

Directorate : Universal Services
SEN Peer to Peer Review

School Name	Callands Primary	Visit Focus This school has agreed to partake in this review via the programme of Peer to Peer SEN Reviews. Please see attached Review framework:
Headteacher	Lisa Littler	
SENCO	Claire Whittaker	
LA Officer	Louise Atkin	
Date of Visit	15.06.2022	
Category		
Time on Site	8.30am – 12.45pm	
Prep/Report time	½ day	
Peer to Peer Team	Michelle Culliford – SENDCo Croft Primary School Kirsten Matthews – SENDCo Sandy Lane Nursery Sarah Tilley – SENDCo Cinnamon Brow Primary School	

Preparatory documents used for this visit		Website check: The School website was used to ascertain prior information about the Schools SEN practice & procedures. The school website meets statutory requirements for SEND.
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Relevant Information

Callands Community Primary School is two-form entry with 406 pupils on roll. 15% (59/406) of children are on the SEND register and of these 5% (3/59) have an EHCP. The school has experienced a significant rise in their student population over the past year. There has been an influx of students from Hong Kong who have English as an additional language.

The current SENDCo has been in position for 6 years and has a wealth of experience and a clear vision for the further development of SEND throughout the school.

Overall Quality of SEND Provision:

It is the view of the review team that Callands Community Primary School provides outstanding provision for all pupils in their care and embraces the 'Ambition for All' principle which they use to drive forward their inclusive pedagogy.

Summary of the Review:
Quality of Leadership for SEND

- The Headteacher is an experienced SENDCo 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 (*taken from review 2019*). She is a National Leader of Education and is proactive in ensuring that all pupils receive outstanding evidence-based provision during their school career at Callands.
- The SENDCo is also the Deputy Headteacher, thus a member of the School Leadership Team; therefore, following the guidance outlined in the SEND Code of Practice 2015. She has 6 years of SEND experience, has gained the National Award for Special Educational Needs Coordination and has high aspirations for all pupils. She sets herself high standards of good practice and ensures this is embedded across the school. She has the skills and credibility to empower all staff to strive to provide high quality, inclusive, provision for SEND learners across all curriculum areas.
- The SENDCo is highly effective and her knowledge of SEND and drive for continuous improvement of school systems ensures that SEND is always high on the agenda at Callands. She has a detailed RAG rated action plan, using evaluative outcomes from the LLS SEND self-evaluation documents.

- The Headteacher and SENDCo are extremely knowledgeable and use evidence from a variety of sources (e.g. EEF Review, OFSTED) to further enhance the inclusive practice across the school. Regular staff meetings are carefully planned to keep staff updated on current developments and to provide quality training on evidence-based inclusive practice across the curriculum. The school are in the process of effectively implementing the 'Five-a-Day' principle and repertoire of strategies to support all learners across the school.
- Teachers, coordinators and middle leaders could all articulate their roles as teachers of pupils with SEND and outline strategies and reasonable adjustments they use on a day-to-day basis to support equality of access. For example, purchasing different equipment for DT to support learners with motor skill difficulties.
- The SEND Governor is very proactive in her role at Callands and holds the school to account through termly visits, which are focussed and effectively inform her of all aspects of SEND. Records of her visits are made available on the school web page. She is experienced in SEND herself as she is the SENDCo at a local High School and also has the National Award for Special Educational Needs Coordination. This results in a very strong, effective and self-reflective SEND leadership team at Callands.

