

Special Educational Needs and Disability (SEND) Review

School St Mary's Primary School Twickenham	Headteacher: Mrs Angela Abrahams
	Duration of visit: One day
Date of visit: 21 st September 2018	Staff Met: Various, including members of the Governing Body

Background

- The review was commissioned by the Headteacher in agreement with the Governors
- The school is much larger than average having, on the day of the review, 645 pupils and is spread across three sites, the junior site being a good 10 minute walk away from the Middle and Infant sites
- The Special Education Needs and Disabilities (SEND) team consists of:
 - a fulltime, experienced Special Educational Needs Co-ordinator (SENCo) who has completed her Nationally Accredited SENCo Training at the University of Roehampton
 - 0.2 SENCo who is currently on sick leave
 - 0.4 SENCo about to start her Nationally Accredited training course
 - 0.2 SEND teacher working with pupils who have Education, Health and Care Plans (EHCPs)
 - 26.8 full time equivalent additional adult support staff. (This includes staff employed specifically to support pupils with EHCPs)
- On the day of the review the school had 75 pupils on the SEND support list, 12 of those having an EHCP which would indicate that they have exceptionally high levels of need.
- The following activities were carried out during the course of the day:-
 - Meeting with the Headteacher
 - Meeting with the SEND team
 - Learning walks, monitoring teaching and support in conjunction with the SEND team
 - Meeting with the Governor with responsibility for SEND
 - Book Look
- The Consultant also had access both on the day and prior to the review information on:-
 - Assessment
 - Use of data
 - Interventions
 - Progress of pupils with SEND
 - Staff training

- SEND Development Plan
- SEND Policy and audit
- The online SEND Information Report for Parents
- The School Improvement Plan

Evidence

Lesson Observations – The Learning Walks

The SENCOs and Consultant carried out learning walks across all three sites during the day where teaching in a range of subjects was observed in Years 1 to 6. The children in Reception were still attending for only a half day as part of their induction to school and so were not seen, but the consultant spoke to all the Reception teachers and SEND information files were scrutinised.

The learning walks were a key activity during the review, as research has shown that the vast majority of pupils with SEND make best progress when receiving Quality First Teaching alongside their peers. Across the school there was consistently high expectations of pupils by their teachers for both learning and behaviour.

All the lessons seen were well planned and there was evidence of year group's planning together to provide consistency. Lesson plans were made available to the consultant and SENCOs and it was clear that each teacher was planning well for pupils in the class from, those with SEND to the more able. Teaching style, tasks and resources, (such as structured writing grids and concrete apparatus) were differentiated to enable pupils to access their learning as independently as possible. Planning also identified the pupil or groups of pupils that were to be the teacher focus for that particular lesson. This ensured that pupils with SEND are never perceived as the responsibility of an additional adult in the room, but additional adults are used to enhance learning and promote independence, never to replace the teacher.

Where additional adults were observed they obviously had a very clear understanding of their role and some very astute questioning was overheard, which enabled the pupil to think the problem through and come to their answer independently.

There was absolutely no evidence of pupils being over supported or adults falling into the trap of providing answers or completing pupils work.

Throughout the learning walks both the consultant and the SENCOs spoke to pupils identified as having additional needs. One pupil in Yr2, who was being supported by an additional adult, was able to explain very eloquently and confidently the task he was engaged in and what he was learning. He completed the task and asked for more work explaining that "I like a challenge!"

Behaviour management in all the classes was very effective and staff were using a range of strategies to make sure all pupils, including those with SEND, were engaged. These ranged from using lolly sticks to pick pupils to answer the teacher's questions (no hands up) to a variety of seating arrangements in the classroom and incorporating "quiet" desks for pupils

who had more difficulty concentrating. An SEN pupil with particularly challenging behaviour was able to access learning because the school had made extensive adjustments for him, providing effective 1 to 1 support in a quiet room.

During the course of the day the consultant was able to see a variety of pupils' work books, comparing the work of SEND pupils with that of non-SEND pupils. Work is set at an appropriate level for all pupils. Where a pupil had received additional adult support it was indicated on the work.

