

SEND Review Summary

School: Redhill Primary

Date: Spring 2021

Name of reviewer: N Davis

School Contacts/roles: Denise Rock SENCo

Area of Focus: Special Educational Needs and Disability

Preparation/background to visit (e.g. reading policy, discussion with Head Teacher, review of SDP):

Check of Website – including statutory requirement for Annual SEND Information Report

SEND Policy

Whole School SEND Review Document

Accessibility Plan

Equality Policy/targets

Related policies

Ofsted reports

SENCo file

Information gathered during visit:

Discussion with Head Teacher SLT and SENCo

SEND documentation, SEN records, interventions, teaching, SEND Review document (WSS)

Learning Walk – all classes and learning environment

Pupil voice

Parental journey/feedback

Governor/SLT views

Teacher meeting

Support staff meeting

Brief oral feedback to Head and SENCO

Strengths

- Leadership show a high level of commitment to inclusion and the SENCo is knowledgeable and skilled ensuring that there is a strategic approach to policy, provision and practice.
- The school development plan threads through responsibilities for those children with SEND linked to Governors, leaders and teachers, there is also consistent reference to research, pupil voice and anticipatory and responsive approaches.
- There is accurate analysis of the broad areas of need across school and further detail on specific needs. Attainment of children with SEND is monitored across school as is attendance. There is a co-ordinated approach to monitoring progress with class teachers and leaders ensuring that provision is responsive.

- An example of training for SEND has focused on responsibilities of subject co-ordinators – time has been taken to establish quality teaching and then build on the approaches, teaching and resourcing for children with SEND in each subject. This will be monitored over time.
- All documents and policies were up to date. Clear and comprehension information is provided on the school website in regard to SEND including through the SEND Information Report. There is excellent signposting to services for families and the chunking of information on pages makes it accessible.
- The Ofsted report from 2017 showed then that the teaching assistants were well coached to lead interventions; that there was a constant dialogue between teachers, teaching assistants and the SENCo and children made good progress. Evidence today seen on learning walks; in records and through discussions with staff showed that this was still consistent across school
- Information gathered through the SEND self-evaluation, learning walks, discussions, records showed that the stated ethos and values are embedded across school and seen in the teaching and support for children with SEND. Provision maps clearly document the approaches at wave 1/2/3 – there is a depth of provision that contributes to successful outcomes for children with SEND in the school.
- Children with SEND's progress is seen in books across all year groups. Evidence in books; portfolios; progress to outcomes/targets show that progress of all learners is closely and consistently monitored by teachers and senior management including that of children with SEND – this ensures that there are high expectations of all children
- Differentiation and personalization is evident in books; resources, classroom teaching; resources and specific approaches
- Senior management strive to ensure that there is consistency of practice across school through book scrutiny; learning walks and observation and by continually developing staff knowledge.
- Alongside working to ensure there is high quality first teaching, strategies and resources in place - some staff have developed skills in specific areas for SEND and there is ongoing coaching to support children with SEND provided for staff by the SENCo.
- The Governor spoke with confidence about the school as an inclusive setting – with training made available for all staff to ensure all are aware of the needs of children with SEND. It was felt that communication with families was important to support children and there was an understanding of the responsibilities of senior management in tracking progress and closing the gap for children with SEND. The summary of activities by Governors with the SENCo were shared and they show a thorough approach and reflect a strong picture of planning and provision for children with SEND.
- A high level of commitment to supporting the needs of children with speech, language and communication needs was seen in the consistent long term work with speech and language therapy.
- The work of the school improvement adviser is highly valued and ensures that SEND is central to all deep dives – reflecting that SEND is a strength within school seen in adaptations; pre-teaching; accessibility and finding solutions to any barriers to learning.

