

Directorate : Universal Services
SEN Peer to Peer Review

School Name	Callands Primary
Headteacher	Lisa Wigglesworth
SENCO	Claire Whittaker
LA Officer	
Date of Visit	24.1.19

Relevant Information

Callands Primary School is two-form entry with 358 pupils on roll. 10% (37/358) of children are on the SEN register and of these 19% (7/37) have an EHCP. 8% of the school population accesses School Support strategies. National Average for similar schools is: EHCP 1.3%, School Support 12.1%.

The current SENDCo has been in position for 26 months and during this time has facilitated changes in line with the 2015 code of practice in order to raise the standards of tracking and provision for SEND children.

Overall quality of SEND provision

It is the view of the review team that Callands Primary School provides exemplary support and care to meet the needs of pupils with special educational needs at the school.

Summary of the Review:
Quality of Leadership for SEND

- There is a clear vision and ambition for the pupils at Callands who have Special Educational Needs. This is communicated passionately by the Head Teacher and SENCO who have worked with great commitment over a number of years to refine and improve structures to meet the needs of SEN pupils. The Head Teacher is an experienced SENCO with a Masters in SEN. She has completed work on behalf of the Local Authority to share the good practice that has been recognised at Callands.
- The SENCO is highly knowledgeable and effective in her role. She has a clear understanding of the children with additional needs and has set ambitious targets for them. There is a rigorous teacher assessment process in place to support attainment and achievement. This system is owned by all staff; it has been reflected on and refined over a number of years and now accurately marries up with external data. This is testament to the quality of teaching in the school.
- The Oxfordshire materials have been in place for a number of years and staff are confident to identify and respond to the needs of children at the earliest point. Parents told reviewers that this has resulted in their children's needs being recognised quickly. With effective provision in place outcomes for their children have been positive.
- School leaders have created a culture and ethos that welcomes parents and carers of pupils with SEND. Parental feedback is extremely positive. They like how school involves them and their child in decision making and how the school prepares their child for change. They appreciate how the school listens to their views.
- The SENDCO is knowledgeable on SEND policy and practice and works with staff to offer advice and support. A termly SEN meeting is held where staff are updated on any changes to policy or practice.
- The SEND governor is also knowledgeable being a SENCO in the local high school. This enables her to hold the school to account to have a positive impact on the outcomes for SEN pupils.
- The SENCO has been pro-active in addressing the changing needs of children at Callands, the Head Teacher reports that the IDCA has significantly increased over the last couple of years. In response to this Senior

Leadership have introduced pupil mental health / well-being passports. She has set up opportunities for children to access nurture provision; working with a highly skilled Teaching Assistant to ensure provision is personalised to meet the needs of individuals. The school have put in place a Health and Wellbeing policy and have held 'Healthy, Happy Home' weeks to talk to children about positive well-being.

Outcomes for pupils

- Callands school has high ambitions for children with additional needs and sets stretching targets for them. Internal data indicates that the vast majority of pupils make expected progress.
- This is an inclusive school; staff go out of their way to ensure that pupils with SEN are fully included in all aspects of school life. There are 2 pupils with an EHCP who play an active part on School Council.
- Progress in work books for pupils with SEN is very strong. The reviewers saw consistent evidence in a range of subjects to suggest that pupils achieve well. Workbooks evidenced that pupils with SEND develop and apply a wide range of skills in reading, writing, communication and maths effectively. The school has put in place successful systems for pupils to over learn vocabulary and key concepts; for example one Y6 pupil's history book evidenced the child independently applying historical vocabulary to their independent writing. As discussed on the day, in a very small number of books support and challenge could be developed further.
- The school has looked to enable children to make choices for themselves from an early age and support them in making friends and staying safe and healthy. They are pro-active in adapting to meet the needs of the changing needs of the children at Callands; for example introducing mental health and wellbeing passports. The school has invested in staff CPD in this area; developing a Callands pathway to help more vulnerable pupils and their families.
- They promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- The school has worked with local settings to ensure that pupils are well prepared for the next stage of their education. The school can in any year work with up to 13 local Nursery settings. As a result of this the SENCO has supported the reception teacher to ensure that children with additional needs are identified as early as possible, putting in place checklists for reception. Close links for transition exist between the school and the local high schools.
- The school uses a range of data to identify barriers to learning including weekly attendance; patterns of bullying; and any rates or patterns of exclusion. The school places a high emphasis on children taking responsibility for their behaviour; they have personalised their approach, 'Bucket Filling.' As a result of the well lived and owned policies, pupils at Callands are extremely well mannered and respectful of each other. Incidents of negative behaviours are extremely rare.
- Edukey is successfully used to map the provision of SEN across school. Again, this is a system that was considered, reviewed and evaluated and as a result is used confidently by all staff.

