



# **SEND**

## REVIEW GUIDE

A school-led approach to  
improving provision for all

# School Self-Evaluation

Context of the school including key SEND statistics, for example % of pupils with SEND, % of pupils with an EHCP

July 2019 (next review Dec 19)

On roll = 843  
 PP = 42% (354 pupils)  
 SEND PP = 22% (78 pupils)  
 15% of all pupils are on our SEND Register at a code K (SEND Support) or E (EHCP)  
 10% have an EHCP

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p><b>Outcomes for pupils with SEND</b></p>	<p>From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in mathematics, are close to or above national figures. Both internal and national data sets are used to evidence this.</p> <p>School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.</p> <p>Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well.</p> <p>Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.</p>	<p>Annual Review Meetings for EHCP pupils            Regular meetings to discuss academic and social development            Referrals and involvement with outside agencies            SEND transition meetings – Y6-7 and Post-16.            Accountability to SLT via link meetings and to Governors – reporting at least annually on the progress of SEN pupils.</p> <p>Whole school observations and book scrutiny with a focus on SEND indicates pupil progress.</p> <p>Intervention sessions:            Nurture Groups – CS lessons – Y7-9</p>	<p>Closing the gaps for SEN/Disadvantaged pupils to ensure they make sufficient progress in comparison to 'all' internally and national.</p> <p>Home-School Communication Books to be given to the most vulnerable SEND learners to promote home-school liaison.</p> <p>More time for SENCO to complete Learning Walks with a focus on SEND pupils. Promote after-school provision. SLT links to prioritise SEND progress in Link meetings, promoting interventions to support their progress.</p>

	<p>School is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.</p> <p>The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.</p>	<p>Phonics catch-up with PB1 Speech and Language Group with PXM Mentoring and Reading for Meaning sessions with PB1 Precision Teaching with Nurture Groups Catch-up Literacy and Numeracy sessions with TAs after school TA in-class support Booster sessions in Maths and English for small groups with TAs EAL tuition from County Teacher of the Deaf tuition from County – close links with Hearing Impaired child's TA.</p> <p>Career Advisors – SENCO attends meetings and encourages parental involvement of our most vulnerable SEND pupils.</p> <p>SENCO attends meetings with Learning Support Departments at various feeder colleges.</p> <p>SENCO sets up meetings with feeder colleges and parents to encourage smooth transition.</p> <p>Alternative provision/curriculum with MT (Nurture Group teacher) to promote life skills, life experiences and independent skills.</p> <p>Attendance of SEND pupils is monitored through close links between SENCO and Attendance Team.</p> <p>Low rates of bullying towards SEND pupils.</p>	<p>More monitoring of Intervention Groups and progress measured. Appointment of new cross school literacy co-ordinator, new strategies in place to intervene in students with low reading ages and weak vocabulary.</p> <p>More analysis of destination data to be carried out and cohorts to be specifically identified through SEND. Analysis of nature of destination to ensure it is as aspirational as it can be.</p> <p>More analysis to be carried out regarding barriers to learning for SEND pupils.</p>
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	<p>Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.</p>	<p>SENCO has close links with Learning Managers and Behaviour Manager</p> <p>Fixed-term and permanent exclusions are not disproportionate of SEND pupils. No informal or unofficial exclusions for SEND pupils.</p>	
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<p><b>Leadership of SEND</b></p>	<p>The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.</p>	<p>All levels of staff encourage both academic and social/emotional progress through different support systems and interventions offered: All members of staff have access to our SEND Register which is updated regularly and offers personalized advice for staff working with these pupils. All SEND pupils have a Learning Passport written by them with direction from their keyworker. Boxall Profiles utilized by the school and reports/advice given to all staff to help support SEND pupils. TA support – in-class and small group withdrawal Access Arrangements and testing procedures help to remove barriers to learning for our SEND pupils. CPD opportunities for staff regarding strategies when working with SEND pupils Close links with outside agencies and advice followed – OT, Physio, CAMHS, and School Counsellors etc. Nurture Room and BASE Room offer social and emotional support as well as academic support</p>	<p>Tracking destination data for appropriateness and aspiration of SEND pupils</p> <p>Evaluate annually the placement of SEND pupils to ensure there is no ‘downward drift’ later in the academic year – similar with PP students.</p>

