

SEND AUDIT

Plymouth Schools' Forum



School: Glen Park Primary

Date: 26 April 2017

Audit Team: Maggie Parke, Leadership Associate (SEND), SEND Strategic Advice and Support
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Head teacher: Anthony Hutchings

SENCO: Lisa Birnie

No. of pupils on roll: 406

Percentage SEN pupils: 10.7 %

No. of pupils at SEN Support: 43 (10.5 %) with a statutory assessment: 1 (0.2 %)

CONTEXT AND OVERVIEW

Glen Park is an inclusive school with comprehensive, consistent and well-developed systems for ensuring that SEN is part of the whole school approach: all staff, including MTAs, have a shared knowledge and understanding of how to support pupils with SEND. There is a clear emphasis on high expectations for pupils with SEND and sensitive support for families. The knowledgeable SENCO, who has one day a week designated SENCO time, is part of SLT and is well supported by the Head teacher.

SYSTEMS FOR IDENTIFYING PUPILS WITH SEND

- The SENCO outlined her comprehensive systems to ensure that all pupils' needs are identified. SEN packs with information around pupils' needs and provision are given to teachers on transition.
- A raising concern form can be used by staff which includes a section where class teachers detail what has already been tried before considering if a pupil has SEN.
- SEN needs can be identified through pupil progress meetings and SEN review meetings, which are held three times a year.
- Parents can also raise concerns through the class teacher, PSA or SENCO.
- The SENCO carefully plans enhanced transitions ensuring arrangements are in place in preparation for pupils entering or leaving the school.
- The SEN register is reviewed three times a year in line with SEN review meetings. Pupils move on and off the register as needed.
- Numbers on the SEN register are slightly below the national average; some pupils are recorded as SEN concern, which is used as a watch category, rather than placing them straight on the SEN register.

ASSESSING AND MEETING THE NEEDS OF PUPILS WITH SEND

- The SENCO outlined the school focus on ensuring that the majority of needs are met within the classroom. An example was provided through the planning of the use of colourful semantics within class work rather than as a separate intervention.

- TA practice has been enhanced and expertise developed through training and ongoing support. Examples provided included the move away from one-to-one support, Precision Teaching and Lego therapy training as well as targeted Elklan training for a Foundation stage TA.
- The SENCO outlined the wide range of provision in the school, which includes the employment of a Speech and Language Therapist (one day a week), a Learning Mentor from MAST and other adult support.
- Some pupils with SEN who are also in receipt of pupil premium funding, receive support from a pupil premium tutor.
- The SENCO has comprehensive systems for planning and monitoring provision. These include the use of consistently structured class SEN files; class provision maps with linked timetables; intervention trackers that record the effectiveness of interventions and IEPs that are working documents with in built monitoring.
- The SENCO outlined how a recently introduced online communication tool is being used to enhance the chronology record of SEN pupils.
- Two ELSA trained TAs are used to provide targeted support that is carefully planned with feedback provided to teachers. The SENCO monitors this work.
- The SENCO line manages the ELSA trained PSA, a close working relationship is in place.
- The SENCO has developed strong links with outside agencies. She outlined how 'team around me' meetings are used and how she ensures that targets and guidance from outside agencies is fed into IEPs.
- The SENCO provided an overview of how element 2 funding is used and the focus on ensuring adults are upskilled to develop school capacity to meet needs.
- There is only one pupil with a statutory assessment in the school and the SENCO shared how the element three funding was used to support the pupil.

IMPROVING OUTCOMES FOR PUPILS WITH SEND

- The school has developed a comprehensive data system to monitor progress at both cohort and individual pupil level. A published and additional school based data system is used for this purpose.
- Information from the data system is used by the SENCO to produce a SEND Data Analysis and Commentary Report (three times a year) that provides a detailed overview of both attainment and progress.
- The SENCO shared her SEN Improvement Plan and has a clear vision of future SEN development.

POINTS FOR CONSIDERATION

SCHOOL

- The school's SEN information report is easily accessible from the school's website. A small number of development points were discussed in order to ensure compliance with The Special Educational Needs and Disability Regulations 2014.

LA

- The school has noted a strengthening in the knowledge of pre-school setting staff for the early identification of SEN. They value the use of Early Alert and the enhanced transition framework.
- The school has noted a recent increased communication from health services, which is very helpful.