



**Newtown Primary School**

**Special Educational Needs  
Self-Evaluation & SEND Report**

**For year ending  
2020-2021  
with Development plan  
2021-2022**

# SEND Self-Evaluation 2020-2021

Date: October 2021

School: Newtown Primary School

School Reviewers:

Gemma Huggon ([ghuggon@newtown.cumbria.sch.uk](mailto:ghuggon@newtown.cumbria.sch.uk))

Sarah Lee ([slee@newtown.cumbria.sch.uk](mailto:slee@newtown.cumbria.sch.uk))

Current Ofsted Grade: Special Measures

Date of Inspection: January 2019

Ofsted Comments on SEND Provision from last report: N/A

Number of Pupils on Roll: 115

## OVERALL SEND FIGURES FOR NEWTOWN PRIMARY SCHOOL BY YEAR GROUP

Year Group	Overall Numbers	K	E	NOR
R	0	0	0	15
1	8	8	1	21
2	4	4	1	15
3	8	8	1	25
4	0	0	0	7
5	4	4	1	18
6	6	6	2	14
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>6</b>	<b>115</b>

Other notable SEND Characteristics or context (e.g. residential provision, particular specialism, other)

Number of Places in Resource Provision **N/A**

School staff welcome feedback on the provision for SEND. Any positive comments, concerns or complaints should be raised with an appropriate staff member and/or the Headteacher in the first instance.

A copy of the complaint's procedure is on the school website.

Support for parents of children with SEND can be found at:

[ACE Education Advice CIC & ACE Education Training LLP | ACE Education Advice | ACE Free Advice Lines Contact Details \(ace-ed.org.uk\)](#)

[About Cumbria SENDIASS](#)

Cumbria Education Trust also has a Director of Learning Provision and SENCO, Mrs S Newstead, in their central team and can be contacted for support and advice at:

[snewstead@cumbriaeducationtrust.org](mailto:snewstead@cumbriaeducationtrust.org)

Service/Support	No. of CYP supported	Comment on effectiveness, value and impact and give rating	(1 poor - 5 good)				
			1	2	3	4	5
Support from SSENS service (specialist teachers)	5	Specialist advisory teacher for Early Years – support over lockdown to carry out EHCP review, couldn't come into school to see child. Special teacher for visual impairment – delivered a staff meeting over teams and was involved in lots of correspondence. SLA and autism specialist teacher – worked closely with mum and child remotely. Behaviour and emotional wellbeing officer – advised and offered support on strategies and behaviour contracts.			x		
Support from Educational Psychology	3	Education Psychologist – involved with three children holding family meetings over teams, completed 1-1 assessment with one pupil in the summer term.			x		
Support from SEND lead workers	3	EY SENDCo – supported one child in EYFS and continued to support two year 1 pupils in the autumn term.			x		
Support from other professionals	18	Speech and language – mixture of face to face and virtual support for 8 pupils Occupational therapist – came into school to support several 3 pupils ADHD clinicians – children attended clinic support 7 pupils					x
Support from other health professionals	N/A						
SEN LAB/Trust Board member	N/A						
Leading SENCO Project Collaboration with other CET Primary schools	N/A	Extra SEND Collaborative Group meetings (with SENCOs from other CET Primary Schools) were held via Teams during lockdown to ensure SENCO kept up to date with changes to legislative guidance, raise concerns and share good practice. Weekly meetings due lockdown.					x
Volunteers (Inc. parents/carers)	N/A						

What training or support would you like to plan for 2020/21 This will be prioritised based on need	No	Yes	Please specify topics
Termly planning meeting (focus on children/young people)		Y	Developing the new SEND team in school. Embedding the new whole-school monitoring schedule. Forecasting resource provision, mapping interventions and evaluating impact.
Leading SENCO programme (focus whole School SEND development)		Y	Support from Sue Newstead to train teachers in writing succinct and effective AAP targets. Updating the formats of our AAPs and parental review paperwork. Tracking SEND progress using our new assessment tool (Learning Ladders).
Training from Local Authority SEND Team		Y	Embedding Cumbria County Council's new EHCP and Early Help paperwork (October 2021)
Training from Educational Psychologist team		Y	Developing effective classroom strategies to support children with social, emotional, mental health (SEMH) and behavioural needs.
Training from SSENS		Y	
Training from SALT		Y	
Training from CAMHS		Y	
Other support or training		Y	Collaborative working & CET school improvement Group projects.

