

SEND Review Report

Review Information

Lead Reviewer	Phil Harrison	Partner Reviewer(s)	
School Lead	Emma Plumb	Review Date	26/11/21
Name of School	Dalestorth Primary & Nursery School		

School Context

Category	Notes
Children currently in receipt of external support	We have 8 children in receipt of AFN and 2 in with HLN currently.
Attendance (whole school)	94.14% (excluding those below 5 years of age)
Attendance SEND	93.63%
Attendance EHCP	Not applicable
Number of Exclusions FT	None
Number of SEND Exclusions FT	None
FTE TA's	14
% of the SEND register classified as EAL	15
Pupil Premium	18.6% are FSM6
Pastoral support	The school has 8 of families in receipt of support from Plant A Seed. 10 children are in receipt of ELSA support each week.
Number of pupils classified as SEND in receipt of Pupil Premium	15
Student Mobility	Mobility is low. Currently 96% of our children joined the school in Reception.
Deprivation Indicator	Band C

Intent	
Self-audit score	Discussion notes
2.9	<p>The SENCO & SLT have high aspirations for all students and lead a reflective culture across school in which colleagues are always innovating to support the learners they work with. The staff team 'move with the times' and work hard to stay at the cutting edge of practice and developments in SEND.</p> <p>A termly meeting with the SEND link governor offers supportive challenge and feeds into the full governors meeting.</p> <p>The Leadership team work with the SENCO to deploy support staff when there is additional funding to support students with SEND and are supportive with funding and resources over and above the notional SEND budget.</p> <p>The SENCO feeds into SLT meetings and influences strategic decisions but is not currently a full time member of the senior leadership team.</p>

Actions:

- *Explore ways in which the SENCO can further contribute to SLT meetings and advocate for SEND & Inclusion across all aspects of school life.
- *Look into creating a SEND committee inc SENCO, SEND governor, learner & family reps that feed directly into full governors meetings.

Implementation	
Self-audit score	Discussion notes
2.95	<p>Expectations and aspirations are high for all students at Dalestorth regardless of their needs. Leaders and teachers ensure there is equality of opportunity in all aspects of school life.</p> <p>High quality first teaching & adaptive teaching supports all students to access the curriculum however when a student requires something additional or different teachers & leaders are quick to act (an example is one student who follows a personalised curriculum that is built around a play based model).</p> <p>The SENCO and leadership team personalise the CPLD and training offer depending on the needs of the current cohort, upcoming transitions and staff expertise. School makes the most of local training offers and holds a detailed training log for staff CPLD (recent training includes emotion coaching / GDD / restorative practice / manual handling and relational schools project).</p> <p>COVID 19 has presented challenges for school re the SEND CPLD offer for the wider staff team (the SENCO is looking at innovative ways to address this).</p>

Actions:

*Support colleagues at all levels across school to engage with the wider SEND community of practice (opportunities to connect and access free CPLD as part of the Ashfield & Mansfield SEND & Inclusion project).

*Signpost Whole School SEND training and resources (The Teacher Handbook has recently been launched and will help to distribute knowledge and expertise across the staff team)

Impact	
Self-audit score	Discussion notes
2.7	<p>Students with SEND make good personal progress from their starting points and school is rightly proud of how they support and develop students to be as independent as possible in all aspects of school life.</p> <p>Data is collected on a termly basis for core subjects and once a year for foundation subjects. Evidence shows that students in KS2 were making good progress across the curriculum and slightly outperforming their peers across school.</p> <p>B Squared and small steps assessment are used to record, measure and celebrate the success of students with SEND (SENCO leads training for staff across school in using this).</p> <p>Leaders are currently developing a new ethos of how they differentiate and scaffold learning for students with additional needs.</p> <p>Inclusion and making learning accessible for all students is a priority at Dalestorth and the SENCO leads regular learning walks to ensure there is a consistency of approach and distributed knowledge and expertise across school.</p>

Actions:

- *Use the C-STEP principle to make learning inclusive & accessible for all students regardless of their needs. The prompt will help further develop the universal offer in all classes.
- *Explore the potential of developing an alumni which helps to track long term outcomes for learners with SEND which will in turn help to shape future provision around the Preparing for Adulthood outcomes.

