



SEND & Inclusion Review Report

Setting Name	Leechpool Primary School	
DfE Number	URN: 125916 / DfE: 2182	
Date of Review	27 th of June 2022	
Reviewer(s)	Gemma Humphrey (SEND & Inclusion Adviser) Louise Burgess (SEND & Inclusion Adviser)	
Colleagues involved in the review	Headteacher	Nicola Davenport
	Chair of Governors	Vinod Wagjiani
	Assistant Headteacher for Inclusion and Achievement / SENCo	Emma Payne
	SEND & Inclusion Lead Governor	Kirstie Beange
	Learning Mentor / Assistant SENCo	Michelle Letley
	Upper KS2 Phase Leader	Lucy Simpson
	Lower KS2 Phase Leader	Emily Vowels

SEND Profile	
Academic Year	2021-2022 – 415 on roll
Number of EHCPs	10
Proportion of pupils with an EHCP	2.4%
Number of SEND Support	30
Proportion of pupils that are SEND Support	7.2%
Number of pupils who have SEND and are also disadvantaged	10

Context	<p>Leechpool Primary is a two-form primary school setting, with 415 pupils.</p> <p>The Assistant Headteacher for Inclusion and Achievement holds the post of SENCo and is an experienced practitioner and leader of SEND. She has responsibility for leading the Horsham Schools Partnership network of SENCos. The Lead Governor for SEND and Inclusion is also a SENCo at a local school.</p> <p>The latest Ofsted report categorised the school as 'good' in July 2017. The current local authority grade is 'highly effective' (2i).</p> <p>The school participated in a celebration of inclusion showcase with the West Sussex SEND and Inclusion Strategy team.</p>
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Activities included in review

- School self-assessment using the [Inclusion Framework](#)
- Discussions to ascertain vision and main priorities for development
- Lesson visits in the EYFS, KS1 and KS2
- Work scrutiny and meeting with the Upper KS2 and Lower KS2 Phase Leaders
- Discussion regarding provision mapping and inclusive practice with the SENCo
- Discussion with group of pupils with SEND
- Discussion with support staff
- Discussion with the Lead Governor for SEND and Inclusion and Chair of Governors
- Staff survey (27 respondents)
- Parent/carer survey (17 respondents)

The Environment, Culture and Ethos

Strengths

- There is a clear vision for the high-quality education of all children at Leechpool Primary, with a strong culture of high aspirations for all. The headteacher has the same vision for all pupils: to be happy and safe. Leaders want all children to progress and be ready for secondary education, going into Key Stage 3 strong, confident, and independent. The SENCo wants all children to be the best they possibly can be, through adaptation that goes the extra mile where need be.
- There is a tone of reflective, evaluative practice, that keeps children at the heart of all activity. All staff know children well and adapt accordingly. They ensure that they know the individual stories of families to be responsive. Staff are kind and empathetic. Everyone is valued and welcome.
- Leaders have created a culture and ethos that actively welcomes and engages parents and carers of children with SEND. The school has a good local reputation, attracting admissions of children with complex needs.
- There is a learning mentor in place, who works directly with families to target engagement and co-production. She also works with groups of pupils and individual children to remove barriers to learning. The school also has a trained ELSA who works with individuals one afternoon a week. The sports coach is also leading also mentorship for targeted children.
- The most overwhelming response from children when asked what they love about Leechpool is that "everyone is included". This is seen consistently in pupil year books and when speaking to individuals around the school.

Areas for Improvement

- Leaders are reviewing the behaviour policy. There will be a conscious move towards therapeutic approaches. Staff have listened to what children want and have looked at attitudes to learning in Years 4-6 (through PASS assessment).
- Embed therapeutic thinking and strongly embed practice. Use scripting to support less confident members of staff and consider individual training needs.

