

Link inspector note of visit – focus on SEND

<b>School</b>	St Michael's CE Primary	<b>Link inspector</b>	Angela Rundle
<b>Date of visit</b>	19/12/2018		
<b>Meeting with</b>	Headteacher, Inclusion Managers		

**Any significant changes since the last visit**

The following changes in relation to SEND have taken place:

- Re-accreditation of dyslexia friendly school (October 2018)
- Sensory room developed and established (September 2018)
- Two additional EHCP pupils in Lower Phase
- Nurture Teaching Assistant as well as ELSA in place
- New provision map planning system introduced (Autumn term 2: 2018)

**Main areas for development, including findings from most recent results (as outlined in the SDP)**

The key lines of enquiry (KLI) relating to St Michael's, from the joint SDP with St Cecilia's, are

- Maintenance of effective safeguarding
- EYFS summer born mathematics
- Reading at greater depth (GD) at KS1
- EAL/Pakistani reading at expected standard (EXS) in Year 3
- EAL/Pakistani writing at EXS in Year 4

The school has added the following areas in relation to SEND:

- Accreditation of ASD school award (Spring /Summer 2019)
- Embedding of use of the Sensory Room for all children and monitoring of SEMH
- Review and improve SEND mathematics support throughout the school (linking with Maths Mastery initiative)
- To expand the learn to 'Love to Read' programme across the school

**Effectiveness of leadership and management**

<b>School evaluation</b>	1	<b>Extent to which evidence contributes to this judgement</b>	Strong contribution
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**Commentary on the leadership and management of SEND:**

**Budget and funding**

The school can show evidence that funding is in line with regulations and ensures that 'best value for money' is always at the forefront of its planning. It is compliant with the SEND Budget Extract from the Code of Practice which is backed up in law by the 2014 Children and Families Act.

- Strategic planning of the funding available as part of the school's Budget Educational Rationale is produced in the Spring term of each year prior to presentation of the main budget to the Board of Governors.
- Staffing is the key expenditure to ensure that all Phases have support.

The school has produced the following figures:

<b>Allocated SEN Budget:</b>	£ 225,793 (non-ECHP SEND funding) (This is a notional figure for 2018-19)
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<b>Specific SEND Teaching Staffing allocated</b>	£ 87,220
<b>Support Staffing allocated</b>	£ 46,330 (specific SEND Inclusion based)
<b>Teaching Assistants</b>	£20,625
<b>ECHP Funding allocated</b>	£ 95,490 (cost to the school) £64,219 (funding the school receives)
<b>School Top up on ECHP</b>	£ 31,270 (school top up to SEND)
<b>Traded services – Educational Psychologist</b>	£7,800
- Literacy Support Service	£5,500

### **Identification**

The Code of Practice criteria are used for identification of SEND. Teachers, or reports from previous settings, raise concerns. The Senior Leadership Team (SLT) meets to monitor pupils' progress every fortnight. The school's initial concerns form, adapted from the Wandsworth model, is completed, with the Inclusion Managers (IMs). Outside agency involvement or medical diagnosis may contribute to this. Occasionally parents may first raise concerns supported by an independently commissioned assessments, eg for dyslexia.

Target Tracker (TT), other assessment data (eg from NFER tests) and the termly Pupil Progress meetings also inform the decision as to whether pupils have SEND; the Pupil Progress meetings are an opportunity to discuss why a particular pupil may under perform. There is an SLT tracking meeting with class teachers every term to monitor all pupils' progress

For 2017-18, the school's rate of identification was slightly above the LA average for schools without special units, at 1.5% for EHCPs and 14 % for SEND support (LA 12.3%) (REU data January 2018). Currently, the figure for EHCPs is 1.9% and for SEND support 9.7% . The IMs regularly attend the SENCO forums and are fully in touch with borough trends.

REU statistics from last year show the greatest primary need to be moderate learning difficulties (MLD) and social, emotional and mental health (SEMH), and other disability. Currently, the greatest primary need is SEMH, followed by Specific Learning Difficulty (SpLD), in St Michael's case this being dyslexia.

