

HCC Additional School Visit (ASV) Special Educational Needs and Disabilities (SEND)

School	Rickmansworth Park JMI (708)	Date	15/05/2023
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Length of visit (including preparation and follow up): 1.5 days

Activities undertaken:

Special Educational Needs (SEND):

- School website: SEND information check completed prior to visit
- Discussion of elements from Hertfordshire's SEND Benchmark & Planning Tool

Present in the meeting:

- Jane Linch (JL), Headteacher
- Kate Tamayo (KT), Special Educational Needs Coordinator (SENCO)
- Natalie Fogden (NF), SEND Adviser, HFL Education

Context:

The Special Educational Needs Coordinator (SENCO):

KT joined the school in 2008 and became SENCO in 2010.

She works fulltime. The SENCO role includes a (0.6) teaching commitment.

KT is a member of the senior leadership team.

She achieved the National Award for SEN Coordination in 2011 through the Eastern Partnership SEND (UK).

Special Educational Needs and Disabilities (SEND):

During the visit KT shared the current school context.

This showed that 10.4 % of learners are identified with special educational needs and disabilities. This is well below the national average.

0.5 % of learners have an Education Health and Care plan (EHCP). This is well below the national average.

In addition, 9.9 % of learners receive SEN support. This is below the national average.

The highest frequency identified need is specific learning difficulties (SpLD).

(SEN in England: DfE, January 2022 - SEN 16.6%, EHCP 4%, SENS 12.6%)

JL has seen an increase in the number of children identified with SEND. JL stated that differences in early identification and support in some private early years settings has resulted in some learners being at school age when SEND is identified. KT reported that staff have observed reduced

independence and resilience with younger learners. JL reported that, although the number of learners identified with SEND has increased, Covid19 has impacted on access to external professional support and formal diagnosis for many learners.

6% of children are in receipt of pupil premium

2.5% of children in receipt of pupil premium are identified with SEND

Governance

The link SEN governor, Jane Herman (JH) has professional experience of SEND and the EYFS. KT stated she meets with JH regularly which has resulted in JH understanding the school’s SEND context and processes to support learners. KT is a member of the governing body and stated this supports governor’s understanding of SEND.

Discussion of elements from Hertfordshire’s SEND Benchmark & Planning Tool (SEND B&PT):

KT described how she had used the SEND B&PT for the first time in preparation for this visit. KT and JL discussed how the document had supported them in identifying strengths and prompted them to make changes. Both agreed that they are working towards exemplary across all outcomes.

During the visit KT shared a copy of the current SEND Benchmark & Planning Tool (SEND B&PT) judgements.

JL felt outcome 1f would be the most helpful to explore during the visit alongside 2a and 5c.

Outcome 1f: exploring the school’s approach for identifying SEN at the earliest point

School self-evaluation			SEND adviser’s view following discussion		
Emerging	Expected	Exemplary	Emerging	Expected	Exemplary

Discussion:

- KT stated early years transition planning supports early identification processes including the use of the smooth transition tools. JL stated KT’s teaching responsibilities, within reception and year one, are part of a strategic decision to enhance early identification processes. KT reported this has enabled her relationships with parents to be built at the earliest opportunity.
- KT has developed a SEND concerns log for all communications and early identification processes. JL stated the chronology of the document ensures staff can see a picture over time. Examples of the SEND concerns log shared during the visit included conversations with parents prior to learners joining, transition plans and observations completed by the SENCO. Parents views were consistently captured in the document.
- JL stated support from the South West Herts Partnership (SWHP) has complemented early identification processes and supported parent’s understanding. Examples of the SEND concern log shared during the visit supported this view.
- KT stated assessments, to identify learning gaps, are completed when learners join the setting, both as a whole year group or as individuals for in-year admissions. She described how whole

school processes, to monitor outcomes for learners, support identifying early concerns, including pupil progress meetings. JL stated responsive planning and the fluid nature of how learner's access interventions mean learning gaps are identified swiftly and ensure strong outcomes for all learners.

- KT acknowledged teachers provide her with information to record in the concern log and, although the process to record early identification processes is embedded, it would be beneficial to explore how teachers could input information directly to support with managing the system long term.

