

Visit to Waterside Primary School to review SEND provision and practice. 8th January 2019.

Context

The school mission statement is: “Empowering learners...to achieve their dreams”. Waterside is a school driven in high expectations and gives focus not only to high academic results but on the development of lifelong learners who have high aspirations and principles. The school produces outcomes that exceed social mobility indicators.

The school currently has 384 pupils who enter school significantly below their age-related expectation but leave school as well above. These increasing trends have become consistent since 2014 under the leadership of the present Headteacher. The school sits within an area of housing and commercial regeneration with on-going housing being developed and an improved infrastructure being introduced. The school expanded to 1.5 form entry in September 2012 and has begun to extend to a two-form entry primary school in September 2018. Waterside has had over 200 visitors in the past 3 years to view best practice.

The school is popular and has a current waiting list of over 100 pupils. Mobility is increasing (11.2% in Autumn). A high % of the pupils are from areas of high socio- economic deprivation and the school’s deprivation indicator is well above the national average. Attainment on entry to the nursery class is well below average. In September 2018 over 60% of the pupils who entered Waterside were not toilet trained. Only 12.8% passed the school readiness test and only 25% passed the 2-year-old checks. These poor starting points give children a significant disadvantage to begin to tackle the curriculum. Data continues to indicate that children have poor language and social skills and three-year trends demonstrate that starting points are lower year on year. The school population has changed over the last 6-7 years. The school currently has 72.6% of pupils who are EAL learners which is significantly above the national average. The percentage of EAL pupils has grown to the current figure starting point of 28.7% in 2007. There are currently 22 different languages spoken in school.

The percentage of pupils in school supported by a SEN statement was slightly above the national average in 2017 at 13.9%. This is now higher due to the introduction of a more rigorous SEN “Cause for concerns” system and a change in early identification in EYFS processes and policies in school. Most pupils, however, are well motivated to learn, have positive attitudes and are keen to experience new challenges.

As there are high levels of deprivation. Many of the children have limited resources outside of school to enable out of hours learning support. Additionally, many families live in overcrowded housing. This poses an additional barrier for study due to lack of space, quiet and the capacity for “quality” study support. Many of the families at Waterside have limited fluency in English and some parents have limited educational experience. This also makes home study a challenge. Most of the children leave school and then go to the mosque and study for another two hours. Consequently, the school day is a long one and does not provide much out of school time for homework, family time or relaxation. The school has embedded some excellent practices for raising parental awareness of learning, with 40-minute consultations, home language learning and “seeing is believing” workshops. This has rapidly improved support but this still remains an area for development to further engage with working parents.

Local contextualized data would also suggest that around 55.2% of pupils come from hard pressed families and 44.8% are from “moderate means” families—there is a degree of unemployment and low paid employment amongst parents and carers. Joiners Square has significant deprivation, placing it

in one of the poorest 30 areas to live in the country. The school catchment draws predominantly from two wards, both of which have high levels of unemployment and deprivation and increasing a number of pupils are from unstable backgrounds. The number of pupils entitled to Free School Meals (FSM) is above the national average at 28.6%. The school recognizes this has reduced from 44% in 2015 when the universal free school meals came into force. The school is addressing this as in Year 3 – 6 the figures increase to 48.8%. The number of families accessing pre-school provision and free school numbers is alarmingly low and the school is working with PVI settings and families to encourage greater participation.

Pre- Review analysis.

The initial analysis of the school website and of information related to inclusion and SEN is very impressive. Information is clear and well-presented and is “user friendly” both to prospective and existing parents and to any professionals trying to glean information on the provision for children with SEND at Waterside Primary School. It gives information about the SENCO, who has completed the recommended SENCO qualification, and offers clear pathways as to ways in which she can be contacted. Care for SEN comes under the overall remit of Inclusion. Vitally important is the way in which statutory information is related in a way which would reassure parents and gives them access to a clear “question and answer” format which describes how children are assessed and what support they can expect to enable them to perform to their maximum potential. The website is available in a range of differing languages to serve a community which is multi ethnic. The school motto “Empowering learners to achieve dreams” very evidently applies to all pupils including those with SEN. The Disability Equality scheme was recently adopted by the governing body and there are clear pathways and links to Local Authority support.

