

STSA SEND Review Report

School: Old Park Primary & Nursery	SEND Reviewer: Hayley Williams	Date: 23.06.2025
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Personnel involved in the review Headteacher: James Foster SENCO: Julie Bebb Governor for SEND: Lindsay Galbraith (Jenni Ellis in attendance as Chair of Governors)
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School Context	
Phase	Primary & Nursery
Number & % of pupils with SEND	194
Number & % of pupils with EHCP	25
Number & % of pupils with ISF funding/outreach	1 pupil currently/1 allocation of Outreach
Attendance of pupils with SEND - %	7.8% overall absence
Primary Area of Need	
% with Communication and Interaction needs	63
% with Cognition & Learning needs	13
% with Social Emotion Mental Health(SEMH) needs	18
% with Sensory/Physical needs	6

Previous SEND Review outcomes
Area 1: Whole school approach to assessing and supporting Speech, Language and Communication needs (SLCN) with a focus on EYFS
Progress toward meeting these
- Speech and language therapist employed to develop provisions and QFT in the classroom – offering advice and support in both provisions and classrooms, this does not include referrals. - Talk Boost Training. - Stokes Speaks Out – tracking and interventions put in place – tracked by Sarah Davies – RAG rated and any pupils remaining red would then move on to have referrals made. - Referrals to NHS SALT and intervention training. - Attention bucket training – Whole of Nursery, Hedgehog & Lions provisions, Year 1 classroom – forward thinking to next academic year and identifying staff who may be in these provisions/classrooms and require the training – Cath Aston quality assures this. - Intensive interaction training – same as above. - Use of visuals – whole school, widget, visual timetables, individual timetables. - Makaton training. - Expanding Talkboost – 1 Nursery, 1 Reception, KS2.

Previous SEND Review outcomes
Area 2: Increasing engagement of Parent/Carers on an individual, group and workshop level
Progress toward meeting these
- PODS coffee mornings. - BSAT parent training – behaviour as communication. - Working with EP/LSAT/SALT to discuss with individual parents about their child's needs. - LSAT parent training to be booked in for Autumn 2025. - Transitions – meetings held with parents/schools etc. Working with visuals to ensure all pupils understand the transition process to come e.g. pictures of their new teacher. - Parent interviews take place across an academic year.

- Open door policy – diaries are often full with meetings with parents/carers.
- Year group emails have been effective.
- Full time ELSA in school.
- Pupil welfare officer in school – supports with Early Help Assessments.
- Sarah Davies has been trained as a DSL to support Nursery/Reception early help referrals etc.

Previous SEND Review outcomes

Area 3: Track and monitor the impact of training Autism Education Trust (AET) on outcomes for pupils

Progress toward meeting these

- Supporting our children who are neurodiverse continues to be a priority.
- Working with parents to support them to support their children and identify strategies.
- Signposting parents to PODS, resources and organisations for support.
- Moving forward LSAT team is holding a workshop for those parents with neurodiverse children to support and educate them and manage their expectations.
- Revamping pupil passports in September 2025.
- PINS project involvement 2024/25 – embedding going forward – new staff have not had AET training so this is upskilling/providing training and support:
 - ❖ OT training received was really beneficial – they completed a learning walk and sensory audit.
 - ❖ From this teachers are considering their classroom environments e.g. clearing wall space, colours of walls, how much is on the walls etc.
 - ❖ Playground spaces are being adapted – improving play offer by introducing play stations. This will continue to develop over the next 18 months.

