

SEND Review: East Hoathly Cof E Primary School

Date of Review: 16-Nov-2022

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

East Hoathly school and nursery has around 110 children on roll. Currently they have 21 children on the SEND register around 19% of the school population. These are evenly spread across the school with lower numbers in Y6. 4 diagnosed with ASD, 9 others with language needs (or on the pathway for ASD), 1 with speech needs, 2 with SEMH, and 5 with specific or general learning needs.

Sian Leahy Inclusion Manager (IM) across the 4 Pioneer schools – 1 day at East Hoathly (additional half day available as required). She has been at the school since Sept 21 (13 months)

Nicky Roberts SEND TA (pms) 12.75 hours a week - started in role in Sept 22 – prior to this there was 2 afternoons of SEND TA Wendy Burns and 2 afternoons of Thrive/well-being TA. One retired in July 22 and the later resigned in Spring 22 and was not replaced at that time.

Nicky Roberts INA via transition funding for Reception child (15 hours a week)

Harriet Cousens TA – also provides sensory circuits interventions 4 days a week

AREA of FOCUS	SUGGESTED THEMES AND AREA TO EPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
The quality of SEND provision	Many strengths for inclusive practice were observed.	There is an inclusive approach and feel to the school. SEND feels like it is interwoven into all aspects of school life. Clearly defined systems and processes underpin the inclusivity, which are reviewed and improved as needed. It is	Areas for development align with the IM areas of focus and the SEND action plan.

		clear that there is a flexible and inclusive team with strong SEND leadership in your school.	
Outcomes of Pupils with SEND	The IM has been in post at this school since September last year. It was felt that Covid impacted on the ability to deliver SEND provision for her first year.	<p>Books reflected progress from starting points.</p> <p>There was evidence of adaptive teaching practice and appropriate use of scaffolds. All pupils had the same objective but were supported differently to reach it.</p> <p>Different ways of recording progress via photographs, scribing, clicker was evident for pupils with SEND.</p> <p>Marking code was clear and being used by pupils and staff – supported / scaffolded / independent.</p> <p>To date (15th November from start of term) attendance for pupils with SEND is 90% vs 94% for whole school. This is an area of focus, and there is an awareness of individual situations that the school are working very hard to support.</p>	

<p>Leadership of SEND</p>	<p>The school is part of the Pioneer Federation of 4 schools.</p> <p>The SEND link Gov is new to this specific role since September, although has been a Governor prior to this. A meeting was timetabled as part of the day.</p>	<p>A feeling reflected by the IM, TAs and SEND Governor was that the Federation is a support. Strengths include staffing and sharing expertise, whole Federation TA meetings, supervision for Thrive. A TA INSET day is held once a year (topics include comic strip conversations, sharing of good practice) opportunities for TAs to reflect and learn from each other.</p> <p>Conversations with staff reflect confidence and trust in the IM that concerns are acted on and that they are listened to.</p> <p>The IM meets with the bursar each April to work on a budget plan to allocate the PPG funding and SEND notional budget.</p> <p>IM has only been here in East Hoathly since September 21. Not on SLT. Meets with Heads of school once a week. and has a phone call with Executive Head at the end of each week. The IM has</p>	<p>Consider further developing the information on your website to reflect even more strongly the inclusive approach of the school. For example,</p> <ul style="list-style-type: none"> • could class pages contain information / a paragraph about the levels of provision that are in place in your school (starting with an explanation of QFT for parents, what this looks like in your school and how it meets needs)• Could your SEND page have other useful signposting / support for parents/ carers? For example CLASS+, websites with Dyslexia friendly books, National Autistic Society, and local support groups?
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		<p>a clear and influential voice on SLT, and SLT see SEND provision as a priority and a shared responsibility.</p> <p>Within the role, the IM is a consultant and has strategic overview and influence over the direction inclusive approach. She leads the staff and supports them.</p> <p>The IM is very reflective around practice and systems, willing to trial new ideas / approaches and then reflect and evaluate them, for example with the trial of the Boxall profiling. This approach ensures the inclusive practice is continually moving forward and developing.</p> <p>The whole child and their holistic needs are considered. Interventions such as sensory circuits, playground pals and buddy systems are in place and were mentioned by the IM and</p>	
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		<p>staff.</p> <p>The IM has built relationships with services (ISEND and private) and accesses them in a timely manner to support pupil need.</p> <p>Meetings with the SEND Governor and IM are planned for 3 times a year. Each meeting has a clear focus which is driven by the SDP, Governor discussions and the SEND action plan. She described seeing her role as 'critical friend'.</p> <p>Following the Governors first visit, she reported that she feels they are "lucky to have someone like Sian who is incredibly dedicated, very keyed in and knows exactly what she's doing"</p> <p>The SEND Governor is aware she is a strategic support rather than operational.</p> <p>The SEND information report is up to date and specific to the</p>	
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		<p>school. On the SEND page there is a link to the SEND prospectus and Local Offer, as well as AMAZE. This is helpful and supportive for parents /carers of pupils with SEND. There is mention of support for SEND in relation to some aspects of learning on the webpage which reflects the inclusive ethos of the school (curriculum road map, phonics, maths mastery all refers to learners with SEND).</p>	
<p>The quality of teaching and learning for pupils with SEND</p>	<p>QFT and the Universally Available Provision was recognised as good previously (confirmed by services such as CLASS). Just recently there has been an unusually high staff turnover as well as internal movement, so this is a focus to ensure moving forward.</p> <p>A discussion with teachers was timetabled as part of the visit.</p> <p>As this is a small school, the teachers are also subject leaders. Curriculum road maps have been developed and introduced for the school.</p>	<p>In classroom provision, we saw evidence of:</p> <ul style="list-style-type: none"> • up to date and relevant working walls, • resources that were inviting and accessible for pupils , • work stations and individualised supports• • active visual timetables. <p>environments were all calm and purposeful.</p> <p>Evidence of independent strategies such as pupils writing own notes on desks during teacher input was observed</p> <p>Zones of regulation training is</p>	<p>Considering the turnover / changes in staffing, plan the CPD and undertake monitoring to ensure that QFT and the UAP is in place and consistent across the school.</p> <p>Due to time this was not possible to observe but please be aware of the need to ensure use of working walls, resources and supports are modelled by teachers explicitly in during learning, and that pupils are using them with levels of independence. Also, the need to ensure pupils are aware of, and can discuss and share the supports that are in place for them (such as</p>

