

School Visit Report (SEND Review)

Setting Name:	Billingshurst Primary School
Date of visit:	23 rd June 2021

Visit Information Contributors:	
Headteacher	Helen Williamson
Chair of Governors	CoG: Jo Newton-Smith (not present) SEND Leads: Abi Smith and Kate Kulka (both present)
SENDCo	Deborah Angeli
Others (name & role)	Deputy Head: Jacquelyn Wattam Assistant Heads: Lucy Hanington and David Timmins
Reviewer/s	Mark Rogers – The Meeds SEND Alliance Gemma Humphrey – SEND & Inclusion Adviser (Area Mid)

The Environment, Culture and Ethos

Strengths:

- The Headteacher and leadership team have a clear and well demonstrated vision for SEND. The Headteacher speaks passionately about how their Inclusion and Learning policies work alongside one another to change the whole school mind set with the emphasis on no label for any child.

- It was encouraging to hear that Early Years principles are utilised throughout the rest of the school. This is particularly evident in the school's 'Flexible Fridays'; an opportunity for all children to have a say in their learning and development. It was promising to hear how they cater for those with additional needs, knowing that the less structured day can be quite tricky for some, yet being able to push them out of their comfort zone within a safe environment will really develop their life skills.
- The school rarely buy into learning schemes and have invested heavily in intervention teachers which reflects the school's inclusive ethos and vision in spending. They found that a quicker response time to misconceptions and proactively seeing gaps in learning allowed specialist teachers to intervene more effectively. A "keep up, not catch up" principle was clear when visiting classes and speaking to teachers. Class teachers share the benefits of having intervention teachers linked to year groups. This approach also allows children with SEND to access all lessons and care is taken to ensure that pupils do not miss the same subject each week due to leaving the class for specific interventions.
- The leadership team have worked hard to embrace and implement the SEND Code of Practice (2015). They ensure that the children and families are at the heart of the provision and that the government legislation is closely adhered to. The schools SEND profile mirrored this statement as the proportion of pupils identified with SEND are close to or the same as national average, however their EHCP figures are at twice the national average
- The school have recently changed from a merit scheme which wasn't overly inclusive, to a more personal life skills-based achievement scheme which everyone can access more fairly. The leadership team reported a considerable shift in culture since introducing the new scheme. The impact this has had on learners with SEND was noted as increased self-belief and a chance to measure their achievements against their peers at equal rates.
- Leaders have invested in Attachment and Trauma training, which has helped build a culture which is respondent to the child's needs and their expectations of them.

Areas for Development:

- Improve clarity of the SEND vision and graduated approach (wave system) for parents, to enhance parents/carers' understanding of provision. This could be through a graduated approach flowchart, demonstrating at which stage support/intervention is introduced.

- Consider participation in the WSCC pilot scheme (Sep 2021), which sharpens the Assess, Plan, Do, Review (APDR) process.

Leadership

Strengths:

- The leadership structure is strong, secure and well embedded. The knowledge of the individual pupils needs from the Senior Leadership Team (SLT) was outstanding for such a big school. The school is currently going through some changes within the leadership team after a couple of resignations, however good foundations are in place for successors.
- The leadership team have responded well to the Ofsted report from 2019 and have implemented a number of strategies to support the suggested target areas. The school's most recent Ofsted stated that leadership of SEND and monitoring was not effective: in response, leaders have eased workload by adjusting the line management model, implemented new progress books and restructured how the governance looks, giving more support for the SEND lead.
- The SENDCo understands her role well and knows the correct protocols to follow. There is currently a referral system in place when a teacher has concerns over a child, and she is available to support staff on an ad-hoc basis. The referral form process expects teachers to specify which strategies and support have been implemented already, which demonstrates leaders' expectation that best endeavours should be made by Class Teachers, before seeking advice from the SENDCo
- The SENDCO knows the importance of advice from outside agencies and has good links with a variety of services. Any advice given is included in red at the bottom of the children's' ILP's (Individual learning Plans) for teachers and in black for parents, intervention staff and LSA's to be aware of and focus on. This ensures that specialist advice is acted upon by all members of staff working with pupils with SEND.
- Leaders understand the importance of training and have recently invested in whole school training of Colourful Semantics. Although this approach is embedded for pupils with SEND, the leadership team felt it was important to share and use amongst the whole school for a wider impact.
- Subject leadership is secure. Pupils with SEND and disadvantaged children are in mind when planning, which was evident during discussions with subject leaders. The work on display across the school in English, Maths

and Art demonstrated understanding of the pupils needs and provided opportunities for them to be themselves, practically and emotionally.

Areas for Development:

- Ofsted raised concerns that governors did not have a firm understanding of how funding is being used for children with SEND. The school's Governing Board has had some changes recently which has meant they have two new Leaders for SEND. As they are new to the post, they have yet to show firm impact in their role. They have already completed some training and will access further training opportunities to develop their capacity for effective challenge and support. The lead governor's plan to meet regularly with the school's new SENDCo, who will be in post from September 2021.
- Having the SENDCO present at FGB meetings would build capacity for governors to be 'critical friends' to safely challenge figures.
- The SEND governors should be more proactive in supporting the SENDCO which may include termly joint learning walks and meetings, to provide a 'critical friend' to support the SENDCO in their role.