- A wide range of training in SEND has been and continues to be delivered to staff. There is open and honest communication with the SENCo that leads to specific support and guidance as needed. Senior management have aimed to develop diagnostic thinking amongst the staff so that the full picture can be gained and responded to for children with SEND.
- Discussions with Teaching Assistants showed that all were fully aware of their roles and responsibilities in school. They successfully worked with teachers and other staff in teams to respond to needs. TAs spoke confidently about specific strategies and interventions that were used with children with SEND and how these impacted positively on progress and independent learning. The Teaching Assistants seen spoke of daily communication with teachers; support from the SENCo as needed and good interaction with parents – all of which provided a holistic approach to supporting children with SEND.
- Outreach/SLE support has been provided by a local special school and the staff spoke of how beneficial and successful this had been across school.
- Communication in school is excellent in relation to sharing of information; planning and feedback for children with SEND. There is a strong sense of nurturing individual children spoken about by staff.
- There is a wider commitment in school to inclusion in terms of sporting activities; clubs and activities. Staff spoke of inclusive in-class competitions where everyone was involved.
- The school is outward looking and supportive to the wider school community – SLE; out of county schools; Inclusive School Forum. Senior management have released the SENCo to support another primary school's SENCo in policy and practice across the school.
- A group of children with SEND shared their views of school. They were able to talk about who supported them in school naming teachers and Teaching assistants. They described what they supported them with – reading; writing; any help they needed; phonics. In their words they said that staff “make the work less complicated”; “showed phonics videos and we loved them so much”; “made it more easier”; “tell us what is wrong and we use our 5Bs” (think/look back/look on the board/ask a buddy/ask teacher)
- Some children with SEND could express their aspirations about the future talking about working as a pilot; cop; zookeeper; helping people who are sick; game designer; coder; ecologist; vet; Navy captain. They could make some connections between what they were learning in school and their future jobs talking about maths and science and special studies in school. Forest school and trips were also important to some children.
- Learning walks showed that some staff are differentiating their language when teaching – using short and concise information. There is pausing to allow children to process information/instructions/questions. A range of support strategies was seen classes with a team of teacher and TAs and one to one support. There was a mix of teachers or TAs teaching the children with SEND showing shared responsibilities. Specific work areas had been set up in classes – tailored to the needs and interests of children – this ensured that teaching approaches could be differentiated within the classroom and distractions could be minimized for some activities. Multi-sensory

approaches were evident in the classrooms. Adjustments had been made over time to partition the classes to reduce noise and distractions for all children.

- Some parents of children with SEND shared their view of school – there was agreement that school was easy to get hold of and communication with staff was good. Parents could speak about the assessment processes including Education, Health and Care Needs Assessments saying that teachers and the SENCo had ‘helped a lot’. Comments made also showed that parents felt that the school staff cared about the whole family situation and would support in wider circumstances (application for DLA). There was also feedback that parents felt their children were making progress – talking about specific provision put in place in class and adapting to the children’s needs. It was felt that the school put their child’s interests first and that there was ‘definitely a 100% strong ethos to support the children’. Comments included; “school have been outstanding I can’t fault anything”; “SENCo has been so helpful with ideas and links – it’s phenomenal”; “I don’t have any negatives about school”; “I can’t thank school enough – they have been amazing from when he started school”; “so happy that he is lucky to be at the school – I can’t praise them enough”
- Parents also shared that staff at the Local Authority had been very supportive – they said the staff had been very easy to talk to and helpful during the EHCNA process.
- Teachers spoke with clarity about how they were proud that the school was known for providing a good environment and curriculum for children with SEND. They felt there was a wealth of expertise in the Teaching Assistants/SSAs in school and they worked closely together. Teachers also shared good practice and were given time to research and try out what works well/research based interventions/approaches. Teachers were well supported by the SENCo and range of training and resources accessed for 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.

- Increase awareness of parents of the website and build on their contributions to SEND information Report to achieve co-production
- Consider further development of role within the Trust – draw together a Multi-academy trust SEND Review to lead to level of consistency in training; inclusive teaching; sharing of good practice
- Build on current practice with Governors/Trustees as appropriate – use of the Whole School SEND Governance Guide would further support understanding and challenge
- The next step to further enhance the good practice in school could be to use the SEND Reflection tool to support staff development – the teaching and learning sections along with the effective learning environment support self-reflection and would highlight skills and areas that staff can be supported in. This could be linked to Performance Management/Appraisals so that there is always an SEND target for all staff.
- To continue to support the children with complex needs that attend/may attend the school - Investigation/development of an assessment tool that shows small steps of progress may be helpful – link to local special school examples

- As subject co-ordinators develop and extend their approaches and resourcing for children with SEND – consider linking with the new Professional Development Groups led by Whole School SEND/nasen. This will give an opportunity to share the school’s good practice and link with wider school communities in West Midlands.

The SEND self-evaluation is an accurate reflection of the whole school approach to SEND. Areas for development identified by SLT/SENCo in the self-evaluation have now been put in place and followed up in Spring/Summer 2021. Remaining areas are:

- Consistency in all classes throughout school – systems are in place to monitor this
- Explore the introduction of the Boxall Profile

SLT to discuss report and suggest three priorities from the above to focus on for next year:

Priorities	
1	<ul style="list-style-type: none"> • Increase awareness of parents of the website and build on their contributions to SEND information Report to achieve co-production
2	<ul style="list-style-type: none"> • Build on current practice with Governors/Trustees as appropriate – use of the Whole School SEND Governance Guide would further support understanding and challenge
3	<ul style="list-style-type: none"> • To continue to support the children with complex needs that attend/may attend the school - Investigation/development of an assessment tool that shows small steps of progress may be helpful – link to local special school examples