CHAUCER SCHOOL

SEND REVIEW

A school-led approach to improving provision for all

THE LONDON
LEADERSHIP STRATEGY
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Context of the school including key SEND statistics, for example % of pupils with SEND, % of pupils with an EHCP

Chaucer is a smaller than average secondary school with 795 pupils on roll. It is part of the Tapton MAT (3 secondary and 3 primary academies) Most pupils are white British and speak English as their first language. The school was judged to be in Special Measures (April 2016) but has been the subject of ongoing HMI monitoring who have concluded that the school is taking effective action at leadership level to remove it from this position. The school has embarked on an extensive strategic school improvement process, which covers all aspects of school delivery.

60% of students are eligible for Pupil Premium, 19% (150) are on the SEND register, 144 identified at "K" (92 boys, 52 girls) 7 students have an EHCP. 107 students on the SEN register are PP.

70% of teaching is considered to be Good (Head confirmed) There have been significant recruitment issues with some subjects being supported through Teach First candidates, 1 unqualified teacher and 4 Researchers in School (Unqualified specialist teachers).

Exclusions are recognised as being high and Attendance is low.

The focus on SEND has been maintained at a strategic level, and both SLT and the Governing Body have undertaken significant development work to ensure provision meets the wide range of needs present in the school.

AREA OF FOCUS	THEMES AND AREAS EXPLORED	FEEDBACK
Outcomes for pupils with SEND	From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in mathematics, are close to or above national figures. Both internal and national data sets are used to evidence this. School systems promote parent and carer contributions to maximise outcomes for pupils with SEND. Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well.	Outcomes for all students in last year's GCSE are well below average. Outcomes for students with an identified SEN are significantly below those of their peers. The predicted picture across the school shows improvement, although students are still making below expected progress in many areas. The Senior Team are aware of the gaps in attainment and have a cohesive policy to bridge them. There is evidence of extensive moderation of data and marking, both internally and using the expertise across the trust. Students are tested using a range of baselines in year 7, with more diagnostic tests where required. Interventions are then planned in response to this data. Senior staff are aware of the profile of their

Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.

The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.

The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.

Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.

cohort and where students overlap cohort groups. Therefore SEN, PPI and catch up interventions for example can be planned in conjunction with one another in response to the needs of the students involved.

Exclusion data shows that students on the SEN register are more likely to be excluded. However, through a proactive approach and by using internal AP and their learning support team after exclusion, there has been a significant decrease in the number of exclusions. . In rare circumstances off-site AP provision is accessed, however, the school undertakes most of the Alternative Provision within school and this is obviously valued by both pupils and parents. The school is aware of its exclusion data and is proactive in trying to ensure that students avoid exclusion wherever possible

There is an innovative curriculum response in the hairdressing and construction pathway in order to motivate students and improve attendance and behaviour of the most vulnerable. The Students and parents spoken to as part of the review speak very highly of the provision.

A range of data is used to track intervention success including progress data and grades, attendance and behaviour data. The school is now expanding to use Boxall profile data to allow for the monitoring of non-academic interventions and

		PIVATS to demonstrate small incremental progress of students. Transition between Y6 and Y7 is well planned with key staff attending as many Annual Reviews as possible, as well as implementation of an enhanced transition package for the most vulnerable students. The Executive SENCo was highly reflective about the strengths and weaknesses of past transition and had a clear plan to build upon this.

DEVELOPMENT POINTS:

- **To explore ways in which aspirant pathways can be shared with more able students with SEN**
- **To continue to develop a transition programme at post 16.**

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	FEEDBACK
Leadership of SEND	The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children. School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively. The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively. The SENCO works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs. A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly. Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.	The school has worked hard to ensure that it presents a strongly inclusive ethos which permeates all aspects of school life. Leaders are strong advocates for all pupils with additional needs, and work hard to embed effective strategies for teaching and learning within the practice of all staff. The school has strong expertise in promoting inclusive practice and SEND and is aware of areas for further development, as highlighted in the schools SEND Development Plan. The Governor responsible for SEND takes her role seriously and is determined to ensure that she acquires the right training and development in order to support the work of the school. She is aware of the key documents in place which articulate the schools ethos, and how learning walks can shape and influence developments. The school has undertaken significant work in relation to supporting the transition of pupils from Y6, and is aware of the ongoing need to further develop and refine this process, as highlighted in the SEND development plan.

