

## SEND Peer to Peer Review 2023-2024

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| School Name                | Callands Community Primary School  | <b>Visit Focus</b><br><br>This school has agreed to partake in this review via the LA programme of Peer to Peer SEN Reviews.<br><br>Please see attached Review framework: |
| Head teacher               | Siobhan Bentley  |   |
| SENCO                      | Claire Whittaker   |   |
| LA Officer                 |  |   |
| Date of Visit              | 26.06.2024   |   |
| Category                   | SEND Peer to Peer Review   |   |
| Time on Site               | 4 hours  |   |
| Prep meetings /Report time | 13.6.2024 – Online meeting with SENCO<br>25.6.2024 – Pre-meet with the review team<br>28.6.2024 – Report writing |   |
| Peer to Peer Team          | Jayne Narraway (lead reviewer)<br>Emily Arnaud<br>Emma Flemming<br>Ann Collins (SENCO from Stockton Heath)       |   |

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| <b>Preparatory documents used for this visit:</b>  | <b>Website check:</b>  |
| <ul style="list-style-type: none"> <li>SEND review self-audit</li> <li>Peer to peer review timetable</li> <li>Peer to peer review pre-visit information</li> <li>SEND support register</li> <li>EHCP register</li> </ul> | The School website was easy to navigate. It includes details of the SENCO and also the link SEND governor. It clearly displayed the following S.E.N.D. documents: <ul style="list-style-type: none"> <li>SEND information report</li> <li>SEND policy</li> <li>SEND governor review</li> <li>Previous SEND peer to peer reviews</li> <li>Useful resources for parents</li> <li>Links to Addvanced Solutions</li> <li>Specific learning difficulty information</li> <li>Newsletters for Addvanced Solutions and WARRPAC</li> <li>Link to the Local Offer</li> </ul> |

### Relevant Information

Callands Community Primary School is a two form entry primary school. The last peer to peer review was in June 2022. The school received an Ofsted visit in June 2023 and maintain the judgement of being an outstanding school but would have a graded inspection next.

Ofsted (2023) stated that:

*'At Callands Community Primary School, leaders and staff support pupils to develop into confident and articulate young people. Pupils say that they love school and describe it as fun. They show kindness and respect for each other and adults in school. Leaders have high expectations of what pupils can achieve, including pupils with special educational needs and/or disabilities (SEND).'*

*Leaders are quick to identify pupils who may present with additional needs, including pupils with SEND. They work closely with external agencies to support these pupils and their families. Teachers are provided with the information and training that they need to support these pupils in the classroom. Pupils with SEND are fully included in classroom learning. Leaders ensure that all activities are accessible to them so that they can participate fully in the life of the school.'*

**SEN Information provided by school prior to review.**

- There are 70 pupils on the SEND register in total which equates to 19% of the school population. This is above the national average.
- The school has 10 pupils with EHCPs which is 2% of the school population and the remaining 17% on SEN Support.
- The school have some children who they are currently monitoring.
- There have been two exclusions: three and a half days for one pupil and four days for another pupil.
- The current attendance for SEND pupils at the date of the peer to peer review was 93.4% which is above the national average.
- 26% of SEND pupils have persistent absence.
- The SENCO has been in role for eight years and holds the SENCO Award.
- The SENCO receives 3 hours dedicated time for their role per week and has 10 hours of SEND admin support per week.
- The SENCO is also the Deputy Headteacher.

**Summary Statement from Peer to Peer Report**

The leadership of SEND at Callands Community Primary School is strong with all school leaders supporting the strategic development of provision. Parents of SEND pupils are co-producers of their children's development and welcome the partnership with the school. Relationships between adults and children are positive and provision is very child-centred. Self-evaluation is accurate and there is a clear recognition of the impact of changes to SEND provision in the school and also clarity with regards to the next steps for the school.

**Summary of the Review:**
**Outcomes:**

- Leaders report that most pupils with special educational needs achieve well and make progress from their individual starting points; however, school leaders recognise that some pupils with SEND are struggling to make expected progress as a result of SEMH barriers to learning which the school is working hard to address.
- The school makes use of Fischer Family Trust to set targets, measure and track progress of pupils with SEND against their baseline and end points.

