

| 2022-2023 SEND Review | | | |
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| School | St Michael at Bowes Junior School | | |
| Headteacher | Debbie Butcher | | |
| SENDCo | Bridget Lennon (AHT Inclusion and SEND) | | |
| Date of visit | 18 th October 2022 | Time of visit | 8:30 -3:30 |
| Visit focus/agenda | SEND Review <ul style="list-style-type: none"> • Discussions with HT, DHT and AHT (Inclusion and SEND) • Review of documentation • Joint lesson visits with AHT • Discussion with teachers • Meeting with intervention leads • Meetings with pupils | | |

Context

The review was requested by the new Headteacher, who recognised that the school's SLT needed a better understanding of the SEND provision. This is because the school has a long term, experienced SENDCo who 'gets on with the job' but is considering retiring in the next few years. The Headteacher wants to ensure that the SLT have a more in depth understanding of SEND in the school in order to aid and inform the recruitment of a new SENDCo when this becomes necessary.

The school is a 3 form entry junior school with 2 forms in Y3 and smaller class groups in Y4 and Y5. Pupils speak 49 different languages. Pupils attend the school from Enfield, Barnet and Haringey. There are 39 pupils on the SEND register. 10 pupils have Education, Health and Care Plans (EHCPs) and 1 EHCP is pending for a Barnet pupil. The main areas of need are autism, social, emotional and mental health and cognition and learning.

The school was inspected in March 2018 and retained a 'Good' grading.

Strengths

There are many strengths to the SEND provision in the school.

- SEND is a priority for senior leaders. This is evident because:
 - The SENDCo has dedicated time to fulfil the role
 - The SENDCo is a member of the SLT
 - Staff are well supported to improve their knowledge and understanding of pupils with SEND
 - SEND is an integral part of the school development plan
 - The AHT have a good knowledge of the pupils who have SEND
 - SEND now forms part of the school's performance management for teachers
- The school's Assess, Plan, Do, Review procedures are well embedded in to practice and are effective in ensuring that pupils with SEND are quickly identified and given the support they need to make progress from their individual starting points.

- Data is used to identify pupils who are making less than expected progress and to explore the reasons for this, for example attendance and EAL before considering if a pupil may have SEND
- SEND documentation such as the summary of provision are used well to inform and amend the provision for pupils with SEND
- Staff pupil relationships are positive. Staff know the pupils well and use individual strategies such as movement breaks and visuals to support them to manage their emotions and access learning
- Teachers are being well supported to take responsibility for the pupils in their class and examples of high-quality teaching for pupils with SEND was evident in classes
- The impact of the schools focus on scaffolding was evident. Many teachers now recognise that they do not need to do something different for SEND support pupils. Instead, they can adapt their lessons by using scaffolding to help pupils to access the curriculum alongside their peers
- Teachers spoken to say they found the SEND focused transition day very useful. It enabled them to get to know the needs of the pupils with SEND who were coming into their class and to understand which strategies were most effective in supporting each pupil.
- Interventions, both individual and group, are carefully selected in line with the needs of the pupils. They are reviewed regularly to check they are having the right impact and changed if they are not. This ensures that pupils do not constantly repeat interventions.
- Teachers and TAs say they feel well supported and valued. Liaison time is built in to the school day and the SENDCo has provided guidance to ensure that this time is well utilised.
- IEP outcomes and ticks on individual visual time tables provide evidence of pupils' non-academic progress
- Pupils spoken to were confident to answer questions. They say they enjoy school and were aspirational for their future lives
- Leaders report that relationships with parents are positive. A SEND coffee morning now takes place regularly and the SENDCo works with parents to enable pupils with SEND to access the wider curriculum, for instance musical instrument lessons.

| Areas for Development | |
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| Discussion point | Recommendations/ Next Steps |
| <ul style="list-style-type: none"> • Leaders recognise that they need to know more about SEND matters and that governors need to have an increased understanding of SEND in the school. They are being proactive in addressing these matters | <ul style="list-style-type: none"> • Ask the question '...and what does this look like for pupils with SEND in the school?' as a part of all school development activities • Ensure SEND is a standing agenda item for governors • Ensure the link SEND governor visits the school and meets with the SENDCo on a regular basis, that they have the skills and understanding to ask challenging questions and that they report back to the FGB on SEND matters at least termly |

