SEND Review

Trust: REAch2	School: Northfield St Nicholas	Reviewer: Malcolm Reeve	Date of Review: 23rd November 2021

Format of the review:

This review looks at five key areas of SEND and evaluates strengths and weaknesses in each area; the first page presents a one-page overview. Taking a perspective of the school and its improvement journey the key strengths and key areas for development are prioritised below.

The review took place over a 1 day period.

Prior to the review a meeting was held to plan the day, a review of the school website took place and leaders in school completed a self-evaluation of SEND using this review framework.

Documents were received in advance of the review containing key information on SEND in relation to national data – the Inspection Data Summary report and Analyse School Performance 2018-19 Performance Summary, the action plan for SEND, the school development plan and an anonymised SEND register.

On the review day meetings were held with the Headteacher, SENCO, Senior Leadership Team, middle leaders, teachers, teaching assistants, Governors, parents and pupils. A 'learning walk' through the school also took place.

Overview:

Leaders' self-evaluation of SEND before the review was overwhelmingly positive. The reviewer found that they had an accurate view of their school in relation to SEND.

NSN is a solidly good and potentially outstanding school for pupils with special educational needs and disabilities. The service to children with SEND and their families is at a stage where refinement and tweaking is the next step and a transformational view of its service should be considered.

4 Key strengths identified (these are 4 clear strengths worthy of recognition from the strengths below):

- NSN has an inclusive culture led by the headteacher's vision for the school. This vision is shared by the leadership team and by all staff. As a result it provides a very strong service to children with SEND and their families.

- The requirements of the SEND Code of Practice are fully implemented in the school and children benefit from the implementation of the graduated approach to deliver comprehensive individualised learning plans which are understood and implemented by all staff.

- The leadership of the SENCO is exceptional and she has ensured that excellent systems and processes to support children with SEND are embedded in school practice.

- All teachers are equipped and are well supported to deliver HQ T&L to all pupils. They are very well supported by teaching assistants.

4 Key recommendations (these are the 4 immediate priorities from the recommendations below):

- The school should further refine its systems by monitoring the progress and attainment of pupils against the four broad areas of need as set out in 6.25 of the SEND Code of Practice.

- The school should take parental involvement, engagement and coproduction to the next level by creating a transformation plan for this aspect of its work.

- The school should further refine its analysis of data on the key metrics of absence, exclusions, outcomes for pupils with SEND and ensure that it meets or exceeds all national comparators.

- The school should further refine its transitions for pupils with SEND at the end of KS2 and should consider developing a post year 6 support service.

Leadership and Management

Statements	R	A	G
The SENCO, SLT and governors have a clear and ambitious vision for SEND curriculum provision and outcomes in the school based on a culture of high aspiration for all pupils. The vision is communicated to all stakeholders.			x
There is a SEND development plan in place with clear aims and objectives that links to the whole school development plan. Self-evaluation of SEND provision and outcomes informs the development planning process.		x	
A lead SEND governor challenges leaders about the learning and progress of pupils with SEN and the efficient use of resources. The lead governor has appropriate knowledge and understanding of SEND policy and practice.		x	
The SEN Information Report is co-constructed with parents and pupils and reviewed annually. It meets the legal requirements, is accessible and is prominent on the school website.			x
The SEN Information report is understood and implemented by all staff in the school.		x	
The school is effectively implementing the requirements of the SEND Code of Practice and the Equality Act (2010) including making reasonable adjustments for pupils with SEND.			x
The SENCO is a member of the Senior Leadership Team and works alongside the Headteacher and other senior leaders to ensure SEND is seen as a whole school responsibility.			x
The SENCO has received appropriate training. The SENCO and other school leaders are knowledgeable on the SEND Code of Practice and its implications for the school.			x
The SENCO is involved in making decisions about staff recruitment, deployment and use of resources for SEND (including funding). Deployment decisions are reviewed and evaluated for impact.			x
All staff are given a range of opportunities to engage in high-quality continued professional development for SEND. The impact of SEN CPD on teaching and learning and pupil progress is monitored and evaluated.			x
All staff understand their responsibilities towards pupils with SEND. The performance management system is used to improve outcomes for pupils with SEN and an appraisal process is in place for teaching assistants			x

Areas of strength for whole school leadership and management	Key recommendations for whole school leadership and management:
- NSN has an inclusive culture led by the headteacher's vision for the school. - The leadership of the SENCO is exceptional and she has ensured that excellent systems and processes to support children with SEND are embedded in school practice. - The requirements of the SEND Code of Practice are fully implemented.	- Governors should evaluate their governance of SEN annually using the Whole School SEND Governance Review – https://www.sendgateway.org.uk/resources - The SEN Information report is compliant but coproduction with parents and children could be developed further. Videos can be found at Pikemere School, Stoke-on-Trent and The Green Way Academy, Hull.