Meeting with the SENCO.

The SENCO is experienced well qualified, highly organized and committed. She is a key member of the Senior leadership team. She knows the school well and has detailed knowledge of children on the register. She is passionate that all children should achieve their full potential and is an excellent leader in this area.

The school has 389 pupils at present of which 55 are on the SEN register and a further 3 have EHC plans. Early identification is key, and the SENCO works closely with nursery settings and parents to address concerns. Importantly, the FS1 setting demonstrates outstanding practice and children who give cause for concern have their needs addressed swiftly and sensitively. The SENCO describes a thorough and frequent system of monitoring by the school which enables interventions to be put in place swiftly to enable those children who are falling behind to have additional help. If no progress is made after six weeks, then these children are put on the SEN register and closely monitored. There are sensitive and frequent meetings with parents to share concerns and offer opportunities for joint working to benefit the children. The SENCO states that the ethnic diversity of families within the school is getting wider but the inclusive ethos is evident whenever she speaks. She demonstrates

clear evidence of her research into various SEN conditions and is highly skilled in sign posting children and families towards the necessary support. She leads a rigorous programme of training for staff and especially for Teaching Assistants. Resources throughout the school are of a high quality but importantly the decision to give an afternoon session per week to Teaching Assistants to work together to “tailor- make” additional resources to meet the needs of individual students ensures that progress is made by all children.

The SENCO describes the well targeted organization of this one and a half form entry school. The cross- year distribution of children in the mixed classes ensures that Teaching Assistants are appropriately allocated to support the more vulnerable learners in class. Wall displays are vibrant and are frequently updated both within the classroom and in the corridors and these undoubtedly provide meaningful frameworks for the progression of learning. Displays and the layout of the teaching environment within the classrooms are stimulating and well matched to need with a distinct emphasis on meeting age related needs. The use of I pads to support learning was very effective and well used by many children when I visited the classrooms. Children can access a variety of key information on vocabulary, scaffolding for writing structures and background information which teachers have previously posted to enable them to improve their writing. This is of undoubted help to children with SEN and lower ability learners. “Prompt mats” were well evidenced in the classrooms. The SENCO monitors attendance of those on the SEN register. A recent review of FS1 attendance following budget concerns has shown that an alteration in hours for children has had no impact on progress and has actually improved attendance. The school is well placed to meet the needs of students with physical disabilities as there are lifts to the upper floor.



Waterside Primary School Inclusion Overview

Inclusion OVERVIEW – Autumn 2018

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Number on Roll	103	45	44	45	45	47	40
CC	0	0	4	3	3	1	1
SEN	7	8	7	5	4	8	6
SEN +	3	0	1	1	1	3	2
EHCP	0	0	0	1	1	1	0
Gifted	0	7	7	2	1	8	6
Talented	0	1	0	1	3	1	2

Waterside Primary School Audit of SEN Date: January 2019

Year	MLD		SpLD		SLCN		ASD		SEMH		PD		HI		VI		Other		Sub Total		Comments
	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	P	S	
	N	SEN				2	1	1												3	
EHCP																			0	0	
		0	0	0	0	2	1	1	0	0	0	0	0	0	0	0	0	0	3	1	
R	SEN				6	1	1												7	1	
	EHCP																		0	0	
		0	0	0	0	6	1	1	0	0	0	0	0	0	0	0	0	0	7	1	
1	SEN		7		6				1										7	7	
	EHCP																		0	0	
		0	7	0	0	6	0	0	0	1	0	0	0	0	0	0	0	0	7	7	
2	SEN	6	1		1				1										8	1	
	EHCP																		0	0	
		6	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	8	1	
3	SEN	2		3					1			1							6	1	
	EHCP							1											1	0	
		2	0	3	0	0	0	1	0	1	0	0	1	0	0	0	0	0	7	1	
4	SEN	3		2															5	0	
	EHCP				1	1													1	1	
		3	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0	0	6	1	
5	SEN	6	1	3	1	1			1										11	2	
	EHCP			1								1							1	1	
		6	1	4	1	1	0	0	0	1	0	0	1	0	0	0	0	0	12	3	
6	SEN	3	2	4	2	1													8	4	
	EHCP																		0	0	
		3	2	4	2	1	0	0	0	0	0	0	0	0	0	0	0	0	8	4	
Totals		20	11	13	4	18	2	3	0	4	0	0	2	0	0	0	0	0	58	19	

