

## Implementing the SEND Reforms: Enabling all teachers to plan effectively for pupils with SEND

### Church Cowley St. James Primary, Cowley, Oxford

#### Background

**Church Cowley St. James Primary** joined Achievement for All to develop a distributive leadership so that all have the knowledge, skills and leadership qualities to lead on closing the gap; to develop teaching and learning so that pupils with SEND are both challenged and supported and make accelerated progress, closing the gap with their peers and working within the spirit of the SEND Reforms; and to increase parental confidence and engagement – a key issue in the school's Good Ofsted from March 2013.

#### Context

Church Cowley is a two-form entry school where over half the pupils come from a number of minority ethnic heritages, the remainder being White British. Almost half of pupils speak English as an additional language, and an increasing proportion are at the early stages of learning English.

The proportion of pupils who are disabled or who have a special educational need is above average and a large number have complex needs.

A high proportion of pupils have involvement from other agencies, particularly Social Care and the proportion eligible for Pupil Premium is above average.

***“Pupils entitled to Pupil Premium funding make excellent progress.”***

Ofsted Inspection Report  
March 2013

#### Approach

- The Assistant Head for Inclusion was involved at County level with developing the new Oxfordshire criteria and guidance to identify, support and provide for pupils with SEND – strengthening the CoP local offer.
- The AHT introduced new guidance in the summer term 2014 to all staff so that pupils were identified and transferred to SEN support ready for September 2014, and new staff starting September received induction from the AHT with systems and procedures.
- All Teaching Assistants are highly trained and able to use and understand the new guidance document.
- The Oxfordshire SEND Guidance document used to support planning for individuals in the classroom.
- The Achievement Coach and AHT (teaching and learning) worked jointly with teachers to improve planning, teaching and outcomes for pupils with SEND. There was a focus on two year groups with target pupils, with teachers focusing on the learning

rather than the task and on planning next steps for individuals.

- The Achievement Coach, AHT (T&L) and AHT (Assessment) worked together with phase leaders to ensure the focus of phase meetings is on vulnerable groups. Jointly planned weekly sessions for teams. This is regularly reviewed, every six weeks.
- All three AHTs and the Achievement Coach have done regular learning walks to ensure advice and guidance is embedded in teaching and learning.
- Coach and AHTs have done regular book scrutinies with phase leaders to ensure pupils with SEND are both challenged and supported with their learning.
- Interventions were already of very high quality, well targeted and well evaluated through provision management. The AHT Inclusion already had exemplary practice in this area.
- Coach and HLTAs did learning walks to ensure TAs were effective. The focus was on how TAs were developing independence in pupils through questioning and the use of Assessment For Learning.
- Two highly effective Home School Link Workers (HSLW) have developed excellent relationships with hard-to-reach parents and families. The school has recently made a purpose-built community room.
- Structured Conversations have been relaunched and are being closely monitored by all three AHTs.
- The school improvement plan reflects the school's focus on improving the outcomes of all pupils and closing the gap for the most vulnerable and disadvantaged.

## Impact

- Teacher and confidence and effectiveness has improved.
- OFSTED reports that pupils who are eligible for the Pupil Premium are making excellent progress.
- Pupils with SEND made very good progress in 2014 and were beginning to narrow the gap.
- Pupils who were disadvantaged made good progress in 2014
- Fixed term exclusions are rare and attendance has improved.
- Parental confidence and engagement has greatly improved. Parents now attend school celebrations, assemblies, parents' evenings and are very positive about the school.
- The AHT shared her focus, details and impact at a recent Schools Network event in Oxfordshire.

## Key Learnings

- Employment of two additional non-teaching AHTs who have focused on improving teaching and learning.
- Relentless focus on improving outcomes for pupils with SEND and those that are vulnerable or disadvantaged.
- Investing time in improving teaching and learning.
- Investing in high quality HSLWs.
- Using SEND guidance effectively to plan next steps for pupils.

## Next Steps

- The school will be maintaining focus on the progress made to date and the strategies that have worked across the school.
- They will continue to develop the knowledge and capacity of phase leaders so that they become leaders in inclusion, continuing with the distributed leadership approach.

## Contact Us

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