



Glenbrook Primary School

SEND REVIEW
Report
May 2016



G&M Murphy Learning Ltd

Glenbrook Primary School

Introduction

The review of SEND provision at Glenbrook Primary School was undertaken during the period 13th April to 27th May at the request of the head teacher. The review has included a detailed analysis and report on the school's website and its compliance with the most recent regulations: guidance and recommendations on the SEND policy, SEND report, Accessibility plan and Policy for supporting pupils in school with medical conditions. A full day visit to school was made on 27th May to meet staff, pupils and SEND governor, undertake a learning walk and examine other relevant documentation and procedures.

Purpose

The purpose of the SEND health check is to analyse the current provision in order to celebrate and share good practice, ensure compliance with DFE legislation and guidance and help the school to continue to develop a high level of provision and support for children with SEND. Based on the above evidence gathered, this report will outline the findings, recommend ways forward to ensure compliance and improvement and offer ongoing support where necessary.

Website Review

A separate document has been produced with a full review of the school's website and recommendations offered regarding compliance with the most recent regulations. In relation to SEND documentation the following information was included in the website review.

. Special Educational Needs (SEN) Report

You must publish a report on your school's policy for pupils with SEN.

The report must comply with:

- section 69(2) of the Children and Families Act 2014
(<http://www.legislation.gov.uk/ukpga/2014/6/section/69>)
- regulation 51
(<http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made>)
and schedule 1 of the Special Educational Needs and Disability

Regulations 2014

(<http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>)

- section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'
(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

The report must include:

- your school's admission arrangements for pupils with SEN or disabilities
- the steps you've taken to prevent pupils with SEN from being treated less favourably than other pupils
- details of your school's access facilities for pupils with SEN
- the accessibility plan your governing body has written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010
(<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>)

*The SEN Report is available under Learning tab and Special Educational Needs, however it does **not fully meet the requirements** as laid out above as there is no reference to admissions, does not clarify steps taken to ensure SEN pupils are not treated less favourably, more needed on facilities for children with SEN.*

Accessibility Plan – *Again this can be found in Special Educational Needs, **the Plan is constructed more as a policy** and I would suggest is redrafted into an action plan to cover the three areas and has clear headings to be reviewed over a 3 year period.*

Other required documentation

In addition to the above two website requirements the school is also required to produce a **SEND policy** and a policy/procedures for **supporting pupils in school with medical conditions**.

A detailed review was undertaken of these two documents and annotated recommendations were provided to assist in the move to full compliance to the most recent guidelines.

Each of the four required SEND documents did show a good level of awareness of the requirements of the most recent guidelines, Code of Practice and legislation, each does however require some additions and editing to ensure full compliance.

Recommendation 1 *Amendments are made to the four key documents so that they will be in place for the new academic year. In doing so advice should be sought from the Trust in regard to insurance arrangements, this is particularly pertinent as the school does appear to have an above average number of pupils with medical conditions, individual healthcare plans for these pupils should be undertaken to ensure they are fully compliant with the most recent regulations.*

Recommendation 2 *In line with the move to the new building and the “rebranding” with new logo and uniform that a new website is established with reference to the separate website review document to ensure full compliance and the further development of the site as a portal to learning for pupils, parents and staff.*

Visit by Mary and Ged Murphy 27th May

As noted previously the visit provided an opportunity to speak to the head teacher, senco, send governor, teaching assistants, care assistants, teachers and pupils. We also had an opportunity to tour the site, talk to pupils in lessons, and take note of adapted facilities and the high level of care provided for pupils with SEND. We also scrutinized the SEND list, intervention plans, pupil books and progress data.

Leadership and management of SEND

Gillian is a highly experienced and committed Senco with a clear vision of the importance of inclusion and a real sense of care for the pupils. The number of SEND pupils was 43, approximately 16% of the total number of pupils on roll, which is slightly above the national average of 15.4%. The number of children on the list appears to have fluctuated significantly over recent years apparently as a result of the new legislation, Code of Practice and guidance offered by the local authority.

