SEND Peer to Peer Review

|  |  |  |
| --- | --- | --- |
| **School Name** | **Winwick CofE Primary School** | **Visit Focus**  This school has agreed to partake in this review via the LA programme of Peer-to-Peer SEN Reviews.  **Please see attached Review framework:** |
| **Headteacher** | **Sue Dymond** |
| **SENCO** | **Kelly Mather** |
| **LA Officer** |  |
| **Date of Visit** | **4/11/22** |
| **Category** |  |
| **Time on Site** | **8.30am -1pm** |
| **Prep/Report time** | **½ day** |
| **Peer to Peer Team** | **Lynne Ledgard – DHT Green Lane Special School**  **Emma Ogg – SENCO Penketh High School** |

|  |  |  |
| --- | --- | --- |
| **Preparatory documents used for this visit:** |  | **Website check:**  **The school website was used to ascertain prior information about the School’s SEN practice & procedures. The website contained the following SEND docs**   * SEND Policy – 22-23 * SEND Report * SEND Parents’ Handbook 22-23 * Equality Policy – 20-22 * Disability Equality Scheme 20-23 (Accessibility Plan) * Local offer * Links to community network supports   **The school website meets statutory requirements for SEND.** |

|  |
| --- |
| **Relevant Information**  The school is a single form entry Church of England primary school. It has 200 pupils on roll. 20 pupils are on the SEN register (9%). 4 Pupils have an EHCP (2%), and 3 pending applications awaiting a decision. This is just below the National [and LA] figures. National Average EHCP 3.7%, School Support 12.2%. There are 8 teachers and 7 classes, supported by 9 TAs.  The school SENCO has 4 years of experience. She has the National SENCO Award. She has 3 hours per week dedicated to her SENCO role and does not currently have admin support. |