Outcomes for Pupils with SEND

- From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in Mathematics, are good. The SENDCo attends all pupil progress meetings and any pupils with SEND who are making less than expected progress form part of the SENDCo data analysis/action plan which leads to observations, pupil voice and staff voice collection to decipher the most appropriate support needed, e.g. additional intense Floppy's Phonics.
- A group of SEND pupils were interviewed during the review, with Miss Whittaker present to support them. The children represented Year 5 and 6 and were articulate about their experiences at school. They were very positive and frank about their school life and could talk about the work they found tricky. They could discuss their current targets and how they were currently meeting them.
- The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND. The SENDCo has exemplary records and files to show how these are monitored and any subsequent actions taken.
- The school liaises with a range of services to meet the needs of SEND pupils. This includes SaLT, EP, CYMPHS and the CDC.
- The SENDCo is proactive in ensuring smooth transitions for all pupils, especially children currently in nursery settings. This academic year, once the SENDCo received the confirmed new starter list for September 2022, she engaged with each Nursery on the list and visited pupils who receive SEND support to aid a successful transition in September.
- The SENDCo meets weekly with children to capture pupil voice data and subsequently acts upon any matters which arise. Staff voice questionnaires also further strengthen the outcomes for pupils as this provides another avenue for staff to be evaluative of their practice to ensure positive outcomes for pupils.
- Lesson delivery includes the identification of four outcomes for 4 cohorts of pupils to achieve based on the lesson objective; this clarifies pedagogy and implementation using the 'Five-a-Day' strategies from EEF. This also allows SEND pupils to identify their (grey) target for each learning session.

The quality of teaching and learning for pupils with SEND

- Senior leaders are rigorous in monitoring the quality of teaching and learning for all pupils. On a termly basis key aspects of teaching and learning are monitored by a visiting external consultant, thus ensuring that effective and inclusive practice is embedded across the school.
- During lesson visits, behaviour was outstanding, ensuring quality learning takes place and pupils can thrive in calm, purposeful learning environments. All learners were included in the delivered lessons and were supported by high quality, knowledgeable teaching assistants.
- Planned catch-up / closing the gap sessions were not observed; however, costed provision maps were provided to outline the range of catch up groups which are implemented – including Monkey Bob, Nurture, Rainbow Writing and Speech and Language plans.
- Teachers and teaching assistants work collaboratively to support planned lessons and ensure the 'Five-a-Day' strategies are used across the curriculum. Targets for SEND pupils are shared with all stakeholders

and Pupil Passports are reviewed formally every term, but regularly evaluated across the term and used as a working document.

- Teaching Assistants are dedicated to and passionate about the children in their care and are experienced and skilled in supporting pupils with a variety of needs. They are invited to all CPD meetings and undertake regular training, including SaLT, Monkey Bob, Floppy's Phonics and Dyslexia.
- The SENDCo is passionate about enhancing the quality of support for her SEND pupils and is currently in the process of developing a document which will inform teachers of the best strategies, pedagogies and reasonable adaptations required for individual pupils. This document would also enhance the delivery of lessons for SEND pupils when they are being taught by supply teachers.
- Pupil Passport targets are SMART and are quality assured by the SENDCo before they are shared with parents and implemented.

Working with pupils and parents/carers of pupils with SEND

- During the review, a telephone consultation was undertaken with one parent. He had very positive views about the school and could articulate his child's educational journey and the identification and support received throughout her educational career at Callands. He stated that his child has 'thrived' at Callands and is positive about the transition process to High School, stating that he has no concerns and that even next year, he felt he would be able to ring up the SENDCo to ask advice, despite his child being in a different establishment. He felt informed and listened to and praised the school systems.
- There are strong relationships with parents. Reception hold 'Come and Share the Experience' sessions when parents can watch a lesson and join in with activities. These strong relationships give parents time to absorb possible needs after difficult conversations.
- Parents build relationships with other parents through the experiences of the children, e.g. diagnoses.
- There is a wealth of information on SEND for parents to access on the school website and they are sign-posted to the Local Offer - Ask Ollie.
- There is an open-door policy at Callands and parents are welcome to contact the school at any time if they have a concern or need an answer to a question. Parents also meet with class teachers to discuss the progress of their children and the termly targets on their Pupil Passports.
- As previously mentioned, pupil voice discussions are undertaken weekly by the SENDCo – enabling her to have spoken to all pupils with SEND on a half termly basis. Pupil Passports also provide evidence that pupils are involved with the target setting and are aware of their areas for development.
- SEND pupils are fully included in all aspects of school life and have equal opportunities to access all after-school clubs and other school groups – for example, the School Council.

