| **SEND Diagnostic** | |
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| **Initial brief** | SEND review at Walton Le Dale High School on 14th July 2020 |
| **Names of key people to speak to and outline of itinerary:** | Headteacher  Deputy Headteacher  SENDCO  Teaching Staff  Teaching assistants |

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| **Area** | **Suggested questions and areas to explore** | **Strengths** | **Areas for development** |
| **Quality of Education** | What is the progress of SEN pupils relative to their starting points?  What strategies are in place to support SEN achievement?  What intervention is used to support SEN achievement?  How well does the school make use of teaching assistants/support?  Do evidence-based systems for evaluation of impact exist?  How well do class teachers plan for SEN pupils within lessons and for targeted interventions?  How effective are teaching assistants in implementing strategies and raising attainment and progress of SEN pupils?  How well does the school plan for and achieve quality first teaching for SEN pupils?  What is the impact of the curriculum for SEND pupils?  Where out of lesson interventions take place, how does the school evaluate the impact of these?  How effective are the strategies used and how does the school evaluate them? | * Leaders explained clearly that analysis has shown some wider gaps in progress and attainment for SEND pupils. * The SENDCO has started to develop pupil profiles for all SEND pupils giving possible strategies to support each pupil in lessons. These include pupil and parent voice. * The provision map has been updated recently by the SENDCO. The school has an increasing number of pupils with EHCP’s and a wider range of complex needs. * There are regular briefings and emails communicating and sharing strategies for SEND learners. * Senior leaders explained that internal tracking data showed that SEND do not make expected progress, however senior leaders also stated that the data shows progress is cohort specific rather than limited to a group. * Assessment systems are in place for interventions. It wasn’t clear how these fit with whole school assessment systems. * Teachers stated that they work collaboratively to plan the curriculum and learning. They were able to clearly articulate how they were addressing cognitive load through interleaving, opportunities for reflection and providing specific and directed feedback. * Teaching staff identified social and emotional barriers for SEND pupils. * A provision map is in place this is reviewed by the SENDCO * Maths, English and science are grouped in sets in years 7 and 8. In year 9 and key stage 4, core subjects are in sets and options are mixed ability. * The school offers a range of options including vocational subjects such as BTEC health and Social Care, PE Cambridge nationals and also ASDAN COPE. * SEND pupils are offered 2 options and additional literacy and numeracy with the SENDCO. This is only offered to those pupils who need the additional time. * There are a range of literacy interventions, the TA’s analyse the data and organise the interventions. * TA’s are trained in Soundswrite and these are timetable sessions, the impact of this is measured in improvements in reading ages. * Readswrite gold is used in lessons and immersive reader is available on the school website for pupils to use prior to exams. * Reading is encouraged by ‘Walton reads’ for 15 minutes at the start of the day. * English run ‘blitz’ interventions with small groups when they have completed an assessment. Interventions by TA’s support this and don’t necessarily follow English plans. * Intervention data is recorded in SIMs. * The SEND department is located in the same block as the English department allowing informal conversations and regular communication. * Staff spoke highly about the CPD offer in school and how well the school emphasised sharing of good practice. * The SEND department has good communication systems in place, these are embedded in whole school practice; strategies that work are shared at briefings by the staff using them this is encouraged by the SENDCO. * TA’s have a system of spot and jot for identifying good practice to share amongst the team. | * All staff should be given the opportunity to contribute to pupil profiles and professional development provided so that staff develop their understanding of the use of the profiles. * Consider refining, simplifying and contextualising the SEND register for teachers to use as a working document. * Throughout the review the SEND department referred to interventions and teaching staff to classroom practice. The Deputy Headteacher and the SENDCO should analyse the data for all subjects in order to identify patterns within the SEND cohort. Departments then identify strategies and liaise with the teachers in these departments about what works well in terms of curriculum, teaching, learning and assessment for pupils in their subjects. * The Heads of Department and SENDCO should be able to easily identify patterns within the SEND cohort using the data. As the school has a relatively small number of pupils in each group, leaders look at individuals in more detail, however teaching staff were able to identify areas for development such as metacognition. * The collation and recording of academic and emotional interventions and their impact needs a coordinated approach and system developing and implementing linked to profiles, and the SEND register. * Include all interventions on the SEND register so that teachers are aware of the intervention’s pupils are receiving. Implement a termly review for provision maps. * The data system needs to flag SEND as an easily identifiable cohort for all subject areas. As the school is a small secondary school, individuals have been the focus for interventions. To have a wider impact decide on whole school key areas to focus, e.g.’ literacy-oracy. * The Deputy Headteacher and SENDCO should review curriculum plans from departments to ensure these refer to the key stage 2 national curriculum and are appropriate for SEND pupils at key stage 3 and 4. * The SENDCO wasn’t clear if there are challenging targets for SEND pupils, as there seems to be a focus on progress in interventions rather than whole school assessment of progress. * As part of this the SENDCO should complete learning walks, work sampling, pupil voice to share best practice and identify areas of development for teaching staff. * This should include a review and the development of clear in house processes for sharing outstanding practice in SEND teaching and learning and assessment, and the development of systems for department based staff to develop their skills together. * Ensure SEND progress in all departments is fully self-evaluated by department staff. * Complete a CPD audit of SEND training and use any information from monitoring to address any gaps for staff. * Base CPD opportunities on research evidence-based strategies. Utilise the Education Endowment Fund website. * Complete a full inventory of SEND resources in departments and whether they are used when completing