

Key Information

School name

QUEEN MARY AVENUE INFANT AND NURSERY SCHOOL

Headteacher name

MELANIE CASTLE

School SEND Lead

KARIN KEYS

SEND Reviewer name

EMILY WALKER

Date of updates

Initial SEND Review	3 rd November 2023	
Action Planning Day	6 th December 2023	
Check in	26 th March 2024	
Follow up Review		

Baseline- SEND Review

Date of SEND Review

3.11.23

Areas of **strength** identified.

- Staff Team – openness, enthusiasm, desire to meet pupil needs, feel valued and listened to.
- Leadership – know where they are on the SEND journey and lead an inclusive culture and ethos.
- Staff wellbeing is prioritised.
- High profile of SEND and the shared desire to be inclusive
- All staff met are clear of their role regarding SEND and could explain the referral process.
- There has been SEND focused CPD that focuses on pupil need, recognised by all staff.
- Statutory documentation is in place and renewed annually.
- EYFS – The environment and curriculum access ensured all pupils needs were met. Some of the pupils have very complex needs.
- Range of different spaces available for learners to access e.g. sensory space, de-escalation, small work rooms.
- Pupils were confident to talk to reviewers and were very polite.
- School works hard to ensure pupils experience successful transitions into school, leaving school and within school.
- Strong relationships with families and awareness of personal circumstance.
- Strong relations between staff and pupils, staff clearly know individuals.
- All pupils fully included in school life – trips, clubs etc.
- Identified pupils work is evidenced via an online portal which parents are encouraged to engage with.
- Well considered team approach to the deployment of staff which is reviewed regularly.
- Strong TA team who are knowledgeable and feel valued and are happy to raise concerns / seek advice.
- Discrete scaffolded support of learning was observed that enhanced the quality of teaching. A model of best practice.
- Group interventions are monitored by the SLT.
- Regular pupil progress meeting and SEND progress meetings that review progress. Timely parent involvement to ensure views are considered as well as updated on personal circumstances.
- SEND register – with particular reference to C & I.
- SLT identify concerns in provision and provide support accordingly to reduce the impact of weaker tracking of pupil progress.

Areas to **develop** identified.

Curriculum adaptations from a SEND perspective
Monitoring of the impact of training (SEND)
Training and support to help staff make further curriculum adaptation for SEND
ML understanding of their roles in response to SEND
Curriculum implementation aligns with intent and is consistently applied.
Monitor the consistency of adaptation across the curriculum.
Consider how we are using ongoing assessment to inform provision.
Monitoring cycle – tying in SEND throughout curriculum ensuring pupil work matches targets
To embed the recently refined approach to reading and monitor SEND engagement
Smart target focusing area of need with clear entry and exit data
Refine the schools SEND information report with parental involvement
CPD for teachers on maximizing impact of TA's
Research provision map and decide upon an implementation approach
Plans need to match individual areas of need, EHCP recommendations and respond to progress data
Training on SMART targets and monitoring implementation
Precise reporting of outcomes that clearly match the SMART target
1:1 intervention monitoring – aligned to targets
Assessment finding to inform classroom provision via precise SMART targets
Outside agency recommendations to form part of the PLP as SMART targets

Key Priority 1: Curriculum			
Actions	Who and when?	Success Criteria	Evaluation
Training and support to help staff make further curriculum adaptation for SEND ML understanding of their roles in response to SEND – update monitoring forms. Curriculum adaptations from a SEND perspective Curriculum implementation aligns with intent and is consistently applied. Monitor the consistency of adaptation across the curriculum. To embed the recently refined approach to reading and monitor SEND engagement Consider how we are using ongoing assessment to inform provision.	LA/SLT – Spring/Summer 2024 ML - Ongoing SLT - Spring 2024 ML Aut 2023 + Spr 2024 Teachers – see monitoring cycle SLT/ML – see monitoring cycle ST + SLT – 2023-24 SLT – ongoing	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 curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of learners with SEND, increasing their fluency and independence. The work given to learners with SEND, over time and across the school, consistently matches the aims of the curriculum. Learners with SEND achieve the best possible educational and wider outcomes.	Curriculum plans Work in books Learning walks Deep dives Outcomes for pupils with SEND Assessment data

Key Priority 2: EHCs and PLPs			
Actions	Who and when?	Success Criteria	Evaluation
Training on SMART targets and monitoring implementation Plans need to match individual areas of need, EHCP recommendations and respond to progress data Develop and refine targets on Edukey to ensure that they are SMART and reflective of pupils' needs and areas of difficulty. Outside agency recommendations to form part of the PLP as SMART targets Smart target focusing area of need with clear entry and exit data Monitoring cycle – tying in SEND throughout curriculum ensuring pupil work matches targets	KK – Jan 2024 KK – Jan 2024 KK and PD – Jan/Feb 2024 Teachers supported SLT Jan/Feb 2024 Teachers supported by SLT – Feb 2024 KK and SLT - Spring 2 and ongoing	PLPs are based on pupils needs and linked to ECHs. Targets are SMART and where relevant linked to recommendations from external professionals. Pupils with SEND receive high quality support and interventions which enable them to make good progress. Learners with SEND achieve the best possible educational and wider outcomes.	Evaluate quality of PLPs termly. Look at these alongside EHCs. SENDCo to monitor provision and ensure this matches PLPs. Assessment data

Key Priority 3: Provision Mapping			
Actions	Who and when?	Success Criteria	Evaluation
Research provision map and decide upon an implementation approach Assessment findings to inform classroom provision via precise SMART targets 1:1 intervention monitoring – aligned to targets Precise reporting of outcomes that clearly match the SMART target	SLT - Autumn 2023 SLT – January and April/May SLT KK – Termly SLT – Termly	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, leading to a growing understanding of the learner's needs and of what supports the learner in making good progress and securing good outcomes.	Monitoring of provision map and outcomes. Update provision map regularly and evaluate effectiveness of interventions. Monitor delivery of interventions. Assessment data

Key Priority 4:Other			
Actions	Who and when?	Success Criteria	Evaluation
Refine the schools SEND information report with parental involvement CPD for teachers on maximizing impact of TA's	KK – Summer 2024 LA? Spring/Summer 2024	Parents and carers are fully involved in developing and reviewing the school's SEN information report. The SEN information report is of high quality. Teachers have received comprehensive and high-quality training on how to work effectively with teaching assistants. Teaching assistants are not used purely as a SEND resource and are used to work with learners across the attainment range.	Parent survey SEND information report Monitor impact through learning walks etc

Signed:	
Head of School	Melanie Castle
Date	6.12.23
SEND Reviewer/ SEND Consultant	Emily Walker
Date	
LEARN/ NELincs Office	
Date	