**Leadership:**

- Staff are appreciative of the passionate leadership of the SENCO and are grateful for their hard work and support given to both the children and themselves.
- As a result of the strong leadership and communication, all staff are aware of the expectations and procedures for supporting SEND. Staff have access to SEND paperwork and the SEND register.
- There is a strong focus on teamwork (a team around the child) which looks at each child on the SEND register, particularly those with EHCPs and how the children's needs can be met.
- The SENCO regularly seeks the opinions of all stakeholders which facilitates the review of provision and the measuring of the impact of interventions.
- Weekly/fortnightly senior leadership meetings include a focus on SEND which is shared with the SEND link governor.
- School leaders are reflective and the governing body provide challenge.
- There is a relatively new SEND link governor who has an educational background who has plans to visit the school to monitor SEND.

- The SEND register is a dynamic document that is reviewed regularly. Discussions were had during the review regarding the children included on the register. The school would welcome some clarification to ensure they are definitely placing the children correctly on the SEND register.
- Curriculum subject leaders have supported the identification of adaptations for provision in different areas of the curriculum and fed this into children's individual plans.

**The quality of teaching and learning for pupils with SEND:**

- In order to meet the children's needs, there is a comprehensive whole school CPD offer for all staff which is complemented by individual CPD provision. The use of the Committed to Inclusion offer has further strengthened the development of teaching assistants.
- The school follows the 'I do, We do, You do' approach to the scaffolding of teaching and learning. Pupils with SEND are taught alongside their peers during the 'I do' and 'We do' part of the lesson and then supported individually for the 'You do' if required.
- Adaptations and reasonable adjustments are consistently made for pupils with SEND across all classes and across the whole curriculum.
- Observations in classrooms captured individual adaptations and adjustments for children as well as attuned adults who are aware of the children's needs yet recognising the need to develop independence and positive attitudes to learning. An example of this being the 'ask the audience' or 'bounce it on' approach for children who are not too sure of the answers.
- Scaffolds, sensory tools, group activities, now and next boards, individual timetables and space were consistently and effectively used across all areas of the school.

**Working with pupils and parents/carers:**

- The SENCO collects the children's voice on a half termly basis and uses this to make adjustments to provision.
- The children conferred with shared a range of things they enjoyed about school: football, rugby, art, maths and seeing friends. They are able to identify aspect of the school curriculum they are successful in as well as articulating what they find challenging.
- The children were able to articulate their targets and were able to share how the parents/carers knew them also.
- The children were able to share what strategies are in place to support them when they find things difficult e.g. sand timers, handwriting adjustments, remembering boards, etc.
- The relationships between the adults (including mids) and children are very strong with children articulating that they had lots of adults that they could trust to support them and understand them.
- Children have the opportunity to engage in lots of clubs and shared that they are involved in leadership opportunities such as School Council, BDIs, Litter Picking, Corridor Prefects, Reading Ambassadors, Eco Ambassadors and Digital Ambassadors.
- Parents are appreciative of the support the school puts in place to enable their children to have a positive learning experience. Parents were able to articulate their children's strengths and targets which are shared through their IEPs and pupil passports.
- Parents are provided with paperwork regarding their children and are partners in their children's education and provision. They welcome telephone calls and meeting with the teachers and the SENCO.
- Parents are clear regarding the support available to them within the school and who to ask for help.

**Assessment and identification:**

- The SENCO has worked hard to streamline the processes and procedures for identification and assessment following a change in headship which has resulted in more manageable systems of practice which all members of staff can engage in.
- The school makes use of the targets set by speech and language therapists and has a close relationship with the therapist who offers support to the staff if needed.
- Staff are fully aware of the graduated response which has been clarified by the SENCO.
- The school has effective transition procedures to support early identification of children with SEND being admitted to the school from a number of different nursery providers. This includes visits to the nurseries by the EYFS lead and the SENCO, meeting parents, use of baseline and WellComm assessments.
- Specific and personal programmes of support are put in place for children with SEND who are admitted to the school and all staff are aware of their targets, expected provision and next steps.

**Monitoring, tracking and evaluation:**

- Individual timetables are developed for pupils when the school identify that they may need further support and intervention which may result in a referral for an EHCP or when a child is showing signs of high-level anxiety.
- The SENCO has a routine of monitoring provision through supportive fortnightly class visits where they will share ideas and strategies with staff to improve provision based on the children's needs.
- The school has a whole school provision map for speech and language. Each class has their own provision map and then there are individual costed provision maps for children who already have EHCPs and those who are likely to be referred for assessment.
- Individual timetables for pupils with EHCPs link directly to the numbered outcomes on the child's EHCP allowing for clear monitoring of provision. Deployment of staff against provision is clearly mapped out to meet the children's needs as identified in the EHCP.
- The school makes use of assessment, pupil voice, parent voice, teacher voice, book looks, observations and learning walks in order to monitor the impact of provision and evidence against outcomes.
- Pupil Progress meetings focus on the impact of interventions and provision for SEND children, using Edukey as a means of sharing information to all stakeholders.
- Individual Education Plans and pupil passports are working documents within the classroom with annotations being made to show evidence towards achievement of targets.
- Attendance of SEND pupils is monitored carefully by senior leaders including the safeguarding team. Absence summaries are sent to class teachers. Persistent absenteeism of some children with special educational needs is a focus for the school leaders. Tailored plans are being put in place to improve engagement with school.