		<p>being implemented and built into everyday classroom practice. The approach has been really considered and adapted for each age group and the school. The monsters, faces and mirrors in nursery, through to the pegs and individual zones on desks. It is child centred and there was evidence of it being used in practice in classrooms visited. In discussions with TAs and teachers they mentioned it and how it was working and being developed. Implementation of the use of the zones being modelled by adults was referenced by TAs.</p> <p>Where needed, the zones are adapted for individuals, one was discussed, and the approach has been focused on his target areas (faces and reading them) but linked into the zones to support him moving forward. This reflected awareness of need as well as the consideration of consistency and next steps.</p> <p>Teachers were able to talk through the SEND systems and</p>	<p>working walls etc)</p> <p>Continue to focus on subject leaders and consideration for SEND within their subject. Can they discuss:</p> <ul style="list-style-type: none"> • how pupils with SEND access their subject?• How assessment methods make consideration for pupils with SEND?• Does the progression of skills look different for pupils with SEND?
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		<p>processes, including the APDR review, PPM systems, referral form.</p> <p>As subject leaders, they feel their subject policies reflect provision for SEND and that consideration for adapting curriculum / access for SEND was a focus area being worked on currently.</p> <p>ECTs felt supported with writing SEND support plans and developing their knowledge and skills around SEND provision.</p> <p>Teachers talked about links with services and using CLASS drop ins to improve and develop their provision.</p> <p>Displays were a mix of support and celebration including for pupils with SEND.</p>	
Working with pupils and	The IM is really aware of the need to try and engage parents and build positive, collaborative relationships	Parents supported what the IM had articulated. Parents feel:	How much genuine co-production is there for SEND plans and

<p>parent/carers of pupils with SEND</p>	<p>as early as possible. In her words this is a priority.</p> <p>The IM has communicated how she will listen and act to ensure early identification / intervention</p> <p>Parental discussion was timetabled as part of the day. One parent attended, another whose child's illness prevented attendance wrote an email.</p>	<ul style="list-style-type: none"> - listened to - there is a good range of extra-curricular clubs which pupils with SEND can access - communication is good and relationships with staff are positive <p>the SENCo is approachable</p> <ul style="list-style-type: none"> - Parents are supported (workshops and coffee mornings) - there is support available at lunch times for vulnerable pupils - informed about the support in place for their child <p>The parent workshops and the need to ensure they are at all schools shows her awareness of making them as accessible as possible.</p> <p>Quote from parent: We are incredibly lucky, they've taken time to get to know Jacob, they constantly review what they're doing with him, we are lucky he's</p>	<p>provision with parents and pupils?</p> <p>Due to time, we were unable to elicit much pupil voice during the review. Plans on tables were pupil centred and strengths based and we discussed incorporating this into progress reviews.</p>
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		<p>at this school"</p> <p>There is a form for parents to sign once they have seen the SEND plans.</p>	
<p>Assessment and identification</p>	<p>Processes and systems were discussed with the IM, TAs and teachers.</p>	<p>There is an SEN referral form which asks teachers to complete assessments such as language link, phonics etc and outlining what they have tried before going to the Inclusion Manager.</p> <p>The IM is aware of using language link and other appropriate assessments to identify need and is focused on early identification. The links with the Nursery and the fact that provision and communication is strongly linked to the school (the systems run across school and nursery) are a great support to that early identification. The IM focuses on the Reception in particular at the start of the year, building that knowledge around the pupils.</p> <p>There are layers of support which reflect the graduated approach -</p>	<p>Further CPD to upskill staff (TAs and Teachers) so that the review information provided is purposeful. Ensure that the targets set as SMART in order to ensure impact can be measured</p>