Leadership



Strengths

- The SENCo works closely alongside the Headteacher and other senior leaders to develop an integrated and inclusive response to SEND. The SENCo is part of the senior leadership team as an Assistant Headteacher: she is an experienced leader of SEND and leads the Horsham Schools Partnership network for SEND.
- Leaders are knowledgeable on SEND policy and practice. The setting is implementing and embedding the SEND Code of Practice (2015) and the Equality Act (2010) effectively.
- The chair of governors and lead governor for SEND and inclusion proactively hold the school to account to have a positive impact on the outcomes of all children. The lead governor for SEND and inclusion has attended appropriate training to fulfil her role effectively. She is a SENCo at another local school, so has full knowledge of operational and strategic elements of the role. The chair of governors observes all governors asking questions about pupils with SEND as part of their regular monitoring.
- All governors expect teachers to use the [OAIP](#) as a first stage in the graduated response. There is monitoring evidence to show that staff are always adapting, reflecting and looking to improve. Governors have seen bespoke packages that are responsive to cohorts, with clear examples of proactive adaptation. Progress and achievement have been evidently strong for pupils with SEND during monitoring. One useful mechanism is 'governor speed dating' – when governors all move around and have conversations with subject leaders.
- There is a key governor who reviews all online compliance. This person is very proactive and challenging to school leaders.
- Leaders and governors fed into parliamentary review in 2019 and will respond to the SEND Review green paper 2022 with consultation questions that are relevant.
- Leaders ensure that all teachers and support staff are aware of their core responsibilities to children with additional needs. Roles and responsibilities for SEND provision are clear. As a result, all teachers and support staff understand and accept that they are responsible for the progress of all children.
- Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, using provision mapping.

Areas for Improvement

- The learning mentor is taking the [SENCo Development Programme](#) next year: this will add further capacity to the distributed leadership of SEND, as she will become the assistant SENCo.
- Whilst there is some evidence that the SEN notional budget is being used effectively (through pupil outcomes, this is not yet tracked forensically with precision to show that funding is spent strategically to the greatest impact (like pupil premium breakdowns).

Personal Development, Wellbeing and Welfare

Strengths

- The voices, wishes and feelings of children are actively sought and influence decision-making. Governors have evidence to show that pupils feel heard. The school council is key in changes and decision-making: through this, children submit ideas for development and financial approval. There is a pupil SEF in place: they are incredibly happy, engaged in decision-making. Children feel very safe, and relationships underpin everything.



- Systems promote parent and carer contributions to maximise outcomes for children. Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly. Parents and carers are made aware of local and national services that provide impartial advice and support (such as the SENDIASS).
- Children with SEND speak highly of the support they receive. They can communicate how the support they have has made a real difference.
- Children and young people with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support.
- Children with SEND attend school regularly. Attendance for children with SEND is equal to, and in many cases, higher than the national average.
- There have been no suspensions or permanent exclusions of children with SEND for many years. Though they are rarely used, part-time timetables are implemented for medical reasons, (not behaviour) appropriately for fixed periods of time with regular reviews with parents. A clear plan describes how integration to full-time schooling will be managed.
- The chair of governors has held the position since Sept 2021. His professional role involves safeguarding, meaning that challenge is effective. There is clear evidence that the school is quick to pick up concerns and discuss them with the right services at the right time. The school has nine trained DSLs and KCSIE is well embedded.
- Transitions within the school day, the school year as well as into and out of the setting for children with SEND are managed well. Transition starts with secondaries in Year 5. The school life skills programme encompasses transition and enhanced opportunity when required by children. Children come back to visit, and feedback positive transition experiences. The SENCo keeps talking to secondaries after transition to ensure that pupils have been well prepared for their next steps.
- The school dog is 18 months old. Parents, pupils and staff have really engaged with her joining the school community. She has massively improved staff wellbeing and there is an observable positive impact. The Dogs Trust have been in to speak to all classes. Now trained, she free-rooms the school and visits classrooms throughout the day. Year 5 pupils walk her every breaktime and help to train her.
- Staff wellbeing is strong, with representation of staff on a wellbeing working group. This group conducts regular questionnaires. There are visible prompts in staff toilets about preparing to go home for the day. Staff stay here a long time and speak highly of the school, knowing that they are genuinely valued.

Areas for Improvement

- Parent and carer engagement activities are re-establishing following Covid-19 disruptions. Teachers are now speaking to families more regularly, being flexible and responsive to how families prefer to be communicated with. Leaders say that parent engagement needs building back to the pre-Covid level, concentrating on harder to reach families.
- Ensure compliant recording methods for level 2 and 3 positive handling incidents requiring 'Team Teach' intervention. Arrange training update for suitable members of staff for levels 2 and 3 if/when required. As this is rarely used practice, refresher training may be required to ensure safety should an unexpected need arise.