There is low mobility of SEND pupils out of the school.

### **Leadership and accountability**

The Inclusion Managers (IMs) are members of the Senior Leadership and Management Team (SLMT). In addition to the general weekly SLMT meetings, they have weekly meetings with the Headteacher (HT) to discuss issues relating to Inclusion and SEND and also to forward plan initiatives.

The Inclusion managers are held to account by the HT through performance management. They also have termly meetings with the SEND governor. They give an annual presentation to governors regarding 'Pupils and Curriculum' on specific SEND topics. In 2018, the Inclusion Managers reported on SEMH and the introduction of the school's new 'Sensory Room' provision, directly related to the target on the SDP.

One IM is currently undertaking the SENCO accreditation, the other will do so next academic year. The Middle and Upper Phase IM has extensive SEND experience having taught at the Pupil Referral Unit (PRU), Victoria Drive (EYFS & KS1 Lead Advisory Teacher).

All teachers are held to account for the progress of pupils who are falling behind through the teachers' standards, their own performance management and in Pupil Progress meetings. Regular school monitoring reinforces this through learning walks and

book audits. Teachers are well aware of their primary responsibility towards the SEND pupils in their classes and monitor their targets weekly. Regular formal and informal meetings are held with the Inclusion team. Teachers and support staff attend regular INSET training. They are also encouraged to attend TAC meetings to feedback on pupil targets.

The school has had its SEND practice validated by the following:

- Dyslexia Friendly School reaccreditation (2018)
- Big Award (2018)
- Basic Skills Quality Mark (2017)
- SEN Local Authority Inspection (2016) – judgement outstanding

### **Governance**

Governors are able to hold the leadership team to account and contribute to strategy in the following ways:

- There are termly meetings with the SEND governor, who himself has a professional specialism in an aspect of SEND.
- A termly coffee morning is held for all governors to give an update on initiatives which include SEND.
- The Inclusion Team has an 'open-door' policy for visits.
- The SEND link governor gives feedback to the Curriculum and Pupils committee and to the full Board of Governors.
- There is a record of challenges recorded in the minutes of the Board of Governors and Curriculum and Pupils committee.
- Governors are aware of the results of the whole school survey and SEND pupils survey results; these are published on the Governor drive as well as on the school website.
- Governors are invited to attend staff meetings and are fully aware of the academic and other achievements by SEND children through Leadership reports.
- The school's recent acquisition of a Sensory Room was fully supported by the governors and a presentation of this was held in the Autumn term.

### **Curriculum**

The school uses Cornerstones, a cross curricular teaching scheme, to deliver the foundation subjects. This enables all children to access the curriculum in a multi-sensory way. The school also promotes "Growth Mindset" which provides a safe environment in which children can take chances without 'fear of failure'. The teaching of maths via Maths Mastery, helps SEND pupils here due to its focus on small steps and use of concrete materials. It has resulted in very few pupils working outside of their curriculum year group (4 children). The use of ICT is an important tool to support inclusion. The Inclusion Team check that targets are in place and that appropriate resources are used.

Teachers' and TA's plans refer clearly to individual pupils' targets. Pupil voice is also a very important channel to monitor the impact.

### **Views of stakeholders**

The school regularly surveys pupils and parents and presents the results on the website. The headline figures for the latest are:

- Results of whole school survey show overall satisfaction with provision and support.
- Pupil voice and parental survey feedback overwhelmingly shows pupils' enjoyment of school and ability to identify their strengths and areas for development.
- 100% of parents feel their child's targets are appropriate.
- 93% of parents feel their child is making good progress in school.
- 93% also felt the support in place is appropriate to their child's needs and targets.
- 93% of parents feel that their child is happy in school.

While all pupils are surveyed at least annually, SEND pupils have Pupil Voice (PV) opportunities every term. The school intends to introduce "Pupil Passports", a provision map planning tool which will further assist PV.