Gillian has allocated senco time in addition to a significant teaching commitment. She is highly regarded by teachers and assistants for her experience, knowledge and personal commitment. There is a danger that such a view can result in an over reliance on a single person. We would therefore suggest building on the current joint production of intervention strategies to ensure increasing responsibility being taken by the classroom teacher in line with the recent changes to the legislation and Code of Practice. SEND must be seen as the responsibility of all rather than the few, to ensure a fully inclusive approach.

Due to the school's impending move and intended growth to a full two form entry primary, the varied and complex needs of pupils on the SEND list and Gillian's personal experience and current point in her career we believe that a succession plan is paramount to ensure the knowledge and experience she has is not lost to the school.

Recommendation 3 *Discussions take place to consider an appropriate succession plan and to ensure the Senco's extensive knowledge and experience is shared.*

Evidence of analysis of documentation observed during visit

SEND List

There is a good example of a summary SEND List contained on one page and which places the pupils in the new 4 SEND categories. We did note the use of the word behaviour and would recommend that this be removed in line with the latest guidance. The SEND list could be developed to provide a spreadsheet of data inputs, from baseline information through the impact of graduated interventions to help produce a clearer picture of individual pupil progress. This would enable an overview of the effectiveness of planned intervention, indicate the smaller steps often made by SEND pupils, provide useful information for teachers and parents and a more comprehensive overview for inspectors or other external agencies.

***Recommendation 4.** To develop the SEND List and the effective use of colour coding to become the cornerstone of a system for maintaining a more comprehensive overview of individual pupil progress and impact of graduated interventions. This overview can then be referenced to the evidence provided in pupil books. The above recommendation would assist in the development of a clear strategic view of the progress of SEND pupils and enable a timely and flexible use of resources.*

Baseline Testing and the monitoring of pupil progress

Due to the failure of the DFE's implementation of appropriate baseline testing the school continues to make use of observation processes, allowing time for children to settle in, this is added to by parental concerns and information from other agencies. A number of pupils do appear to enter with a wide range of SEND issues covering all four areas. There is an above average number of pupils with communication, speech and language difficulties, including several with autism, there are also several pupils with significant medical conditions requiring a high level of personal care. We did see evidence of a high degree of specialist knowledge from carers and teaching assistants including excellent work from the SEND Governor Marie. Pupils were well known by Gillian and all the staff and clear strategies were in place to monitor progress and ensure appropriate levels of support were in place.

Though not part of SEN, we noted an increasing number of pupils with EAL which will continue to impact on time and resources.

The school is to be congratulated on the apparent high level of personal care provided which is evidenced by the communication information provided for parents both through the use of Ipads and sending of photographs.

Recommendation 5. *To aim at a more comprehensive and strategic method of capturing progress information and intervention impact in order to provide a clear overview.*

This could be facilitated as outlined in recommendation 4 and by the exploration of new pupil profiling software which may capture both quantitative and qualitative information.

Literacy and numeracy

There was good evidence of the effective use of phonics, Read, Write Inc and Read and Recovery to develop literacy skills. This was clearly shown in pupils' work books and by discussion with very good Year 1 teachers and with John, learning assistant. These staff also showed a high level of commitment and expertise which was serving pupils very well.

We did not see information regarding numeracy support and did not pursue this line of enquiry, this is not to suggest that there was insufficient support for numeracy.

Recommendation 6 *To build on the good levels of training provided in this area and within the inevitable limitations of current school budgets, when possible to extend the number of teaching assistants able to reinforce literacy interventions in the classroom.*

Evidence of a graduated approach, measuring progress

From the learning walk it was clear that a range of support interventions were available and this was confirmed by discussion with teachers and teaching assistants, however we would recommend that the central List/spreadsheet is used to indicate step changes in the levels of support and intervention and that more specific case studies are developed, especially for pupils who may require additional funding. This

evidence will be helpful in describing the ongoing monitoring and review steps undertaken and ensure that swift action is undertaken to maintain pupil progress. This aspect perhaps needs to be made a little more explicit and reflect a clear strategic overview.