## Overview<sup>1</sup>

RAG	Preparing	Developing	Established	Exceeded
<b>Leadership and Management: How effective is the leadership, management and governance of SEN?</b>	Preparing	Developing	Established	Exceeded
1. There is a strategic whole school approach to understanding and responding to the needs of children and young people with SEN. Information. <a href="#">(full information1)</a> The SENCO works closely with the governing body/Trustees and Head teacher to ensure that all children/young people with SEN have an appropriate education, that promotes high standards and the fulfilment of potential <sup>2</sup>	Preparing	Developing	Established	Exceeded
2. The school/academy has sufficient, suitably qualified and experienced staff to meet the range of learning support required by learners. <a href="#">(full information2)</a>	Preparing	Developing	Established	Exceeded
3. The school has access to a range of qualified and experienced teams, organisations and provisions to enable a varied, flexible and personalised learning experience for children and young people with SEN. <a href="#">(full information3)</a>	Preparing	Developing	Established	Exceeded (external org. don't deliver)
4. Safeguarding is prioritised for all pupils, but with particular appreciation of the increased risks for children/young people with SEN. There are (where appropriate) risk assessments in place, alongside intervention plans for pupils with SEN <sup>3</sup> . <a href="#">(full information4)</a>	Preparing	Developing	Established	Exceeded
<b>Identification and Assessment: How effective is identification, assessment and planning for pupils with SEN?</b>	Preparing	Developing	Established	Exceeded
5. Identification & on-going assessment of SEND leads to additional or different arrangements being made & a consequent improvement in progress <sup>4</sup> Planning for Children and Young People with SEND is person centred and outcome based <sup>5</sup> and parents and children, young people feel included, respected and engaged with the learning goals and curriculum. <a href="#">(full information5)</a>	Preparing	Developing	Established	Exceeded
6. The School is responsive to the ways in which SEND intersects with other groups, including	Preparing	Developing	Established	Exceeded

<sup>2</sup> SEND Code of Practice: 0 – 25 Years para 6.1

<sup>3</sup> Ofsted School Inspection Handbook September 2015 para 11

<sup>4</sup> Para182 Ofsted School Inspection Handbook September 2015

<sup>5</sup> SEND Code of Practice: 0 – 25 Years para 6.44 – 6.56

Pupil Premium, English as second language, gifted talented, ethnic minority, child protection, care leavers attendance and lateness <sup>6</sup> ( <a href="#">full information6</a> )				
7. Appreciation of transitions are at the forefront of planning and intervention from the earliest point of identification of SEN <sup>7</sup> Pupils and carers are supported with a wide range of information throughout their school career. ( <a href="#">full information7</a> )	Preparing	Developing	Established	Exceeded
<b>Quality First Teaching for Pupils with SEN: How well does Quality First Teaching support good progress for pupils with SEN?</b>	Preparing	Developing	Established	Exceeded
8. The assessment and identification of pupils SEN is used effectively to inform planning and support good progress. ( <a href="#">full information8</a> )	Preparing	Developing	Established	Exceeded
9. The curriculum meets the needs, aptitudes and interests of pupils with SEN. ( <a href="#">full information9</a> )	Preparing	Developing	Established	Exceeded
10. The learning Programmes and activities support the SEN learners wellbeing, welfare, safety and personal development. ( <a href="#">full information10</a> )	Preparing	Developing	Established	Exceeded
11. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN <sup>8</sup> ( <a href="#">full information11</a> )	Preparing	Developing	Established	Exceeded
12. Teaching Assistants (TAs) are deployed in such a way as to maximise their impact, are well prepared for their role and demonstrate good practice <sup>9</sup> . ( <a href="#">full information12</a> )	Preparing	Developing	Established	Exceeded
13. There is evidenced impact of funded support/interventions leading to progress and attainment <sup>10</sup> ( <a href="#">full information13</a> )	Preparing	Developing	Established	Exceeded
14. The learning Environment supports the differentiation that the SEN learners require and meets the requirements for reasonable adjustments under the 2010 Equalities Act <sup>11/12</sup> ( <a href="#">full information14</a> )	Preparing	Developing	Established	Exceeded
<b>Achievement: How well do pupils with SEN progress and attain?</b>	Preparing	Developing	Established K	Exceeded E
15. The school has systems in place to support, record, monitor and analyse pupil <b>attainment and progress</b> data for pupils with SEND at least three times per year. ( <a href="#">full information15</a> )	Preparing	Developing	Established K	Exceeded E
16. Teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and SEND pupils. ( <a href="#">full information16</a> )	Preparing	Developing	Established	Exceeded
17. The school has systems in place to support, record, monitor and analyse <b>wider outcomes</b> for pupils with SEND at least three times per year. ( <a href="#">full information17</a> )	Preparing	Developing	Established	Exceeded

<sup>6</sup> SEND Code of Practice: 0 – 25 Years Chapter 10

<sup>7</sup> SEND Code of Practice: 0 – 25 Years para 8.5 and 5.47

<sup>8</sup> SEND Code of Practice: 0 – 25 Years para 6.37 and 6.4

<sup>9</sup> Wiltshire's Maximising Achievement and Progress - Toolkit

<sup>10</sup> Para182 Ofsted School Inspection Handbook September 2015

<sup>11</sup> SEND Code of Practice: 0 – 25 Years para 6.9

<sup>12</sup> Page 42 Ofsted School Inspection Handbook September 2015

18. The school uses clear assessment tools for tracking progress including Rochford Review Measures, P scales and post 16 achievements towards independence (where appropriate). <a href="#">(full information18)</a>	<b>Preparing</b>	<b>Developing Transition from PIVATS to RRM</b>	<b>Established</b>	<b>Exceeded</b>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------	-----------------------------------------------------------------	--------------------	-----------------