		<p>pupil passport, APDR and then ANP. They reflect the need for early ID and the graduated approach</p> <p>APDRS are reviewed by teachers with IM support. A days cover is provided to release teachers in order to review strategies and targets and set new outcomes. Following this PPM meetings happen, which IM is a key part of. From both meetings, IM triangulates information with the data and prioritises a SEND intervention timetable. IM has reflected on review timescales and changed it so that term 1 is APDRS, term 2 ANPs / EHCPs and</p> <p>Nursery have APDRs and the system feeding ensures continuity.</p>	
Monitoring, tracking and evaluation	A SEND action plan is in place and clearly links to the SDP. Actions and monitoring of these are planned.	Yellow SEN folders contain the APDRs / ANPs, intervention tracking sheet and parent voice form. These are managed by the TAs and teachers. This system enables clear and consistent communication. It is supportive of	Provision is mapped and tracked in detail at an individual level. Consider a whole school intervention overview, allowing you a strategic overview of the interventions run across the school, evidence of their impact, reviews

		<p>the IMs working pattern.</p> <p>Learning walks and book looks conducted by SLT have a SEND focus.</p> <p>Data walls are provided to Governors 3 times a year, Sian provides an overview for them in terms of SEND data.</p> <p>Moderation is undertaken at end of each key stage which included moderation of work produced by pupils with SEND.</p> <p>The IM has a thorough knowledge and understanding of monitoring and tracking systems used in school which include target tracker and progress tables. She uses these effectively to highlight pupils who are not making progress. She is very focused on following through plans and reviewing them. She feels staff are also becoming aware of this and have increasing confidence in her supporting them to meet needs, and this was reflected in the conversations with staff.</p>	<p>and changes within the school year, and providing evidence of how your in-school provision reflects and changes in line with the changes in areas of need within your school</p> <p>Ensure that the IM is planning time in for learning walks and drop ins across the school, to support consistency of implementation.</p>
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Efficient use of resources	<p>This academic year there has unfortunately had to be some re-deployment of staff due to last minute staff movement. The school have worked hard to ensure consistency and to minimise the impact of this. The IM and school are aware of where in the school the behaviours for learning need support and are investing in experienced staff to support this.</p> <p>A discussion with TAs was timetabled as part of the visit</p> <p>One intervention drop in was conducted.</p> <p>Unstructured playground time was observed.</p>	<p>TAs were able to talk through the APDRs, the provision they support in class and how the curriculum is adapted to meet needs.</p> <p>In Nursery, the TA discussed how the weekly targets are worked towards and recorded.</p> <p>In other year groups, the intervention tracking sheet was discussed by TAs who fill this in. In class individualised provision such as visuals and story boards to support communication were discussed, as well as interventions such as phonics and 1:1 reading.</p> <p>TAs know the systems in place and what to do if they are concerned about a pupil's wellbeing / progress / potential underlying needs. This included the awareness of needing to report what they have tried and put in place before referring to the IM.</p> <p>The Little Wandle training and program interventions were</p>	<p>Ensure specific TAs have the opportunity to access pupil specific training to meet and support individual needs (dyslexia and SLCN training were mentioned as potential needs).</p>
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		<p>discussed. TAs feel supported and trained to implement new initiatives such as this. They also feel listened to and that their feedback on this, and other areas is valued.</p> <p>Supporting pupils towards independence was mentioned which is reflective of best practice.</p> <p>They discussed how Thrive training is put into practice to support pupils and the scripts they use as everyday practice 'I'm noticing/I'm wondering'.</p> <p>TAs have Performance management twice a year. They see this as an opportunity to request training and to work towards individual targets.</p> <p>TA meetings are held every two weeks and include CPD.</p> <p>TAs attend the daily morning briefings.</p> <p>TAs feel the whole school priorities are communicated and</p>	
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		<p>clear.</p> <p>The intervention observed was being implemented with clear, simple language and communication. It was engaging and had an appropriate pace. Visuals and hand signs were used to support interactions.</p> <p>TAs have received training to support playtimes, and this was observed in practice. There are zones of activities in place with photos to support this.</p> <p>The IM ensures that time is used efficiently through timetabling. Time is also given to the SEND TA at the end of term for pre, training and assessments, ensuring the quality of support is maintained.</p>	
The quality of SEND provision	Many strengths for inclusive practice were observed.	There is an inclusive approach and feel to the school. SEND feels like it is interwoven into all aspects of school life. Clearly defined systems and processes underpin the inclusivity, which are	Areas for development align with the IM areas of focus and the SEND action plan.

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Completed by: Amy Porter and Ro St John SEN Practice and Standards Advisers

Date completed: 18-Nov-2022