	The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision.	SLT have a clear understanding of the strengths across the school and pockets of good practice are celebrated and shared in order to further raise standards.
		At post 16 vulnerable students have additional visits to colleges supported by the school. The school is also looking to build relationships with other Post 16 providers. This has started with a link between a Governor and Longley Park

DEVELOPMENT POINTS
The Governor for SEND to undertake a follow-up learning walk to evaluate the actions against the recommendations of the Learning Walk, October 2017.   **A focus on securing consistency in teaching and learning strategies which help teachers to improve the quality of teaching for all pupils, would strengthen the schools overall judgement on quality of teaching.**

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	FEEDBACK
The quality of teaching and learning for pupils with SEND	Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils. Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school. The individual needs of pupils are communicated effectively to all staff. Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs. Evidence from observations shows the teaching of interventions is considered to be consistently good or better. Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.	Teachers are made aware of learners needs upon entry to Y7 (at the start of the year) and transition supports a positive start for more vulnerable learners. Teachers are clear about reporting any concerns about the progress of pupils with SEND, and the roles and responsibilities of staff are well established, supporting the school well in its leadership of SEN. SLT have worked closely with class teachers to support differentiation and curriculum development, however recognize that this is an area for further consolidation. Where practise is exemplary, the subject teacher has high regard for the Additional Needs Planning sheets and uses them for maximum impact; for informing seating plans and addressing the range of needs that need to be considered in planning. Consequently, the individual barriers to pupils' learning are known very well and applied to each lesson. However, this was not reflected in all lessons observed. Targets are set that are both personalised and achievable for the most vulnerable students. These

| | | pupils are aware of what they need to focus on at any one time and feedback from staff relates to this target. There is evidnce of self-assessment towards these targets.

The focus of learning is also very clear to pupils, sometimes via 'WALT' or other method, and they are able to articulate what this is. A lesson is reviewed at the end to ensure links are made to activities and intended learning focus.

A variety of teaching approaches are evident within books which includes different recording methods, including ICT (i-pad, Spelling Master) and Talk Partners. Pupil voice indicates this as positive reasons for enjoying and engaging in lessons.

The pace of the lesson was also seen to be crucial in engaging learners in a positive way. Questions are differentiated appropriately and extra processing time allowed where necessary.

Learners with SpLD are recognised and supported through coloured worksheets and more practical resources that enabled them to work with purpose and commitment.
Independent learning is facilitated through scaffolding and exemplification of a task within a classroom environment that signposts children to resources that they can access as required, alongside 'challenge' materials, irrespective of |
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| | | SEN.   Table arrangements facilitate a teacher focus group.

Literacy intervention lessons have a high adult / pupil ratio to support individual barriers to learning. Lessons are planned in conjunction with the English Lead to ensure that pupils are partly covering the same topic / stimuli as their peers (although over a longer period of time).

Interventions are tracked through a range of methods including quantitative and other qualitative data (Boxhall, reading ages, student voice, attendance etc).

TAs delivering and supporting interventions are very enthusiastic, demonstrating good relations with pupils and an awreness of their individual needs |
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DEVELOPMENT POINTS:

- **Ensure a focus on core literacy skills eg Reading is maintained across the curriculum**
- **Undertake further book scrutiny activity for pupils with SEN focussing on :**
  a) **Consistency and Standards**
  b) **Address "purple pen improvements" suggested via teacher marking and feedback.**

Working with pupils and parents/carers of pupils with SEND	The SEND information report provides a comprehensive summary of provision at the school.

Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.

The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHC plans.

Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.

There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the school council.

Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support.

Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (IASS). | The SEND Information Report provides a good summary of provision on the website and the school monitors its access by parents/carers.

There are written communications from school to home, which celebrate achievements by SEND pupils and plans to extend this.

Parents from Y7-11 who came to give their views, were extremely supportive of the school. They felt able to turn to a range of staff if they had concerns. Many could quote instances of support they had received from the Head, SEN and Pastoral staff.

Parents/carers valued the support from other parents as well as school staff, often accessed as a result of the regular Coffee Mornings. They talked about how they could pick up ideas on managing their children, which clearly had significant impact for them individually.

One parents asked for more groups eg gardening for children who are anxious as they felt this would be very helpful.

Parent/carers spoke openly about the difficulties their children faced in the past and, in many cases, felt that the support at Chaucer was far greater than they/ their children had received prior to coming to the school. They could articulate the |

		differences made to their children from the support received.
		It is rare for the school to have complaints about SEN provision and the lack of negative feedback from parent/carers suggests that these are resolved swiftly and effectively in virtually every case.
		The parents understood the tension between bringing their children out of lessons and the need for additional support – one suggested that more interventions could be aimed at Year 7 and 8 and then , hopefully, less in Year 9 onwards.
		They were grateful to have homework provision in school.
		Parents were concerned about the planner comments. They felt that, in some cases, staff had not taken notice of their child`s passport and the comments could be inappropriate and negative.
		One parent was concerned about the change of teacher mid-year.
		Some parents felt that the information given to Chaucer by the Junior schools was poor and that this had led to initial problems which the school had sorted quickly.

		Parents felt welcome and did not feel there were barriers to coming into school. They valued the open contact with staff.
		Parents are represented on the Governing Body.
		Pupils knew where to access support and were clear about what was offered to meet their own needs. They spoke of a range of staff who would offer support. They were clear about the support for medical problems.
		Pupils understood the behavioural system in school but were unhappy with some of the planner comments – they felt that some staff did not look at their passport and made inappropriate comments.
		They had a range of `best bits` in school including food!
		Pupils were supportive of the school approach to tackling low-level disruption in lessons.

