

## SEND AUDIT

Plymouth Schools' Forum



School: Chaddlewood Primary School

Date: 13 March 2018

Audit Team:

Sarah Hawken, Early Years Advisory Teacher (SEND), SEND Strategic Advice and Support

Lisa Cornish, Leadership Associate (SEND), SEND Strategic Advice and Support

Head teacher: Miss Sarah King

SENCO: Miss Stephanie Ash

No. of pupils on roll: 403

### School SEND profile

	Census January 2017	School data at February 2018	Plymouth	National
Number / % of pupils with an EHC plan	2/ 1%	3/ 1%	4%	3%
Number / % of pupils at SEN Support	27/ 6%	28/ 7%	12%	11%
Overall %	7%	8%	16%	14%

Number of pupils with pupil premium	
Number of pupils with pupil premium and an EHC plan	1
Number of pupils with pupil premium at SEN Support	10

### COMPLIANCE

- The SEN information report and policy are easily accessible from the school website. The SEN Information report is written in an accessible style.
- The SENCO works 0.2 FTE as SENCO role and 0.8 FTE class teacher
- The SENCO completes an annual review to governors as part of the MAT
- The SENCO holds the National Award for Special Educational Needs Co-ordination, completed in 2017

### RECOMMENDATIONS

- Review the SEN Information Report in light of Schedule 1, Regulation 51 of the Special Educational Needs and Disabilities regulations to ensure that each point in the school's SEN information report is comprehensively covered.
- Develop a model of family participation for the review and development of the SEN Information Report.

### **SYSTEMS FOR IDENTIFYING PUPILS WITH SEND**

- A raising concern pro-forma is used by class teachers and passed to the SENCO; this includes a section for strategies already tried and the impact of these.
- Parents can raise concerns with the class teacher, PSA or SENCO
- The SENCO shares a document, which staff can access and update prior to the EP planning meeting. This document becomes an ongoing chronology of support.
- The SENCO reviews the SEN register three times a year and there is also a "concerns" list
- The SENCO follows the Plymouth SEND transition protocol and meets with receiving secondary schools in the summer term to discuss detailed transition plans. The SENCO also meets with other settings, including Early Years, for transitions on entry or exit.

### **RECOMMENDATIONS**

- Continue to use the Plymouth Transition Protocol to support with transitions

### **ASSESSING AND MEETING THE NEEDS OF PUPILS WITH SEND**

- The school provides a range of support for meeting the needs of pupils with SEMH such as: school pets, an Emotional Literacy Support Assistant (ELSA), a lunchtime card system so children can access support and Lego therapy.
- Element 2 funding is used for additional adult support, for example, a Parent Support Advisor (PSA), and services from the Excellence Cluster and QUAY Partnership (support from special schools).
- A case study provided by the SENCO (Year 3 pupil) demonstrated how element 3 funding is accurately targeted in order to meet need.
- The SENCO has developed provision mapping at class level, which includes entry and exit data. A range of interventions across the school includes precision teaching, fine motor skills and phonics teaching.
- There is also a class overview of provision and a menu of the range of intervention available across the school.
- Pupil voice is captured through one page profiles, and individual child-friendly support plans, which document their individual targets including what I need to do and who is going to help me.
- The SENCO has also developed questionnaires for pupils with SEN to find out about how they feel about their support.
- Each class has their own class SEN file, which holds a range of documentation.
- A range of CPD opportunities is offered to staff.

### **RECOMMENDATIONS**

- Consider developing a programme of monitoring interventions for effectiveness including the use of element 2 and 3 funding
- Highlight other vulnerable groups on the provision maps

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### **IMPROVING OUTCOMES FOR PUPILS WITH SEND**

- The SENCO attends pupil progress meetings 3 times a year where provision and outcomes for SEN pupils is discussed.
- The SENCO currently tracks the attainment and progress of SEN pupils and uses this to plan next steps.
- The SENCO also tracks the attainment and progress of pupils who cross over with other vulnerable groups.

### **RECOMMENDATIONS**

- Develop the new tracking grid for year group attainment and progress

### **POINTS OF CONSIDERATION FOR THE LOCAL AUTHORITY**

Exclusions are the last resort in working with children, which generates a large amount of paperwork, which has to be provided to PCC; this does not automatically trigger a support process or any form of follow up from PCC, despite the school contacting and seeking advice from a number of PCC officers.