Total pupil numbers	SEN	55	SEN = SEN Support EHCP = Education, Health & Care Plan or Statement of Special Educational Need
	EHCP	3	

DATA

Whole School SEND overview

Class	Reading	Writing	Maths
1	1.6	2.2	2.2
1/2	1.1	1.2	1.5
2	1	1	1.5
3	1	1.8	0.8
$\frac{3}{4}$ (3)	1	2	1.2
$\frac{3}{4}$ (4)	0.7	1.7	1.7
5	1.3	1.4	1.2
5	1.1	1.7	1.8
6	1.6	2	2
6	0.7	1	1.5

[Colour code for the above chart](#)

Blue is Outstanding

Green is Above Expected

Yellow is just expected

Red – Area of focus.

Data review from the Arbor analysis

It must be remembered that all ASP data is by its very nature historical, but it is useful to observe trends. Data regarding SEN is always challenging because of the varying and complex needs faced by individual cohorts and their individual starting points. Predictably, the sample of EHCP children on the latest Arbor analysis is too small to enable statistical analysis. However, the cohort size of 9 children does demonstrate that at KS2 the School Support children do tend to achieve more than, and sometimes considerably more than, National Averages in all subject areas.

Teaching Assistants

The greatest share of the SEN budget is well used to provide additional support from Teaching Assistants. There are 18 teaching assistants. They receive training each week from the SENCO. The SENCO analyses progress each half term and plans training appropriately. The recruitment of Teaching Assistants is given careful consideration and sometimes includes Newly Qualified Teachers

who have been unable to secure a teaching post. Interventions outside the classroom usually happen in the afternoons and are sensitively planned to be short (20 minutes) and interesting for the children. Observations during the visit evidenced excellent relationships and high- quality teaching during these sessions. Interventions are well planned and closely monitored. Most interventions have entry and exit testing to ensure that they are having the desired impact. There is evidence throughout the school that teaching meets the point of need and does not repeat prior learning unnecessarily. I was impressed that the learning journey for all children in these sessions was a happy one and rewarded good progress and concentration. The nurturing ethos was very evident but importantly learning was fun. To give an example, progress in mathematics was rewarded by the child being given a “Maths Pirate” hat to wear. Role modeling was a particular strength and during a speech and language intervention children were coached to answer using complete sentences to good effect. Classroom organization was well thought out and Teaching Assistants could find a quieter area either within the classroom or just outside in the corridor to ensure that interventions were well received. In FS1 excellent relationships, and the use of basic signing and equipment such as toothbrushes, enabled a child with limited language acquisition to make basic sounds correctly. The teamwork of teachers and teaching assistants was impressive, and all professionals worked exceptionally well to ensure that teaching had the maximum impact. High quality questioning skills of all professionals were noted when visiting teaching areas. Record keeping is rigorous and of a high standard and the relationships between the team and the SENCO is very strong which enables clear lines of communication to benefit of all children. Nurture was outstanding and the use of emotional literacy to support vulnerable learners enables them to make very effective progress. There is a Nurture room which is staffed to ensure that those who feel vulnerable have a place to go if it is needed. The careful use of “Wow” days to motivate all children at the start of a new project ensures that all learners are engaged.

TA Training Schedule (KS1 and KS2)

Training sessions take place on a Friday Afternoon from 1.30 – 2.30.