DEVELOPMENT POINTS

- **Continue to run Coffee Mornings with parents of SEN children**.
- **Consider how to ensure consistency in the use of Pupil Planners, to ensure staff use the information in their approaches to pupils**.
- **Continue to monitor low level disruption and address CPD needs in this area, for all staff**.

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	FEEDBACK
Assessment and identification	Comprehensive assessment supports accurate identification of need and informs classroom practice. The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND. The school scrutinizes behaviour, exclusion and attendance data to ensure additional learning needs are not missed. The SEND register is accurate and reviewed at least termly. Parents and carers are fully involved in discussions with the school on identification and assessment.	Staff are aware of the students identified as SEN in their class and given a range of data which aids their teaching and planning. It is clear that teaching staff feel responsible for the progress of all students within their classes. Information is available to staff about children`s special needs both electronically and on paper. There is considerable effort made by the SEN Team to ensure staff have knowledge of the children/ strategies including regular Inset and case conferences Attendance of students identified as SEN is poor, this is a focus for the work of the school with a personalised approach looking at the individual need of each SEN student and assigning key staff to work with them as appropriate.
DEVELOPMENT POINTS		

- To explore whole school non-negotiables inherent in quality first teaching and learning but which help students with SEND thrive.
- To review the current data sheet, to ensure it is fit for purpose, simple to use and consistently used across school
- To consolidate developments in recording systems to ensure all staff utilize the current systems to maximise impact on provision

Monitoring, tracking and evaluation	Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.	Parents were clear about the progress children were making and their targets/ next steps needed.
	Interventions follow a cycle of Assess, Plan, Do, Review.	Staff new to the school have induction sessions around SEN.
	Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.	Pupils moved around the site purposefully between lessons.
	The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.	There are a well-developed range of interventions for pupils with social, emotional and behavioural difficulties including Additional provision, LEAP. The LEAP provision was praised by the pupils met. They were clear about the help it gave. The LEAP provision and AP provision are clear. The school is considering further development based around Nurture provision to help specific pupils.
	The SENCO uses externally validated data such as RAISEOnline to inform the planning of interventions.	Breakfast Club in Learning Support is an important feature of the school.
		SEND pupils were on the School Council.
		The school has integrated children from specialist provision within its school.

DEVELOPMENT POINTS:

- **Use identified gaps in learning from a data tracking system (PIVATS ?) to generate personalised targets in Literacy.**

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	FEEDBACK
The efficient use of resources	SEND has a high profile in staff continued professional development and learning. Staff engage in high quality continued professional development and learning to support improved pupil outcomes. Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality continued professional development and learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes. Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact. There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed. Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map. Highly effective administrative support allows staff with responsibility for SEND to work strategically.	CPD has been provided to the whole school, to ensure that all are aware of their statutory duties with regard to SEND. TA's are highly valued and provide a range of skill and talent in relation to meeting pupil's needs. They receive training and development and have clear roles and responsibilities which contribute to the overall effectiveness of the team. CPD for the whole school has been led by TAs and HLTA's. CPD, including in-house training in SEND has secured a high amount of time on the school's CPD calendar. Staff at all levels have been including in CPD which has covered a range of topics including Dylsexia and ASD. Training includes all staff groups (TAs, Teachers, SLT). A SEND CPD audit has been completed to which all staff contributed including the Year Team Managers, TAs and Safeguarding Lead. This informed both the workshop offer and the CPD offer throughout school.

		Whole school SEND CPD is compulsory for teaching staff and in some cases the admin team, pastoral staff and other support staff are included. Three TAs are participating in the Level 3 training programme. TAs are part of the performance management process. The deployment of TAs is reviewed half termly and following whole school data collection. This ensures provision is matched to need.
DEVELOPMENT POINTS		
To explore externally verified literacy/reading interventions that can continue to improve students reading alongside their examination skills.		
The quality of SEND provision	The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils with SEND have their statutory needs met. Outside agency support is engaged appropriately and utilised effectively. The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils. The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further. The school is outward facing and engages critically with developments in practice.	The school has many challenges, but has clearly demonstrated its commitment to an inclusive ethos. They have been relentless in ensuring that in its journey out of a category, it builds capacity and expertise to address the needs of some very vulnerable pupils. They have implemented a programme of development for all staff, which will address their professional development needs, and ensures that they are well equipped to meet the needs of a very diverse population. In doing this, they are ensuring that staff skills are developed to meet the needs of their least able pupils.

		We recognise the enormous journey on which the school is travelling, and share with them their celebration of achievement so far. Senior Leaders are acutely aware of future development needs, and these can only contribute to an improved provision for pupils with SEND.
		Every effort is made by the school, to secure and maintain effective partnerships with outside agencies in support of pupils and their families. However, these are often limited by the capacity of others and a lack of central co-ordination to ensure they are timely and have strategic impact.

In Summary

The following points summarise our recommendations:

1. Increase personalisation of target setting
2. Focus on core literacy skills
3. Expand the skill set of teachers to meet the demands of an increasingly diverse population
4. Ensure consistency in practice