In each classroom the teacher has an SEND file. The key documents enable teachers to have up to date information on pupils with SEND, these inform their lesson planning and enables them to track pupils' progress very closely. The files ensure a consistent approach to SEND across the three sites; they enable the SENCOs to monitor progress and address difficulties where they arise.

Every file contains:-

- The SEND Policy
- A provision map for the year group showing the type of intervention put in place, frequency, duration, resources needed and the member of staff responsible.
- A tracking sheet for pupils receiving intervention so progress can be recorded and monitored.
- Baseline data for all pupils
- Whole class progress tracking data
- Information on pupils with exceptional needs that have an EHCP which includes
 - Their Annual Review
 - Very child friendly Learning Profiles
 - Relevant professional Reports
 - Outcome tracking sheets

The files represent extensive work on the part of the lead SENCO and are key to a consistent approach to SEND across the school. They enable the SEND department to monitor the impact of high quality of teaching and learning in every classroom. Tracking also ensures that any interventions put in place are monitored, time limited and effective.

Assessment

There is a well-developed, rigorous and consistent whole school assessment schedule in place. Commercially available assessments (NFER) are used to test pupils in-year SATs for relevant year groups. Pupils are also assessed at the end of topics using Rising Stars to ensure that all aspects of what they have learned have been understood.

Ongoing assessment is also in place using a system of hot and cold tasks. Pupils are set a task before learning takes place to assess previous knowledge and enable the teacher to plan for pupils learning; at the end to ensure that pupils have understood and moved on in their learning their progress is measured.

As well as formal assessment, it was clear from observation during the learning walk that teachers and additional adults in the classroom are constantly using questioning during lessons to ascertain pupils' understanding and discover if there have been any misconceptions or misunderstandings.

In extremely rare cases where pupils are not making expected progress the SEND department may put in place further testing to inform intervention to support a pupil's learning such as an assessment for Dyslexia.

Pupils working below National Curriculum Levels or making very slow progress are assessed using PIVATS, an assessment tool for pupils with SEND.

The wealth of information gathered from assessment is then used to identify targets and enables teachers to plan their lessons to ensure that all pupils can access their learning as independently as possible. Pupils identified with SEND will have specific targets as part of their Learning Profile.

Data and Intervention

Assessment data is recorded electronically and made available to all staff as part of the SEND information file in every classroom. It allows teachers to filter pupil groups to check for trends.

Pupil Progress Meetings are held 6 times a year and involve the class-teacher, SENCo, Headteacher and Deputy Headteacher, who review the progress data of every pupil. Any pupil not making expected progress is identified and actions put in place to support their learning.

Interventions to support learning takes many forms; the range of tools used at St Mary's varies from the traditional commercial schemes designed to be delivered by an additional adult, to providing spelling grids, writing grids, concrete apparatus and visual timetables. Additional adult support for pre-teaching is utilised but it was evident that the school encourages independent learning wherever possible.

IT based intervention programmes are also available such as Word Shark and Number Shark. Other intervention resources include The 5 Minute Box, the Number Box, Unicom and Toe by Toe. The class teacher takes responsibility for monitoring all interventions and support staff complete SEND tracking sheets, recording challenges or successes for each child. Formal and informal observation by both the class teacher and SEND team ensure correct and consistent delivery, resulting in good progress of the pupils receiving these interventions.

The school also provides intervention and support for pupils who have barriers to learning due to social and emotional factors. The School has recently invested heavily in pupils' social and emotional well-being by appointing a Learning Mentor, who is available to all pupils. Work with the Anna Freud family therapist has also had a positive impact on both the social and academic aspects of a number of pupils. Training in this area has been disseminated to school staff.

At morning break the consultant and SENCo went to the Middle Site playground. The playground has been designed to enable pupils to engage in a variety of activities with their peers, from ball games, using the climbing equipment, to sitting in the quiet areas building or reading. All the pupils were very friendly and confident and engaged with the consultant, happy to describe their games and how they got on well with their friends. The adults on duty were all wearing high-vis jackets and it was clear that pupils were happy to engage with them

too. No pupils were observed wandering alone and the SENCo was able to point out SEND pupils who were fully included. She indicated some considered to be vulnerable who were playing with two companions who had volunteered for the role.