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| | <ul style="list-style-type: none"> • SLT to undertake joint learning walks with the SENDCo which focus on key aspects of SEND provision for example, visual timetables, additional adults, book looks etc |
| <ul style="list-style-type: none"> • Leaders are aware that staff absence along with recruitment and retention difficulties mean that high quality teaching for pupils with SEND is not yet fully consistent across the school. They are keen for all staff to understand that SEND is everyone's responsibly. | <ul style="list-style-type: none"> • Identify and use best practice within the school demonstrated by teachers to up skill all teachers in HQT for pupils with SEND • Make use of the (Haringey) SEND <u>core standard 3</u> and the <u>SEND support guidance</u> document to further improve HQT for pupils with SEND • Fully implement 'cold calling' in all classes as this was inconsistent and carefully consider which other <u>WALKTHRUS</u> will benefit pupils with SEND the most • Consider strategies in addition to scaffolding that enable pupils to show their understanding without increasing their levels of anxiety, for example use of IT, dictation, circling an answer etc • Ensure teachers use strategic seating to enable pupils with SEND to be fully included with their peers in the classroom rather than sitting together at one table |
| <ul style="list-style-type: none"> • The SENDCo and Headteacher correctly identified that some pupils with SEND are 'quietly disengaging' from learning when they do not understand what is being asked of them or when they find the demands of the formal classroom environment overwhelming. | <ul style="list-style-type: none"> • Ensure staff become proactive in recognising when pupils have quietly disengaged and that they make effective use of key strategies such as personalised learning, manipulatives and visual supports to re-engage pupils in lessons |
| <ul style="list-style-type: none"> • Some teachers are over reliant on additional adults to work with pupils who have EHCPs | <ul style="list-style-type: none"> • Upskill teachers in directing and managing additional adults, including 'helicoptering' across the classroom and small group working • Ask staff to read chapter 6 of the SEND code of practice so that they more fully understand their roles and responsibilities in relation to pupils with SEND, especially the need to: <ul style="list-style-type: none"> ○ work with pupils in their class who have SEND on a daily basis ○ Be responsible for all pupils in their class even when they have 1:1 support or are out of the classroom accessing interventions |

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| <ul style="list-style-type: none"> • Some additional adults focus on task completion rather than learning for pupils with SEND • Pupils with SEND are sometimes over supported and are not given enough opportunities to develop their independent learning skills • Additional adults do not always give careful enough consideration to where they are seated. This sometimes created a barrier between SEND pupils and their peers or blocked a pupils view of the teacher | <ul style="list-style-type: none"> • Ensure additional adults understand the difference between task completion (what the pupil is doing) and learning (what the pupil is learning from completing the tasks) • Upskill additional adults in pedagogical approaches that are known to work well for pupils with SEND, including scaffolding, prompting and questioning. See (Haringey) <u>core standard 7 – Working effectively with additional adults</u> so that pupils are supported to develop their independent learning • Ensure additional adults understand the need to position themselves carefully in the classroom so they do not create an additional barrier to learning for pupils |
| <ul style="list-style-type: none"> • Some IEP targets do not address the pupils’ main area of need, for example the targets for a pupil whose main need is SEMH were largely focused on academic achievement rather than on his SEMH needs • Some of the ideas for support on IEPs are vague and would not be helpful in supporting new / agency staff in working with the pupil | <ul style="list-style-type: none"> • Continue to support teachers in writing IEP targets that are focused on the main need of each pupil and that are ‘additional to are different from’ the targets that teachers are expected to have in their everyday lesson planning as part of HQT • Review and improve the ideas for support on IEPs (JR to send example) |
| <ul style="list-style-type: none"> • There is a lack of input from external professional such as SaLT and EP | <ul style="list-style-type: none"> • Consider working with other schools to employ external professionals such as SALT and EP across a group of schools |
| <ul style="list-style-type: none"> • The school does not currently have a whole school costed provision map in place | <ul style="list-style-type: none"> • Consider putting a whole school costed provision map in place - JR to send example to BL, BL to look at Edukey provision map |

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| Reviewer: Janis Rogers | Date: 29 th October 2022 |
| Quality Assurance: | Date: |