	<p>School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.</p> <p>School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively.</p> <p>The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively.</p> <p>The SENCO works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs.</p> <p>A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.</p>	<p>All parents are actively encouraged to support the school either in a formal or informal way. Meetings with both Middle and Senior leaders are set up between the school and parents.</p> <p>All previous Statements have now been transferred to EHCPs. All documentation and paperwork completed for referrals and reviews take on the new format. SENCO has met with all staff and Governors to update them on the SEND reforms and policies.</p> <p>AK is SENCO's line manager – fortnightly LINK meetings take place and presentations/reports to Governors are completed. SEND Register published for all members of staff. CPD and training opportunities available for staff. Emails sent to all staff regarding any updates/amendments to the SEND Register.</p>	<p>More informal opportunities for parents to 'drop in' to school to access school staff but also support from other parents and families with similar issues.</p> <p>CG1 to attend Governors' Pastoral meetings.</p> <p>More training from outside agencies – County, CAMHS, etc. for staff, including TAs.</p> <p>SEND Improvement Plan to be created</p>
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	<p>Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.</p> <p>The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision.</p>	<p>Pupils from Golden Hill (Primary PRU) and Elm Tree (Primary Special School) have transitioned successfully.</p>	
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<p><b>The quality of teaching and learning for pupils with SEND</b></p>	<p>Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.</p> <p>Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.</p> <p>The individual needs of pupils are communicated effectively to all staff.</p> <p>Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.</p> <p>Evidence from observations shows the teaching of interventions is considered to be consistently good or better.</p> <p>Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.</p>	<p>Focus on SEND in work scrutinies and in QA activities in monitoring teaching &amp; learning.</p> <p>SEN register &amp; emails, ongoing ADHD strategies shared on T drive – staff well informed. Boxall Profile reports for children who are emotionally underdeveloped</p> <p>Regular link meetings</p>	<p>Whole school in depth Quality of Education reviews for 19/20 to include focus on SEND students.</p> <p>SLT link meetings to include SEND focus.</p> <p>Provision Mapping through Class Charts – bringing all support together.</p>
<p><b>Working with pupils and parents/carers of pupils with SEND</b></p>	<p>The SEND information report provides a comprehensive summary of provision at the school.</p> <p>Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.</p> <p>The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHC plans.</p> <p>Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.</p> <p>There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the school council.</p> <p>Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support.</p> <p>Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (IASS)</p>	<p>On the website</p> <p>Regular meeting with parents – Open Door.</p> <p>Annual &amp; Interim EHC reviews.</p> <p>Pupils with SEND, &amp; parents speak highly to external assessors about their provision – PP review, IQM,</p> <p>Assistant Head Boy is ADAH/Head Boy – very inclusive</p> <p>SEND Sporting Events in District.</p>	<p>Increase informal parental engagement opportunities</p> <p>Access greater range of Parent Voice/Student Voice</p> <p>Monitor accessibility to after school support – analyse gaps &amp; take action</p>

		<p>After school support for SEND children – staffed by TAs</p> <p>Advice &amp; Support Service – many meetings (IASS – was Parent Partnership) in school with parents. Promoted in school by Inclusion Manager.</p>	
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<p><b>Assessment and identification</b></p>	<p>Comprehensive assessment supports accurate identification of need and informs classroom practice.</p> <p>The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.</p> <p>The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.</p> <p>The SEND register is accurate and reviewed at least termly.</p> <p>Parents and carers are fully involved in discussions with the school on identification and assessment.</p>	<p>Assessments used to inform planning &amp; differentiation</p> <p>Use of Graduated Response – testing &amp; interventions to narrow gaps</p> <p>SEND registers reviewed regularly throughout the academic year</p> <p>Parents &amp; carers regularly in school – meetings, transition meetings, post 16.</p> <p>Open door policy.</p> <p>Emphasis on good relationships with parents/carers</p>	<p>Use of SISRA at class level – more timely</p>

<p><b>Monitoring, tracking and evaluation</b></p>	<p>Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.</p> <p>Interventions follow a cycle of Assess, Plan, Do, Review.</p> <p>Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.</p> <p>The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.</p> <p>The SENCO uses externally validated data to inform the planning of interventions.</p>	<p>Learning Passports reviewed twice a year (October &amp; March)</p> <p>EHC Reviews annually 9in line with LA)</p> <p>Interventions – Graduated response</p> <p>CG1 evaluates interventions through Trish Blunsum (Souns Write Programme &amp; Lexia) &amp; Patrick Maher (Speech &amp; Language Vocabulary Programme) – looks at monitoring &amp; impact on child – personalized learning plans &amp; lesson plans</p>	<p>Use of provision mapping through Class Charts – to help raise awareness whole school &amp; impact on child’s attainment 7 progress</p>
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<p><b>The efficient use of resources</b></p>	<p>SEND has a high profile in staff continued professional development and learning.</p> <p>Staff engage in high quality continued professional development and learning to support improved pupil outcomes.</p> <p>Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality continued professional development and learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes.</p> <p>Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact.</p> <p>There is a graduated approach to interventions. Class, group and individual support is balanced appropriately.</p> <p>Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.</p> <p>Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map.</p> <p>Highly effective administrative support allows staff with responsibility for SEND to work strategically.</p>	<p>MT (Nuture group) leads ongoing training for weaker groups</p> <p>CG1 always has lead session with whole staff Inset at start of year – updated regularly</p> <p>TAs all reviewed annually</p> <p>TA3 external apprenticeship (Katie Rigby) recently enrolled</p> <p>SENCO Cluster meetings, West Lancs &amp; Archdiocesan and other LA courses</p> <p>Strong admin support – Paula Moore</p>	<p>TA Interim appraisals</p> <p>Half termly reviews in SLT Link</p>
<p><b>The quality of SEND provision</b></p>	<p>The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils with SEND have their statutory needs met.</p> <p>Outside agency support is engaged appropriately and utilised effectively.</p> <p>The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils.</p> <p>The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further.</p> <p>The school is outward facing and engages critically with developments in practice.</p>	<p>Highly experienced and passionate, committed Inclusion manager who leads a strong team. Strong relationships.</p> <p>Very strong links with outside agencies to support SEND.</p> <p>Strong link with other schools in local area for support and sharing good practice</p> <p>Ofsted lead practice – eg. All About Me introduced early (before LA converted to EHC Plans) – commended by LA</p>	

		<p>Strong TA team, currently 12 full time (1 P/T) – TA2 x 4 – Maria Critchley, Katie Rigby, Beccy Randell, Jill Orkney (Tues &amp; Wed) TA3 x 5 Lynn Atherton (Science), Sandra Wohler, Trish Blunsum, Angela Johannsen, Angela Wright (Cover room) HLTA – Dianne, Caroline, Patrick</p>	
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