narrative skills of staff across school focusing on the Early Years.
- Parent/carers are involved in school meetings and some are engaged in workshops. This is an area that school have identified as needing further work. Co-production should be embedded across school. There is ongoing work by teachers on developing relationships with all families. Reference to the Whole School SEND reflection Framework may support individual reflection on working with parent/carers.
- Senior management continue to ensure through observation; learning walks and book scrutiny that there is consistency in all teaching/approaches when working with children with SEND.
- Consider over time how the SEN Information Report can be made accessible for parent/carers – involve family feedback in this – perhaps videoing; pictorial information.
- There has been significant training on Autism in school – it will be important to take time to look at the impact of training. This may be linked as a responsibility of the Assistant SENCo role.
- Assistant SENCo to ensure she does learning walks with SLT including SENCoS so strategies and support can be monitored.
- Refresh the website with positive quotes from Parent/Carers in respect to work in Safari – highlighting the success and solutions that are found for them and the children.
- School is working through the Autism Education Trust levels – monitor impact in school.

The SEND self-evaluation and SEND in a Nutshell also highlights specific areas of development which link to some aspects of above:

- Improving the attendance of children with SEND
- Working with families to support children with SEND – encourage involvement in learning
- Upskilling staff and parents in the area of Speech and Language with a focus on the Early Years
- Develop a speech and language programme including baseline, assessment and monitoring
- Progress for all children to be broadly in line with national data
- Develop the AET progression framework with the LSAT

<b>Priorities</b>	
1	Whole school approach to assessing and supporting SLCN with a focus on EYFS
2	Increasing engagement of Parent/Carers on an individual, group and workshop level
3	Track and monitor the impact of training (AET) on outcomes for pupils

**Notes:**

*SEN Information report is dated 18/19 – check dates.*

*References to the SEND Code of Practice should be 2015 (January) not 2014 – check and update documents.*

*Check the curriculum page as SEND information is out of date.*

*Check the Accessibility plan is on the website.*

*Ensure the equality policy is up to date and the equality objectives are in place and on website.*

The above notes were actioned during the SEND review visit so now:

Date removed from SEN Information Report with a date for review at the bottom.

SEND statement removed from curriculum document.

Equality information now on website.

Accessibility Plan now on website.

Incorrect date removed from SEND Code of Practice.