



## SEN Self-Evaluation: Holly Primary School Visit Report (Garibaldi family)

The SEN evaluation exercise conducted at Holly Primary school showed that the school demonstrates a strong commitment to providing the most effective educational provision for students with SEND, particularly for those pupils within Early Years. This is accomplished by a dedicated SENCO; a middle leader within the school who works closely with the SLT and is aspirational for the attainment of students with SEN. The key issues identified from the self-evaluation show:

- An organised and detailed approach to the identification of students with SEND
- The keeping of detailed records and evidence of provision
- Individualised provision, particularly for funded students
- Clear student support plans for students with SEND, shared with all staff
- Development of narrowing the gap action planning in line with the school's improvement plan
- Thorough quality assurance
- A detailed analyse of the progress that all pupils with special educational needs make
- Regular, detailed work scrutiny and lesson observations with clear foci
- 3 progress reviews which analysis the progress of students with SEND
- Clear and well thought out use of space in the classroom, to suit and manage students' needs
- Whole staff training in SEND and student support policy and procedures

Particular examples of good practice observed and presented during the evaluation visit were:

### Knowledge of the students and bespoke provision for students with SEND

The school has a clear commitment to really understanding the strengths and needs of the students, informed by the perspectives of all staff: this is shown through thorough student support plans; lesson planning; and work scrutinises.

Resources are used effectively to ensure that students receive the provision which matches their needs and encourages their strengths and interests. This was observed within lessons, where an early years student received 1:1 instruction in numeracy, being taught at a level appropriate to his stage of development and learning. The student then joined directed independent learning tasks where the teacher and teaching assistant facilitated his learning.

### Monitoring and evaluation of provision and outcomes for students with SEND

The SENCO at the Holly Primary School has developed robust quality assurance systems for monitoring and evaluating the provision of and outcomes for students with SEND. Quality assurance activities include:

- Lesson observations – undertaken by the deputy head teacher
- Work scrutiny - which is conducted with clear criteria focused on the impact on students' learning and progress
- Timely data analysis which is evaluated in terms of strengths (attainment and progress) and areas for development

- Behaviour record analysis and how this impacts on students learning and progress and recommendations for resolving issues
- Attendance checking so that students with SEND who have poor attendance are identified quickly and support can be implemented

Holly Primary school, through its quality assurance systems and processes have self-identified their areas for development, which include:

- Increasing the involvement of the Link Governor for SEND would be useful to share and support the SEND workload to better understand, oversee, monitor and report on specific aspects of the school's SEF and SIP in relation to SEND. This would enrich the whole Governing body's understanding of SEND and contribute to informed decision making. It would also support an enhanced development of positive links with staff and create a visible and professional profile within the school.
- Increasing strategies to develop students with SEND independence at an earlier stage, enabling them to access the new and more challenging curriculum as part of the government's Challenge 20 Agenda.

Further to the discussion, a wider gap in SEND provision from the LA was discussed during the SEN SEF visit. The reduction in services to schools for SEND and the increased caseload of external agencies is having a significant impact on school's ability to support some higher-profile students with SEND and help to improve their outcomes. The process of referring to services such as SFSS and the EPS takes a long time.

The SEN SEF process has identified highly effective use of SEN resources at Holly Primary School: in particular case, an effective use of AFN funding so that personalised learning opportunities can be given to the students who need it most.

Tom Voice, Garibaldi family SENCO February 2019