- A recent dyslexia audit of children showed that 100% of children felt happy and supported in school.
- Pupil voice feedback shows that SEND children overwhelmingly feel happy in school, are clear of their targets and feel supported.
- Specific feedback relating to the Sensory Room by pupils was extremely positive.
- Typical responses have been that children feel safe and calm in the room.
- Example responses so far from children include:

*'It helps my brain work and concentrate. I like that it's not busy with people.'*  
*'It helps me relax and play calmly. It helps me to be peaceful and calm.'*  
*'It's a safe place to talk to adults. I don't mind talking to adults in this room.'*  
*'Helps me to calm down if I'm stressed or angry.'*

**Staffing for pupils with SEND**

- Eight LSAs (full time and part time)
- A trained ELSA Support Assistant (part time)
- A 'Nurture' Teaching Assistant (part time)
- A highly experienced Inclusion teacher (2 days a week)
- The school also welcomes a large number of trained reading volunteers who are deployed across the Lower, Middle and Upper Phases (from Beanstalk and Learning to Love to Read [LTLTR]).
- The school has its very own "Reading Pet Therapy dog" called Nelson, who comes in with his owner.

**Professional development**

Training needs are identified by an audit of need, gathered from teachers and TAs. Each term there are designated pre-planned Inclusion CPD training sessions for teaching staff. There is also specific INSET training, delivered to develop the knowledge and understanding of specific SEND needs. Training is delivered on a half termly basis from both outside agencies as well as in-house for LSAs and TAs on the various intervention programmes.

To date this year, the school has either received/delivered or has scheduled SEND training in: dyslexia, ASD, glue ear, selective mutism and mental health for children and adults.

LSAs have also been supported with 'Lego therapy', refresher training on a range of SALT interventions including 'Teach Talk' and 'word aware'. In house support has been given for the successful delivery of interventions in all key stages.

The annual safeguarding training for all staff in line with KCSiE 2018 takes into account the vulnerable child.

The school reports that the impact of the training is very positive and information is implanted to support the needs of individual and groups of children. For example, the pupil with an EHCP in Year 3 is a selective mute; training has been vital in supporting his learning in school. The ASD training will directly support the four children who have a diagnosis of ASD and will also support the school to gain ASD friendly accreditation.

Annual refresher re-training is always needed due to relocation of staff and addition of new provisions. It is a standard part of induction.

The impact of training is evidenced through learning walks and teachers' weekly SEND monitoring sheets.

**Teaching, learning and assessment**

School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution
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**Commentary on teaching, learning and assessment of SEND:**

**Teaching and learning**

All pupils, regardless of their needs, are offered inclusive teaching. It is an expectation that the first step in responding to a pupil's identified needs is for class teachers to provide Quality First Teaching. Teachers adapt the curriculum, learning environment and their practice in order to meet the needs of pupils with SEND. The IMs support the class teacher in determining the kind of adjustments to the teaching that would be most effective where necessary eg dyslexia friendly classrooms, the seating position of a child or movement breaks etc. Teachers carefully plan lessons to build upon prior learning and take into account pupil strengths and needs in order to maximise full learning potential and remove barriers to learning. Teachers make explicit links between previous and new learning, and ensure that all pupils know and understand the purpose of their learning through sharing clear learning objectives. Teachers break tasks down into manageable sizes. Lessons are appropriately differentiated and activities are motivational, multisensory and offer alternative outcomes where suitable. Teachers endeavour to boost pupil self-esteem and have high expectations for all pupils in their class. Classes work with regularly changing mixed ability groupings. All children are

encouraged to be independent learners and to self-reflect upon their work. There is regular liaison between SLT, IMs and classteachers.

The progress of, and provision for, SEND, EAL and disadvantaged pupils is an established part of the monitoring and evaluating of teaching and learning. The impact and quality of support and interventions for pupils on SEND support is evaluated by the IMs through data analysis, lesson observations and book monitoring. SEND pupils are specifically monitored during all class learning walks and their progress monitored. They are frequently assessed in line with school assessment policy in order to ensure progress. Should progress be slower than expected, plans are revised with all relevant staff involved. See outcomes section for data on SEND progress and attainment.

