

School:	Farne Primary
Date and time of Visit: 30 th January 2018, 8.30am – 12.30pm	
Involved: Jill Tough, SEN consultant, School Effectiveness Lee Gallon, Executive Head Teacher Jane Thompson, SENCO Eileen Youngs, Vice Chair of Governors Alison Cairns, Head Teacher, North Fawdon Karl Pape, SENCO, Stocksfield Avenue	

Purpose of the visit To carry out a short review of SEND provision with governors and SMART Trust colleagues. To develop an overview of SEN provision across the eight schools within the Trust. The SENCO chose the following line of enquiry: Have we implemented the recommended changes from the previous SEN review and are they in line with the statutory framework? Areas identified at the 2014 SEND Review were: <ul style="list-style-type: none">• SEN training - staff training was identified as a priority.• Strategic role of the SENCO - The previous SENCO did not monitor or evaluate provision and outcomes for pupils with SEN. The role of the SENCO needed to be clarified.• SEN target setting - Targets were to be specific, written down and shared with pupils and parents. When applicable, outside agencies recommendations should be used to inform the target setting.• SEN reviews - Class teachers to be responsible for reviewing pupil progress and outcomes during parent consultations. The SENCO to continue leading reviews for those pupils requiring a higher level of SEN support and those with top up funding/EHCPs. Reviews to be recorded.• Parent/carers - Parent questionnaires to gather views.• To apply for Inclusion Quality Status.
Context There are 227 pupils on roll at Farne, excluding the pre-nursery Pufflings, 31 are identified with SEN which is 13.6% of the school population. Specific learning difficulties (SpLD) is the most common area of primary need.

SEN register January 2018	Number	Percentage
Number of children on SEND register	31	13.6%
SEN Support	1	13.2%
High Needs Top Up	1	0.8%

% of SEN population:

Nursery: 5% Reception: 9.6%

Year 1: 9.6% Year 2: 10%

Year 3: 30% Year 4: 16.6%

Year 5: 3.7% Year 6: 21.4%

The SENCO oversees SEN across two schools – Farne and Cheviot. She became the SENCO at Farne in January 2017. She achieved the National Award for SEN Coordination (NASC) in 2012.

In September 2017 new SEN systems were introduced. These systems were adapted from North Fawdon and also implemented at Cheviot. The pupils with SEN are organised into red, amber and green groups to indicate their level of need. Pupils with complex needs, including EHCP pupils, are categorised as red. These pupils all have an individual provision map and both the SENCO and class teacher attend reviews with outside agencies/ professionals. Pupils at amber are working with outside agencies and interventions are closely monitored to ensure progress is being made. These pupils all have an individual provision map and both the SENCO and class teacher attend reviews with outside agencies/ professionals. Pupils at red and amber have running records of interventions which are completed every time an intervention takes place. Pupils at green have a diagnosed SEN and are making progress. Interventions are recorded on the SENCO whole school provision map. For this group of pupils SEN reviews are carried out by the class teacher at parent consultation meetings.

SEN information report

SEN information for parents and carers can be found on the home page of the school website as a discrete section:

- SEN policy – dated Autumn 2017 -comprehensive and personalised to reflect the school
- SEN Information report – dated September 2017
- 2017 – 2020 Accessibility plan
- There is a working link to the Local Authority Local Offer
- Annual report 2016-17 – comprehensive and provision well evaluated with specific, easy to monitor next steps

The SEN section on the school website is excellent. It contains a wide range of useful information. In addition to the SEN Information Report parent/carers can access Parent SEN Handbook, Helping your child at home booklet, SEN abbreviations, SEN contacts and SENDI award information.

Documentation provided by school prior to the visit:

- Prior to the review the SENCO had completed a self – evaluation using the Newcastle SEN and Disabilities Framework to make judgements about the effectiveness of the school in specific areas of management of resources; achievement and standards; provision and access; teaching and learning; leadership and management. The SENCO also provided:
 - An overview of SEN
 - Annual SEN report 2016 – 2017
 - Headline outcomes for pupils with SEN 2017
 - SEN 2016-17 End of Year Data

- The following documents / evidence were provided on the day:
 - Detailed case studies including individual provision maps, reviews and reports
 - SENCO file
 - Class teacher SEN files
 - English and maths books for case study pupils

Please note where pupil level information was provided to support the SEN review process, this information remained in school at the end of the review.