Progress of pupils with SEND

Across the school pupils with SEND are making good progress and data shows that the longer pupils are in the school the better the progress they make. Last year's SEND leavers made better than the average progress in both reading and writing and equivalent progress in Mathematics.

It is clear from the data that pupils with SEND at St Mary's benefit from quality first teaching and appropriate interventions from a dedicated team who ensure progress is maintained.

Training

School staff have undergone a wide range of training, specifically in relation to provision for pupils with SEND. The training has been delivered both in-house by the SENCo and by outside agencies.

Some examples of previous training:-

- Additional adults
 - Specific intervention training for literacy and mathematics
- Teaching staff
 - SEN assessment using PIVATS
 - Autism awareness
 - Working with pupils on the autistic spectrum.
 - Fun with Sounds
 - Restorative Justice
 - Teaching Looked After Children
 - ADHD/ Anxiety
 - Attachment Disorders
- Senior Management Team
 - Training to become an "Adoption friendly School"
 - SENCo Conferences
 - SENCo Locality Meetings
 - Attachment in the classroom
- Planned for this academic year
 - PATHS (Promoting Alternative Thinking Strategies)
 - Autism – managing anxiety
- Parents
 - Primary mental health training

The training programme for 2018-19 is already in place to support areas for development in the school development plan.

Meeting with the Governor with Responsibility for SEND

The Governing Body takes its responsibility for SEND pupils seriously and believes there is excellent provision for pupils with SEND. The Governor with responsibility for SEND was met with the consultant and has a very good understanding of the provision for, and progress of pupils with SEND in the school. She is hugely supportive of the Headteacher and Senior

Management Team.

The Governor recognises that the successes in the achievement of pupils with SEND at St Mary's is not always as effectively communicated to parents as she and the school would like. This has led to a small minority of parents having a lack of confidence, despite the evidence of excellent provision and progress of pupils with SEND.

Communication with Parents/Carers

The SEND Development Plan is robust and reflects the areas the School is working towards. The plan includes collecting the views of a variety of stakeholders to assess better ways of communicate with parents of SEND pupils. Increasing the number of "coffee mornings" and carrying out an audit of the SEND area of the school website is planned.

Currently in place are:-

- Two coffee mornings per year open to all parents
- The parents of pupils who have Learning Profiles meet with a member of the SEND team termly to discuss targets and support the implementation of new ones
- Pupils with EHCPs have a statutory, annual review but there is frequent liaison between the SEND team and parents
- In addition to these formal arrangements there is an open door policy whereby members of the SEND team are happy to meet with parents or communicate by telephone or email.

The SEND Policy and Online Information for Parents/Carers

Both these documents meet all statutory requirements, are easy to access on line and are reader friendly.

Summary

St Mary's Primary School Twickenham provides an excellent, holistic education for all pupils with SEND.

This is because:-

- SEND is very well led and managed across the school.
- There is consistent delivery of the highest Quality First Teaching across all the school sites.
- The Headteacher and Senior Management Team have a consistent, clear view of the direction of travel for the school with the highest expectations of both staff and pupils.
- The Governing Body supports and challenges the Headteacher. The Governor for SEND is well informed and the Chair of Governors takes a personal interest in SEND across the school.
- Assessment is thorough and ongoing and is used effectively by all staff to inform planning for lessons and interventions. Continuous scrutiny of data ensures high quality teaching and learning for all pupils including those with SEND.
- There is rigorous monitoring and evaluation by the Headteacher and Senior Management Team of teaching and learning and thereby ensuring progress across the

school.

- Where the school has identified areas for development, the school development plan reflects this and actions are put in place to address any issues.
- The Lead SENCo has developed systems and procedures to ensure that teachers on all sites have the information they need to provide the best outcomes for pupils with SEND in their class.
- The school uses the relatively small number of additional adults in the classroom very effectively to support pupils, whilst promoting independent learning.
- There is extensive ongoing training for all staff in all areas of SEND. Meeting the needs of pupils' mental and emotional well-being is seen as being just as important as their academic education.
- The school has up to date reader-friendly policies and information available to parents and the wider public.
- The pupils at St Mary's are polite, confident and happy to voice their views and both they and their teachers work extremely hard towards common goals.