Personal Development, Wellbeing and Welfare

Strengths:

- The children speak openly about their needs and due to the culture and ethos built in the school, they don't feel hesitant. Some felt they needed more support from adults than others. This sense of value has meant pupils feel more appreciated in what they do, improving outcomes for children with SEND. When spoken to, ten children with SEND were asked to scale the level of support they have in school. They were given a scale of 0-10, where 0 would mean that they have no help at all, they don't understand the lessons and they can't complete their work. 10 would mean that they have so much support that they cannot think for themselves – like having someone doing their work for them. The average score of all responses was 7.2 (with a range between 6 and 10).
- The school offers extended parents' evenings to allow more time for parents with pupils with SEND to discuss their needs and update ILP targets. This strategy means outcomes will improve through regular monitoring and communication from both parties.
- The school have a really good link with the neighbouring secondary school (The Weald) and are able to arrange a number of transition experiences for pupils with SEND and have good communications to share

paperwork/information. The ability to do this means pupils with SEND are more prepared, reducing anxieties and misunderstandings of provision upon arrival.

- The leadership team explained how they are planning to adapt the progress books already in place for all to make them more meaningful for children with SEND. They expect pupils to promote their own learning better using this method by taking ownership of their work and targets.
- Gaining a holistic view of children has allowed staff to respond much more flexibly to individual needs and behaviour. The Head Teacher has reported that due to the trauma-informed culture at BPS, no pupils have been excluded on a fixed term permanent basis for the past three years.
- The school utilise a range of assessment/screening tools which builds a clear baseline of skills for pupils with specific needs. This enables staff to ascertain the correct support and guidance for pupils in a timely manner in response to their unique profiles of need. The school has been accredited with the Dyslexia Aware award which is led by an Intervention Teacher.

Areas for Development:

- The school needs to strengthen work in partnership with parents to achieve genuine co-production. Parent/carer forums and workshops were planned to be introduced before the pandemic to enhance input from parents, leaders have plans to reinstate these. Systems should promote parent and carer contributions to maximise outcomes for children and young people.
- Pupils need a greater awareness of their individual targets. Developing this process will help the school track the child's next steps better and provide better evidence for annual reviews and parents evenings.
- There is very little summative data currently (due to COVID) to assess progress of pupils with SEND. Leaders have prioritised updating systems and approaches to better capture progress. Leaders are aware and explain that this has already been identified as an area for development.

Quality of Education

Strengths:

- The curriculum has developed over the past 3 years. This reflects the culture of the school, allowing pupils to choose the topic/direction of their work, which was evident during a book scrutiny across a range of subjects. The curriculum is designed and adapted successfully to meet the diverse needs of children with SEND.

- The leaders and subject leads talked highly about impact of metacognition across the school. Children seem to have a better understanding of how they learn and how to be more reflective of this. This philosophy allows children with SEND to understand themselves better, put alongside their openness to share their feelings, has allowed staff to calculate the best methods of teaching for these individuals.
- Staff have a good understanding of provision to support pupils with SEND. They know how to support children using 'best endeavours' in classrooms and what to do if they have further concerns. This demonstrates a clear graduated response, with an expectation that Quality First Teaching is the first and most important line in supporting children with SEND.
- Teachers deploy year group intervention teachers and Learning Support Assistants (LSAs) effectively to proactively support gaps in learning. They use this and other approaches to support QFT within the school by encouraging pupils to access their learning within the classroom environment. Support staff give small but effective strategies to help misconceptions as they occur.
- 2019 attainment figures showed writing across the school was considerably lower than the national average. The leadership team and school have made this a priority to focus on over the past few years and into next. On the review date, a book scrutiny and discussions with senior and middle leaders demonstrated clear support for pupils with SEND and opportunities for extended writing. The book scrutiny highlighted some excellent evidence of children feeding back on their own work or others through personal recounts or quotes written by staff.
- The adapted curriculum BPS have produced where boundaries and parameters are withdrawn has allowed pupils with SEND/who are disadvantaged to access learning easier. Having the Flexible Fridays gives learners a chance to work with a member of staff to create their own targets to challenge themselves in areas they want to improve.
- Subject leaders speak with great passion, and clearly articulate their responsibilities to ensure that their subject can be accessed by all through robust curriculum design and monitoring.
- Classroom teaching is effective and is delivered in the best interest of all pupils. Teachers are fully aware of their children's needs and have implemented strategies to best support individuals. Some examples included 'now, next, then' cards, classroom positioning and learning breaks. The intervention teachers support the teachers in lessons by providing individual or whole class strategies to help fill any gaps in understanding.

Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.

- Teachers deploy LSAs effectively. The year group team's lease with the LSA's to ensure they are placed where the need is greatest, this depends on priority for support in particular subjects or lesson. A great deal of support more recently has been around writing.

Areas for Development:

- Teachers have some knowledge of the West Sussex Ordinarily Available Inclusive Practice (OAIP) guide. Whole school awareness and use of the OAIP is a priority, identified by leaders, for next term. Leaders expect this to further raise understanding of QFT in classrooms, adding more strategies to teachers' repertoires for support in classrooms before they contact the SENDCo for guidance.
- Leaders had planned a coffee morning to allow parents/carers of children with SEND to meet one another and share their views and concerns about their children's learning and progress Lockdown disrupted these plans, so this is yet to take place.
- Leaders must ensure that individual interventions are rigorously evaluated, and that the outcome and impact is carefully considered. Adjustment to the provision should then be made accordingly, so that leaders know that funding has been allocated effectively and can articulate this with confidence.
- Leaders say that the impact of Individual Learning Plans (ILPs) for pupils with SEND is currently too variable, although steps have already been taken to improve this with Intervention Teachers supporting the reviewing, target setting process. This should be strengthened through clear expectations, with support and training for some members of staff around setting and reviewing targets. Leaders' plans to link effective use of the OAIP into performance management will support this.

Review:

Opportunity for review or further visits can be discussed with The Meeds SEND Alliance or West Sussex SEND and Inclusion Advisory Team.

The Headteacher may wish to discuss further opportunities for development and support with the school's WSCC Link Adviser, who will also have access to this report.