Summary of visit:

- Initial introduction / team meeting to finalise arrangements
- SENCO outlined what has been put in place since 2014 SEND review
- Teacher interviews
 - AC – EYFS lead and nursery teacher
 - KP – year 2 teacher
 - JT – year 3 and year 6 teachers
- SEN learning walk and pupil observations
 - AC - EYFS
 - KP, EY and JTh– KS1
 - JT and LG – KS2
- Case studies, work scrutiny, SEN files and assessment for nursery pupil (SEN support), year 2 pupil (SEN support) year 3 pupil (EHCP) and year 6 pupil (SEN support).
- Meetings
 - Family Support Officer and school counsellor – AC
 - year 1 and year 2 teaching assistants discussion – KP
 - Interventions discussion with year 3/5 and SpLD lead and year 6 intervention teacher - JT
 - parent interviews – AC, KP and JT
 - discussion with pupils - EY
- Team discussion of findings, strengths and any areas for development.

Key data, provided by school, in relation to pupils with SEND in July 2017:

- EYFS (3 pupils) – 0% of pupils with SEN reached a good level of development.
- KS1 pupils (11 pupils) - 42% of pupils with SEN reached the expected standard in reading, writing and maths.
- KS2 (5 pupils) – 33% of pupils with SEN reached the expected standard in reading,

83% in writing and 67% in maths.

Progress

- KS1 - 100% of pupils with SEN made at least expected progress in reading, writing and maths.
- KS2 – 100% of pupils with SEN made at least expected progress in writing and maths and 60% in reading.
- For all pupils identified with SEN (nursery to year 6) 92.9% made at least expected progress in reading, 97% in writing and 100% in maths.

Published data sets:

- Fisher Family Trust (FFT) Aspire summary dashboard for 2017 shows that progress for pupils with SEND at the end of KS2 was in line with the national average. Primary Data Analysis Pack (September 2017) shows that 87.5% of pupils at SEN support (5 pupils) in year 1 achieved the expected standard in the phonics test. At KS1 (12 pupils) 42% of pupils with SEN reached the expected standard in reading, 42% in writing and 42% in maths. At KS2, 33% (6 pupils) of pupils with SEN reached the expected standard in reading, 83% in writing and 67% in maths. 17% of pupils achieved the expected standard in reading, writing and maths combined.

Identified strengths:

- The SENCO's evaluation of SEND provision, in relation to the line of enquiry was accurate. Evidence on the day supported this:
 - SEN training – all staff attended 2014 Code of Practice training. A CPD log is kept in the SENCO file and training has included Makaton, Box Time, Early Talk Boost, Talk Boost, specific learning difficulties, memory, spelling strategies and social, emotional and mental health difficulties.
 - Strategic role of the SENCO – Since January 2017 a SENCO file has been compiled to ensure all aspects of the SENCO role are in place and carried out. These include: an audit of resources, carrying out SEN walks, book monitoring, creating case studies of pupils, creating a pupil and parent questionnaire and analysing the feedback. Annual updates of the SEND policy, Accessibility Plan and SEN information are available on the school website. SEN pupil data is collected and analysed on a termly basis. This is used to form part of the annual SEN review document and termly governor reports. Governor reports are written and shared with governors by the SENCO during full governor meetings.
 - SEN target setting – Three specific targets are set. These targets are directly linked to pupils SEN need and intervention. It was noted that targets in the case studies were explicit and linked to need. Targets are monitored and support is given to teachers to ensure they are realistic and achievable. A whole school provision map is written by the SENCO each term to provide a clear overview of the provision and interventions being offered to children and to ensure the pupils are getting their full entitlement.
 - SEN reviews - Class teachers carry out SEN reviews, at parents evening (three times a year), for those pupils identified as green. Pupils identified as red and amber have a review with the SENCO, class teacher, parents and any other professionals that are involved. Pupils with an EHCP have their targets

