



Sutton Courteney CofE E Primary School SEND Review – report for leaders.

School: Sutton Courteney Church of England Primary School	Headteacher: Mrs Rachel Hornsey	SENCo: Mrs Louise Potter	Date of Review: 14 th March 2024
Overview of the review and school context	<p>This review included one full day on site alongside exploratory discussion meetings with leaders. The school is in an improvement period following an Ofsted inspection which saw it's judgement sustained at 'requires improvement'. The school had made significant changes prior to the inspection and felt that growth was coming. The process and judgement were disappointing for staff and it has affected their personal and professional self-regard. Despite this difficulty, leaders continue to be tenacious in their pursuit of child-centred, inclusive education. During the day there was evidence of a range of well-constructed and scaffolded approaches, pertinent use of software trackers to support individual needs and most significantly, a distributed approach to leadership where all stakeholders collaborated to secure the best provision for children. All staff know that good teaching supports good SEND provision. There is now room for continued implementation, supported via the Director of School Improvement and SLT. Forming a tightly-focussed rapid development plan with teaching and curriculum as the mechanism to drive change may support increasingly improved outcomes for this happy and engaged cohort of children.</p> <p>Children and their families are happy at the school and feel part of the community. There is a growing depth and variety of need across the school cohort which is responded to with inclusion for children who are otherwise out of school. Interventions and support are put in place, reviewed and adapted. It is important to both acknowledge this growing need but also to ensure children do not get 'stuck' in narratives of low expectations. CPD is targeted to meet the needs of teachers and their cohorts and teachers can articulate how this has impacted their teaching; this was visible in planning and delivery.</p> <p>Relationships with families and children are supported through networks of co-educators such as the Educational Psychologist and Speech and Language Provision and family liaison.</p> <p>It was a joy to visit Sutton Courtenay and to see the way that children were made to feel safe and motivated to learn. Please do contact me if you would like to be linked with a wider variety of schools who might be practicing already, things that you are hoping to embed.</p>		

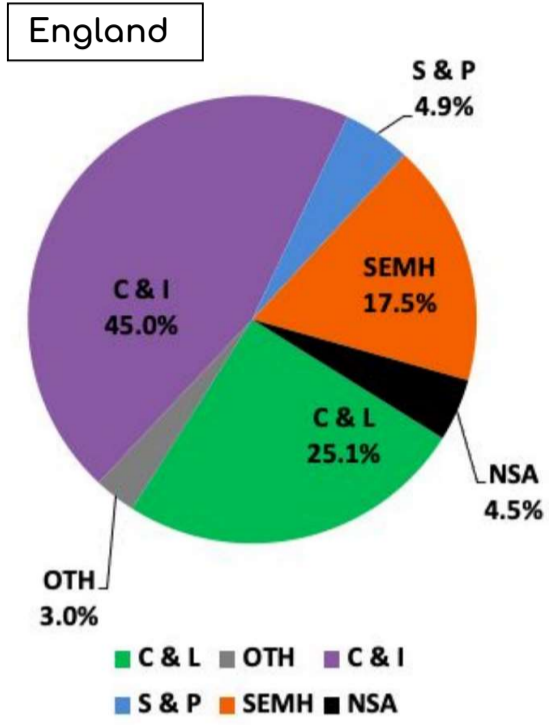
School context

Overall SEND 25.5%

SEN support 21.6%

EHCP 3.8 %

PRIMARY PHASE



For comparison of the school demographic against national statistics for SEND, you may find the above chart useful.

Focus areas for development: Successes and recommendations

Supporting framework statements

Intent

Leaders and governors work together, using evidence, to establish a clear vision, ethos and strategic intent for learners with SEND at the school.

Leaders and governors set ambitious targets for learners with SEND and ensure that all staff are ambitious for their academic attainment, regardless of starting points and the challenges they face.

Governors both support and hold leaders to account for the effective implementation of the school's vision and strategic intent for learners with SEND. SEND provision is well led.