Effective identification, assessment and monitoring

Statements	R	A	G
Leaders identify any patterns in the identification of SEN, both within the school and in comparison with national data and use these to reflect on and reinforce the quality of teaching		x	
There is a clear process in place for early and accurate identification. Class teachers, teaching assistants, parents and other professionals are involved in the identification process, where appropriate.			x
A range of formative and summative assessment information is used to support accurate and early identification and to inform classroom practice.			x
The effectiveness of high quality classroom teaching is taken into account before assuming a pupil has SEN.			x
The SEN register is accurate and reviewed regularly. Code of Practice and DfE Census guidance is used when categorising a pupil's SEN.		x	
Information about the individual needs of pupils with SEND is communicated effectively to all staff. Teachers and TAs know and understand their pupils well.			x
Standardised / diagnostic assessments are used to support identification and to further track and monitor progress of pupils with SEN.		x	
Attendance, exclusions, behaviour data and other qualitative data are used to support identification and to measure and personalise interventions.		x	
The progress of pupils with SEN is closely monitored on an on-going basis through inclusive whole-school assessment and tracking systems and processes. The SENCO is involved in these processes.			x
Outcomes from initial screening assessments and on-going assessments on the progress of individual pupils with SEN are shared with staff and used to target support.			x

Areas of strength for effective identification, assessment and monitoring:	Key recommendations for effective identification, assessment and monitoring:
• The use of SEND assessment folders throughout the school is a strong system The folders allow the SENCO to have an overview of the whole school and contain strategies which support teaching and learning. • The Thrive assessments assessment in Jan each year are a strong feature of the school in supporting pupils with SEMH needs. • WellComm SLCN assessments are an important support for every pupil on entry and at regular reassessment cycles. – every pupil does this on entry – reassess 6 monthly – if two cycle then then is a S&L intervention • A good range of further assessments are in place to support the learning of pupils with SEND.	• The school should further refine its analysis of SEND identification patterns (6.4 of the SEND CoP) by analysing patterns across the four broad areas of need compared to national 2021 patterns (a tool has been provided to support this). This will allow more comprehensive analysis of the DfE census returns which also needs to agree fully with the SEND register. • The school should further refine its analysis of data on the key metrics of absence, exclusions, outcomes for pupils with SEND and ensure that it meets or exceeds all national comparators.

An ambitious curriculum and high quality teaching

Statements	R	A	G
The curriculum offer is ambitious and includes a range of opportunities for pupils with SEND. All pupils are able to access the content and make progress.			x
Alternative packages of support are available for pupils with SEN as part of a personalised curriculum. Where alternative provision is used, the school monitors the quality and impact on pupil progress			x
Class teachers are confident in delivering high quality teaching to meet the needs of pupils with SEN. They use assessment information and reflection to plan, adapt and deliver lessons effectively.			x
The SENCO and other senior leaders use evidence and research to identify, share and model good practice in relation to high quality teaching for pupils with SEND.		x	
The SENCO and other senior / middle leaders work alongside class teachers to support curriculum development and adaptive teaching.			x
The SENCO and other senior / middle leaders regularly evaluate the quality of teaching and learning for pupils with SEND e.g. through learning walks, book looks, pupil discussions.			x
There is a graduated approach to SEN in place and the 'assess, plan, do, review' cycle is embedded for all pupils with SEND.			x
Pupils with SEND have individual support plans that are developed and reviewed at least termly with parents, the pupil and relevant professionals. The school is committed to a person-centred approach to SEN support.			x
There is a range of evidence-based interventions in place to meet the needs of pupils. Interventions are coordinated effectively and systems are in place to support this process e.g. a provision map.			x
Teaching assistants and other staff are deployed effectively to support high quality teaching in the classroom and deliver interventions or additional support for pupils with SEND.			x
The impact of interventions (bespoke learning) is regularly monitored and evaluated and adjustments to provision are made in response. Evaluation demonstrates that the teaching and impact of interventions is at least good.			x

Areas of strength for ambitious curriculum and high quality teaching:	Key recommendations for ambitious curriculum and high quality teaching:
- Teachers are well-versed in delivering high quality teaching to pupils with SEND supported by strong systems and practices and the leadership and support of middle leaders. - The induction of new teachers to support SEND is good. - The Graduated Approach (the Assess, Plan, Do, Review cycle) as set out in the SEND CoP is in place for every child and there is consistency in its implementation. - Teaching Assistants support the learning of pupils with SEND (and other pupils) very effectively.	To further inform the development of teaching and learning the SENCO and other leaders should see examples of best practice in other schools so that they can draw on the best practice and evidence available to further improve. To support this the school will be introduced to Mayflower Primary School in Tower Hamlets (The Sunday Times Primary School of the Year).

