

Wrotham School: SEND Review January 25th 2023

Thank you for the time we had to observe in classes and with your students -they were all a credit to you and formed much of the evidence of strengths and our recommendations.

Although this was not a full SEND review, we do hope that the report gives you some ideas on how to make your SEND department progress and, most importantly, how to celebrate and embed further on your strengths.

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Jaime Cronk – Assistant Head

Context of the school including key SEND statistics, for example % of pupils with SEND, % of pupils with an EHCP

School: Wrotham School

Date: 25th January 2023

SENCO: Mrs S Hann

Pupils on roll - 959

Pupils on SEN register – 300 as being vulnerable, SEND/EHCP. 135 SEND support

Pupils who have an EHCP - 16

Pupils in receipt of High Needs Funding -

What evidence did we gather? We looked at the following sources....

- Individual discussions with:
 - SENCO
- Key related documentation - school policies
- The school website
- Observations of lessons
- Discussions with pupils

Leading
Education and
Achievement
For all

FOCUS	STRENGTHS	AREAS FOR DEVELOPMENT	RECOMMENDATIONS
<p style="text-align: center;">Outcomes</p>	<ul style="list-style-type: none"> • Most students with SEND make progress including increases in confidence through targeted and planned interventions in pastoral activities as well as academic learning. Eg. A year 7 students with SEND given the responsibility of mentoring a new peer to the School 		<ul style="list-style-type: none"> • Consider how you can best measure and demonstrate the 'non academic' outcomes to show personal development achievements. • Consider producing SEND case studies demonstrating holistic progress
<p style="text-align: center;">Leadership</p>	<ul style="list-style-type: none"> • Although the SENCO is relatively new to post (September 2022), she has an excellent overview of the SEND needs of the school. • Leaders provide robust challenge of external agencies for support for students currently not in school (3) or deemed in the wrong setting where need cannot be met despite reasonable adjustments 	<p>In order to meet the expected increase in number and complexity of need over the next 5 years, research current and alternative curriculum adaptations, through joint working with other schools and core subject departments</p>	<ul style="list-style-type: none"> • Prioritise areas to develop over a set period of time, e.g., three years, rather than putting pressure on you and your team to achieve everything in one year • How does each department intend to ensure that their subject is inclusive and supportive of SEND needs? • From joint working with other schools, what accreditations/curriculum pathways could you offer tailored to the growing SEND needs of your school?

<p>The quality of teaching and learning for pupils with SEND</p>	<ul style="list-style-type: none"> • In the lessons we observed, the SEND students were generally well supported. • Positive working relationships exist in certain lessons, which engages pupils in learning and skills • Visuals & differentiation were in place in some lessons e.g. (WRM) 	<p>In some lessons the following things need to be considered:</p> <ul style="list-style-type: none"> - Processing time for complex concepts or responses to questions - Can all students access the textbook (reading & comprehension age or dyslexia) - Visual reminders re independent learning – how to ask for help or feedback (so it becomes a norm for all and less public) /safety reminders in science 	<p>Visuals – to support processing, thinking, and embedding learning, both in the lesson, at other times with support or independently. When lesson pace may exceed that of the individual’s ability visuals should be provided not just on whiteboard</p> <p>Microsoft programmes in class to support with reading</p> <p>How can TAs effectively be used in lessons to support?</p>
<p>Working with pupils and parents</p>	<ul style="list-style-type: none"> • The students that we spoke were very quick to talk about the staff who supported and guided them • 100 % of the students we spoke to, felt safe at School. They were able to identify 4 Wrotham characteristics: Respect, Confidence, Resilience and Communication, which highlights they feel supported and fully part of the school. 		<p>Consider if and how SEND students or parents know what the characteristics mean in practice for them?</p>

<p>Assessment and identification</p>	<p>Assessments on Year 6 taster day to support early identification</p> <p>SENCO leads a team of staff, well trained</p>	<p>Are all teachers aware of pupils who require support? (Science)</p>	<p>Training options for Department staff led by SENCO Team, so potential issues can be picked up and strategies embedded prior to EHCP</p>
<p>Monitoring, tracking and evaluation</p>	<ul style="list-style-type: none"> - Teachers knew where SEN students were in terms of learning gaps and accreditation (Sixth form & Year 11), highlighting the effective systems are in place and that staff knew the needs of the students well, including future destinations. 	<ul style="list-style-type: none"> - All students in the focus group, felt that they did not know how well they had done in lessons. They knew how well they had done in formal assessments but felt it would help them be more independent if they knew what to do to improve more often through consistent teacher feedback on their work. 	<p>Consider how this can be achieved in a way that enables students to feel reassured they have the skills /knowledge whilst balancing teacher workload</p>
<p>Efficient use of resources</p>	<ul style="list-style-type: none"> • The use of sports staff as learning /reading mentors is effective in building relationships and raising aspiration and resilience with students who traditionally may put barriers up to 'English'. 	<ul style="list-style-type: none"> • Schools increasing difficulty in providing interventions to SEND students • Students reluctant to be seen as different from peers and acknowledge their needs 	<p>How can the success of the learning mentors from Sport be replicated across other areas throughout the school? E.g., Maths & science</p> <p>Students spoke highly of staff support in DT, History and PE.</p> <p>Students in the student voice were happy to share their experience and tips with the younger students present. This is a real asset. Consider how this peer-to-peer support can be positively enhanced.</p>

<p>The quality of SEND provision</p>	<p>Interventions are well planned, innovative and targeted, in order to support students</p> <p>The SENCO has a sound understanding of the school's strengths and areas for development.</p> <p>SEND students feel well supported and either talked about or demonstrated positive working relationships with teachers. (Student voice & lesson obs)</p>	<p>Students want more regular feedback from teachers</p>	<p>Consider and plan for future cohorts (higher SEND needs) through joint working with colleagues from both mainstream and special Schools.</p>
<p>Suggested support following the SEND review process</p>	<p>The SENCO has created a strong SEN team and the work undertaken to support the students across the school is clearly evident.</p>	<p>Work with STLS teams, other schools including mainstream and specialist to develop CPLD and share experiences</p>	<p>Consider how teachers can provide a range of regular and appropriate feedback to students in KS3 to reassure them and develop their self-assessment skills for future learning and achievement.</p>