## **SEND Intervention Progress Report**

<b>Intervention Impact Analysis Autumn 2020 – Spring 2021</b>						
Interventions & activities which have directly supported SEND learners	Number CYP with SEND engaged	Frequency	Duration of sessions	Does this activity require class teacher engagement, training, assessment and/or supervision	Evaluation-impact V cost?	Comment on Effectiveness, value & impact
<b>Cubs</b>						
<b>Leopards</b>						
<b>Jaguars</b>						
<b>Tigers</b>						
<b>Lions</b>						

**PLEASE SEE PAGES 11-13**

## Learning Provision Response to COVID 19 – Lockdown – January 2021 – March 2021

<u>Action</u>	<u>Overview</u>	<u>Impact</u>	<u>Evidence</u>
<b>Keyworker Contact</b>	Each keyworker for our students with SEN were asked to make contact via phone 3x each week to a) check on educational progress and b) to ensure students and their families were mentally well and coping with the impacts of COVID 19.	<ul style="list-style-type: none"> <li>- Students felt they were still in contact with school even though they were at home</li> <li>- Students had a friendly and familiar person to contact should an issue arise</li> <li>- Staff felt they were able to keep in touch and track their Keyworker students</li> <li>- Any concerns e.g. lack of contact, unusual comments could quickly be recognised and reported to the appropriate member of staff</li> </ul>	<p>100% of EHCP students engaged with Keyworker contact</p> <p><b><i>Evidence for this includes:</i></b></p> <ul style="list-style-type: none"> <li>- Information on CPOMS</li> <li>- Critical Absence Plans</li> <li>- Emails</li> </ul>
<b>Virtual Learning and Hard Copies</b>	Daily learning was posted onto Teams by class teachers. Differentiated learning was posted separately to individual children. Hard, printed copies of work and learning packs were provided for children struggling to access to remote learning. Children with limited access to the internet or struggling to engage with Teams were given internet cards, school laptops or invited into the school HUB to complete learning in school with an adult.	The majority of children engaged well with remote learning via Teams. Lessons were recorded so children who missed live sessions could go back and watch the lesson at a later time/re-visit teacher input. Children quickly upskilled in the use of Microsoft Teams. This has now allowed for work to be accessed more easily should a pupil have to self-isolate in the future or if local lockdowns are enforced. TA's delivered online AAP interventions every afternoon and uploaded intervention materials onto Teams and Dojo.	<p>Bank of recorded lessons and interventions sessions on Teams.</p> <p>Daily online attendance registers were taken by teachers and shared with SLT. Children missing from live lessons were contacted to check all was well. Home welfare visits were undertaken by the safeguarding team when telephone contact with children missing from lessons had been unsuccessful.</p> <p><b><i>Evidence for this includes:</i></b></p> <ul style="list-style-type: none"> <li>- Hub registers</li> <li>- Critical Absence Plans</li> <li>- Attendance records</li> <li>- Contact logs on CPOMS</li> </ul>
<b>Critical Absence Plans</b>	A written log of any contact was kept by the Keyworker of each student with an EHCP and some students on the Code of Practice that were identified as more vulnerable.	<ul style="list-style-type: none"> <li>- Quick, clear overview of contact made</li> <li>- Problems clearly recorded and could be easily actioned</li> <li>- Allowed for an easy follow up on return to school</li> </ul>	Each student has a Critical Absence Plan, which are stored on CPOMS.
<b>Questionnaires – Parents</b>	Giving the parents a chance to share their thoughts and feelings of how schooling has gone throughout lockdown and preparing students for their return to school	<ul style="list-style-type: none"> <li>- Parent relationships have developed</li> <li>- Staff feel they were able to get a good understanding of their students in a different environment</li> </ul>	Parents felt supported throughout lockdown.



<b>Risk Assessments</b>	Each student with an EHCP as well as some students on the Code of Practice were given a risk assessment. Their needs were assessed in relation to being at home during 'Lockdown' and on their return to school.	<ul style="list-style-type: none"> <li>- Allows for quick identification of any intervention needed from external agencies</li> <li>- Allows for pre-planning on return to school</li> </ul>	Copies of all Risk Assessments can be found in the file on CPOMs
<b>Recovery Plans</b>	Recovery plans allowed for pre-planning of how to reintegrate students back into school post 'lockdown'. They bring together the information provided on the questionnaires and highlight problems to overcome and any concerns from the students' point of view.	The plans have allowed the staff for the return of students and remove certain worries before the students have even returned. This has allowed for a smooth and calm transition back into school life. There is a calm atmosphere and students appear happy in their year group bubbles.	EHCP students have come back to school and the vast majority have settled remarkably well.
<b>Emotion and Wellbeing Support</b>	Keyworkers were given the opportunity to make further contact with their students to visit face to face in gardens etc. if risk assessments allowed for this.	This created great bonds between Keyworkers and their families and also helped many families who were isolating or shielding be able to access work (if computer facilities had broken down). It also allowed for the students to see someone different when many of them had seen no one but their immediate family for weeks. Families felt supported and the students felt included.	<b><i>Evidence for this includes:</i></b> <ul style="list-style-type: none"> <li>-Dojo messages</li> <li>-CPOMS logs</li> </ul>

## Strategy aims for Students with SEND 2021-2022

Measure	Activity
Priority 1	Embed a succinct and effective intervention programme across school.
Priority 2	Embed the use of learning ladders to track the progress of pupils with SEND.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions and strategies.