learning walks. * Curriculum mapping should identify clearly any opportunities that allow pupils to learn strategies to become more independent. * SENDCO should ensure that staff are using and utilising the information in the pupil profiles, monitor this and review the profiles with a group of staff to see how the systems for collecting the information and how they are used can be improved. * Introduce a system of mentoring/meeting with every EHCP and K code pupils each term to look at their strengths in their learning and identify targets for them, these could be included in their profile. * Utilise the wealth of data and information to support SEND pupils from therapists, Educational Psychology and Occupational therapy and speech and language. This should be shared via pupil profiles. * Rather than having lots of communications for staff the SENDCO could distribute strategies and information from professionals via a weekly newsletter. Strategy of the week could be shared via email. * Introduce a teacher/TA log/progress record to focus on specific targets for each learner relevant to their progress (this could be part of a learners work/books). * Review Reading and spelling tests to ensure that they are fit for purpose to allow teachers to know where SEND learners are. |
| **Effectiveness of Leadership & Management** | How well does the school utilise CPD opportunities?  Do evidence-based systems for evaluation of impact exist?  How effectively does the school identify priorities for SEND funding?  How well matched are the school’s strategies with the perceived barriers to learning for SEND pupils?  How ambitious are the targets for SEND pupils?  What does the school provide that has a clear and direct impact on pupil progress? | * Leadership have an inclusive ethos and are committed to supporting learner’s social and emotional wellbeing. * Leadership is committed to its core values of a culture of support for SEND pupils. * Staff are actively encouraged to participate in contributing to conversations about strategies that work. * SENDCO is aware of the numbers of SEND pupils in the school. * Staff are aware of SEND pupils and will have access to pupil profiles. * Provision maps are completed and have been reviewed by the SENDCO. * Teaching staff contribute to pupils with EHCP annual reviews via a round robin sent out to them from the SENDCO. * The SENDCO has reviewed provision maps and the Deputy Headteacher is evaluating the work of the SEND team to plan for future developments. * The school provides a range of CPD opportunities for staff and this is valued by leadership and staff. * There are also opportunities for staff to share practical strategies and pedagogy to support SEND pupils in briefings. * Transition is carefully planned for SEND pupils to ensure a smooth transition to high school and beyond to post 16 colleges. * SENDCO and Deputy Headteacher monitor the teaching assistants and how they work to evidence that they are deployed effectively and are supporting SEND learners well when in class. | * Leaders should identify the key barriers for SEND pupils and have a whole school focus on a few key things that will make the biggest difference. * Think about ways of communicating and sharing strategies so they do not get lost, maybe produce a staff newsletter to share details on SEND pupils, this could be utilised to share teaching and learning strategies. * Think about systems for looking at all the latest data, attitude to learning, attendance, interventions data with Deputy Headteacher and the SENDCO. This could include key teaching staff and TA’s. * SENDCO and Deputy Headteacher could communicate the finding from this meeting to staff. * Measure the impact of any wider opportunities for SEND pupils and how many SEND pupils’ access these. * Promote the use of the pupil profiles across the school as part of teaching and learning monitoring and review. * SEND improvement priorities should come directly from whole school priorities. * CPD opportunities should be based on whole school key evidence-based research on areas such as vocabulary development and summarising. |
| **Personal development, Behaviour and Attitudes** | How well is the school using SEN funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?  Where support is focused on wider issues in pupils’ and their families’ lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to progress and achievement? | * Due to COVID19 pupil voice was unable to be part of the review. * Learner voice would usually be key to the review, the school should complete a learner voice with SEND pupils often and not just as part of the annual review process. * The meetings with the teaching staff demonstrated that teachers were clear and knew how pupils were developing their skills, knowledge and understanding required to be well prepared for the next steps in their life. * A comprehensive transition process into the school, including visits with the Head teacher, allows pupils to settle into the school and school routines. * SEND ensure that pupils needing home links and any family issues are identified, supported and addressed. Staff reported that there are strong relationships with parents. | * Develop the pupil profile with the staff to ensure they have ownership of any systems for recording interventions, including social and emotional interventions in the classroom. Have a system in place for this rather than an adhoc system of review. * Implement a system of measuring the impact of interventions using e.g. Strengths and Difficulties Questionnaires at the beginning and the end of interventions or every half term. The PASS survey would also allow tracking and impact measurement of interventions over a 6 month period for individual pupils and group of pupils. It would also allow the identification of pupils that staff aren’t aware of yet for early targeted intervention. * Utilise the Boxhall profile across the school to develop the profile for every child with emotional and social development needs, this plan would then be personal and contain practical strategies for teachers. * Explicitly teach strategies to support emotional and social development needs, such as mindfulness, meditation. * The whole school should be involved in learning about trauma, anxiety and stress and the impact that this has on behaviour, learning and memory. The whole staff team should be part of the solution. * Involve parents in learning about strategies to support anxiety and mental health. Introduce well-being coffee mornings, these could be virtual. |

Focus on less key priorities, maybe 3. Use evidence based research to support the whole school SEND priorities.

The school should establish a system of SEND monitoring. The SENDCO and SLT link should complete learning walks, work scrutiny, pupil voice to share best practice and identify areas of development for teaching staff with the department leaders.

The SENDCO should work alongside department leads to further develop curriculum, schemes of work and long term plans to provide; personalisation, accessibility and flow, to best support mastery of concepts and pupil progress.