SEND is represented on the senior leadership team. As a result, school leaders are well informed on the impact SEND provision has on learners in the school.

Learners with SEND do not work disproportionately with less qualified / experienced staff.

SEND has a high profile in the school. There is a culture of high aspiration for all learners.

The school's curriculum intent and implementation for learners with SEND are embedded securely and consistently across the school.

The curriculum for learners with SEND is ambitious and designed to give them the knowledge and cultural capital they need to succeed in life.

The SENCO has the expertise, knowledge and relevant qualifications to ensure provision and practice at the school is effective

Strengths:

- Leaders, including Governors, are committed to developing an inclusive culture and do not wait for diagnoses, or particular outcomes of referrals, to take action and meet the needs of pupils where they see them.
- The school SENCo is highly skilled and tenacious in her drive towards high expectations for all pupils and is an essential part of the Senior Leadership Team. She has expertise in particular phase leadership which have been scaled in order to provide for a growing number of children with SEND.
- The SEND governor is aware of the growing needs of the school and has strong relationships with leaders including the SENCo brings a wealth of expertise to the role and is well versed in inspection processes.
- The leadership of the headteacher is inspirational, creating a culture of inclusion where all staff understand their role in supporting SEND. The forthcoming changes in leadership are well-prepared for and include long term handover.
- Many teachers target their expert support at the most vulnerable learners.
- Leaders in subject areas (for example History) show how intent is effectively translated into scaffolded implementation.

Recommendations:

- Ensure that leaders are supported in their professional care through supervision, counselling and informal collegiate support. I would recommend UCL Supervision for Schools network and course. <https://www.ucl.ac.uk/ioe/events/2024/jan/supervision-skills-leaders>

- Ensure that the benefits of being part of a Trust are fully utilized through collaborative planning towards your rapid development plan.
- Ensure governors feel empowered to challenge with confidence. The Nasen/Whole School SEND Governance Review Guide (linked) is a useful starting point. [send_governance_web\(1\).pdf](#)
- Leaders and Governors may find it helpful to work together to re-establish their collaborative 'why'. This prompt sheet of questions can be a useful tool to elicit discussion and to help secure a consistent vision [SEND_key_questions_tool\(2\).pdf](#)
- Consider developing principles to help shape your vision built on the statements above. This could include a wider promotion of the importance of teachers as the expert, ensuring they see to the needs of those with greatest vulnerability and TAs are used in a variety of ways in the classroom.
- Attached are possible questions for Governors regarding SEND which may support preparation for Ofsted revisits . [Question from Ofsted inspection \(Jan 22\).docx](#)
- Leaders are clear on the intention of the curriculum but this can never be over-communicated. All children have the potential to access high attainment in many areas, it is only their stage and age of development which may hold them back (even if this is beyond primary phase). You may want to consider what would children NOT have without access to a particular subject as your intent.

Implementation

Leaders with responsibility for SEND are involved in reviewing and helping teachers improve the quality of teaching for all learners.

Transition points for learners with SEND are carefully planned and highly effective.

The work given to learners with SEND, over time and across the school, consistently matches the aims of the curriculum.

Teachers have good knowledge of the subject(s) and courses they teach and how to adapt them for learners with SEND.

Teachers use assessment well. For example, teachers understand what progress looks like for individual pupils.

Teachers create an environment that focuses on all learners. For example, learners with SEND are known to the teacher, engaged in their learning and suitably challenged.

All staff are aware of their responsibilities to learners with SEND. If learners struggle with their behaviour, staff take intelligent, fair and highly effective action to support them to succeed in their education

Leaders with responsibility for SEND are fully involved in the delivery of high quality, whole school CPD.

Statutory documentation is in place, reviewed regularly and of high quality.

