

SEND AUDIT

Plymouth Schools' Forum



School: Boringdon Primary School

Date: 18 April 2018

Audit Team: Lisa Cornish (SEND), SEND Strategic Advice and Support
Sarah Hawken (SEND), SEND Strategic Advice and Support

Head teacher: Jason Scales

SENCO: Vanessa Cload

No. of pupils on roll: 421

School SEND profile

	Census January 2017	School data at April 2018	Plymouth % 2017	National % 2017
Number / % of pupils with an EHC plan	3 /0.7 %	3 /0.7 %	4%	3%
Number / % of pupils at SEN Support	32/ 7.6%	49/11.6 %	12%	11%
Overall numbers. %	8.3%	12.3%	16%	14%

Number of pupils with pupil premium	
Number of pupils with pupil premium and an EHC plan	0
Number of pupils with pupil premium at SEN Support	13

COMPLIANCE

- The SENCO is 0.6 FTE and will be reducing to 0.4 FTE in May. The SENCO is part of SLT.
- The SEN information report and policy are easily accessible from the school website. The SEN Information report is written in an accessible style.
- The SENCO completed the National Award for SEN Coordination in 2012
- The SENCO regularly meets with other SENCOs from the MAT in order to discuss best practice.
- The SENCO completes an annual SEND report to governors as part of the MAT.

RECOMMENDATIONS

- Review the Schedule 1, Regulation 51 of the Special Educational Needs and Disabilities regulations to ensure that each point is comprehensively covered in the school's SEN Information report. For example, a link to impartial advice and information about transition.
- Develop a model of family participation for the review and development of the SEN Information Report
- Consider Reviewing and updating the SEN policy on the school's website to ensure that all relevant information is included.

SYSTEMS FOR IDENTIFYING PUPILS WITH SEND

- Concerns can be raised through pupil progress meetings that take place 3 times a year. The SENCO runs these meetings and all vulnerable groups are discussed including pupils causing concern. Detailed minutes are produced and next steps are planned.
- Teachers can raise concerns directly with the SENCO.
- The SENCO follows the Plymouth SEND transition protocol and meets with receiving secondary schools to discuss detailed transition plans. In addition, the SENCO and the teachers in foundation visit the majority of early years settings in order to discuss pupils' needs. In year transitions are also planned by the SENCO to ensure that teachers have all relevant information in preparation for the autumn term.
- The school uses an 'open door' policy for parents; parents are able to raise concerns with class teachers, the pastoral support worker or the SENCO at any time.
- Once concerns are raised, a graduated approach is taken, for example extra pastoral support is offered before pupils are identified as having an SEN need.
- A range of assessment data is analysed which forms part of the identification process.
- The SEN register is reviewed after each pupil progress meeting.

RECOMMENDATIONS

- No recommendations for this area.

ASSESSING AND MEETING THE NEEDS OF PUPILS WITH SEND

- The SENCO has a good overview and knowledge of the use of SEND funding; element 2 funding is used for additional adult support and services from the Excellence Cluster.
- A case study provided by the SENCO (Year 2 pupil) demonstrated how element 3 funding is accurately targeted in order to meet need.
- A range of interventions is in place across the school. This includes social skills groups, daily readers, Precision Instruction, catch up maths, phonics and handwriting interventions.
- The school has a pastoral support worker who works closely with the SENCO and offers a range of support. This includes counselling, ELSA support and work with pupils at transition points.
- The pastoral support worker facilitates family support groups, for example, parents who have a child with autism.
- There is structured lunchtime support as well as the 'nurture playground'. The SENCO coordinates this provision.
- Pupil voice is captured through one-page profiles for every pupil at the school; targets are also included on the plans and are discussed with pupils three times a year. Pupils are involved with parts of annual reviews and TAMS.
- The SENCO offers to meet with all parents who have a TAM in place prior to the meeting. The SENCO also makes contact with parents of pupils who have an EHC plan every term to ensure that communication is consistent.
- Staff have accessed a range of CPD across the year which includes Elklan training for three members of staff (including the SENCO), maths intervention training and dyslexia. There are plans to develop 'emotional logic' training later in the year.
- Provision mapping overview is planned by class teachers at year group level. This information is shared with the SENCO who plots a detailed provision map. This map includes costed provision and support for all vulnerable groups. The SENCO also keeps a detailed chronology of support.
- All provision and correspondence is also recorded in the SIMS system and this information is transferred to secondary schools at transition.

RECOMMENDATIONS

- To continue to monitor the effectiveness of interventions, particularly pastoral provision to ensure that impact is well evidenced.

IMPROVING OUTCOMES FOR PUPILS WITH SEND

- The SENCO reports that SEN pupils perform better than national averages.
- The SENCO extracts data from a range of assessments in order to monitor the attainment and progress of pupils with SEND by year group.
- The SENCO has a good awareness of the crossover of SEND with other vulnerable cohorts.

RECOMMENDATIONS

- To further develop an understanding of SEN progress for pupils in low, middle and high prior attainment bands.
- To consider collating cohort level data into percentages in order to produce headline data and to look for trends.

POINTS OF CONSIDERATION FOR THE LOCAL AUTHORITY

The Head and SENCO feel disappointed about the changes to the Excellence Cluster service and the impact that could be caused to pupils with SEN and their families.