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**SEAT SCHOOL IMPROVEMENT VISIT**  
**PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES**  
**ROCHFORD PRIMARY SCHOOL**  
**27 NOVEMBER 2019**

### **THE VISIT**

The visit took place on 27 November 2019. During the visit meetings took place with senior leaders, teachers, teaching assistants and pupils. Learning walks took place and the books of SEN(D) pupils were scrutinised.

### **KEY FINDINGS**

#### **Context**

There are 220 pupils on roll at Rochford Primary School. Currently, 22 pupils have been identified as having special needs and 7 of these have an EHCP. Some of the EHCP pupils have a high level of need with two of these pupils having a physical disability. 9 pupils have a Moderate Learning Difficulty (MLD), four have Communication and Interaction difficulties and there is a small number of pupils categorised as SEMH. 'Tears and Toast' at the start of each term allows the school direct access to parents and exemplifies the wellbeing support that the school offers. Pupils with SEN(D) are well supported by the pastoral lead, particularly around the areas of self-esteem and developing social skills. Forest School and Life Skills provision enhances the learning experience for 2 EHCP pupils.

#### **Identification of SEN(D) pupils**

A very small number of pupils join the nursery with an EHCP but most pupils on the SEN(D) register are identified during their time at the school. The school home visits prior to nursery provides an opportunity for early identification of pupils who have additional needs but staff are adept at recognising the signs that indicate that specialist provision should be instigated. Parents are involved at every stage of the identification process and throughout the SEN(D) journey.

#### **Monitoring of SEN(D) pupils and record keeping**

The SENCO can offer clear explanations about how pupils are monitored and the methodical way that records are kept.

The monitoring of SEN(D) pupils is very thorough. The SENCO keeps an updated comprehensive register of all pupils with SEN(D). In addition, this information is recorded in SIMs which was accurate when matched against the register.

The SENCO has created an overview of the year that reminds teachers of when paperwork, reviews and meetings are due.

Record keeping is also done via the staff shared drive.

There is a whole school provision map showing where interventions are in place. Class teachers create a provision map for all the pupils in their class, which includes pupils with SEN(D) and highlights those pupils with an EHCP.

In addition, each pupil has a 'One Plan' and a one-page profile, which is completed together, by the class teacher, pupil and teaching assistant. Pupils' views are carefully considered. The SENCO meets with parents to agree each new 'One Plan'.

The 'One Plan' profile is updated on a termly basis and is clearly dated.

Information about SEN(D) pupils is currently stored in different places but it was agreed that using a central storage area might be better. The school may consider using CPOMS for this.

### **Curriculum Support for SEN(D) pupils**

The school currently uses the IPC curriculum which can be adapted to support pupils with SEN(D). In mathematics they are using the White Rose scheme which allows for adaptations for SEN(D) pupils.

A new curriculum is currently in transition and is in its early days. The expectation is that subject leaders will break down the long-term curriculum plan to make sure that it is well sequenced and adapted to match the needs of the learners. The aim is that the new curriculum will be in place from September 2020.

The class teachers share their plans for lessons with their class teaching assistant and there was evidence of some close partnerships in practice. There is rigour in the planning for pupils with SEN(D).

Both teachers and teaching assistants adapt lessons as needed so that SEN(D) pupils appear to be both well integrated and challenged in their learning.

### **SEN(D) Teaching and Learning**

In classrooms there were high levels of concentration. Relationships in the classroom are strong and teachers are skilled in engaging learners.

Outside the classroom SEN(D) pupils with EHCPs respond well to the One2One support offered by the LSAs.

The school's teaching assistants are skilled, flexible, experienced, effective and proactive. Their presence enhances the quality of provision for pupils with SEN(D).

### **Staff Training to support SEN(D) pupils**

At the start of each academic year the SENCO ensures that all staff receive a SEN(D) Pack to inform them of school practice and expectations.

There are regular staff training opportunities to help both teachers and teaching assistants to support learners. There are resources to support teachers of pupils with SEN(D) on the staff shared drive.

## **SEN(D) pupils' books**

SEN(D) pupils' books are well kept and presented. Adaptations for SEN(D) pupils could be clearly identified and there was clear evidence of progress being made.

## **SEN(D) pupils' behaviour and well-being**

The pupils enjoy attending school and feel well supported with their learning. They feel very safe in school. A few pupils said they do not always have someone to play with at lunchtime and there is 'nowhere to go'. The school acknowledge that occasionally pupils may need additional support at lunchtime. Teaching assistants are deployed for midday supervision and are skilled in identifying pupils who may need to be included in playground activity. Occasionally a pupil will receive discrete support and a programme is put in place to integrate them back into the playground with their peers. The school could consider creating a nurturing space during lunchtime for pupils with SEMH concerns.

Overall attendance is 96.6%. EHCP attendance is higher at 97.1% and 2 EHCP pupils have 100% attendance. SEN Support attendance is lower at 93.78% but 3 pupils have 100% attendance although one pupil's attendance is low at 86.36%. Unauthorised absence is low. There is evidence that issues with lateness are improved after discussions with parents

## **SEN(D) Leadership and Management**

The SENCO maintains a thorough oversight of the support for SEN(D) pupils. Record keeping is strong and methodical. She ensures that the 'One Plan' documents are completed each term by giving regular reminders and her attention to detail ensures that procedures are tight.

Transition arrangements for SEN(D) pupils are prioritised by leaders and are highly effective.

## **Suggested areas for improvement**

In conclusion, in order to maintain the high level of support currently in place for pupils with SEN(D) the key to further success is taking the following actions:

- creating electronic individual pupil folders so that all records of a pupil are in one place throughout their time in the school and considering using CPOMs for this purpose
- consider creating a nurturing space for pupils at lunchtime.

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### *Special note:*

*This information is not presented as any form of official regulatory work and should not be used as such.*