Funding for SEND is transparent and allocated judiciously in order to maximise outcomes for learners with SEND

Strengths

- Teachers engage in 1:1 interactions with targeted students, ensuring personalized attention. - During these sessions, scaffolding techniques are employed to initiate sentences, encourage creative thinking, and enhance vocabulary comprehension.
- Teachers effectively employ 'colourful semantics', allowing students to grasp sentence structure intuitively. - Older children demonstrate awareness of sentence-stacking, a technique that gradually promotes independence by self-removing scaffolding.
- The SENCo supports teaching staff in deeper thinking around adaptation in order to plan effectively for classes.
- EYFS classes have particularly rich environments with continuous provision effectively used to meet the content and aims of the curriculum.
- Brave decision making around high-needs classes has enhanced attendance and good behaviour for many children previously absent from school.
- The use of Insight Tracker is useful for managing assessment and attainment as part of the graduated approach
- Daily plans include relevant and targeted detail on whole-class misconceptions and adaptations for some
- Teachers in the school understand that it is them who are the most significant intervention in supporting SEND provision
- Statutory documentation is in place.
- The curriculum accessibility document is particularly strong in demonstrating how HQT is effectively enacted.
- The Priorities Waterfall is another very powerful piece of documentation outlining the approach to improved change development in teaching practice.

Recommendations

- Consider how regular and simplified CPD on adaptive teaching might be useful for self-reflection, discussion and review to support some teachers out of self-doubt. You might base this on previous CPD as well as the EEF 5 a Day strategies and share widely the rationale and intention of the 'waterfall' – remember that this too is not a linear process and will require cyclical review. A basic starting point of reference might be EEF implementation overview <https://educationendowmentfoundation.org.uk/courses/a-schools-guide-to-implementation-online-course>
- The greater the consistency of pedagogy (while still giving flexibility to teachers to use it where they see a need), the better able you may be to measure impact, and demonstrate what it looks like in classrooms. Your toolkit does not need to be prescriptive, instead it should be right for the school and based on the tenets of your 'waterfall' approach.
- Funding is used carefully and you are aware of the current local needs affecting the area. Ensuring that costing is built into learning plans may support future funding requests.
- Consider how improving implementation of Continuous Provision options in Year 3 might move to be more closely linked to the curriculum content e.g. use of Times Tables Rockstars, access to mathematics manipulatives rather than marble-run etc. The principle here might be that continuous provision seeks to make the environment irresistible whilst still supporting their learning.
- Consider where opportunities may be missed for tackling misconceptions, clarifying vocabulary and explicit modelling in a more consistent way e.g. in the use of TA or whole group repetition in word bingo. OR if this is not effective, consider if precision teaching methods might further support first words learning. Your speech and language co-educator may be able to support in this way.
- Continue to look at further, structured approaches to building and removing scaffolding such as expanding the use of widget, Clickr, VIPERS and opportunities for emotional cue cards (ZoR) use in or with PSHE or other activities