Autumn 2

Date	Training provided	TA Sign up
09.11.18	Personalized Coaching	
16.11.18	More able and Gifted Strategies to support more able and gifted and interventions strategies that could be used	
23.11.18	Support with spelling Interventions and 1:1 spelling strategies. How to get the most out of the children. Look at strategies for supporting spelling in class.	
30.11.18	Speech and Language Intervention programs that support and develop the speech and language of children with poor receptive and expressive language.	
7.12.18	Rapid Maths Strategies and interventions to increase fluency and understanding of the number system.	
14.12.18	SEN general catch up	OPEN TO ALL TAs

Opportunity for TA's to meet, discuss what is working well. What we need more support on. Reviewing paperwork.	
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Individual Education Plans

At Waterside these are called Individual Learning Passports. They are detailed documents which clearly set out access arrangements and state the child's strengths as well as areas of challenge. They list end of year outcomes and milestones. There is ample evidence that these are useful working documents which are well matched to learning needs at any given time. Some external schemes are used for testing and recovery, but most intervention materials are homemade and matched to individual need. There is evidence of strong links between the teaching staff who record progress and concerns and the SENCO who then allocates appropriate interventions where necessary. There is a whole school team approach to meeting the needs of under achievers and the SENCO is supported by the Headteacher, teaching staff, Teaching Assistants and KS1 lead. The SENCO uses her afternoon management time to good effect to manage the considerable paperwork involved in assessment as well as ensuring that the relevant communication with parents and her team take place. "Navigation point" meetings take place every half term to review progress and teachers provide impact reports.

Parents

Parental engagement is a strength of the school and there are set times for Parents to drop in each Friday. Parents are encouraged to visit class assemblies and then remain to observe lessons. SEN needs are discussed briefly at parental consultation meetings and "next steps" are given. There are half termly reports which are sent home to parents to show the impact of how interventions have worked. Face to face meetings take place to engage parents in discussion about targets and next steps. Parents can, and do, telephone the SENCO directly and come to a brief meeting with the SENCO to be given a new "passport" and new targets for their children supported by homework packs often containing extra spellings, times tables, language prompt mats, phonics and handwriting practice sheets. The SENCO sends a questionnaire out to parents to assess that they are happy with SEN provision and practice.

Case studies

Those offered for scrutiny were detailed and showed the interaction with outside agencies for support where appropriate. They did evidence the impact of strong relationships between parents, carers and the school and appropriate and well targeted interventions.

Reporting to the Governing Body

The SENCO works closely with the link governor who visits the school on a regular basis. The SENCO is tasked to report to the governors each term and assures me that governors do "challenge". The

link governor has attended some training sessions. Governors analyse the progress data carefully and hold the staff accountable.

Scrutiny of books

The “Puddles” intervention books were a joy to read as were the beautifully illustrated learning journals in FS1. “Puddles books” were highly visual and demonstrated the real pride in the presentation of work which was clearly evident in all work observed in all classrooms. Puddles books were regularly assessed and demonstrated good evidence of progress and well targeted individual work. One that I looked at showed the journey of a boy who had difficulty with understanding number bonds and his improvement to the point when he was shown “teaching” bonds to others in his class. Importantly, the books demonstrated a highly personalized range of work for all students during interventions which was supported by high quality scaffolded resources.

Pupil Voice

I interviewed four children from differing year groups. They were confident and articulate and keen to explain how they were supported when “they got stuck”. They couldn’t think of further ways in which they could be supported and were keen to explain how they were helped by staff in the school and enjoyed their time in school. They were keen to describe the work of which they were most proud and fulsome in their praise of staff at Waterside.

To conclude

The SENCO is a committed and highly skilled senior leader who has the interests of the school community and the children with SEN needs at the centre of her inclusive practice. She was, quite rightly, very proud to accompany me around the classrooms to see the excellent practice taking place to ensure that all learners, but particularly those with SEN needs, can make progress. To be fair this striving for excellence was evident throughout the school and in all classrooms and in all intervention activities that I witnessed. There is a lot to celebrate and the school is to be congratulated for outstanding performance in this area.

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