Quality of Education

Strengths



- The curriculum is designed and adapted successfully to meet the diverse needs of children with SEND. The effectiveness of teaching, and suitability of the curriculum is considered before assuming that a child has SEND. The SEND register is below national average because the staff don't automatically assume that children have SEND if they are struggling to make progress. Phase and curriculum leaders have evidence to show that identification of next steps is informed by assessment, feedback, and transition activities as well as by regular pupil progress meetings. There is clear evidence of ongoing classroom reflection, and all teachers use the OAIP before calling on phase leaders or the SENCo. Quality First Teaching is strong.
- Phase leaders consider unique cohorts and barriers when planning. The curriculum is adapted and responsive to pupil needs, with pupils benefitting from flexible recording means to demonstrate their knowledge and skills. All staff know that strategies can benefit the whole class through high quality adaptation.
- Teachers use accurate assessment information to plan and adapt lessons effectively. Comprehensive assessment supports accurate identification of need and informs classroom practice.
- Senior and middle leaders with responsibility for SEND work closely alongside subject leaders, class teachers and support staff to develop and adapt the curriculum. They are involved in reviewing and helping staff to improve the quality of teaching for all pupils.
- Teachers and support staff have a clear understanding of the diverse needs of pupils across the setting. Personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.
- The teaching of interventions is consistently good or better. Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.
- Interventions follow a cycle of Assess, Plan, Do, Review. Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.
- Outside agency support is engaged appropriately and utilised effectively.

Areas for Improvement

- The SEND Information Report is based upon a locality-based document that was co-produced within the Horsham Schools Partnership. It does not yet reflect the strength of inclusive provision available at Leechpool Primary, so could be more personalised.
- Leaders have been accepted to join the Oracy 21 programme, based on local needs of the children at Leechpool. This is an evidence-based project, to secure language through exposure to oracy and talk for learning. Leaders know that many children start school with speech, language and /or communication needs, so this has been strategically chosen to strengthen the school offer.
- Progression is clear in EYFS/KS1 on all classroom walls, where every child has a section dedicated to their work. The children use this regularly and love seeing their progress, as key pieces of work are added to this over time. Leaders plan to feed this through into Key Stage 2 to continue celebrating progress and success of all children.
- As Quality First Teaching is strong across the school, planning to differentiate between strategic and tactical decisions for curriculum access needs to be more explicit.
- The English leader has identified that the phonics programme needs to be reflected more strongly in writing. Poor motor skills mean some pupils don't have stamina to write long text, and adapted recording is being used to overcome this barrier. Spelling is a relative area of weakness; therefore, staff training is being arranged accordingly.



Recommendations

1. Finalise behaviour policy in September 2022 to align with therapeutic thinking and trauma-informed practice. Embed therapeutic approach and introduce scripting to support less confident members of staff.
2. Learning Mentor to successfully complete the SENCo Development Programme, enhancing distributed leadership of SEND further still.
3. Continue to forensically track expenditure of the SEN notional budget, and the SENCO to give precise evidence that funding is spent strategically to the greatest impact and informs decision-making. This will strengthen the whole view of leadership in this area.
4. Ensure compliant recording methods for level 2 and 3 positive handling incidents requiring 'Team Teach' intervention. Arrange training update for suitable members of staff for levels 2 and 3 if/when required. As this is rarely used practice, refresher training may be required to ensure safety should an unexpected need arise.
5. Review the SEND Information Report to make it more accessible to families. This was done as a locality originally, so should now clearly show the strengths of Leechpool's ethos and strong provision. Use this to set parental expectations.
6. Make curriculum adaptations more explicit in planning to differentiate between strategic and tactical decisions for access.
7. Identified by English leader: Embed phonics more strongly in the reading and writing curriculum, ensuring strong CPD for staff to deliver consistently high quality teaching.
8. Continue staff visits to other schools, with practitioners visiting Leechpool from other settings. This would strengthen the locality offer, to widen strong inclusive practice amongst local schools.

Optional next steps

To follow up, the headteacher and governors may commission some [further enhanced support](#) for school development, or a review of provision roughly an academic year after the initial SEND and Inclusion Review. Options are available at either a half or full day rate and should be booked via West Sussex Services for Schools – this also includes options for bespoke training/INSET delivery.

Leaders are welcome to use the [SEND and Inclusion Solutions Telephone Service](#) at any time. This is a core service, so is free of charge to access. Appointments are usually available within a week of booking.

The team wishes to thank school leaders for organising the day and accommodating the requests to meet groups of pupils, teachers, staff and governors.