Additional provision, parents and partnerships

Statements	R	A	G
The school is proactive in ensuring that parents of pupils with SEN are well informed. They are made aware of local and national services that provide guidance and support to parents.			x
The school empowers parents to contribute to shaping the quality of SEN support and provision at an individual and strategic level.		x	
The school and parents work in partnership to achieve genuine co-production for pupils with EHC plans. Parents and pupils are fully involved at all stages of the statutory assessment process.			x
Pupils and parents are fully involved in contributing to the assess, plan, do, review process.			x
There are opportunities for pupils with SEND to become involved in pupil voice e.g. through representation on a strategic SEN group or through the school council.		x	
Pupils with SEND are involved in wrap-around activities, including out-of-hours support, lunchtime clubs, homework clubs and enrichment activities.			x
Additional support for pupils with SEN is provided for all points of transition. As a result, pupils with SEND are well prepared for their next phase of education.		?	
High quality outside agency support is engaged appropriately and utilised effectively. The impact of the support on pupil outcomes is evaluated.			x
The school has developed on-site expertise to meet a range of needs e.g. across the four broad areas in the SEND Code of Practice.			x
The SENCO and other members of staff have made effective links with a range of schools and SEN organisations. There is a range of opportunities to share good practice.		x	
The school is outward facing and look to improve their practice and provision for pupils with SEND.		x	

Areas of strength for additional provision and partnerships:

- Parents speak very positively about the support of the school and in particular the SENCO. They say they are concerned about what will happen when their children leave the support offered by NSN.

- Outside agency support in terms of SLCN and SEMH is engaged very effectively and a good model of joint working exists in the school.

Key recommendations for additional provision and partnerships:

- The school should take parental involvement, engagement and coproduction to the next level by creating a transformation plan for this aspect of its work.

- The school should further refine its transitions for pupils with SEND at the end of KS2 and should consider developing a post year 6 support service.

- The school has rightly concentrated on its development and improvement but now this needs to be further developed by linking in with national organisations and networks. Primary amongst these is nasen and Whole School SEND for which membership is free.

- The school should ensure diversity on the school parliament by considering a revised constitution.

Outcomes

Statements	R	A	G
The SENCO and other senior leaders have a very good understanding of how pupils with SEND achieve across the school. Achievement information is shared with teachers, parents and pupils where appropriate.			x
The school monitors the progress and attainment of SEN sub-groups according to the four broad areas of need (C&I, C&L, SEMH, sensory/physical) and uses the information to plan provision	x		
Pupils with SEND achieve well when considered against their starting points and the progress of all children nationally in Reading, Writing and Mathematics.		x	
Pupils with SEND develop knowledge and skills across the curriculum and gain the knowledge and cultural capital they need to succeed.			x
Pupils with SEND achieve well when considered against their personal targets and longer term outcomes (as expressed in EHCPs and Individual Support Plans)			x
The school uses a range of internal and external validated data, including Analyse School Performance and the Inspection Data Summary Report to make judgements about pupil outcomes and to inform provision planning.		x	
Levels of attendance, exclusions and bullying are closely monitored. There is no over-representation of pupils with SEND where attendance, exclusions or bullying are a concern. The school does not 'off-roll' pupils.		x	
Pupils with SEND and their parents speak positively of the support they receive and the outcomes achieved. Where appropriate, pupils are able to articulate how the support has made a difference to their learning and development.			x
Pupils with SEND attain relevant skills for progressing to the next stage of education, employment or training.			x

Areas of strength for outcomes:	Key recommendations for outcomes:
- Pupils with SEND make good progress against their individual targets and personal plans. - Parents spoken to are universally positive about the support they and their children receive.	- The school should monitor the progress and attainment of pupils against the four broad areas of need as set out in 6.4 and 6.25 of the SEND CoP and use this information to reinforce teaching and learning. - The school should embed its analysis of its Inspection Data Summary Report and in particular its Analyse School Performance Summary (for absence, exclusions and outcomes) to support its analysis of SEND against national comparators. An improved analysis and presentation of data will support effective leadership and governance and reflect the success the school is having in supporting pupils with SEND (a tool has been provided to support this).