Assessment and identification

- Children are assessed and identified by using the Oxfordshire Materials. A 9-point scale is used to assess the attainment of all pupils. Pupils with cognition and learning needs who have been identified as SEND, tend to remain at the lower end of the scale.
- In Spring 2022, the SENDCo believed that the collection of soft data for pupils with SEND wasn't enough to identify gaps. Therefore, towards the end of Spring 2022, staff have started to use the Pre-Key Stage Teacher Assessment Frameworks for both assessment and pupil passport targets. These are updated termly and colour coded to show progress.
- The SENDCo maintains an accurate SEND Register, which is updated termly, with children either being taken off the register due to accelerated progress or being added on.

Monitoring, tracking and evaluation

- 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 (*Review 2019*). Edukey continues to be used effectively.
- A 9-point scale is used to assess the attainment of all pupils. Pupils with cognition and learning needs who have been identified as SEND, tend to remain at the lower end of the scale. However, maintaining their point on the scale, indicates that they are indeed making progress.
- Due to the SENDCo attending all pupil progress meetings, she can evaluate the effectiveness of the planned provision to close the gap with SEND pupils and if this has not been effective, she along with the Headteacher and teachers re-evaluate and change the provision.

- Children are also tracked against their Passport targets which are mostly taken from the Pre-Key Stage Teacher Assessment Frameworks and follow a cycle of Assess, Plan, Do, Review.
- Teachers and teaching assistants stated that Pupil Passports are working documents which are continuously monitored, evaluated and modified accordingly.
- Costed provision maps are detailed and evaluated termly.

The efficient use of resources

- The SENDCo is also the Deputy Headteacher and her dual role is extremely effective in ensuring that the high aspirations they set for all pupils are implemented, monitored, supported and evaluated. When not classroom based, she prioritises 3 hours of her time every week to undertake her SEND role – her deputy role often crosses over with this, resulting in an effective use of time. The school also provides 3 hours per week of SENDCo administration time, which is extremely effective, enabling the SENDCo to be more strategic in her role. The SENDCo has no other major responsibilities, thus enabling her to solely focus on her role. This is an excellent and efficient use of human resources.
- Interventions are costed and evaluated for impact.
- The SENDCo has a high profile within the school and regularly delivers CPD to all staff, including teaching assistants. There are strong lines of communication and staff work together well as a team to support learners.
- Teaching assistants are deployed by the Headteacher and SENDCo based upon their strengths and skills. Staff voice questionnaires enable them to identify any professional development needs and these are supported accordingly.

Recommended Actions / Considerations	Who?
• To continue to embed the planned actions from the EEF – ‘Five-a-Day’ strategies. • To continue to develop the document for teachers to refer to when supporting the SEND pupils in their classes.	Headteacher/SENDCO/Teachers /TAs

Future Sources of Support			
In School	Peer to peer working/ paired teaching	LA Specialist /DP Cluster/ other	Continue engagement in SENDCo networks

Contribution to LA Commissioning Priority Themes		
A.	Warrington schools and settings will be Good or Outstanding	X
B.	Children will arrive at school, school ready	X
C.	Performance (Attainment & Progress) across the key phases will meet or exceed that of our SNs	X
D.	Outcomes for our most vulnerable groups of learners will be in line with/higher than those of our SNs	X
E.	Opportunities for CYP to progress into employment and training will increase	X
F.	Transformation of Performance and Outcomes will be collaboratively and sustainably embedded at system level	X

To be completed by Headteacher	
School Agreement to Accuracy	Signed:
To be forwarded to Governing Body/Chair of Governors	