The Quality of SEND teaching and learning for pupils

- Senior Leaders ensure that the quality of teaching and learning is consistently by completing robust monitoring tasks throughout each term. This ensures that when a concern is raised about a child, leaders can be confident that the quality of teaching and learning is strong and there is a need for additional provision.
- High quality teaching that is personalised meets the individual needs of children at Callands. The behaviours for learning across the school are exemplary to allow this to happen. In a year 6 English lesson the environment was well thought out to meet the needs of SEN pupils; there was a calm working atmosphere and the teacher skilfully scaffolded the task using open ended questions. Clear explanations of vocabulary were given as well as praise and a range of peer to peer, independent and group time. Pupils were respectful of other children's opinions. As a result, SEN pupils in this class were observed to be comfortable to share their ideas, sustain listening and commit fully to the task given to them.
- Observations of interventions indicated that they are used well to meet the needs of children with SEN and that Teaching assistants are highly effective in their roles. In a speech and language intervention observed, the teaching assistant skilfully challenged pupils to reflect on their mistakes and learn strategies

to help them to become more independent in their lessons. Her modelling of language was consistently clear and accurate. When speaking to Teaching Assistants it is apparent that they are passionate about the interventions they are responsible for. They receive regular and high quality continued professional development and learning. The Nurture Leader goes out of her way to find materials and strategies to help the children she works with. We discussed developing opportunities to record the positive impact of Nurture interventions on information sheets and how to evidence progress in S.E.M.H using a tracking system such as Boxall.

- The school collaborates with a range of services to meet the needs of SEN pupils. This includes SaLT, Early Help, Play Therapy, CAHMS and St Joseph's Family Outreach. The school is outward facing and engages critically with developments in practice, supporting the Mental Health and Behaviour in Schools agenda.
- The displays around school celebrate the successes of the pupils in a range of subject areas. Very well established routines enable the pupils to settle quickly and help to keep the calm, purposeful environment that was observed throughout the visit. It was the view of the review team that the structure, routines and high expectations set for pupils ensured that behaviour was exemplary. All pupils were polite, well mannered and confident to move independently around school.
- A group of SEND pupils were interviewed during the review. The children represented Year 3, 4 5 and 6 and had extremely positive views about their school and the provision they received in order to support their education. The children spoke decisively about what they needed to do if they were worried about friendships, their emotions or any issues that they encountered during the school day. They understood that sometimes they learned differently in some areas of the curriculum but acknowledged and valued the additional support and intervention they received. For example, one child spoke about how strategies and learning in a friendship group had enabled him to think carefully about his responses to certain situations and he was improving with his ability to make the right choice. Children could articulate their strengths (and favourite subjects) but also acknowledged their targets and how they have been supported to improve.
- During the review we spoke with two parents whose children attend school. They were very complimentary about the school saying; "The atmosphere is different at Callands, they care." "School are kind, they are more interested. I have seen such a difference in my child in such a short space of time." Another parent said; " We can't fault the school on its processes. We have seen progress in learning and behaviour." Both parents complimented the school on the communication they receive. They both said that they feel well informed and listened to.

Recommended Actions / Considerations

- Consider further refining documents for children accessing Nurture provision to include how pupils have progressed.
- Consider current data tracking processes to allow small steps of progress to be evidenced for the more complex pupils with SEND e.g. Boxall / Bsquared.
- In some areas and year groups ensure that all opportunities to further enhance, support and challenge learning more consistently by following the marking policy.