**SEND Review Report for St. Andrews Primary School, 8th October 2019**

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| St. Andrews CoE Primary School is a one form entry school, currently with a double year group in year 2. At the start of the 2019-2020 academic year there were 243 pupils on roll. The school has a small mixed catchment, with higher than average numbers of ethnic minority groups and EAL learners. Fewer children come from disadvantaged backgrounds and mobility is higher than average. The school operates from a split site with the Reception class situated at the Headington Quarry Foundation Stage School. An Ofsted monitoring visit in March 2017 judged the school to be good, and a subsequent Siams Section 48 inspection in November 2017 found the school to be Outstanding.  There are currently 40 children on the SEN register (17%), this is marginally above average. There are 7 children with Education, Health and Care Plans (3%), this is above the national average. 50% of pupils on the SEND register are also in receipt of pupil premium.  The school mission is ‘Everyone is different. Everyone is special’. This sits at the heart of the school ethos, environment and curriculum. |

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| **Focus** | **Strengths** | **Areas for development** | **Recommendations** |
| Outcomes for pupils with SEND | End of key stage data across the school is strong, with outcomes at the end of year 6 significantly above average for those reaching age related expectations and those achieving greater depth.  The school identifies that progress measures for SEND children in Reception and KS1 is slower than in KS2, however it is clear that the personalised curriculum put into place here supports accelerated progress throughout KS2.  The fortnightly meeting focusing on vulnerable learners has a significant impact on the way the school prioritises support and personalised approaches to support individual children  School systems promote parent/carer involvement and the home school link worker and SENCo work closely together    Pupil progress is continually reviewed and school support is regularly reviewed and adapted in line with need    The school uses a range of data to identify barriers to learning and puts in place personalised approaches to overcome these | There is a need to develop a system for showing the smaller steps of progress that children make, especially in EYFS/ KS1  Identify how to demonstrate and monitor the impact of interventions and the personal learning journeys that children make during their time at the school | Explore what B-squared can offer  Consider how to develop pupil trackers to demonstrate the range and success of support that children receive  Identify a way to show children’s personal learning journeys during their time at the school |
| Leadership of SEND | The whole school culture and ethos is one of inclusion and high expectations for all  The leadership team are knowledgeable about SEND processes and priorities and their commitment to each individual child drives decision making  The SEND Development Plan reflects priorities identified in the whole school SDP and SEF and builds on successes from previous years  There is a culture of ongoing self evaluation and reflection on practice in order to drive improvements  There is a commitment to working with other agencies in order to support children as effectively as possible  The SEND Policy was produced through a collaborative approach by the leadership team | The SEND governor needs to be able to challenge the school provision as a critical friend and talk about SEND in an informed manner | Ensure the new SEND Governor attends governor training in order to fulfil their role effectively  Update SEND development plan with outcomes of this review in mind |
| The quality of teaching and learning for pupils with SEND | Teaching is at least ‘good’ and there are examples of very strong practice across the school. The school uses peer observations in order to share and develop best practice across the school  The school is rightly proud of the broad, rich experiences that it provides for learners, including those with SEND. These experiences have a significant impact on the children  The SENCO meets with teachers regularly to discuss the progress of and provision for vulnerable learners  The school puts in place personal targets and opportunities for children in order to support their development of life skills and habit, for example children receive support to lead healthy lifestyles and make healthy eating choices  The school’s commitment to its pupils continues beyond their time at the school as the SENCO maintains a link with them through Y6-7 transition activities, and the school prepares children well for the next stage of their education  Children at the school are happy and confident  Children were seen self regulating their behaviour in order to manage their emotions at tricky times | Staff feel that children are more independent in non core subjects due to timetabling of support staff availability- how can independence be developed in English and Maths? How can technology be used to support independent learning?  How can the reading culture of the school be developed so that children speak positively and passionately about themselves as readers rather than focusing on reading activities? | Monitor approaches to inclusive quality first teaching across the school in order to identify best practice (e.g., use of concrete resources to support children to independence in maths).  How can this best practice be shared?  Where could laptops be used in order to develop the use of technology for interventions or individual learning targets?  Use the evidence gathered through this review process when revisiting the school’s approaches to teaching reading |
| Working with pupils and parents/ carers of pupils with SEND | The school’s SEND information report reflects its commitment to each individual child, and to working with families  There are parent workshops run in the school in order to develop the skills and confidence of parents in a range of areas (including ICT lessons)  The school council has an active role in improving the school and pupils speak positively about the impact that the council has had  The school is proactive in the extended provision it offers and wrap around activities, lunchtime support and enrichment activities are all designed to provide children with a broad range of positive experiences  The Home School Link Worker is well qualified and committed to working with individuals and groups of children in order to develop their social and emotional skills | Is there a need to gather parent feedback in a more formal way (e.g. parent questionnaire) in order to develop parental working further?  Is the support that children are receiving in school making a change to children beyond the school environment? Consider ‘how does what you do at school have an impact at home and on the family? | Reflect on the involvement of parents and families in their children’s learning journeys |
| Assessment and Identification | The school has a comprehensive approach to identifying SEND need as detailed in the SEND policy  The early intervention policy aims to ensure that children with additional needs are identified soon after they start at the school  The SENCO maintains an accurate SEND register and the school ethos of inclusivity means that all staff (support staff, teaching staff and the leadership team) know these children and the difficulties they may be facing    The policy details the school’s commitment to Quality First Teaching before assuming a child has a Special Educational Need | Continue to develop the monitoring of behaviour data in order to be proactive in approaches and reduce incidents  Continue to unpick whether the current challenges in year 1 are due to the transition from Reception or because the level of need in Reception was not identified early enough  Links with pre school settings that feed into Reception | Is there any more that can be done to identify complex needs before children start at the school? Links with feeder nurseries; health visitors etc?  Ensure systems for early identification in Reception are robust |
| Monitoring, tracking and evaluation | Staff work hard to put personalised learning journeys in place and these often go above and beyond the scope of the national curriculum  The recent focus on EHCP outcomes driving support for children is having a positive impact and provides clarity for all staff and the children about priorities and targets. There was some effective practice in using notebooks seen in year 6 | The breadth and range of individual support is not always clear  There is a concern that some children are missing out on too much foundation subject teaching as they receive a number of interventions in the afternoons | How can children’s individual journeys be documented so that their personal development is evidenced as well as their academic progress?  Consider if there are changes needed to intervention plans and timetables in order to achieve the right balance of support for children |
| The efficient use of resources | SEND and inclusion has a high profile in staff development and training  Support staff value the professional development that they receive and this has a positive impact on their practice. This is reflected in the high quality support that children receive across the school  There is some excellent practice in the use of workstations, visual support and individual targets in order to support children with the most complex needs  There is evidence that previous training has been embedded, for example signing and the use of visual resources    The deployment of support staff is constantly reviewed based on need and impact  The school employs a graduated response to interventions  Recent changes to lunchtime support have had a positive impact. This includes lunchtime supervisor team meetings and named adults at lunchtime | Support staff are keen to have further opportunities to feedback the work that they do with children | Consider how to further develop communication between teachers and support staff- this might include opportunities for verbal communication or a system for written feedback |
| The quality of SEND provision | The school’s commitment to providing a holistic, personalised education for children shone through. The school is outward facing and reflective in its practice as it constantly asks itself ‘how are we ambitious for all children?’ and ‘how do we strike the right balance between academic and broader achievements?’  The SENCO is highly effective and well supported by the headteacher and other members of the leadership team. |  | How can the school share its approaches more widely in order to develop provision in other schools, as well as share and develop the expertise of the SENCO further? |