

Directorate : Universal Services
SEN Peer to Peer Review

School Name	Park Road Community Primary School	Visit Focus This school has agreed to partake in this review via programme of Peer to Peer SEN Reviews. Please see attached Review framework:
Headteacher	Nicky Parkinson	
SENCO	Kathryn Quigley	
LA Officer	Louise Atkin	
Date of Visit	22 nd June 2022	
Category	Low	
Time on Site	8.15am -1.00pm	
Prep/Report time	½ day	
Peer to Peer Team	Michelle Culliford (SENDCO Croft Primary) Kirsten Matthews (SENDCO Sandy Lane Nursery and Forest School) Katie Barlow (SENDCO Locking Stumps)	

Preparatory documents used for this visit		The School website was used to ascertain prior information about the Schools SEN practice & procedures. The school website meets statutory requirements for SEND.
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Relevant Information

The school is a one form entry primary school. There are no mixed classes. It has 211 pupils on roll and 19 on the SEN register – making 9% of the school population. There are 2 pupils with an EHCP (1%), 17 pupils receiving school support (8%) one of these currently undergoing statutory assessment. There are no pupils with High Needs Medical funding.

There are currently 7 classes in the school. There are 9 teachers supported by 9 Teaching Assistants.

The SENDCO has 7 years experience and has completed the National SENDCO Award. The SENDCO is also the Deputy Headteacher. She currently has 2 hours a week plus her Leadership time to carry out her role. The SENCO has support for admin from an HLTA. The school is also represented at 3 network groups (LA/Omega Academy Trust / Inclusion North).

There is a SEND Governor in post who also acts as the school Maintenance Officer. He has been in the role 3 years; however, he is absent due to ill health. Another experienced governor, who is also based in education, has stepped into this role.

Summary Statement from Peer to Peer Report

It is the view of the review team that Park Road Primary School has high aspirations for all learners including those with SEND. It has a warm, inclusive atmosphere with highly-trained, dedicated and knowledgeable staff who strive to provide the best opportunities for their pupils and work as a team to close the gap between those learners and their peers. They are passionate about SEND and are committed to early identification and equipping their SEND children with the skills required for lifelong learning and functional skills for transitioning to High School.

Summary of the Review:**Quality of Leadership for SEND**

- The Head Teacher has a strong, inclusive vision, stating that all learners have their own individual needs and their ethos is to ensure all learners are provided for and no child is left behind.
- The SENDCO is also the Deputy Head, thus a member of the School Leadership Team; therefore, following the guidance outlined in the SEND Code of Practice 2015. She has 7 years of SEND experience and has high aspirations for all pupils. She sets herself high standards of good practice and ensures this is embedded across the school. She has the skills and credibility to empower all staff to strive to provide high quality, inclusive, provision for SEND learners across all curriculum areas.
- The SENDCO is highly effective and her knowledge of SEND has resulted in her being a member of a team of specialist teachers of SEND for Warrington LA. Her colleagues speak highly of her approachable nature, knowledge and skills.
- The SENDCO places a high emphasis on ensuring her team of teaching assistants has the relevant training and up to date knowledge of the current pedagogies used within lessons. She ringfences an hour per fortnight for her team to meet up with a clear agenda for their meetings – for example cascading the content of recently attended courses or focussing on specific interventions.
- The HLTA is effective in her role and is empowered by the senior leadership team. She also provides in-house training and coaching for teaching assistants across the school, utilising the ringfenced fortnightly meetings.
- The SEND Governor is proactive in her role at Park Road and holds the school to account through termly visits, which are focussed and effectively inform her of all aspects of SEND. Her knowledge of the systems in place, the rationale behind the allocation of the SEND budget and the training the staff receive, evidences the fact that there is strong communication which works both ways.

Outcomes for Pupils with SEND

- Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well (*Ofsted Report April 22*). The SENDCO attends pupil progress meetings and any pupils with SEND who are making less than expected progress are reviewed and their One Page Profiles scrutinised to ensure next steps are put into place to accelerate progress.
- A group of SEND pupils were interviewed during the review and spoke positively about their school experience. They were confident and could discuss some of their targets and articulate their strengths and areas for development. Their attitude towards their peers and their learning was a strength, exemplifying the caring, supportive and nurturing environment they experience.
- The school liaises with a range of services to meet the needs of SEND pupils. This includes SALT, EP, VI and Play Therapist. Zena Martin from Inclusive Learning North has also worked with the school, evaluating their classroom environments and pedagogy, to ensure they are providing inclusive classroom practice, which is suitable for all children, including those who are neuro-diverse.
- Pupils have a well-structured, balanced curriculum which has enrichment activities running through out it. This enables SEND learners to experience a variety of non-academic experiences, which opens up other pathways which can showcase many skills.

The quality of teaching and learning for pupils with SEND

- Senior leaders ensure that teaching and learning is high on the agenda through empowering all staff with the skills and knowledge to deliver quality first teaching and tailored interventions.
- During lesson visits, behaviour was outstanding, ensuring quality learning takes place and pupils can thrive in calm, purposeful learning environments. All learners were included in the delivered lessons and were supported by high quality, knowledgeable teaching assistants.
- Planned catch-up / closing the gap sessions were observed by the team. The learning focussed on objectives from the PIVATS document. Teaching assistants were effective in their delivery, keeping the

activities pacy and engaging, whilst using strong questioning, clear explanations and effective modelling of the work the pupils completed.