|  |
| --- |
| ***Summary of the Review:***  Winwick CofE Primary School is a positive experience for those pupils with SEND. The atmosphere is incredibly positive, calm, and nurturing. There is a real family feel and ethos to the school, with close relationships between staff and pupils, clear to see. School displays are creative and engaging and celebrate the excellent work of all pupils. As reviewers toured the school, it portrayed a calmness, with all pupils highly engaged in their learning activities.  The school is highly inclusive. Pupils with SEND have access to all aspects of school life and are supported to take part in activities they find difficult. Pupils with SEND attend after school clubs and the SENCO monitors their attendance closely to ensure they thrive. Parents described how their son was chosen to read in church during a 100-year anniversary service. They said that the school could have chosen their ‘best pupils’ to read but described their pride when their son was chosen. Reviewers observed a school assembly. All pupils attended and those with SEND had some key roles and responsibilities. Pupils with sensory needs were supported to take part in the assembly through the use of ear defenders, fiddle toys and staff support.  The behaviour and attitudes of all SEND pupils at Winwick CofE was excellent. Pupils demonstrated positive behaviours and attitudes to learning. Reviewers undertook learning walks throughout the whole school. Reviewers observed pupils using a range of resources to aide their learning (e.g. writing slopes, headphones, visual timetables, wobble cushions, overlays, individual work bases, resources to support sensory diets). SLT have allocated one TA to each class and their deployment supports individual pupil needs. Those pupils with SEND, are class based and have a high sense of belonging and value, within their school community. Intervention activities are part of the curriculum, and these often take place in the classroom, built into the curriculum. During the visit, reviewers found the pupils to be polite, well-mannered, and engaged in their learning.  Teaching Assistants are a strength of the school. They are passionate about their roles and are dedicated to giving the best support to those pupils with SEND. The Teaching Assistants have a calm, nurturing manner and know how to bring the best out of each pupil, adapting their approach to meet the needs of each individual. Teaching Assistants value the responses and contributions that the pupils make, which motivates and engages. They adapt tasks as and when it is needed to ensure the pupils can access the work. Teaching Assistants have high expectations for the pupils they work with; they challenge them appropriately and use positive modelling to strengthen understanding. They review prior learning before moving onto new objectives, in order to build on pupil knowledge and skills. Subject knowledge is excellent. Teaching Assistants were able to talk about the progress that pupils made in great detail. Their records demonstrated lots of evidence of progress with detailed learning focussed annotations, providing excellent feedback for teachers. Teaching Assistants pride themselves on relationships with parents, ensuring that communication is seamless. The school has prioritised supporting the mental health of pupils. One Teaching Assistant is trained as an Emotional Literacy Support Assistant and withdraws pupils for focussed sessions in a nurturing space. This Teaching Assistant provides interventions based around ‘My Hidden Chimp’ and talked about the positive impact her sessions were having.  Reviewers spoke to one parent during their visit. They said that their child is happy in school and that staff are committed to doing the best for their child. They feel that all staff are aware of their child’s needs and know how to support them, but particularly praised the Headteacher and SENCO. The parent described the strong communication between school and home, and how they felt that the school worked in partnership with them and that they were on a journey together. They felt well informed about progress and that their child received the support that he needed (staff, learning aids, movement breaks) but that the school promoted independence and worked hard to make sure that their son could do as much for himself as possible. The parent also explained how their child had the same opportunities as other children in the school. They talked about the after-school clubs their son attended as well as how proud they were when their son was selected to read in church for a special event.  The SEND Governor was available to speak to the review team. He clearly had good knowledge of the send provision within school, as well as appropriate knowledge of the pupils on the SEND register. He described a really strong relationship with the head teacher, deputy and SENCO and the high-quality communication they provided. He had detailed knowledge of the school priorities and was able to discuss the SEND development plan in detail. He described the staff’s commitment, dedication and responsiveness as excellent. The SEND Governor was able to talk about how the school had developed the SEND provision since that last SEND review. He described the implementation of bsquared and the benefits to pupils, parents and staff. He also described the celebration books, which documents small steps of progress within the hidden curriculum.  Reviewers were updated on the progress towards the suggested developments highlighted in the previous SEND review. The creation of celebration books shows individual pupils’ journeys and demonstrate life skills and achievements beyond the classroom. Celebration books are closely linked with EHCPs and are able to show progress towards meeting EHCP outcomes. Pupils were proud of their books and were keen to share them with the review team. The implementation of bsquared is going well. It is used to track progress and allows staff to track small steps of progress, even that which is not yet independent. Bsquared is used to set targets and provide evidence of progress. The school acknowledges that they need time to embed this system.  Supporting pupils with SEND is clearly of the highest priority in Winwick CofE. The Headteacher and SENCO are passionate, driven and champion those pupils at a disadvantage. Their attitude motivates staff, and you can feel the support for their vision, within the school. Communication with stakeholders is excellent and all are well informed. The school website provides quality information, beyond its statutory requirements (links to community support groups, SEND activities and facilities, useful resources and recommended Apps and websites). The SENCO works tirelessly to support staff, pupils, and parents. She completes monitoring activities, by completing learning walks, scrutinising work, and data. Parents have formal opportunities for feedback, such as Annual Reviews and parents’ evening as well as being able to meet with school staff as and when it is needed. The SENCO confidently works within the system to ensure that pupils receive the appropriate support. |
|  |

|  |  |
| --- | --- |
| **Recommended Actions / Considerations** *(Some already started and to be continued as identified below)* | Who? |
| * Strengthen the support already in place for those pupils with social, emotional and mental health needs by adding more detail to positive behaviour plans. | HT, SENCO, Teachers, TAs |
| * Consider how you can prepare pupils being ‘ready to learn’ by providing sensory diets and supporting emotional regulation through personalised plans. | HT, SLT, SENCO |
| * To consider the classroom environment, particularly the ‘business’ around the board and individual workstations (to remove distractions) | HT, SLT, SENCO, Teachers |
| * To review the partnership with the local high school to see if there are further opportunities to support the transition process for SEND pupils and ensure the success of the placement | HT, SLT, SENCO |
| * To embed the bsquared assessment system and begin to build on how it is utilised (share with parents, set yearly targets, track social skills or mental health) | HT, SLT, SENCO |

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

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

|  |  |
| --- | --- |
| To be completed by Headteacher | |
| **School Agreement to Accuracy** | Signed: |
| **To be forwarded to Governing Body/Chair of Governors** | |