A number of mechanisms were employed to measure pupil progress including Climbing Frames, Pivats, work scrutiny, testing and formal reviews. This is a difficult area in all schools at present, it is important to ensure the progress of SEND pupils does not become lost in whole school data capture programmes, as their progress steps are inevitable smaller. Building on information from the SEND list it is important to weave both quantitative and qualitative information and maintain that in a single format to be viewed by staff, parents and inspectors. This information should also be available to influence intervention planning, build a graduated approach and possible lead to application for additional funding.

***Recommendation 7** Continue to build a library of case studies with details of intervention strategies graduated over time reflecting flexibility and timely ongoing support to bring about improvements. This will create a foundation of accessible materials and strategies which can be shared to meet specific needs. It will also inform planning of the cycle of SEND training for staff. Strengthen the consistent gathering of evidence to inform progress and guide planning.*

SEND handbook and development plan.

Currently there is a very clear and ambitious department action plan which was rated. As in all schools staff comment on the need for additional time to fulfil all planned actions and specific allocated planning time should be used for this purpose. We understand that the SEND plan is to be incorporated into the school development plan which we agree is a good strategy to ensure all aspects run in parallel and inform each other. In terms of the above recommended development of new leadership and management this aspect would require careful consideration and appropriate support in terms of time made available.

We did not see a department handbook, though we were provided with extensive information which would normally constitute such a central document, also we did not pursue this aspect in the time available.

Recommendation 8. *To further develop a series of case studies on individual pupils ,particularly those with complex needs, these could provide evidence for inspection and also inform ongoing planning. If there is no single, central SEND handbook we would recommend that a digital handbook be implemented, perhaps in Ibook format for I pads and which could be made bespoke on the new website for particular audiences- parents-teaching assistants – teachers. This could be a job for a prospective new Senco and would enable them to get a valuable overview whilst producing a key central document.*

For inclusion in a handbook we recommend the following are considered:

SEND policy

SEND report

Accessibility plan

Policy procedure for supporting pupils with medical conditions

Lines of responsibility and accountability

SEND development plan

Bi-annual cycle of training.

Examples of strategies for each area of need in each year

Support materials- software-websites- reading available.

Examples of appropriate assessment and recording process

Frequently asked questions

Pupil views

Inspirational/aspirational quotations

Opportunities for feedback- from all parties

Specific reference to literacy and numeracy support

Information for supporting children with specific needs such as autism, dyslexia, Irlams, visual and or auditory impairment, language and communication, emotional, social and mental health.

Flow diagram of graduated support and application for additional funding is created

Details of monitoring and review processes are made explicit.

(We can assist in the development of a SEND handbook)

Access arrangements for year 6.

There appear to be clear processes regarding the exchange of information and preparation for pupils with SEN to transfer to the next phase. Gillian clearly appears to have good working relationship with the secondary schools and takes a proactive role in ensuring that pupils are supported during this important transition between phases.

Top up funding and EHCPs

We understand one pupil is currently on an EHCP and two others due to be transferred from a statement. Frustration was expressed regarding the processes of application for top up and /or EHCP. As with many local authorities Nottinghamshire does appear to have a singular perception of the process and Gillian has expressed a desire for more LA support and guidance in the drafting of applications for top up funding and EHCP.

***Recommendation 9** That some research is undertaken around what is happening in other LAs regarding EHCP and top up funding. This is something the Trust might consider funding, it is also something we could undertake. A useful website to look at regarding this issue is. <http://www.specialneedsjungle.com> which is free to subscribe to and does appear to offer an up to date national overview and is a useful pressure group.*

Use of external expertise

We were made aware of the use of a number of external agencies to support pupils with specific and complex needs, this was particularly so with regards to those pupils with physical disabilities and there was a very considered and caring approach to this aspect of this provision.

Working with parents and pupils

During our learning walk and chats with staff and pupils it became clear that there are strong and well developed links with parents who are encouraged to share their ideas and concerns and who receive a consistent flow of information, especially through the use of ipads. These effective relationships might be further strengthened through a new website and appropriate SEND handbook.