- Teachers and teaching assistants work collaboratively to support planned interventions and ensure pupils are supported in and outside the classroom. Targets for SEND pupils are shared with all stakeholders and One Page Profiles are reviewed formally every term, but regularly evaluated across the term and used as a working document.
- Teaching Assistants are dedicated to and passionate about the children in their care and are experienced and skilled in supporting pupils with a variety of needs. Their fortnightly meetings ensure practice is consistent across the school and targets remain aspirational.
- One Page Profile targets are SMART and are quality assured by the SENDCO before they are shared with parents and implemented.
- Pupils who have recently been removed from the SEND register are still targeted to ensure the gap remains closed. This was evidence through the observation of a maths tutoring lesson in Year 6, where the challenge for the pupils was very high, thus preparing them for High School.

Working with pupils and parents/carers of pupils with SEND

- During the review, four parents expressed their views about Park Road. They all had very positive views about the school and had high regard for the SENDCO and could not praise her highly enough. One stated that the school has gone 'above and beyond' for their child. Another described how support and provision was put into place for their child whilst they remained on the waiting list for SALT and this had a positive impact.
- There is strong relationship with parents and it truly feels like a community school. They are involved in every aspect, including looking after the menagerie of class pets and supporting the enrichment day the school held during the week of our visit. Parents also stated that their children 'feel no different' to their peers – which is a superb indication of how inclusive this school is.
- There is good information on SEND for parents to access on the school website and they are sign-posted to the Local Offer and Ask Ollie.
- There is an open-door policy at Park Road, staff are visible on the yard during the morning as families enter and parents are welcome to contact the school at any time if they have a concern or need an answer to a question. Parents also meet with class teachers to discuss the progress of their children and the termly targets on their One Page Profiles. Parents feel that their voices are heard, taken seriously and in turn acted upon and supported.
- Four pupils, who were unaccompanied, spoke to a member of the review team. They spoke with passion about their school life and could articulate their strengths and targets. It was apparent that they felt safe and valued members of their school community. It was a pleasure to speak to such delightful pupils.
- SEND pupils are fully included in all aspects of school life and have equal opportunities to access all after-school clubs and other school groups, for example basketball, choir, yoga and cookery club.

Assessment and identification

- Children are identified as SEND if they are working more than one year below their peers and struggle to access the learning for their year group. Other observations are used too – for example Speech and Language checklists and behaviours which may show associations with other neuro-diversities such as ASD or ADHD.
- PIVATS are used to identify exactly where a pupil is and attainment statements from this is used to set smart measurable targets for all pupils with SEND.
- The SENDCO maintains an accurate SEND Register, which is updated termly, with children either being taken off the register due to accelerated progress or being added on.

Monitoring, tracking and evaluation

- THE SENDCO monitors the progress of pupils using their One Page Profiles. She attends pupil progress meetings across the school and SEND pupils who do not make expected progress are identified and action put in place.

- Teachers and teaching assistants stated that One Page Profiles are working documents which are continuously monitored, evaluated and modified accordingly. Targets are taken from PIVATS and modified accordingly if they are met with ease or are too challenging.
- Provision Maps are evaluated termly and then mapped out for the following term, according to need.

The efficient use of resources

- The SENDCO is also the Deputy Head and her dual role is extremely effective in ensuring that the high aspirations they set for all pupils are implemented, monitored, supported and evaluated. When not classroom based, she prioritises 2 hours of her time every week to undertake her SEND role – her deputy role often crosses over with this, resulting in an effective use of time. She also has access to HLTA support and office support to help with administrative tasks.
- Teaching assistants are an absolute strength of the school. Many have been there for over 10 years, thus building an exceptionally effective team, with skills and knowledge of SEND, but as equally important, a knowledge and relationship of the families they deal with. They are highly trained, enthusiastic, have a passion to further their professional knowledge and a clear and true desire to make a difference and enable the learners in their care to experience success and make small steps in their learning.
- The SENDCO has a high profile within the school and regularly delivers CPD to all staff or enables other staff to deliver this in TA fortnightly meetings. There are strong lines of communication and staff work together exceptionally well as a team to support learners.
- Teaching assistants are deployed based upon their strengths and skills and they are generous with their time and knowledge to educate and empower others on their team.
- All interventions which were witnessed had high quality resource which were used to engage the children. These are also stored in accessible areas and are easily identified for other staff to use. Many resources were custom made, which were personal to the pupils who were using them. These kept them engaged and their interest high.

Recommended Actions / Considerations <i>(Some already started and to be continued as identified below)</i>	Who?
To ensure that SEND in the curriculum is explicitly identified and supported, explore the 5-a day principles from the Education and Endowment Foundation.	HT SENDCO then all staff
To consider whether the sanctions aspects of their positive behaviour policy, reflects their warm community ethos. Maybe develop further the restorative practice aspect of the policy.	HT SENDCO

Future Sources of Support			
In School	Peer to peer working/ paired teaching	LA Specialist /DP Cluster/ other	Continue engagement in SENCO networks

Contribution to LA Commissioning Priority Themes		
A.	Warrington schools and settings will be Good or Outstanding	X
B.	Children will arrive at school, school ready	x
C.	Performance (Attainment & Progress) across the key phases will meet or exceed that of our SNs	X
D.	Outcomes for our most vulnerable groups of learners will be in line with/higher than those of our SNs	X
E.	Opportunities for CYP to progress into employment and training will increase	x
F.	Transformation of Performance and Outcomes will be collaboratively and sustainably embedded at system level	X

To be completed by Headteacher	
School Agreement to Accuracy	Signed:

To be forwarded to Governing Body/Chair of Governors	