Impact
Learners with SEND make consistently strong progress across a wide range of subjects and achieve the best possible educational and wider outcomes.
The work of learners with SEND across the curriculum is consistently of a high quality.
From their individual starting points, learners with SEND develop reading fluency and comprehension skills relevant to their level of development, this is at an age appropriate level whenever possible.
From their individual starting points, Learners with SEND are able to apply mathematical knowledge, concepts and procedures appropriate to their level of development, this is at an age appropriate level whenever possible.
Rates, patterns of, and reasons for fixed-period and permanent exclusions of learners with SEND are not disproportionate. There are no informal or unofficial exclusions.
Learners with SEND are ready for the next stage of education, employment or training.
Persistent absence and attendance rates for learners with SEND are similar to or better than other learners nationally.
Aspects of the school's SEND provision are exemplary and regularly shared with others.
Learners with SEND behave well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Strengths
<ul style="list-style-type: none"> • The use of the internal inclusion meeting has supported the earlier identification of children's needs and collaborative efforts to meet them. This has quickly fed into in-class support via children's inclusion profiles held on Insight Tracker. • Attendance for those with the worst attendance has improved significantly thanks to thoughtful family liaison and curriculum planning. • There is variation across cohorts levels of attainment which is to be expected yet we saw significant changes in fluency and emergent writing happening in short time periods for many learners. • Students' writing abilities improve significantly due to consistent and well-structured support. - Gradual removal of scaffolding fosters confidence and autonomy in writing tasks. • Children are supported in learning good behaviour through low arousal, repeated routines which become habitual. • Children have strong connections with safe adults and behave well - where they do not, there are clear consequences as well as opportunities for growing social and behavioural skills. • Parents' positive experiences contribute to a supportive school environment. - Their feedback influences decision-making and enhances overall outcomes for students.
Recommendations
<ul style="list-style-type: none"> • Ensure you have wide support for moderation opportunities in Maths and English (potentially with the Trust schools) in order to make comparisons and accurate assessments of progress for those students with gaps in attendance and communication needs. • Continue to share your practice with others in order to form strong networks in a time of strain in the sector. You have a huge amount to offer in terms of training and CPD including school visits. • Consider how you might build small-steps trackers into the software and learning plans in order to demonstrate progress for children working below phase expectations. • In order to better track the outcomes for the broad areas of need, consider using insight tracker to form a one page overview which focusses on the date which matters most. Example for you here One page data.pptx (with thanks to David Bartram and Ernesford Grange School)

Working With Learners and Families

The school provides a wide range of opportunities to nurture, develop and stretch the talents and interests of learners with SEND. Learners make good use of these opportunities.

Parents and carers are fully involved in discussions with the school when identifying why their child may be having difficulties.

Parents and carers are fully involved in developing and reviewing the school's SEN information report. The SEN information report is of high quality.

School systems promote contributions from parents and carers in order to maximise outcomes for learners with SEND.

Learners with SEND speak highly of the support they receive. They feel that the support they have had from the school has made a real difference.

Parents and carers are fully involved in planning and reviewing the provision for their child. The school meets with parents at least three times a year to set clear outcomes and review progress towards them. These reviews are well attended.

School leaders have created a culture and ethos that welcomes and engages parents and carers of learners with SEND.

There are opportunities for all learners to become fully involved in the life of the school.

Pupils with SEND have personalised plans that clearly set out their individual needs, which are additional to or different from the standard curriculum offer in the school.

Strengths

- Children are celebrated for many different things; at Sutton Courtenay success is more than just academic outcomes, community contribution and personal growth allows for all students, especially those with SEND to be regarded with dignity and respect. A particular highlight was seeing how one child with SEND was given opportunities to show his skills as an illustrator for the school production.
- Sutton Courtenay has grown with the community and through authentic communication, has met the changing landscape of education with positivity and curriculum development. Sometimes it is hard to see the adaptation as it is so well embedded.
- Parents and staff are clear in their advocacy of the school; staff send their children to the school, and all would recommend the school to others.
- Parents feel they contribute to the individualised learning plans for their children and this has led to improved outcomes. One parent wrote in and said "my children are treated and educated to the highest possible standards". All parents I spoke to understood the overarching principles for integration and inclusion and all felt they were an important part of co-production.

Recommendations

- The school website gives practical support for stakeholders in the provision for SEND. Consider if and how it might be useful to create school-specific videos demonstrating interventions and processes and to ensure absolute accessibility to increase transparency.
- Continue to grow your parent offer in terms of workshops, coffee mornings and support for children on the Pathway. Parents say that they have not had access via the Local Authority to the levels of service which they would hope for and this will support filling that gap.
- Consider how you might maximise parent/carer advocacy through the creation of a parent/carer forum who can support in consultation of policy and meet to share experiences.
- Children speak highly of the support they receive it is worth amplifying this through quotes or recordings in your plans for CPD; teachers respond powerfully to first person realisation of the impact they have.
- Your work with your EP, ex-governor and SaLT are excellent and may be of interest to a growing Trust in terms of the production of centralised support services in the absence of LA resources. This model is growing in MATs and may offer value for money.

