



SEND REVIEW

Castle Mead Academy- Sept 2021

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Leadership of SEND	What's Working Well...	Even Better If...
<p>The school has a clear vision for the education of all pupils with SEND at the school.</p>	<ul style="list-style-type: none"> • The school has a clear vision which is shared by all. The ethos and high expectation for SEND is shared widely and is evident throughout the academy • the ethos within the school is to break down barriers to access learning 	
<p>School leaders and governors have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.</p>	<ul style="list-style-type: none"> • School leaders, the SEND and behaviour team have created an exceptional culture in CMA. Scholars needs and the high expectations are well embedded across the school • The parental responses highlight the success of the school in creating a strong partnership. Parents/ carers are encouraged to be actively involved in the passports and sharing of information • The highlighted strengths from the parental survey presented that 2/42 responses- Issues raised about SEND or my child's needs are dealt with efficiently by the school stated they disagreed 6/42 disagreed that opportunities are planned to discuss the individual needs of my child • Key workers are the parents first point of call, they meet and great scholars daily and ensure communication home is timely and address any issues • Staff ensured a smooth transition was in place for scholars with all 44 feeder primaries being contacted and parents of scholars with SEND having that open discussion prior to starting at CMA 	
<p>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 SEND.</p>	<ul style="list-style-type: none"> • This was evident through conversations with staff, a consistent approach to the use of passports is shared with staff • The SENDCO and her team have a clear vision for the education of all scholars with SEND. The SENDCO has supported her team through quality cpd that has enabled them to grow in confidence and develop key strands within their roles. They attend all PL days and have fortnightly 1-1 with the key workers to ensure they are aware of the support needed 	<ul style="list-style-type: none"> • For the staff area in the library to house books that will support staff cpd with SEND

<p>The school development plan has clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly.</p>	<p>Discussions and observations on the day showcased the objectives below were being implemented and some already well embedded</p> <ul style="list-style-type: none"> • To develop and adapt the curriculum so it is coherently sequenced for all scholars with SEND and NTE scholars' needs, starting points but still offers the same entitlement to powerful knowledge, with Scholar Passports that are personalised, enacted in lessons and continually refined. • To identify trends and patterns in behaviour so that actions can be targeted for maximum positive impact, improve behaviour and to maximise learning. • To ensure that scholars with SEND are included in all aspects of school life and they are well prepared for their next steps in education, employment and training, and adult lives. • To ensure a calm and orderly environment throughout the school day, with consistency and routines based on our two ground rules. 	
<p>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.</p>	<ul style="list-style-type: none"> • Roles and responsibilities are clear and key workers attend all staff cpd and work together as one team, sharing good practice and discussing individual scholars • Teachers accept they are accountable for scholars with SEND and tailor learning to meet individual needs • Key Workers support through interventions and are dual placed to a scholar • Documentation is kept up to date and is accessible to all, scholars are tracked and are able to access nurture groups where learning is tailored to their needs resulting in similar outcomes as their peers 	

<p>Quality of Teaching & Learning for SEND pupils</p>	<p>What's Working Well...</p>	<p>Even Better If...</p>
<p>Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation</p>	<ul style="list-style-type: none"> • Every staff member has a coach and is supported through instructional coaching once a fortnight • Weekly meetings on a Monday with Key Workers allows for them to share their area of expertise with other Key Workers 	

<p>and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.</p>	<ul style="list-style-type: none"> • The use of role play to support one another in how to handle situations that may arise in class is modelled and discussed between staff- supporting a consistent approach across the school • All staff have a key role in the curriculum and ensure that scholars attain the 20% non-negotiables] • Skilled Key Workers are in place to deliver targeted interventions • Interventions are fluid and support a range of needs. Key workers are well trained in delivering the interventions and these are monitored across the school • Strong relationships between staff allows for successful planning and delivery of a curriculum that caters for individual needs • The SENDCO attends curriculum leader meetings to discuss scholars needs, how the learning can be tailored and to ensure teachers are knowledgeable on the scholars' passports 	
<p>The individual needs of pupils are communicated effectively to all staff.</p>	<ul style="list-style-type: none"> • This is done through the SENDCO and her team ensuring that pupil passports are up to date and accessible to all • Key Workers support scholars with SEND and communicate with teachers • Annual reviews and progress meetings take place termly to share scholars progress and review targets • Talking to scholars with SEND- they articulated the support they received and the acceptance of going to nurture groups. Scholars were able to discuss the role of their Key Worker and the support they received • Scholars with SEND also have priority over Castle Character Time and took delight in sharing their choices including Russian, collective creative, girl rugby 	<ul style="list-style-type: none"> • To implement and embed the provision map software
<p>Evidence from observations shows the teaching is consistently good or better.</p>	<ul style="list-style-type: none"> • QFT was evident in all lessons observed- the clear routines and structure to the delivery allow for a clear consistency across the school • Scholars with SEND were able to access the curriculum alongside their peers through scaffolded questioning and clear guidance, exceptional modelling using visualisers- no pupil was left behind • The expectations from staff were clear to all, and all staff followed the same approach with high expectations for all 	

	<ul style="list-style-type: none"> Nurture classes are running alongside the scholars existing timetable and are often led by senior teachers- scholars can access non nurture classes throughout the day depending on individual need 	
Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.	<ul style="list-style-type: none"> Interventions are delivered across the school and scholars are assessed and then targeted for extra support, these interventions focus on academic alongside SEMH intervention such as Lego therapy and access to the hygge room Interventions were observed and the level of engagement from scholars was strong The nurture groups although not a direct intervention allow for scholars to access tailored learning to support their needs whilst still accessing the same curriculum. The aim that they will then graduate from these classes back into non nurture groups -this is evident in the current Year 9s 	<ul style="list-style-type: none"> Key workers to be able to articulate confidently the impact that the intervention is having

Assessment and Identification	What's Working Well...	Even Better If...
The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.	<ul style="list-style-type: none"> Behaviour is well managed across the school; consistent procedures are clearly in place that allow for pupils to know the sanctions and rewards Relationships between pupils and staff have encouraged positive behaviour and good attendance and a consistent approach is used. During the review behaviour sanctions were observed, scholars felt the consequences were fair and were all able to articulate why they were missing their lunch Attendance is well managed, and the PA are targeted and tracked with the attendance lead articulating clearly what is in place and what the next steps are to close the 4% gap between scholars with SEND and non-SEND attendance 	
The SEND register is accurate and reviewed at least termly	<ul style="list-style-type: none"> This is a shared responsibility within the SEND team and is regularly reviewed 	<ul style="list-style-type: none"> For scholars who are eligible for an EHCP- the SENDCO to apply. This will

	<ul style="list-style-type: none"> The majority of the SEND scholars at CMA receive intervention and support to access the curriculum via their key worker or the planning to the detail in curriculum areas. 	support in the transition to college and in later life
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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.	<ul style="list-style-type: none"> Books scrutinised showed a broad and balanced curriculum is being covered with learning tailored to their needs Scholars speak highly of the support they receive and the interventions that are in place The outcome of learning was evident during observations, History, Art, English all demonstrated good outcomes for scholars with SEND. Very often it was difficult to distinguish a scholar with SEND through the QFT 	
Pupils with SEND acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively.	<ul style="list-style-type: none"> This was evident in lesson observations and learning walks; pupils were confident to share their learning and spoke openly about the support they received Books reflected a range of skills and knowledge- teaching was adapted to suit pupils needs 	

