

## SEND Review Outcomes Template

<b>School:</b> Holmer Lake Primary School	<b>Date:</b> 4/7/22
<b>Name of Reviewer:</b> Nicola Davis	
<b>School Contacts/roles:</b> Mrs Mahoney, SENCo; Mrs Kumar, Head teacher.	
<b>Area of Focus:</b> Special Educational Needs and Disability	
<p><b>Preparation/background to visit (e.g. reading policy, discussion with Head Teacher, review of SDP):</b></p> <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>	
<p><b>Information gathered during visit:</b></p> <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>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• SLT spoke with confidence about provision for SEND being a priority across school. Senior managers were present for initial discussion and talked about the SEND self-evaluation. Main points shared were that there had been huge work on differentiation across school and a process of change</li> </ul>	

management in areas of SEND. There has been some external support gained by senior managers from a local Primary school SENCo 1 day a week from September 2020 – this has helped to ensure that statutory SEN systems and processes were in place in school.

- The SENCo fed back, through SEND self-evaluation form and discussion, that SLT had prioritized the area of Special Educational Needs in school. The SENCo role is a middle leader position and there are weekly meetings with SLT on SEND. There was dedicated time in the week for SEN work for the SENCo but if more time was needed then she knew she could request it. The SENCo has completed the NASENCo qualification and attends the local SENCo network which informs her practice.
- Conversation with the Governor for SEND showed a clear awareness of the leadership of SEND in school. There was understanding of the SENCo role and a meeting had been held with plans for further meetings and a joint learning walk. She was aware of the Local Offer and had understanding of the contents of the SEND Information report.
- Systems for identification are well established in school and teachers take responsibility for sharing information about children they have concerns about. There is ongoing refining of the SEND Register to ensure accuracy of needs – the teachers can discuss with the SENCo looking at low levels of attendance alongside levels of need. Staff shared that actions resulting from these discussions are clear for pupils.
- There has been a focus on working with children with SEMH to develop relationships with class teacher and ensure good structures are in place to support across the day/in class. A behaviour tracker is analysed and supports solutions and responses. Nurture provision is also in place some afternoons per week which is of benefit to specific children.
- Learning walk completed on the review showed that some strategies were in place to support the learning of children with SEN. In reception classes teaching was seen in small groups and whole class with; short instructions; practical materials; checking for understanding; reinforcement of concepts. Across other year groups there were opportunities for recall; verbal instructions with some visual support; modelling; repetition; clear directions and specific praise; pausing to give children time to process and answer.
- Across school there were some smaller groups of children working including children with SEN – these were quieter areas and the sessions allowed for checks for understanding and reinforcement of vocabulary.
- In some classes teachers/TAs are using dynamic assessment to use different seating positions as needed through the day for children with SEN.
- Teaching Assistants show clear understanding of their roles and confidence in working in whole class, small groups and one to one. There was evidence on the learning walks of TAs showing strong abilities to step in and support children with SEN as and when needed. This has created good opportunities for children to learn independently and with peers too. Communication between TAs and teachers in classes is considered to be good. Most TAs see their teachers working with the children with SEN too – there is a structure of rotating groups and splitting the role to ensure that all children are known to both teacher and TA.

- Teachers are all aware of the broad areas of SEND – they understand their responsibilities towards children with SEND and the systems within school to record their concerns. They work well with the SENCo feeling that she listens, is highly supportive and will inform them and ensure that referrals to other professionals are followed up. The teaching staff also feel that SLT are supportive with the Assistant Head ensuring that ‘children with SEN get what is needed’.
- Professionals are referred to by school and any advice from Educational Psychologists; Teacher of the Deaf; Speech and Language Therapists or Occupational Therapists is successfully followed through in school.
- There is a clear structure of booster groups on a 6 week rota to support progress. This should be linked to intervention development (see below).
- EYFS staff plan their interventions for children with SEND – this is very positive as it enables them to see generalization of skills and understanding across the EY environment too.
- Forward planning is done to ensure there is inclusivity on school trips in relation to medical needs; personal care and individual needs.
- Training for SEND has been consistently offered across time – ranging from ASD; ADHD; Phonics; ELSA; SLCN from Speech and Language Therapists including colourful semantics. There is an action identified in the SEND self-review for the SENCo to monitor the implementation and impact of any training.
- The Learning Mentor/Parent liaison spoke about the feedback from parents and the importance that they are happy with what is being done for children with SEN. There is a holistic approach and the school aim to be supportive to the child and family. Having SLT on the playground is positive so that parent/carers can talk if needed.
- Children with SEN shared what they felt helped them at school saying ‘teachers and TAs help you on the board with pictures’; ‘if you try and work it out they will tell you again’; ‘you can go in your book and it shows you what you need to do’. Children also said that people said ‘well done’ ‘good job’ to them too. They talked about liking school and were proud of maths work; working with friends; writing and sequencing. They also knew resources that were useful in school – word banks; RWI chart and they shared that making friends in class was helpful.
- Children with SEN showed they had some aspirations – one wanted to be a servant for the Queen; waiter; pilot; teacher; YouTuber; emergency helper. They said they were proud of the school as it ‘helps us – they feed us, teach us, let us go outside to play, let us do exercise’. They were all knowledgeable about the SMARTER code in school.
- A parent expressed the journey she and her child had been on with school. She felt that now school was much better and that time and support had been given to her through the assessment time. Her child was always happy to come to school and her confidence had grown over time – she felt that there is always patience and understanding of her child in school. Transition has been a priority and information is always updated with her. She receives all copies of paperwork. Another parent spoke with confidence in the school saying they had been very helpful, staff had been trained by SaLT and said ‘they are brilliant – and I get help whenever I need it’. The

school have involved the Learning Support Advisory Teacher and this was appreciated by the parent too. Both parents seen felt their children were making progress in school. One spoke about the Head Teacher coming out to see families and help with children if needed and how welcome this made everyone feel. The SENCo was seen as 'very helpful and lovely'. There is an action in the SEND self-review to build on parent voice so that wider views are capture and the parent confidence expressed today is consistent across all parent/carers.