**Efficient use of resources:**

- Teaching assistants are used effectively across the school with a range of different pupils with SEND.
- Teaching assistants provide strong communication with the teaching staff and are efficient in their feedback of learning.
- Staff make use of the National College for their CPD around SEND where they will be signposted to specific training and have the flexibility to access training of their choice.
- Like most schools, space is of a premium but the school continues to strive to find solutions to this in order to establish safe spaces for pupils who may become dysregulated.

**The quality of SEND provision:**

- Pupils have individual education plans and/or pupil passports which are shared with all members of staff allowing for a consistent approach to the provision and achievement of outcomes.

- Adjustments are made for children with speech and language difficulties, e.g. the use of whiteboards and talking tins for communication instead of speaking.
- There are a number of interventions which are well considered and meet the needs of the children. These include: Speech and Language programmes, ELSA and LEGO therapy. The length and frequency of the interventions are annotated on the children's IEPs.
- The school has worked hard to establish a consistent and considered whole school approach to managing any children who experience periods of dysregulation. The 'Serenity Room' and time out spaces provide a calm area for children to co-regulate with adults before returning to their learning.
- There is a strong emphasis on the pastoral support for the children with social and emotional mental health needs with the use of soft landings, emotional thermometers, worry monsters and support from the emotional literacy support assistant (ELSA).

**Strengths:**

- Relationship between the pupils, parents and staff lead to a cohesive and holistic approach to provision for pupils with SEND.
- Staff at the school are well-trained and consistently apply the strategies needed for the individual pupils with SEND.
- The systems and procedures established by the SENCO to identify the pupils' needs, their support for staff and meticulous attention to detail facilitates growth and distribution of expertise. The SENCO is passionate about SEND and leads effectively.
- Paperwork is exemplary and shared by all staff.

| Recommended Actions / Considerations ( <i>Some already started and to be continued as identified below</i> )  | Who?   |
|---|--|
| <ul style="list-style-type: none"> <li>• In partnership with the attendance and safeguarding team, continue to implement provision to decrease the number of SEND pupils who are persistent absentees.</li> </ul>   | HT, SENCO, Attendance Lead, Safeguarding Lead and Governors. |
| <ul style="list-style-type: none"> <li>• To continue to develop assessment process to measure the impact of interventions and strategies for SEND pupils.</li> </ul>  | SENCO  |
| <ul style="list-style-type: none"> <li>• To establish the role of the new SEND governor to include visits, providing a template of focus for visits to ensure they are able to effectively feedback on SEND to the governing body and provide appropriate challenge.</li> </ul> | HT, Chair of Governors, SENCO and link SEND governor         |
| <ul style="list-style-type: none"> <li>• Review the SEND register to ensure that only children with provision beyond reasonable adjustments are included, whilst maintaining a monitoring list.</li> </ul>  | SENCO  |

| Future Sources of Support |  |                                  |  |
|---------------------------|--|----------------------------------|--|
| In School                 |  | LA Specialist /DP Cluster/ other |  |

| Contribution to LA Commissioning Priority Themes |   |   |
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| A.   | Warrington schools and settings will be Good or Outstanding | ✓ |

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| B. | Children will arrive at school, school ready  | ✓ |
| C. | Performance (Attainment & Progress) across the key phases will meet or exceed that of our SNs                       | ✓ |
| D. | Outcomes for our most vulnerable groups of learners will be in line with/higher than those of our SNs               | ✓ |
| E. | Opportunities for CYP to progress into employment and training will increase  | ✓ |
| F. | Transformation of Performance and Outcomes will be collaboratively and sustainably embedded at system level         | ✓ |
| G. | Children and young people feel a sense of identity and belonging and their voices are heard and opinions are valued | ✓ |

To be completed by Headteacher

School Agreement to Accuracy

Signed:



To be forwarded to Governing Body/Chair of Governors