Outcome 2a: exploring teachers' understanding of the needs of children with SEND and how teachers differentiate and use distinctive teaching approaches to engage and support them.

School self-evaluation			SEND adviser's view following discussion		
Emerging	Expected	Exemplary	Emerging	Expected	Exemplary

Discussion:

- During the visit six lesson drop-ins took place to explore how effectively teachers understand the needs of learners and use distinctive teaching approaches to engage, support and promote good outcomes.
 - Phonics group: a focus learner, receiving SEN support, was working with the class teacher in a small group. The teacher modelled spellings on the board, used actions and rhyming phrases to support with recall, prompted the learner to independently sound words out and completed a check in. This resulted in the learner successfully spelling their focus words and showing his book to his peers.
 - English: a focus learner, receiving SEN support, was sat close to the front. They shared a copy of the text with a peer and there was a further copy on the interactive whiteboard. The teacher stopped to discuss key language within the text. Provision was discrete and the learner was actively involved.
 - Maths: a focus learner, with moderate learning difficulties (MLD) and receiving SEN support, was sat at the front of the class. The class teacher completed a check in and modelled how to set work out. The learner had access to a number bead string and number square. Although the learner could describe how to use the manipulatives, he could not explain the task or maths concept. JL stated the learner takes part in a focused maths intervention. It would be beneficial for learning from the intervention to be aligned to class teaching and for staff to review the adaptations used in whole class teaching to strengthen outcomes.
 - Class reader: a focus learner, was looking at the ceiling whilst the class teacher read to the class. This aligned with the learner's profile to support with visualising. She had a copy of the text which she referred to during discussions. The class teacher asked questions and encouraged talking partner conversation. The learner was engaged, and provision was discrete. It would have been beneficial to display key vocabulary.
 - Maths: a focus learner, with SEMH and receiving SEN support, was sat in the centre of the class. The class teacher completed a check in, used a visualiser to model expectations, addressed a misconception by including the learner in a short group task and then promoted independent completion. The learner could explain the task and

justify how they got their answer. The learner stated they use a talking partner to support them before seeking adult support. The class teacher used a misconception to engage discussion on the maths process. The learner was actively engaged, and provision was discrete.

- Geography: a focus learner, with an EHCP, was sat at the front of the class. The use of talking partner work and mini whiteboards ensured that the learner had thinking time and rehearsal time. The teacher completed a check in and used questioning and referenced the visual to extend their response. The learner stated that “everything is good at school” and could explain the task. The learner was actively engaged, and provision was discrete.
- JL stated the collaborative working with support staff maximises outcomes. She stated that assessment for learning strategies also provide learners with a continuous cycle of feedback. This was seen in most lesson drop-ins.

Outcome 5c: exploring the quality of the published information within the schools SEN information report. This includes the principles of co-production with families.

School self-evaluation			SEND adviser's view following discussion		
Emerging	Expected	Exemplary	Emerging	Expected	Exemplary

Discussion:

- Prior to the visit, the SEND adviser completed a SEND information website check.
- Please see the separate report (5th April 2023) for further information and required actions.

Actions agreed:

- KT to explore teachers role in directly recording early identification information and conversations with parents strengthening teacher's role within the graduated approach.
- KT to ensure all staff consistently display subject vocabulary and monitor implementation during learning walks and lesson drop-ins as part of strategic reviews of high-quality teaching.
- KT to work alongside the year 3 class teacher, to review the current provision for a learner with moderate learning difficulties, focusing on how learning from interventions can be aligned to whole class teaching and the curriculum can be adapted further during whole class teaching.
- KT to respond to the 2023 local authority SEND Benchmark & Planning Tool survey.
- JL and KT to complete the actions outlined in the SEND information website check report (5th April 2023).

Report to be copied to:

- Jane Linch, Headteacher
- Jeremy Loukes, HFL Education
- Simon Newland, Operations Director, Educations Services, HCC
- Hero Slinn, Director of Inclusion and Skills, HCC

Name of adviser	Natalie Fogden	Focus	SEND
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