- reviewed three times a year with a full annual review.
- Parent/carers - a questionnaire has been created to gather parent views. The autumn term questionnaire had 12 responses (the number of responses has increased from last time). Overall the feedback was positive. The majority of parents felt their child felt safe in school, enjoyed attending and learning. Most parents understood their child's needs and agreed they are well supported in school. One or two parents felt, the SENCO/class teachers could make them more aware how their child is supported and why they are receiving this support. During the spring term reviews, staff will ensure they clarify the pupil's support and the expectations of interventions. The SENCO will start to make reference to the school website and SEN information that is available.
- Inclusion Quality Status (this is no longer available). However, Farne is working towards a National SEND Inclusion award this academic year, which is similar and has its own set of objectives to meet. An evaluation and review of SEN will take place by external judicators in June/July 2018.
- The SENCO is well organised and committed to ensuring that provision meets the needs of the pupils with SEN. She has a clear overview of provision. Systems and processes are embedded in practice throughout school.
- Throughout the visit there was a calm and purposeful ethos across the school. Pupils appeared to enjoy school, were happy, friendly, and actively engaged in their learning. Pupil comments, gathered through discussion with the governor and within lessons, demonstrated that pupils enjoyed school. Pupil comments included 'there are lots of people to play with and be friends with' and 'I get loads of help with my speech and dyslexia'. Pupils were able to articulate what they were learning and the improvements they had made.
- The staff knew the pupils and parents very well. Careful consideration is given to the deployment of adults when planning provision. One colleague stated 'the school all pull together with the ultimate aim of children getting what they need'. Staff comments included 'we really think about what individual children need', 'we all support each other and work well as a team' and 'we feel very comfortable asking for help, if someone hasn't got the answer they will always get back to you'. Staff, pupils and parents/ carers commented on the excellent relationships in school. All parents interviewed were confident to come into school to discuss any queries. They were all, also, happy with the support their child was receiving.
- The Family Support Officer (FSO) and the school counsellor work in close partnership with the SENCO to ensure pupils and their families are well supported.

Recommended Actions / Areas for development

- The SENCO identified the following:
 - SEN toolkits in each class with a range of basis SEN equipment
 - Asking parent/carers to complete SEN questionnaire at SEN review
 - To continue offering SEN specific training to all staff when required.
 - Progress and impact of interventions to be closely monitored to ensure pupil outcomes are good.
- Adding photographs to parent SEN information booklet for those parents who may not know who is who.

Update: 14th March 2019

Involved:

Jane Thompson, SENCO

Jill Tough, SEN consultant, School Effectiveness

Summary of visit linked to recommended actions / areas for development:

The SENCO had prepared a report in preparation for the meeting. A learning walk took place to look at the implementation of the SEN toolkits.

- *SEN toolkits in each class with a range of basis SEN equipment*
All classrooms now have a toolkit. These are all slightly different depending on the age of the pupils. These have been evaluated and all staff responded. The majority said they found them very useful. During the learning walk resources from the toolkits were seen to be used by individual pupils.
- *Asking parent/carers to complete SEN questionnaire at SEN review*
Two questionnaires were carried out last year. Twelve parents responded to the first questionnaire and twenty three to the second. This is over 95% of parents whose child has been identified as having a special educational need. These were evaluated, and feedback was very positive. The SENCO plans to carry out a SEN questionnaire on an annual basis.
- *To continue offering SEN specific training to all staff when required.*
The following training has been provided since the last review in January 2018:
 - SpLD awareness and understanding in support strategies for teaching assistants (TA) - led by SENTASS SpLD teacher
 - SEMH for all staff – led by SENCO and counsellor
 - Social Stories for one TA – led by SENCO
 - Autism training (optional but 3 teacher and 4 Tas attended) – led by SENCO
 - Colourful semantics - 1:1 session for 3 TAs led by SENCO
 - Sound Linkage – 1:1 coaching session for teacher led by SENCO
 - Mainstream Guidance for all staff – led by SENCO
 - Elkan – the SENCO and another member are now level 3 and level 2 trained respectively
- *Progress and impact of interventions to be closely monitored to ensure pupil outcomes are good.*
Interventions have been monitored by the SENCO and written feedback given to all TAs. Feedback is detailed and includes 'what's working well' and 'even better if'. In the examples shared this was specific and proved next steps. This monitoring resulted in coaching sessions being provided for two members of staff around speech and language interventions. In addition, one TA is being closely supported to assist with Box Time and specific language interventions. The SENCO stated that books show progress and provision maps show targets are being met.

- *Adding photographs to parent SEN information booklet for those parents who may not know who is who.*
The SENCO shared the new parent information booklet which includes a photograph.
This will be added to the school website SEN information.