**Assessment**

Assessment information on progress is provided by Target Tracker (TT) and used by teachers to plan appropriate teaching and learning strategies, for all pupils, including those with SEND. In addition, the SALT and other specialists / therapists track pupils’ progress and liaise with the SEN team. The needs of pupils with social and emotional difficulties (SEMH) are carefully identified, with parents and specialist agencies. Development is tracked and objectives modified as necessary. The needs of pupils with motor skills are also carefully identified and curriculum modifications made as necessary.

Pupils show their understanding of the assessment process in the following ways:

- Pupils are involved with their own assessment and progress monitoring through pupil voice.
- All of the intervention programmes are structured so that children can see and celebrate their individual progress on a regular basis.
- Certificates are awarded publicly in whole school assemblies.
- Pupils are involved in the creation of their targets, have a copy of them and are encouraged to self-review on a regular basis.
- Comments in SEND pupils’ workbooks are always encouraging and positive, with suggestions for improvements.
- Parents are encouraged to write positive comments in their children’s record books and teachers will respond to these.

**Resources/environment**

St Michael’s gives a high priority to resourcing all its classrooms in order to meet the varied needs found in a mainstream school. A wide range of concrete aids are provided, eg pencil grips, wobble cushions, writing slopes, “quiet tables” , coloured overlays, therabands, putty and fiddle objects. The school’s Soundfield system helps those with hearing impairment.

The new Sensory Room caters for children with sensory needs as well as those with SEMH difficulties. In the Middle and Upper Phases there is a range of books which pupils can choose from, which may be at a lower level than those in their classroom. These are of high interest and may be dyslexia friendly. There is also a dyslexia friendly area within the school library.

Pupils with SEMH needs are provided access to movement /transition breaks. For pupils with physical needs, LSAs undertake physiotherapy or occupational therapy (OT) programmes, as recommended by specialists. For pupils with specific physical or communication needs, Personal Emergency Evacuation Plans are in place.

The school is very well resourced with various programmes for a range of needs, including ASD, dyslexia, lower ability and/or literacy difficulties. The TAs have all been trained to run a variety of interventions. TA records are monitored on a weekly basis to ensure provision is targeted and appropriate. Classteachers complete a weekly monitor check of targets. The Inclusion department holds regular formal meetings with class teachers and support staff and many informal meetings to discuss progress.

**Personal development, behaviour and welfare**

School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution
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**Commentary on personal development, behaviour and welfare of pupils with SEND:**

**Behaviour**

CPOMS was introduced a year ago and is now a well established system for monitoring the personal development, behaviour and welfare of all the children across the school. It enables electronic logging of behaviour incidents. The Inclusion Team and Leadership Team also use it to focus upon specific SEND monitoring and tracking.

Of the 88 children in the school who have a recorded behaviour log on CPOMS, eight are on SEND support and three have an EHCP. The incidence of SEND pupils on the system is therefore in line with the school population in general.

The day to day teaching, routines and experience of being in the school and the Christian ethos promote highly positive learning behaviours. As pupils are not grouped according to ability, they are regularly given the opportunity to work with a range of peers. The school believes this encourages the growth of children's self-esteem and appreciation of the abilities of others. It enables peer support both with learning and SEMH.

### **Attendance**

For autumn and spring 17-18 (REU data) the attendance of pupils with SEND support was not quite as good as their non-SEND peers in the school; however it compares favourably with LA averages. The school reported that most of the SEND support absence was due to one pupil.

Non SEND pupil absence 17 – 18 : school 2.4%, LA 3.8%.

SEND support absence: school 3.8%, LA 5.4%.

EHCP absence school 2.1%, LA 7.1%.

