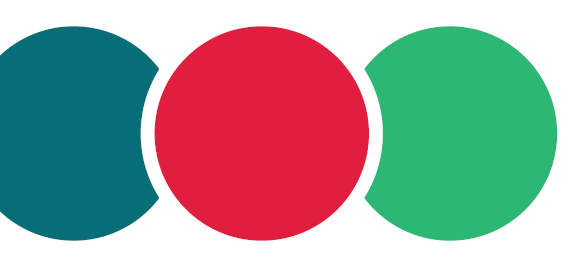
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**SEND**

REVIEW GUIDE

A school-led approach to

improving provision for all

**Holy Family Catholic School SEND Review**

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

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| 12.74% of the school population are on the SEND register. 0.64% of the school has an EHCP. The SEND register is 1.66% lower than the national average. 54% of the SEND register are entitled to the Pupil Premium. 30% of the SEND register are entitled to Free School Meals.  48% of the SEND register is students with SEMH. 26% of the register is students with a Specific Learning Difficulty.  There are 7 students in school with an Education, Health and Care Plan. Two students are currently going through the Statutory Assessment Process. One student is awaiting a specialist placement to become available.  There are 17 students in our Designated Specialist Provision for Autism Spectrum Conditions. Three are awaiting transition to other provisions. |

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| **AREA OF FOCUS** | **SUGGESTED THEMES AND AREAS TO EXPLORE** | **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| **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.  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. | Whole school assessment systems are in place to identify progression.  Parent’s forum last year ran on Saturday mornings five times per year. This year will run 2-3pm.  Keyworkers liaise with parents regularly.  SEND students are now being a focus for Work Scrutiny and Learning Walks.  Careers Teacher has a focus group of SEND students in Years 10 and 11. | Senco to attend specific training on SEND Data management and statistics.  Development and embedding of the graduated approach across the school to link assessment and provision more effectively.  Destination Data and Key Stage 4-5 Transition  Additional Assessment Packages to ensure appropriate identification of SEND and progression.  Data collection of bullying incidents. |

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| **AREA OF FOCUS** | **SUGGESTED THEMES AND AREAS TO EXPLORE** | **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| **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 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. | Keyworker system for students on the SEND register at Range 3 & 4.  Parents forums advertised to parents of SEND children.  Four SEND Governors who have been involved in meetings for SEND students. One governor is currently employed in a SEND role.  Senco invited to join SLT as an Associate Assistant Head for a fixed term of two years.  SENCO and DSP Lead Teacher delivered SEND Training to all teachers (6.11.2017)  SEND Audit has been completed with Teaching Staff.  SEND Register gives detailed information to staff about student’s needs and how to meet these within the classroom.  SEND Transition happens from March onwards. Assistant SENCo visits primary schools to learn about the students and observe within lessons. A transition programme spanning 6/7 weeks is in place for SEND students transitioning into Holy Family.  Students are transitioned through The Bridge when moving into school from PRU or on Managed Moves. The Bridge has students in from other schools when respite is required for SEND students. | Direct extension number for the Bridge from December 2017, so parents can easily contact a member of The Bridge team.  SENCO booked in (14.12.17) to deliver SEND training to full governing body.  Specific SEND training on Equality Act 2010 and SEND reforms to SEND Governors.  SENCO and DSP Lead Teacher to deliver further training sessions to Teachers to further embed SEND understanding within classrooms.  SEND development plan will be created through the SEND Review process.  Roles and responsibilities for SEND provision to be clarified. Teachers have concerns about students following a Mainstream Curriculum with significant additional needs and difficulties. |

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| **AREA OF FOCUS** | **SUGGESTED THEMES AND AREAS TO EXPLORE** | **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| **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. | SEND Register was amended to reflect personalisation for students.  Individual needs are represented on the SEND register. SEND Strategy Sheets are completed by teachers to show what they are doing with the students.  The Bridge is starting to run after school provision to support SEND students with homework in December 2017  SENCO is being trained by Curriculum Deputy on completing learning walks (started on Focus Fortnight 1) | School are in the process of setting up the SEND Champions. This was mentioned in the Faculty Leaders meeting on 7.11.2017  SENCO to be included in lesson observations to develop Quality Assurance of SEND provision.  Analysis of the SEND Strategy Sheets to ensure needs are being met within the classroom.  SENCO to develop teacher differentiation through training.  No interventions currently running due to high turnover of staff. |
| **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). | SEND Report is published on the website and updated yearly. SEND report was reviewed with Governors in relation to staffing changes on 14.07.2017  Each student at Range 3 & 4 has a keyworker who maintains regular contact with parents.  SEND students are now involved in the Work Scrutiny.  SEND student voice forms part of the work scrutiny.  The Bridge completes a student voice questionnaire.  Break and lunchtime provision is within The Bridge. Soft skills building activities e.g. Abbey House, Emmerdale Visit.  The Bridge runs a nurturing Breakfast club.  Information is available on the SEND Report | Provision – specifically small groups  Setting up of a ‘Friends of the Bridge’ parents group for parents and staff to develop provision and support.  Parent questionnaire to obtain views of parents in relation to SEND.  Develop work scrutiny questions to ensure all students are able to access them effectively.  Some students with SEND are prevented from attending trips as behaviour is not suitable or they are missing too much learning. |