## Teaching priorities for current academic year 2021-2022

Aim	Target	Target date
Progress in Reading	Achieve above 50% progress for all interventions delivered per term.	Dec/Mar/July 2021
Progress in Writing	Achieve next step writing targets on all AAPs	Dec/Mar/July 2021
Progress in Mathematics	Achieve above 50% progress for all interventions delivered per term.	Dec/Mar/July 2021
Phonics	Achieve 50% expected standard in PSC	June 2021
Other	Improve attendance of SEND cohort pupils to LA average (98.5%)	Sep 2021

Measure	Activity
Priority 1	To develop all staff to ensure all children with SEND have access to Quality First Teaching.
Priority 2	To use COVID catch up fund to reduce class sizes to single age groups for the summer term.
Barriers to learning these priorities address	Training and funding

### Targeted academic support for current academic year 2021-2022

Measure	Activity
Priority 1	To stream pupils to access appropriate RWI phonics provision.
Priority 2	Use of accelerated reader to level children at exact reading band to ensure progress in reading.
Barriers to learning these priorities address	Number of children who can access tests daily, staffing and resources for RWI teaching and groups.

### Wider strategies for current academic year 2021-2022

Measure	Activity
Priority 1	Use FLM to support children SEMH needs tied into intervention timetable.
Priority 2	Look at attendance across the whole school, but particularly at the persistent absentees.
Barriers to learning these priorities address	Ensure interventions are delivered regularly in line with timetable set. COVID-19 and number of new persistent absentees.

## Appendix One – Budget

Annual Funding Source/Income	£	Comments
Element 2 funding within School's budget	£117917.82	
NPA Tops Ups	£17125.38	
Resource Base/ELP/SS Top ups		
Resource Base/ELP/SS place funding		
<b>Total</b>		

Interventions & activities which have directly supported SEND learners	Number CYP with SEND engaged	Frequency	Duration of sessions	Does this activity require class teacher engagement, training, assessment and/or supervision	Comment on Effectiveness, value & impact
<b>Cubs – Reception</b>					
NELI	5	Daily	60 minutes	Yes	NELI made a big impact on the children's language skills, confidence and vocabulary.
Makaton	1	Daily	Across day	Yes	Child would not engage with Makaton, so quickly dwindled out.
Daily dressing and physio 1-1	1	Daily	15 minutes	Yes (in collaboration with OT)	Child was given the opportunity to put on some clothes independently.
Fine and gross motor skills	6	Weekly	15 minutes	Yes	Fine motor, stronger hands for writing, developed pincer grip. Gross motor confidence, learning how to move safely and in different ways, developing strength
Communication and language	2	Daily	15 minutes	Yes (in collaboration with SALT)	Increased vocabulary, turn taking for talking.
Personal, social and emotional development	9	Weekly	15 minutes	Yes	Only happened for one session due to staff absence.
EAL	2	Daily	15 minutes	Yes	Increased vocabulary and confidence.

<b>Leopards – Year 1/2</b>					
Fine Motor and handwriting	12	4x week	20 minutes	Yes	Increased fine motor skills, letter formation and handwriting.
Gross Motor	2	2x week	20 minutes	Yes (in collaboration with OT)	Supported children's independence with dressing and undressing, co-ordination in PE.
Speech and Language	8	2x week	20 minutes	Yes (in collaboration with SALT)	Increased children pronunciation, speech sounds, language patterns.

Reading	19	4x week	10 minutes	Yes	Developed children's blending, sight word reading, fluency and comprehension.
Writing	14	2x week	30 minutes	Yes	Developed children segmenting skills, spelling and grammar skills.
Maths	Varied	Daily	10 minutes	Yes	Developed children's understanding in particular areas.
Specific EHCP targets	2	2x week	30 minutes	Yes	Developed one child's behaviour, ability to concentrate and independence in the classroom. Developed another child's ability to access the classroom and resources, reading and handwriting.

### Jaguars – Year 2/3

Reading	9	Daily	10 minutes	Yes	Developed children's fluency and comprehension.
Writing	9	3x week	20 minutes	Yes	Developed children segmenting skills, spelling and grammar skills.
Maths	Varied	3x week	20 minutes	Yes	Developed children's understanding in particular areas.
Fine Motor	9	Daily	10 minutes	Yes	Increased fine motor skills, letter formation and handwriting.

### Tigers – Year 4/5

Reading	5	Daily	10mins	Yes	Progress was made on Acc Reader. Improvement in fluency.
Reading	1	2/3 times weekly	10mins	Yes	Progress was made on Acc Reader
Speech and Language	4	Once a week	10 mins	Yes	Chn had the opportunity to contribute in a smaller group, helping confidence
Phonics	4	Daily	30 mins	Yes	Assessments showed increased sight reading and ability to hold and write sentences improved.
Writing	6	2/3 times a week	15minutes	Yes	Ability to compose and demarcate sentences improved.
Maths	5	Daily	10 minutes	No	Definite progress in 3 pupils.
Spelling	5	2/3 times a week	10 minutes	Yes	Retention of spelling was lacking and skills were not transferred.
Handwriting	4	Once a week	10 minutes	Yes	Handwriting improved and more legible.
SEMH	2	Once a week	20 minutes	Yes	Infrequent due to staffing

