

SEND Review
Eleanor Palmer Primary School

Introduction

This SEND review was requested by headteacher Kate Frood, to provide an external evaluation of the strengths and areas of development for SEND provision at the school. The report was compiled following interviews with key staff, parents, discussion with pupils, a learning walk and paperwork scrutiny.

Area	Findings
Leadership	<p>Strengths:</p> <p>School leadership is regarded as a prominent factor in improving student outcomes (Day, Gu and Sammons, 2016). This has been firmly acknowledged in the field of SEND (Rayner, 2007). Moreover, the importance of school leaders and their SLTs in demonstrating a firm commitment to developing an inclusive culture within a school has long been regarded to be as important as the systems, practices and policies that are implemented to improve outcomes (Dyson & Millward, 2000).</p> <ul style="list-style-type: none"> • Leadership of SEND at Eleanor Palmer Primary school is exceptional. School leaders have created a culture of high aspiration where all children are able to achieve excellent academic and wider outcomes. • The school has completed an in-depth self-evaluation of SEND practice, which highlights the breadth of provision available. School leaders have made an accurate assessment of the school’s strengths and areas for development. • The SENCO is highly knowledgeable on SEND provision and practice. <p>Recommendation:</p> <p>Consider developing a simple one-page SEND strategic overview, that captures the context of the SEND population at the school and how this compares to schools nationally. An example document has been attached to this report which includes the following:</p>

	<ul style="list-style-type: none"> • <i>Distribution of students as categorised in the SEN Register category of need (14 areas)</i> • <i>Distribution of students in the school across the 4x broad areas of SEND.</i> • <i>Progress data and attainment data</i> • <i>Attendance of pupils with SEND</i> • <i>Exclusions of pupils with SEND</i> • <i>Key interventions run by the school</i> • <i>Areas of focus for the SEND development plan</i>
<p>Quality of teaching and learning for pupils with SEND</p>	<p>Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching (CoP 2015).</p> <p>Strengths:</p> <ul style="list-style-type: none"> • The individual needs of pupils with SEND are communicated very effectively and this helps to ensure that teaching strategies are effective. • The SENCO works effectively with class teachers to develop a whole school response to SEND. For example, through planned CPD and induction training for new staff. • Class teachers are able to describe in detail, the individual needs of pupils with SEND in their classes. • The school works very effectively with outside agencies to ensure that teachers are provided with high quality advice on creating classrooms that are inclusive and allow pupils to achieve to the best of their ability. <p>Recommendation:</p> <ul style="list-style-type: none"> • An effective provision map should give a clear link between provision and pupil progress, providing an ‘at a glance’ way of showing all the provision that the school makes which is <i>additional to</i> and <i>different from</i> that which is offered through the school’s differentiated curriculum. In order to do this, the school should consider adding the following components to its provision mapping of interventions so that it is clear on the interventions that provide greatest impact <ul style="list-style-type: none"> - Type of intervention - Desired impact - Pre-intervention assessment - Post-intervention assessment/evaluation - Average gain.

Assessment and Identification

Appropriate intervention cannot be put in place if a pupil's SEND has not been correctly identified. It is important to take the time to reflect on the school's range of current screening and assessment tools and where necessary to engage with the relevant professionals to ensure precise identification. Schools sometimes use interventions based on their current or historic offer, or based on areas of staff expertise, rather than drilling down into the individual needs of the pupil and then personalising the intervention around them.

Strengths:

- Outside agencies are used effectively to support the identification process. The school engages with educational psychologists and speech and language therapists to support the identification of pupils with SEND.
- The SENCO liaises with parents and carers effectively to ensure accurate and early identification.
- Teaching assistants have a good understanding of individual pupils and this knowledge contributes to supporting the identification process.
- The school carefully scrutinises a range of data to ensure that learning needs are not missed.
- Regular, high quality communication between SLT and staff teams ensures that the school's assessment system leads to teachers being better informed about practice, and in turn, improving outcomes for pupils with SEND.

Recommendation:

- Widen the pool of assessments in the area of SEMH order to sharpen identification and enable the SEN department to track incremental progress.