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| **AREA OF FOCUS** | **SUGGESTED THEMES AND AREAS TO EXPLORE** | **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| **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 scrutinises 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. | Assessment fits in with Data Collection Cycles. Students complete the progress reviews with Keyworkers.  Examination Access Assessments are completed by the SENCO and processed internally.  SENCO to begin training on Lesson Observations.  SENCO is joint Chair of the 3 Valleys BAC. This supports the school’s behavior policy and supports appropriate referrals.  SEND Register is reviewed three times per year (December, April and July) | Increase SEND specific assessment materials.  Referral procedure for students who may require additional support.  Increase contact with parents through the identification and assessment process. Admin support to help with this communication.  SEND assistance package for teachers who struggle to manage SEND student’s needs.  Range Model for SEMH to become embedded in Pastoral System linked to the BACS.  Improve formal documentation sent to parents at review points/assessment. |
| **Monitoring, tracking**  **and evaluation** | Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.  Interventions follow a cycle of Assess, Plan, Do, Review.  Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.  The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.  The SENCO uses externally validated data such as RAISEOnline to inform the planning of interventions. | SENCO uses RAISE online. | School are beginning to develop a pupil passport. These have not been shared with parents/carers.  Embedding of the graduated approach through additional staff training.  Interventions are not currently happening due to high staff turnover.  Senco to attend specific training on SEND Data management and statistics. |

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| **AREA OF FOCUS** | **SUGGESTED THEMES AND AREAS TO EXPLORE** | **STRENGTHS** | **AREAS FOR DEVELOPMENT** |
| **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. | SENCO and DSP Lead Teacher delivered SEND Training to all teachers (6.11.2017)  TISO sessions  2017-2018 Decision made to spend the SEND budget (£4000) to develop existing TA’s following a high staff turnover.  TA progression and incremental pay has been discussed with Senior Staff.  TA timetables are reviewed each half term. Students are involved in the review of their in class support.  Resources shared with Teaching Staff at training session. Teaching staff rated resources and identified which would be useful in their Faculty. Resource ‘wish list’ being prepared for individual; faculties.  Provision Mapping System Ordered – Awaiting Arrival.  Full time Admin Support starting in December 2017. | SENCO and DSP Lead Teacher to deliver further training sessions to Teachers to further embed SEND understanding within classrooms.  SEND Champions may attend some additional SEND training once the group is set up.  No small group provision/intervention due to high staff turnover.  Small Group interventions have been planned by the SENCO and Assistant SENCO as some TA’s have not received appropriate training for small groups.  Admin support to assist with the set up and management of the Provision Map.  2017-2018 SENCO has taken on SLT Responsibilities, is the Designated Lead for Safeguarding and has an increased Teaching Commitment. Working strategically is challenging. |
| **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. | MHC Role is slowly being embedded into school. The Assistant SENCO is also the MHC.  SENCO is trained in SEND to Masters Level and is a Specialist Dyslexia Teacher qualified to assess for Examination Access Arrangements.  School also has expertise within the DSP.  School is part of the My Support Plan Pilot and the SEND Review Process. SENCO is a member of the Strategic BACS and the Bradford Behaviour Strategy Working Group. Assistant SENCO is a Mental Health Champion and completed the first WRAP group to run in a school. Assistant SENCO has been shortlisted for the HLTA of the Year Award on 6 occasions. | Notional SEND Budget is £393471.00 Senco to meet with Business Manager to clarify the deployment of the Notional SEND Budget.  Outside Agencies are limiting their time in school and school does not have the funding to pay for additional support.  SENCO to maintain qualifications and develop skills in relation to Leadership and SEND. At times, SENCO unable to utilise skills due to workload. |