### Lions – Year 5/6

1:1 support	1	Daily	Varied	Yes	Personalised support and direction, ensuring child remained on task and alternative activities planned for when no longer engaged
-------------	---	-------	--------	-----	-----------------------------------------------------------------------------------------------------------------------------------

Handwriting small group	3	2x week	15 minutes	Yes	Progress made during group work but not seen in general class work. Need specialist handwriting books to follow scheme.
Small group work	5	Daily	Varied	Yes	Very effective, working in groups of similar need with CT. Supported each other also.
Peer support	5	2x week	Varied	Yes	Also very effective. Allowed accomplished pupils a responsibility as peer mentor and children related well to working alongside a peer instead of adult. Allowed some independence.
Personalised targets	5	Ongoing focus	Varied	Yes	Useful to refer back to and offer direction and focus during 1:1 sessions or small group work. Incentives awarded for examples of working towards. Work marked acknowledging response to targets seen.
Myon	5	Weekly	Varied	Yes	Enthusiastic response initially – online book choices broader but children tired of it and were not motivated after initial excitement. Did not access outside school as hoped.
Program 'Learning to be Socially Talented Children'	1	Weekly	Varied	Yes	Completed during timetabled sessions with FLM to support self-regulation.
Program 'The Feelings Artbook'	1	Weekly	Varied	Yes	As above. Both effective when child prepared to engage.
'3 box system'	1	Daily	Varied	Yes	Positive response to this and element of choice gave pupil control and some independence.
TTRS	5	2x week	Varied	Yes	Very popular and effective although SEND children did not access from home.
Maths Whizz	5	3x week	20 minutess	Yes	Less popular but target set for number of sessions met during school time.

# Newtown School SEND Development Plan 2021 to 2022

## **Priority 1. To develop SEND systems for identified SEND pupils, with a focus on impactful interventions.**

**Background of identified priority:** A new intervention system will be developed and rolled out across school, focussing on meeting the individual needs of our pupils identified as SEND, using staff skills and training to deliver effective interventions to pupils across school.

Intentions	Actions	Timescale	Staff Responsible	Success Criteria
Teachers to complete CFC/SEND overviews.	Teachers to complete overviews.	September	GH/CTs	<p>Pupils identified as SEND have their individual needs met.</p> <p>SEND needs are identified early and teaching and learning provision adapted accordingly.</p> <p>Teacher assessments and intervention data evidences positive progress data for disadvantaged and SEND. Typical trend shows term on term progress.</p> <p>Rochford Review Measures mirror positive whole school data.</p> <p>Intervention timetable and systems are embedded across the school.</p>
Meet with TAs to discuss their strengths and training, tie into performance appraisals.	Meet with TAs and complete TAs appraisals.	September	GH/TAs	
Ensure TAs have the most relevant and up to date training and resources to implement their interventions.	Ensure TAs have access to necessary training and resources.	October	GH/TAs	
Meet with teachers to discuss SEND needs of pupils in class.	Meet with teachers and identify pupils with specific SEND needs and those who are just considered low ability.	October	GH/CTs	
Identify SEND pupils and those who are just low ability.	Organised intervention timings, spaces, pupils receiving interventions.	October	GH/CTs/TAs	
Implement new intervention timetable across school.	Implement new timetable across school.	November	GH/CTs/TAs	
Embed intervention cycles into school timetable.	Develop cycle throughout year.	Ongoing	GH/SL/GB	
Develop entry and exit reviews for the beginning and end of intervention cycles.	Create entry and exit review sheets.	Ongoing	GH/CTs/TAs	
Organise class SEND files.	Organise class SEND/intervention files.	November	GH	

## **Priority 2. To improve the assessment and identification process and improve outcomes for children with SEND.**

**Background of identified priority:** New Learning Ladders data management system will be rolled out across school this academic year which will enable senior leaders, teachers, teaching assistants and subject leaders to closely track progress and attainment data for all children.

Intentions	Actions	Timescales	Staff Responsible	Success Criteria
<p>Implement new Ladder Ladders assessment system across school</p> <p>Embed Learning Ladders into the existing CET Primary assessment and monitoring schedule</p> <p>Learning Ladder data will inform Pupil Progress meetings</p> <p>Learning barriers and needs are identified early, enabling vulnerable groups to receive focused support for achievement and engagement.</p>	Launch Learning Ladders.	October	GB/SL	<p>Attainment and progress data captures from Learning Ladders feeds into the school assessment calendar.</p> <p>Analysis of progress and attainment results inform teachers' next step planning and targeted intervention for maximum impact.</p> <p>SEND needs are identified early and teaching and learning provision adapted accordingly.</p> <p>Teacher assessments and intervention data evidences positive progress data for disadvantaged and SEND. Typical trend shows term on term progress.</p> <p>Rochford Review Measures mirror positive whole school data.</p> <p>Examples of reasonable adjustment is evident.</p>
	Learning Ladder attainment and progress tracking and data CPD for CTs and TAs.	October	GB/SL/GH	
	Develop Rochford Review Measures to compliment Learning Ladder tracking and assessment and ensure accurate teacher assessment of SEND progress.	November	GB/SL/GH Collaborative Group	
	Complex case sessions.	Half-Termly	SN/GH	
	Continue to develop outstanding communication systems in school and with parents.	Ongoing	GB/SL/GH/CTs	
	Use PASS assessments to collect pupil voice.	October	GB/SL/GH/CTs	
	Continued partnership working with external agencies.	Ongoing	SL/GH/CTs	