Meetings with staff

From our timetabled meetings and learning walk we were extremely impressed by the commitment and expertise demonstrated by staff. There is a clearly positive and caring ethos evident through out all parts of the school, teachers and learning assistants were helpful and had a clear understanding of each pupil's needs and staff work very hard and appreciate the support they receive from senior staff. We encountered no negativity and staff felt valued and saw themselves as part of a team.

The move to the new building will clearly offer new challenges and opportunities which staff look forward to.

***Recommendation 10** At the very earliest opportunity arrange an event be arranged that introduces all staff to the new building at the same time to outline the advantages and opportunities presented by the new facility and its technology.*

Meeting with pupils

As with any of our school visits, either in the UK or around the world this is always a highlight of our experiences . The pupils we met were confident, spoke very positively about the school and were aware and appreciative of those staff who supported them. They were full of enthusiasm, proud of the progress they are making and a credit to Glenbrook.

Staff Training

Both teachers and teaching assistants commented very positively on the opportunities provided for training, its quality and consistency. There were some staff who might benefit from more detailed specific training, particularly for some teaching assistants who would welcome this opportunity for more individual and accredited professional development in specific areas of SEND in order to lead and support their colleagues. The staff were aware of the barriers to such an approach in terms of time away from pupils in the classroom and cost.

Recommendation 11 *As part of succession planning and the incorporation of SEND into whole school development planning that consideration is given to the implementation of a two year cycle of SEND training, following a skills audit of all staff and identification of on-going need.*

Conclusion

Glenbrook Primary School is clearly a very good school where all pupils including those with SEND feel safe ,happy and cared for. Staff appear positive, professional and with a pride in the school and a desire to continue to improve their knowledge and practice.

There are key actions now required to:-

- ensure compliance with the most recent legislation and guidance in terms of all policies and procedures
- confirm a leadership and management structure of SEND for the near future and where appropriate develop a succession model to ensure effective continuity in the move into the new building
- build on the increased transfer of responsibility to the classroom teacher for the provision of effective learning support, with Senco as guide and mentor more than direct provider.
- develop the SEND list as a spreadsheet of progress information and evidence of the impact of a graduated approach
- update the website to tell a more effective story of the school's successes and ensure full compliance with the most recent regulations
- prepare staff for the move into the new building to sustain and build on current good practice
- develop a cycle of SEND training to locate and extend individual talents, ensure all pupil needs are met and refresh and deepen staff skills
- research procedures to enhance the possibilities of securing additional funding
- plan and draft a digital SEND handbook adaptable for different audiences

Suggested Timeline of actions.

June

complete slight amendments of all 4 key SEND documents to ensure full compliance

- SEND Report
- SEND Policy
- Accessibility Plan
- Supporting pupils with Medical conditions

June - July

Confirm leadership and Management of SEND model for September with succession plan and mentoring programme in place

Plan draft of SEND Handbook

Draft plan for SEND Staff Training

Develop model for SEND List to further improve progress data capture

September

Complete updating of website and ensure full compliance

Develop research into applying for additional funding

Ongoing

Monitor the development of progress data for each SEND pupil

Seek feedback from staff and parents re handbook

Monitor skills development of teaching assistants

Seek feedback from pupils on intervention strategies, measure improvements in confident and independent learning.

Share growing SEND expertise with other schools

Plan and undertake visits to other schools

Develop body of evidence for Ofsted and Trust inspections – case studies – data capture – pupil and parent SEND questionnaires-training progress

Thank You

We would like to thank you for the warm welcome we received at Glenbrook (when we eventually found our way in!) and particularly wish to thank the pupils and staff we met. They were a credit to the school, a point which was reinforced during our learning walk where everyone expressed the positive view of the school as a very caring place of learning. The care offered to pupils with disabilities was outstanding

Ged and Mary Murphy 28/5/16

This review was undertaken by Ged and Mary Murphy of
G&M Murphy Learning Ltd.
www.murphylearning.co.uk

The review was undertaken at the request of the head teacher and took place in the time limits and access to information as referred to previously. The findings are based on the information provided by the school and its staff.

Continued assistance will be offered to help complete any statutory documentation and ongoing support can be made available if required.