#### **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 work with LA Early Years SEN Teachers and PVI settings – to build on information gained during transition. The school shared that there was a lack of information on some children with SEN entering school – this may be due to limited attendance associated with Covid over recent years.
- An SEN admin support role to be considered as it would enable the SENCo to focus on learning walks; support for staff; observations of children; liaison with professionals and parents. Ideally this role could be timed after the SENCo management time.
- Adapt the cause for concern form as identified in the self-review. The Abigail Gray Needs Matrix (in Effective Differentiation book) may help inform some observations and information gathering for staff.
- The SENCo has identified the need for further defining objectives and is linking them with interventions from September 2022. Use of Insight is planned to support this. Further consideration of assessment of children with more complex needs will be investigated. Support is available locally through LSAT Team; SLE/Outreach roles from special schools.
- Consider the positioning of children with SEN in class – seating with their backs to teacher/board at the front makes it more difficult to focus and follow the lesson. Use the Whole School SEND materials to look at the effective learning environment – these are freely available through the website – [www.wholeschoolsend.org.uk](http://www.wholeschoolsend.org.uk) . There is also the Teacher Handbook SEND that may be useful.
- In class teaching there was variable use of visuals to support learning during maths sessions. Consider consistent access to practical maths materials to support learning.
- Interventions from year one and above are planned by SLT – there needs to be a link with class teaching so that any content in interventions can be reinforced in class teaching or that the intervention groups build on class learning. Consider involving the teachers in planning for interventions or sharing the information so in-class teaching can build on targets/concepts/vocabulary/skills learnt in interventions. Also track when the interventions are happening to ensure that class teaching is not being missed too much. Ensure training is in place to increase staff's ability to track the impact of interventions on children's progress across the curriculum. (This has been identified also in the school self review).

- Discussion showed that staff and senior leader wished to further raise parental confidence in school – there is an aim to capture the parent voice; hold coffee mornings.
- Regularly capture the views and feedback from children with SEND – so they have opportunities to talk about what they are proud of and school. There is an action on the self-review to support younger children which will be highly supportive.
- Consider use of language – so for children with SEN the instructions/questions at correct right level; time to process. Support could be accessed from LSATs on understanding of this area/training and learning walks by senior leaders and SENCo should monitor impact.
- Ensure use of visuals is consistent across school. This includes visual timetables being consistent across school; practical/concrete resources to support learning to be in place; communications aids like photos/symbols of reference to be consistent in use if needed by children with SEND.
- There are plans to establish appraisals for TAs across school – this will continue to develop staff knowledge and skills.
- Develop information on website to ensure it is finalised and also consider accessibility and easy read as noted below.

**The school self evaluation form identifies actions for 2022/2023:**

- Include the monitoring of bullying and analysis of attendance as a barrier to learning – add to cause for concern paperwork.
- Introduce a parent/carer contract including agreement to school values.
- Introduce a class contract for pupils to keep to the school values – SMARTER code.
- All governors to be knowledgeable about statutory requirements in relation to SEND.
- Leaders to continue to monitor impact of interventions through data analysis, learning walks and observation.
- Senior leaders to regularly review the accessibility plan in terms of Physical/Information/Access to the curriculum.
- Senior leaders to work with families to gain their views on the school website and processes in school.
- Develop the offer for ECTs through bespoke training to help with pupils with SEND in their class.
- Ensure homework is differentiated for all pupils with SEND.
- Intervention walk (SENCo/SL) to be timetabled in to measure impact.
- Information from interventions to be regularly shared with teachers so this can be capitalized on in the classroom.
- SENCo to ensure the website is regularly updated; liaison with parents on the school website focusing on accessibility/support/provision in school.
- 2022/2023 Inclusion/SEND tea/coffee morning for parent/carers to talk to SENCo and parent liaison.
- Pupil voice to be developed for younger pupils with SEND through incorporating symbols and pictures to support answers.
- Continue with a termly newsletter making pupils/parents/carers aware of local and national services.

- SENCo to monitor the impact of training across school – aim for school to cover the training for additional needs wider than those at school now (prospective pupils).
- Teaching assistants to receive professional reviews.
- SENCo to undertake audits to ensure school is fully accessible to any future pupils with needs.
- Continue with meetings with Governor for SEND.

### Priorities

1	To ensure that there is consistent communication with parent/carers of children with SEND including accessibility to information on the school website.
2	To ensure that the interventions in place in school for children with SEND are consistently linked with whole class approaches and planning/content communicated with teachers. Impact to be monitored by senior leaders and SENCo.
3	Consideration of steps in assessment for children with more complex needs.

### Notes:

On website:

SEND Information Report states DRAFT so needs updating. Consider making more family friendly with pictures and links to information.

Accessibility Report; equality policy; inclusion policy all in date.

SEND Policy states 2020-2021 but also adopted on Spring 2022 so just check dates. Also says DRAFT on it so needs altering.

- Check date of Code of Practice in SEND policy – should be January 2015.
- All links were working well at time of review.
- In section of graduated response mention the Assess, Plan, Do, Review cycle

Consider accessibility of website; easy read sections would be good. Look at Mencap or Council for Disabled Children examples.