	<p>There is potential to further develop and refine the data system to evidence and celebrate the many ways in which SEND learners make progress across the curriculum and reveal emerging themes, strengths and areas to develop.</p> <p>Dalestorth works hard to support positive transitions for students and keeps in contact in the early stages of secondary education to support students and families.</p>	
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Working with learners and families		
Self-audit score	Discussion notes	
3.0	<p>In addition to regular parents evenings, home school communication and events, families of students with SEND have additional termly meetings with class teachers (supported by the SENCO)</p> <p>Feedback from the annual student and family questionnaire highlights pastoral support and nurture as a key strength of school (evidenced by a strong staff CPLD offer in this area) In the most recent parental questionnaire school received 11 responses out of 30+ sent out.</p> <p>Parents speak very highly of the support that school gives their children across the curriculum and in all areas of school life (support with trying new foods) listing communication, support and multi agency links / partnerships as key strengths.</p> <p>'I can't speak highly enough of school' 'They always listen to me and I always listen to them' 'The school has a great reputation locally for being inclusive.....I can't think of any ways in which they could improve'</p>	<p>Actions:</p> <p>*Continue to develop positive ways in which all students with SEND have voice and agency in all aspects of their education.</p>

Effective use of Teaching Assistants		
Self-audit score	Discussion notes	
2.5	<p>Dalestorth has a really strong team of highly qualified support staff who have a range of expertise. TA's are often given SEND targets as part of their appraisal process that is overseen by the SENCO.</p> <p>The SENCO works with senior leaders to deploy TA's when a student is in receipt of additional funding and could potentially have an even greater impact by helping to map the use of all support staff across the curriculum.</p> <p>Teaching Assistants regularly access the same CPLD opportunities as teachers which helps to ensure a consistency of approach across the school community.</p>	<p>Actions:</p> <p>Explore the use of Whole School SEND TA Deployment tool as part of future developments and reflections.</p>
Provision Mapping		
Self-audit score	Discussion notes	
2.8	<p>The SENCO tracks all interventions used across school and reflects on the impact of each intervention (switch on reading identified as the most effective intervention / spelling interventions identified as having the least impact). The whole school Intervention tracker creates a data set and strong evidence base to inform the use of interventions.</p>	<p>Actions:</p> <p>*Further refine the whole school provision mapping process to monitor the impact of provision and support proactive, early intervention.</p>

	<p>Multi agency professionals work closely with the SENCO and staff across school to map out provision and resources needed to support individual students (e.g. ear defenders, overlays and pencil grips suggested by external professionals)</p> <p>Additional funds are provided over and above the SEN budget to ensure students with SEND receive the provision they need to thrive and prosper in school.</p>	
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Identification	
Self-audit score	Discussion notes
3.0	<p>The SEN register is updated regularly (most recently 4 weeks before this review) and currently identifies 39 students (11%) with a 39 students who are being monitored closely. COVID 19 has seen the SEND register grow – the SENCO & leadership team will continue to monitor the impact of the pandemic and recovery of all students in particular those with additional needs.</p> <p>Over 50% of students on the SEN register are identified as having SLCN needs (26% Cognition & Learning, 18% SEMH & 2% Sensory)</p> <p>The SENCO is well trained and completes a variety of observations and assessments to support the identification process. Dalestorth works closely with a family SENCO who will do joint observations to help with identification and the development of provision to meet individual needs.</p>

Actions:
Continue to track the 4 broad areas of need across the SEND register and support staff with appropriate and targeted CPLD to meet the needs of current and future cohorts.

Key Findings

Areas of **strength** identified during the review

1. Leadership of SEND & Inclusion – The SENCO and wider leadership team are passionate about inclusion and set the tone for the rest of the staff team with high expectations and aspirations for students with additional needs.
2. High quality first teaching and a strong universal offer found in all areas of school.
3. Relationships with learners and families are excellent. Parents highlight communication as a real strength of school.
4. The SENCO leads and supports a strong team of TA's and helps maximise and distribute their expertise.
5. The SEND register is well maintained and is seen as a fluid document with students receiving the right support at the right time.
6. Dalestorth has positive relationships with a range of multi agency partners who support and enhance provision at school.

Areas to **develop** identified during the review

1. Develop assessment and data systems to have a greater focus on the progress of students with SEND and the impact of interventions (explore ways in which school can evidence great progress outside of the traditional, core curriculum areas)
2. Explore ways in which the SENCO can make further contributions to SLT meetings and consider the creation of a SEND committee (gov, SENCO, learner & family voice) to support the strategic direction of SEND & Inclusion.