

East Hoathly CofE Primary School

Date of Visit: 01-May-2024

Brief Overview:

This visit was following a SEND review myself and Amy Porter (then SEND P&S advisers) conducted in November 2022 on request of the school. This is a follow up visit mutually agreed to look at actions that were taken forward and areas that are still under development.

Area of Focus	Key points from Discussion/Observation including strengths	Agreed areas for development
Strategic overview of SEND	There is a real shift at East Hoathly away from an over reliance of teaching staff on the SENCo to provide what should be universal provision. This has been achieved by ensuring all CPD is centrally stored, a tight monitoring schedule including SLT and a whole school focus on supporting those with SEND. This was evidenced by work scaffolded and adapted in books, fewer internal referrals to the SENCo and better quality evidence in SEN files of pupil and parent/carer voice.	Although parent/carer involvement in the cycle has increased and teachers are feeling more confident in taking responsibility of plans, it is important that these conversations are recorded so that feedback is clearly impacting on provision going forward. This goes towards ensuring the whole process is meaningful and collaborative.
Staffing	Alice is the new head of school and started in post in September 2023, there is also a new senior teacher who is new to ESCC and a new teacher year 3 and 4. Nursery has	Sian acknowledges that it would be beneficial to have some 'supervision' time for support staff. We discussed setting aside time once a short term to do a 'drop in' style

	<p>had cover for maternity leave and sick leave. However, there is now a stable staff team with some recruitment and retention issues with support staff.</p>	<p>session for those that would benefit from some extra coaching style discussion.</p>
<p>Deployment of resource</p>	<p>Physical space has been becoming an increasing issue in managing the needs of an increasingly complex cohort - the school are currently consulting on age change from 2 – 11 to 3 -11. They will then be able move 1 and 2 to where reception are. This will also have a positive impact on staffing capacity. Finance are moving to Park Mead and SENCo will move to finance move. Current office will be open plan sensory space. This will positively impact on independence, regulation and behaviour.</p> <p>The school are utilising PPG to buy in speech and language support. Each school has 4 SALT assessments and 10 modelling sessions for TAs which will benefit all pupils with S&L needs. 5 modelling sessions.</p> <p>One TA doing the ELSA course and the school also access Thrive as they profile across the Federation. ELSA is more in the moment intervention as is Zones of Regulation. However, all</p>	

	interventions are part of the Federation's holistic well being approach.	
Multi Agency working and CPD	Sian facilitates and delivers ongoing CPD for TAs and teachers alongside other agencies such as the Educational Psychology Service and CLASS.	Sian hasn't been able to do as much in the way of group parental support workshops this year. It would be a good idea to employ outside agencies to attend these in order to decrease the reliance so much on Sian's availability. Recommended services would be: iGo, ESPCF, CLASS+, EPS, TASS.
Teaching and Learning	Teachers and subject leads have added to their medium term plans, different ways of including pupils with SEN.	This could be more explicit across some subjects. Look at NASEN's teacher handbook for examples in each subject to help with this.

Next visit:	07-May-2025
--------------------	-------------

Completed by: Ro St John

Date completed: 03-May-2024