For this year to date – whole school attendance 98.1%

SEND support – 97.9% .Only one pupil had low attendance (89%).

EHCP – 98.3%

This is an excellent achievement.

The school states that there is no recordable difference between SEND pupils and the rest of the school in relation to punctuality. A number of SEND pupils have 100% punctuality. A half day absence is recorded if a child arrives more than 30 minutes. Late. This is a very rare occurrence.

### **Exclusions**

In 2017 a 2 day fixed term exclusion was given to one child (0.25%). This pupil now has a diagnosis of ASD and an EHCP. Support was put in place at the reintegration meeting to support his needs and there have been no further occasions of exclusion.

There were no exclusions in the previous two years and none in the year to date.

One child is currently on the register at the PRU for two sessions per week. There have been no managed moves.

The school has worked closely with the PRU in terms of dual placement for children with SEMH.

In school, a range of interventions are in place with the school ELSA and nurture assistants. The establishment of the Sensory Room has proven hugely successful for children with SEMH. Pupil voice feedback regarding this has been overwhelmingly positive (see previous section) and comments include '*I feel safe here.*'

One pupil with SEMH has identified that he does not benefit from the Sensory Room but has responded extremely well to having a transition break after lunch daily. Since the implementation of this there have been no reported behaviour CPOMS for this child for six weeks – a very positive outcome and example of pupil voice in action.

### **Preparing for next steps in education/training**

Transition is accorded high importance across the school, from induction into the EYFS, then into Year 1 and also year on year transition until pupils leave the school and go forward into Key Stage 3. Teachers benefit from a thorough handover relating to SEND pupils at the end of the year, with support from the Inclusion Team.

The school has well embedded transition procedures in place to support each stage both for the children and for the parents. These include:

- Induction into EYFS - 1:1 meeting prior to starting school
- Annual welcome back to school talks to parents
- Secondary transfer 1:1 meeting with the Headteacher
- Meetings with the SENCOs from secondary schools to support transfer of information

- Inclusion meetings with parents, in consultation with pupil voice, on a termly basis to support development of Provision Maps
- The introduction of roles and responsibilities for pupils eg 'Playground Champions', buddies, house monitors, guardian angels, JRSA's, Eco Warriors and school council reps to support the development of responsibility
- Other peer support programmes which encourage pupils to look at ways of resolving conflict.

It should be noted that induction to reception involves liaison with a wide range of providers as the school currently has no nursery, and transition from KS2 to secondary also involves a large numbers of schools, as is often the case in denominational schools. The latter is a difficult time for SEND pupils, as the transition from a small school to a large one can be very intimidating. However, the Growth Mindset philosophy encourages a positive mindset for pupils to succeed without fear of failure.

## Outcomes

School evaluation	1	Extent to which evidence contributes to this judgement	Strong contribution
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### Commentary on outcomes for pupils with SEND:

Year 1 Phonics Points score averages	SEND support	EHCP	All
School	35 (4 pupils)	NA	36.5 (59 pupils)
LA	27	16	35.3
National - All			34

Year 2 Phonics Reaching threshold	SEND support	EHCP	All
School	1 of 2 pupils – 50%	NA	2 of 3 (67%)

Year 2 EXS	SEND support Reading %	SEND EHCP Reading %	School all Reading %	SEND support Writing %	SEND EHCP Writing %	School all Writing %	SEND support Mathematics %	SEND EHCP Mathematics %	School all Mathematics %
School	38 (8 pupils)	100 (2 pupils)	86 (58 pupils)	38	100	86	50	100	90
LA	47	22	82	39	16	78	51	21	83
National - All			75			70			76

Year 3 EXS	SEND support Reading % (4)	SEND EHCP Reading % (1)	All Reading % (59)	SEND support Writing %	SEND EHCP Writing %	All Writing %	SEND support Maths %	SEND EHCP Maths %	All Maths %
School	75	0	95	100	0	97	75	0	95
LA	44	15	80	30	16	74	44	15	80