**Priority 3. To develop all staff as teachers of SEND to ensure classroom environments are inclusive and vulnerable learners are accessing the highest quality of provision across all areas of the curriculum.**

**Background of identified priority:** Recent school closures and COVID lockdowns have had a worrying impact on children in terms of both mental health and lost learning. Discussions with class teachers and teaching assistants highlight concerns around distinguishing between ‘gaps in learning’ caused from school closures and ‘barriers to learning’ and the early identification of SEND. The development of a quality first teaching approach with a graduated response to SEND in every classroom will ensure that valuable ‘learning recovery’ time is not lost. The upskilling of teaching staff through the provision of SEND teaching toolkits is proven to help teachers plan and deliver learning to meet every students' needs; including planning, identifying learning outcomes, differentiating and developing English, reading and maths skills.

Intentions	Actions	Timescale	Staff Responsible	Success Criteria
<p>A quality first teaching approach and the graduated response to SEND is embedded in every classroom.</p> <p>SEND toolkits of ‘top tips’ are utilised effectively by teachers and TAs to ensure quality first teaching strategies are used which enable every child to access learning, including the most-able.</p> <p>Toolkits used to support the implementation of the new CET curriculum as an inclusive curriculum which supports every child to access knowledge in every subject across school.</p> <p>Inclusion is at the heart of every decision and action.</p>	SEND toolkits shared with staff	November	GB/SN/GH	Every child has equal opportunities for success.
	Toolkit training/CPD for subject leaders/phase leaders/teachers and TAs	November	GB/SN/GH	SEND provision in school goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality personalised teaching.
	Planning and collaboration to ensure good practice shared	Ongoing	SLT/CTs	Toolkits are used by staff to adopt highly effective, quality-first teaching strategies for each primary area of need within the SEND Code of Practice to create inclusive classrooms. Evidence of this is seen in lesson drops and learning walks.
	Inclusion and accessibility for all embedded into the SEND monitoring timetable	December	SL/GH	
	Progress and data meetings for analysis of impact.	Termly	SLT/CTs	Toolkits are used to identify barriers to learning quickly and adapt provision accordingly.
	Opportunities for enrichment and extended curriculum.	Ongoing	SLT/CTs	Absence and incidents of poor behaviour will decrease and attitudes to school and learning will improve.
	Gathering and evaluating pupil, parent and staff voice.	Spring 2022	GB/SL/GH	The development of an inclusive curriculum for students of all abilities, allowing them to access subject knowledge in every subject across the school.

## **Appendix Two - Staff experience, qualifications and CPD**

Name	Key Strengths and Experience
<b>Sue Newstead</b>	Director of Learning Provision, CET SENDCo
<b>Gemma Huggon</b>	New to SENDCo role, experienced class teacher of SEND, previous experience as an acting SENDCo
<b>Donna Lund</b>	Experienced family learning mentor, mental health champion, Early Help experience, nurture and SEMH trained
<b>Tracy Wardle</b>	Experienced HLTA, 1:1 EHCP support, in class support, SATs booster intervention expert, PPA cover teacher
<b>Gail Greenall</b>	Experienced STA, 1:1 EHCP support, in class support, catch up literacy trained, directed intervention support
<b>Naomi Hodgson</b>	Experienced STA, working towards HLTA standards, EHCP support, in class support, directed intervention support
<b>Jackie Bradley</b>	Experienced STA, EHCP support, in class support, directed intervention support, precision teaching trained
<b>Sharron Willis</b>	Experienced STA, EHCP support, in class support, directed intervention support, reading intervention trained
<b>Nicola Moynan</b>	Newly qualified teacher, working part time as CT, part time as TA, in class support, directed intervention support
<b>Abigail Brown</b>	Experienced TA, working towards QTS, in class support, directed intervention support, NELI and Makaton trained

## **Appendix Three – Evaluation statements to support RAG Overview**

### **Areas covered**

<b>Leadership and Management: How effective is the leadership, management and Governance of SEND?</b>	<b>Quality First Teaching support good progress for pupils with SEND?</b>
<ul style="list-style-type: none"> <li>• Strategic whole school approaches</li> <li>• Governance</li> <li>• Staffing and resourcing</li> <li>• Safeguarding and risk assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Planning informing practice</li> <li>• Differentiated teaching meeting need</li> <li>• Support to overall learning goals</li> <li>• High quality teaching</li> <li>• The role of Learning Support Teaching Assistants</li> <li>• Learning environments</li> </ul>
<b>Identification, Assessment and Planning: How effective is identification, assessment and planning for pupils with SEND?</b>	<b>Achievement: How well do pupils with SEND progress and attain?</b>
<ul style="list-style-type: none"> <li>• Achievement of Outcomes</li> <li>• Person centred approaches</li> <li>• Engagement and involvement of Families and Parent/carers</li> <li>• Multi-agency involvement</li> <li>• Transition and Information</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment and Progress on education goals</li> <li>• Attainment and Progress on wider goals</li> <li>• High Expectations</li> <li>• The use of Data</li> </ul>