Effective Use of Teaching Assistants

Teaching assistants are deployed strategically. Decisions regarding TA deployment are reviewed regularly against the latest evidence of impact.

Teaching assistants are not used purely as a SEND resource and are used to work with learners across the attainment range.

Teaching assistants have a visible role in teaching. For example, scribing on the whiteboard or demonstrating equipment.

Teaching assistants have dedicated non-contact time that is used to liaise with class teachers. This ensures that TAs have a clear understanding of concepts and information to be taught ahead of lessons.

Teaching assistants are a part of lesson planning. They are deployed in ways that supplement teaching rather than replace teachers. This ensures that teachers are able to provide targeted support for learners with SEND.

Teachers have received comprehensive and high-quality training on how to work effectively with teaching assistants.

Teaching assistants receive regular and high-quality CPD.

Teaching assistants deliver a small number of evidence-based structured interventions. These interventions complement and extend teaching and learning in the classroom and have a positive impact on learner outcomes.

Strengths

- Teaching Assistants (TAs) play a vital role in supporting scaffolding during 1:1 sessions. - Their expertise complements teachers' efforts, resulting in positive outcomes for students.
- Teaching Assistants (TAs) play a role in reinforcing colourful semantics during writing activities. - Their guidance ensures that students transition smoothly from scaffolded to independent writing.
- While this information primarily pertains to leadership, it indirectly influences the overall school environment. - The team's resilience and proactive approach contribute to positive outcomes for students
- Teaching Assistants (TAs) actively engage with Insight Tracker, contributing to effective support strategies. - Their involvement in updating plans enhances student outcomes.
- Teaching Assistants are an important part of the community and would recommend working at the schools. They are included in regular planning opportunities on a daily and weekly basis.

Recommendations

- As you develop any new interventions, check that the rationale and need is there. This simple thinking tool can help you decision make as an SLT [PM Thinking tool.pdf](#)
- Consider how TAs might increasingly consistently be involved in debriefing/planning and curriculum navigation for children. I have included a couple of examples of different ways/documents that TAs might undertake discussion and planning with Teachers. As always, your school approaches and context should colour this [5 A DAY FOR TA.docx content for TA session .pdf](#)
- It might be useful to revisit the EEF work on Managing the Impact of Teaching Assistants to review how effective your practice is and offer any external inspectorate a chance to see this in action <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>
- Consider whether pathways for promotion, professional development and other training can be even more distinctly shown for the newest employees.

Provision Mapping

A whole school provision map provides a comprehensive summary of SEND provision across the school

The school's provision map gives a clear link between provision and learner progress.

SEND provision follows a graduated approach (Assess, Plan, Do, Review), through which earlier decisions and actions are revisited, refined and revised. This leads to a good understanding of how best to support the learner in making good progress and outcomes.

Leaders rigorously evaluate interventions and classroom practice for learners with SEND. Adjustments to the provision are made accordingly.

Leaders have a good understanding of how learners with SEND achieve with individual teachers and across subjects. This is shared appropriately.

Leaders review the progress of learners on a regular basis. Internal data on the progress of learners with SEND is then used to target support.

The school uses carefully selected interventions for which there is strong evidence of impact on attainment.

Provision at the school is balanced, reflects the SEND demographic at the school and is responsive to learner need.

Strengths

- The use of Insight Tracker is effective and has been created to meet the needs of the school
- Understanding of what makes good teaching is strong and bolstered through the application of principles from Chapter 6 of the Code of Practice in the whole class learning plans.
- All staff understand the importance of the graduated approach and feed into it directly; they are trusted in their assessment of needs.
- There are some good interventions chosen for children, especially around SEMH.
- Nesy, guided reading and an application of Zones of Regulation are useful with one child explaining how using the latter to articulate his feelings and decide on activities 'helps me be calm'.