Year 4 EXS	SEND support Reading % (6)	SEND EHCP Reading % (1)	All Reading % (59)	SEND support Writing %	SEND EHCP Writing %	All Writing %	SEND support Maths %	SEND EHCP Maths %	All Maths %
School	83	0	97	50	100	95	83	100	91
LA	37	15	78	32	14	74	37	29	75

Year 5 EXS (no EHCPs)	SEND support Reading % (8)	All Reading % (54)	SEND support Writing %	All Writing %	SEND support Maths %	All Maths%
School	63	91	75	91	50	89
LA	48	79	48	74	45	78

Yr 6 SEND support (8 pupils)	Reading EXS %	Reading progress	Reading SS	Writing EXS %	Writing progress	Maths EXS %	Maths progress	Maths SS	EGPS EXS %	EGPS SS
School	63	+3.1	105.5	75	+1.5	100	+7.2	108.9	100	105.9
LA	57	+0.4	100.8	57	0	61	+0.3	100.3	58	101.2
National - All	75	+0.03	105	78	+0.03	76	+0.03	104.4	78	106.2

### **Progress and outcomes**

The evidence of excellent outcomes can be seen in the tables above. The school reports that the transition matrices from the REU for the progress of pupils from EYFSP to end of KS1 showed that all pupils with SEND made expected progress in reading and writing and all but one made expected progress in maths, exceeding the LA figures for pupil progress.

The outcomes, both for progress and attainment, in Year 6 for pupils with SEND were significantly higher than the LA in all subjects.

Progress for all pupils is tracked by TT. The school can produce evidence, updated half termly, on how SEND pupils' progress compares to that of their peers. Depending on the nature of their SEND, they may be closing the gap; making accelerated progress; or if with MLD for example, making steady progress but below the average of 6 steps expected progress per year.

Pupils' personal, social and communication skills can be measured through the use of social responsiveness scales, the Boxall profile, pupil voice and weekly interventions, where children rate their own progress.

How many of the pupils that have EHCPs meet their outcomes, and how well? How do you measure the progress of pupils with EHCPs towards the agreed EHCP outcomes?

The school reports that all pupils with EHCPs meet their outcomes by the end of the year. Comparisons can be seen in the tables above. Targets are set at the annual review and reviewed on a weekly basis. Success is aided by all those working with the being aware of the targets.

One pupil with selective mutism is working at "P" levels across many areas of the curriculum, but making steady progress towards the early learning goals (ELGs). All adults are aware of his targets and are working to ensure he makes progress in line with his starting point.

The school's analysis of the progress of pupils with different types of need shows that from the Key Stage 2 teacher assessments, all SEND children with SEMH, SpLD and visual impairment made expected or greater than expected progress, other than one pupil with SpLD, who did not make expected progress in maths.

In Key Stage 1 teacher assessment, the two pupils with ASD and EHCPs made good progress. One of two pupils with MLD had expected progress. Of the three children with SEMH, two (67%) made expected progress. One pupil with SpLD did not make expected progress and one pupil child with SALT not only made expected progress but achieved greater depth.

Funding is strategically planned for and used with great care in order to have maximum impact.

All SEND pupils at the school are able to be assessed for progress and outcomes against either a national curriculum year, even if this is the year below the chronological age of the pupil, or against Early Learning Goals (ELGs).

The school's analysis shows that overall, and by the end of Key Stage 1 and 2, the progress of pupils with SEND matches or exceeds that of pupils with the same starting points. Not all pupils are able to close the gap, or 'keep up' as in the case of the



pupil with an EHCP for selective mutism, working at P levels. This is very much the exception however.

**Action to be taken by the school as a result of this visit (as needed)**

The thoroughness with which the school prepared for this visit, the quality of written evidence provided in advance, and the practice observed in the walk around the school, were outstanding.

The Link Inspector made the following minor suggestion

- Ensure that self assessment sheets intended for the whole class are not given to pupils who are working well below the level of the learning objective

**Follow-up by link inspector at next visit**