Example assessments have been attached to this report which include:

Boxall Profile – A checklist framework for assessment of social, emotional and behavioural difficulties. Online version available online at: <https://boxallprofile.org>

Strengths and Difficulties Questionnaire (SDQ) – A brief behavioural screening questionnaire for 3-16 year olds. Versions of the questionnaire are available for pupils, parents and teachers to complete. Available for free from: <http://www.sdqinfo.com>

Monitoring,
Tracking and
Evaluation

Rigorous monitoring and tracking help to inform strategic decisions regarding interventions and classroom practice. Systems that support this process, for example the use of a provision map, will help in planning the range of provision across the school and can give a clear link between provision and pupil progress.

Strengths:

- All pupils with SEND have a My Plan in place. These plans are of high quality and contain targets that are reviewed termly. Parents and pupils are fully involved in the creation of each plan.
- SEND provision at the school arises from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.
- Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. Where a potential special educational need has been identified, this cyclical process becomes increasingly personalised.
- Excellent collaboration between the SENCO and classroom teachers is preventing the need to move too quickly into personalised interventions.

Recommendations:

- The SEND department has a good understanding of individual pupil performance and their personal circumstances and can point to real success stories. It may be helpful to include a more detailed understanding of the performance of different groups of pupils with SEND and how these groups compare to the rest of the school. This could include exploring how specific groups of pupils compare with others. For example, how do pupils with cognition and learning needs progress compared to pupils with social and emotional mental health needs?
- Ensure collection of appropriate baseline data at the start of all interventions.

Working with
Pupils and Parents

Strengths

- Annual Reviews are well attended by parents and carers.
- Pupils were overwhelmingly positive about the support they receive from the school and felt it had made a real difference. Comments from pupils included:

'I haven't had any proper problems. But when I get stuck I get help when I need it.'

'I like how teachers don't just order us. They prepare us and teach us before tests so we don't worry.'

- Pupils with SEND are involved in wrap-around activities and are supported through a variety of enrichment activities.
- Planning and arrangements to ensure a highly successful transition from primary to secondary school are in place. The SENCO and her team work effectively to ensure that transition is as seamless as possible.
- A number of systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.

Recommendations

- Review the format of the SEN information report and use this as a platform to articulate the range and breadth of support that pupils with SEND receive.
- Conduct a focused SEND questionnaire to capture parental confidence in SEND provision at the school.

<p>Efficient Use of Resources</p>	<p>Strategic resourcing and strategic thinking are closely linked (Robinson, 2011). As leaders of SEND we should question and challenge assumptions about the links between resources and the needs they are intended to meet. We need to ask what conditions are required to ensure a resource works for the learners that are being targeted and what evidence there is to show that using a resource in a particular way will help to achieve the intended goal.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • During intervention lessons, the teaching assistants had very high expectations of pupils with SEND. Exercise books showed clear evidence of pupil progress. • There are examples of the SENCO providing high quality CPD to staff. • Ahead of lessons, TAs have a clear understanding of concepts and information to be taught, skills to be learned and applied, intended learning outcomes and specific learning needs of pupils they will work with. • Trained TAs deliver a small number of carefully selected, evidence-based structured interventions to complement and extend teaching and learning in the classroom. • TA-led interventions are delivered with fidelity. Sessions are brief, regular, steadily paced and well-resourced. • Evidence shows that TAs' interactions with pupils are consistent with nurturing pupil independence, not dependence on adults. <p>Recommendation:</p> <ul style="list-style-type: none"> • Provide administrative support for Annual Reviews in order to reduce SENCO workload.
<p>Developing the quality of SEND provision</p>	<p>Strengths</p> <ul style="list-style-type: none"> • As a result of proactive and strategic planning, SEND provision at Eleanor Palmer school is a model of good practice. The SENCO, headteacher and wider leadership team have worked collaboratively to develop a whole-school strategy that provides very high-quality provision, and where teachers are aware of their responsibilities to pupils with additional needs.

Recommendations:

- Review the quality of provision for pupils with SEND at unstructured part of the school day e.g. breaktime and lunchtime.
- Explore opportunities to develop provision in the area of communication and interaction.



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