## Section 1

### How effective is the leadership, management and governance of SEND?

RAG	Good Practice	Success Criteria	Exemplar evidence
	<p>1. There is a strategic whole school approach to understanding and responding to the needs of children and young people with SEND.</p> <p>The SENCO works closely with the governing body/Trustees and Head teacher to ensure that all children/young people with SEN have an appropriate education, that promotes high standards and the fulfilment of potential<sup>13</sup></p> <p><a href="#">(BACK1)</a></p>	<p>There is a qualified SENCO who is part of the leadership team<sup>14</sup>.</p> <p>There is a governor with specific responsibility for SEND and s/he is able to challenge and influence SEND practice.<sup>15</sup></p> <p>There is an SEND Information report published on the school/academy website which includes the values and practice that the school espouses for SEND<sup>16</sup></p> <p>There is a provision for enabling parent/carers to have regular information and consultation for children/young people with SEND and that the parental and child/young person's voice is valued and respected.</p> <p>The School Development plan includes performance objectives for SEND.</p> <p>There is a clear expectation that the school/academy has responsibility for making best endeavours to meet the needs of children/young people with SEND<sup>17</sup></p>	<ul style="list-style-type: none"> <li>•School Development plan includes SEND.</li> <li>•Minutes of LAB meetings/visits show discussion and challenge on SEND.</li> <li>•Links to collaborative working groups is secure.</li> <li>•Staff feel well supported in relation to working with SEND.</li> <li>•Records of parental visits and meetings show consistently high engagement, especially during recent COVID school closures.</li> <li>•Parent View and other engagement of parent/carer views express support for the schools SEND policies.</li> </ul>
	<p>2. The school/academy has sufficient, suitably qualified and experienced staff to meet the range of learning support required by learners</p> <p><a href="#">(BACK2)</a></p>	<p>The staff development programme includes a quality induction programme for new staff, and opportunities for all staff to develop experience and qualifications in working across the range of learning needs represented in the school's enrolment;</p> <p>The SENCO and leadership team keeps up-to-date with relevant educational research, continually reviews her/his own pedagogical</p>	<ul style="list-style-type: none"> <li>•Staff appraisal records show access to training/CPD.</li> <li>•Staff meeting minutes' evidence inclusion of SEND.</li> <li>•Collaborative working across CET to share good practice.</li> </ul>

<sup>13</sup> SEND Code of Practice: 0 – 25 Years para 6.1

<sup>14</sup> SEND Code of Practice: 0 – 25 Years para 6.84 - 94

<sup>15</sup> Page 42 Ofsted School Inspection Handbook September 2015

<sup>16</sup> SEND Code of Practice: 0 – 25 Years para 6.79 – 6.83

<sup>17</sup> SEND Code of Practice: 0 – 25 Years para 6.2 – 6.7

		<p>practice, and ensures that there is opportunity to share and learn from good practice;</p> <p>Classroom assistants are deployed flexibly and effectively, and contribute to the observation and monitoring of the learners, to lesson plans and the assessment of the learners with whom they work;</p> <p>There is a clearly defined role for each child's key worker/form tutor to make additional observations, and monitor progress and development where initial concerns have been raised;</p> <p>Staff are given opportunities to reflect and debate SEN practice, they are committed to quality first teaching, and leaders have created a climate in which teachers are motivated and trusted to take risks and innovate<sup>34</sup>.</p>	<ul style="list-style-type: none"> <li>•SEND policy and review information is known by all staff</li> <li>•Monitoring and pupil progress records show learning and development contributed to by a wide range of staff</li> <li>•Staff deployment timetables show flexibility and capacity</li> </ul>
	<p>3. The school has access to a range of qualified and experienced teams, organisations and provisions to enable a varied, flexible and personalised learning experience for children and young people with SEND.</p> <p><a href="#">(BACK3)</a></p>	<p>Any external support provided, addresses a specific, assessed need of a learner or group of learners, and that the external support is also targeted on building the capacity of the staff. Part-time timetables have clear objectives, timescales and children/young people have an identified school lead worker tracking progress<sup>18</sup>.</p> <p>There is clear understanding of the budgetary implications, value and outcomes when accessing support whether through arrangements with the Local Authority, Health, personal budgets, and the schools funded provision<sup>19</sup>.</p> <p>The SENCO/Leadership team has a good relationship with external/additional organisations (including LA) which enable positive information flow, clarity for parent/carers, holistic assessment and planning and good outcomes for children and young people SEN<sup>20</sup>.</p>	<ul style="list-style-type: none"> <li>•New CET creative Primary Curriculum is accessible to all learners and puts children at the heart of all teaching and learning opportunities.</li> <li>•Feedback and reports from external professionals evidence the development of strong, professional working partnerships to ensure needs of children are identified quickly.</li> <li>•Annual review documents show good outcomes related to provision.</li> </ul>