Recommendations

- There is no doubt that effective provision mapping can become complicated. Consider who your audience is for your provision map so that you avoid a) building what should be HQT into a targeted offer and b) it does not feel like a menu of options
- Having a clear picture of the detail and areas of need in the school is important; use the pie chart in the introduction to map out your needs.
- We discussed how SEMH and SLCN are interconnected and you noted how SEMH appears to come later if SLCN is not met – this insight is one worth acting on and may connect with your current writing project. You might want to compare outcomes for children in later year groups who were of comparative levels of SLCN in lower years, to those about to receive more consistent training in writing and building writing stamina and fluency.
- The excellent work of the leader of Art and Trust Maths leader could be influential in how you judge the efficacy of intervention through assessment. For example, how and when is scaffolding removed for learners who utilise Maths or literacy interventions and how does that build into the graduated approach OR how has the use of continuous provision and teacher-led 1:1 intervention for key students in Year 3, enhanced attainment, wellbeing and attendance – these are the outcomes of your provision.

- Consider how each 'wave' or level of intervention, feeds back into HQT/QFT and the curriculum content as you plan your provision. This should be connected rather than separate, allowing for catch-up and gap closing in key areas.. examples

Whole School Provision Map Example

Provision Mapping		School		Term
Area of Difficulty	Wave 1 Inclusive quality first teaching for all	Wave 2 Additional interventions to secure age related expectations	Wave 3 Targeted and personalised interventions	
Cognition and Learning				
Communication and Interaction				
Social, Emotional and Mental Health				
Sensory and Physical				

- Provision map examples and discussion are also available on The Key if you are a member. <https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/sen-provision-map/>
- Consider how your provision plans for individual interventions are working or you and the extent to which those delivering are involved in their design. A very simple example of a plan in development included in your folder for you and linked in the previous section.
- Another example of provision outline here for you. [Sample tiered provision](#) You have a framework for this already in your curriculum reflection document which might act as a powerful starting point

Section 7 – Identification

Comprehensive assessment across the four broad areas of need supports accurate identification of need and informs classroom practice.

The SEND register is accurate and reviewed regularly.

A referral system is in place which allows staff to raise concerns regarding learners who have or may have SEND.

The identification process also takes into account the effectiveness of classroom teaching.

Outside agencies are used appropriately and effectively to support the identification process.

High quality assessment and identification leads to teachers being better informed about learner need and, in turn, improving outcomes for learners with SEND.

The school uses a wide range of data, including behaviour and attendance data, to ensure additional learning needs are not missed.

Teachers and support staff recognise when a learner may need to be assessed for SEND.

Strengths

- Teacher input, transition arrangements and observation contribute to strong identification of individual pupil needs.
- Recent learning walks have identified very pertinent development opportunities for teachers to maximise good practice.
- Diagnosis is not relied upon to activate good in-class provision.
- The SENCo has a very strong understanding of the impact of neurodiversity, safeguarding and trauma and developmental delays on children. Due to this, staff know children well.

Recommendations

- Consider how even further raising the profile of referral processes from the point of teacher identification, might further push provision and adaptation into the hands of class teachers. I have attached a hard copy form which works well if moved to software such as MS Forms or Cognito forms. This is effective in allowing the SENCo to spot trends in referrals and evaluate outcomes.
- Ensure teachers are coached into a place of transparency in receiving feedback and are keen to be observed and supported in their improvements. This is particularly important after inspection. It might additionally be supported through open-door collaboration and when there are opportunities, in dual teaching.
- Regularly review your screening tools ensuring a range of assessments across the four broad areas of need, [DB slides \(1\)\[38\] -.pptx](#)

Laura Page (Director Schools Supported Ltd) on behalf of Optimus Education. 20.3.24



A handwritten signature in black ink, appearing to read "Laura Page".