<sup>18</sup> Page 15 para 37 Ofsted School Inspection Handbook September 2015

<sup>19</sup> Page 42 Ofsted School Inspection Handbook September 2015 and SEND Code of Practice: 0 – 25 Years para 6.97

<sup>20</sup> SEND Code of Practice: 0 – 25 Years para 3.13 - 16

	<p>4. Safeguarding is prioritised for all pupils, but with particular appreciation of the increased risks for children/young people with SEND.</p> <p>There are (where appropriate) risk assessments in place, alongside intervention plans for pupils with SEND<sup>21</sup>.</p> <p><a href="#">(BACK4)</a></p>	<p>There are arrangements beyond that available generally, to safeguard and promote the health, well-being, welfare and protection of learners with SEN<sup>22</sup></p> <p>The designated teachers have received appropriate training in child protection and in understand the greater vulnerability for those pupils with SEN conditions requiring alternative awareness, support and sensitivity.</p> <p>All teachers have had training and support in intervention plans for children with SEN, alongside manual handling, risk management and health/medical plans.<sup>33</sup></p>	<p>•CPOMS data and pastoral records show evidence of awareness, raising conversations and appreciation of safeguarding issues.</p> <p>•EWO works closely to support the Safeguarding team, SENCO, teachers and support colleagues to ensure safeguarding remains a priority.</p> <p>•Personal and social development programme are enhanced and adapted for children/young people with SEND. Small group interventions delivered by specialist staff to personalise the learning outcomes for students with SEND.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Section 2

### How effective is identification, assessment and planning for pupils with SEN?

RAG	Good Practice	Success Criteria	Exemplar evidence
	<p>5. Identification and on-going assessment of SEND leads to additional or different arrangements being made and a consequent improvement in progress<sup>23</sup></p> <p>Planning for Children and Young People with SEND is person centred and outcome based<sup>24</sup></p>	<p>The school assesses each pupil's skills and level of attainment on entry and regular assessments of progress are made for all pupils and this is understood by all staff and stakeholders</p> <p>There is recognition that parents know their children best and staff listen and understand when parents and children and young people express concerns and aspirations about their development and learning goals.</p> <p>Teachers are able to differentiate between:</p> <ul style="list-style-type: none"> <li>those children and young people who need support to catch up with their peers; and</li> </ul>	<p>•AAPs and EHCP targets are SMART</p> <p>•Annual reviews are timely and comprehensive</p> <p>•Statutory assessment timescales are met.</p> <p>•Pupil voice records show participation and inclusion in a relevant way</p> <p>•Parent View is supportive of the success criteria described</p> <p>•Records of Multi-agency meetings show reflection and challenge</p>

<sup>21</sup> Ofsted School Inspection Handbook September 2015 para 11

<sup>22</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> <http://www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf>

<sup>23</sup> Para182 Ofsted School Inspection Handbook September 2015

<sup>24</sup> SEND Code of Practice: 0 – 25 Years para 6.44 – 6.56

	<p>Parents and children, young people feel included, respected and engaged with the learning goals and curriculum.</p> <p><a href="#">(BACK5)</a></p>	<ul style="list-style-type: none"> <li>those children and young people who need a more tailored approach to address a specific SEN that is impacting on their ability to learn<sup>25</sup>.</li> </ul> <p>All those who work with children and young people are alert to emerging difficulties and respond early.</p> <p>Particular care is given to identifying and assessing SEN for children or young people whose first language is not English.</p> <p>Arrangements are in place to Equality Act 2010 and if so what reasonable adjustments the school may need to make for them</p> <p>The impact of interventions/provision is regularly assessed and learning used to develop practice.</p> <p>EHCP/Statements/individual plans for learners with SEN are outcome based and can be measured.</p>	<ul style="list-style-type: none"> <li>Conversations with parents and children/young people show engagement and differentiation.</li> <li>Advice from external professionals are adopted to ensure individual needs are met and strategies for engagement are successful.</li> </ul>
	<p>6. The School is responsive to the ways in which SEND intersects with other groups, including Pupil Premium, English as second language, gifted talented, ethnic minority, child protection, care leavers attendance and lateness<sup>26</sup></p> <p><a href="#">(BACK6)</a></p>	<p>The school is aware of the combined disadvantage of SEN with other factors and seeks to support the family and the child to achieve learning and social objectives.</p> <p>The school works closely with Local Authority, Health and independent multi-agency specialist to support the child's whole life wellbeing<sup>27</sup>.</p> <p>Budgets for different groups are used creatively to maximise outcomes for children/young people in these groups.</p>	<ul style="list-style-type: none"> <li>Records from annual reviews show regular involvement of multi-agency staff.</li> <li>Engagement of EWO and Pupil Premium Coordinator ensure disadvantaged cohorts are supported well in school and the delivery of nurture groups supports with social emotional and mental health (SEMH) needs.</li> <li>Pupil records, class observations, and staff meetings evidence involvement of external staff</li> </ul>

<sup>25</sup> SEND Code of Practice: 0 – 25 Years para 6.20 - 24

<sup>26</sup> SEND Code of Practice: 0 – 25 Years Chapter 10

<sup>27</sup> SEND Code of Practice: 0 – 25 Years para 6.58 - 62