Current SEND Review outcomes

Strengths

- Senior management continue to have a strong commitment to leadership of SEND across school. This was evident throughout discussions during the review with various members of the Senior management team, chair of governors and teachers. It clearly demonstrated that the responsibility for children with SEND is embedded throughout school.
- The SENCOs (shared role) in school are in senior management roles ensuring that areas of SEND are considered in all elements of school development and improvement. The SENCOs have established clear systems which are in place across school. They are considered by their colleagues – ST/teachers/teaching assistants to be highly knowledgeable and very supportive. They attend and disseminate any information from local and national forums/networks/training. Plans have been put together and actioned regarding the current SENCOs' upcoming retirement. One SENCO is already in place and has been working alongside the current SENCO for a number of years. Two further teachers have been identified to undertake the SENCO qualification and have responsibilities for the new SEN provision being set up, and for Nursery and Reception. As a school you realise how important this role is and how little capacity there is to complete it.
- The SEND Governor and in fact all governors have a clear insight into SEND and what this looks like at Old Park. SEND is discussed at all governors' meetings and all governors are aware of the outcomes being worked on to improve SEND provision and what this involves. Regular learning walks take place with the SENCO and SEND Governor across school.
- There continues to be evidence of a long term commitment to an outwards facing role in SEND led by the Head Teacher (including with a change of Head Teacher). There continues to be contributions to local SEND projects/documentation and support for other schools. Alongside seeking that support from other schools and developing an effective support network, to ensure the best SEND provision you as a school can offer, is available.
- All children regardless of SEND are included in every aspect of the school day e.g. a trip to the Wrekin where a child who uses a wheelchair was supported to fully access this.
- Consistent systems within school continue to be in place, ensuring that all staff take responsibility in identifying children with SEND; communicating observations/assessments/evidence to SLT and then following up with

input and support. This ensures early identification of needs is in place with timely responses. The Inclusion Register/SEND list is actively used.

- As a school you have reflected on your available spaces around school and turned them into accessible learning spaces, whether that's a RWI space, an ELSA room, specialist 'Hub' provision. These areas currently work well, however some of them are being developed ready for the new academic year.
- Through the Insights tracking system whole school termly data analysis is completed for each class. Interventions are developed following this to support progress of SEND pupils. These are reviewed by CT/SLT/SENDCo. Interventions and targets for individual children are then set.
KS2 SEND data: 48% EXS Reading, 9% GDS, 39% EXS Writing, 4% GDS, 35% EXS Maths, 4% GDS. 30% combined, 0% GDS.
Phonics Screening data: Y1 43%, Y2 re-takes 54%.
GLD data: 14%.
- Insights tracking system shows the children are making good progress. Termly SEND Data analysis is completed. 12/194 children are currently flagged through the Progress matrix as making little progress/only small steps. Children are flagged and interventions put in place. Children with complex needs are in appropriate provisions.
- Children are not withdrawn from core subjects. Lessons are adapted to enable SEND children to access learning and make progress.
- The school has a very close relationship with the main feeder school. A full day meeting is planned for the summer term to discuss children in further detail with SEND etc. to ensure smooth transition. There is a transition programme in place for those children with SEND/ vulnerable pupils that need extra transition. School meets with all other secondary schools re SEND children, again packages of support are developed where necessary. Meetings with parents and head of year 7 and SENDCo are also arranged where needed. Within school all staff have 'hand-overs' for their pupils to support transition from Year to Year. Nursery transition is planned to support children moving into reception. Parents are part of this process.
- Insights Tracking System used for attendance. Class Teachers are responsible for pupils' attendance – working with families to support and find ways to improve. Attendance data is generated termly through Insights and shared with parents/carers. Headteacher has regular meetings with the EWO and children are rag-rated in terms of attendance and plans are put in place. EWO works directly with families to improve attendance. Pre-exclusion helpline called to look at support before FTE given. 23/24: 15 FTE for SEND – 2 children attended Linden Centre, which had a positive impact going forward and only 1 FTE given since.
24/25 29 FTE SEND.
FTEs for physical attacks on staff/pupils, damaging property and persistent disruption. Support in place/working collaboratively with BSAT and other professionals and parents to reduce further FTEs.
Attendance data: SEND data is in line with non-SEND. National 94.9% SEND 91.4%.
- SDP priority is SEND.
- SEND Quality Assurance calendar in place.
- SENDCo attends LA updates.
- SENDCo has been involved with the PINS project. Going forward has signed up for the ELSEC project.
- Staff CPD programme in place including: Makaton for Early Years staff and those staff supporting children with C&I needs, attachment and trauma training, training re: literacy pathway etc. PD day September 2024 – SALT led – focused on intensive interaction, attention bucket and communication – for EYFS and 1H and 1/2H staff. New TAs Making Best Use of TAs – EEF – with SENCo. SEN Information report updated annually.
- SLT and staff are responsive to the needs of pupils. As a school you are forward thinking in your approach to provision. Provisions have been set up across school to support children:
 - ❖ Hedgehogs
 - ❖ C&L Group
 - ❖ Nurture
 - ❖ SALT provisions including 'Chatty Corner'.
 - ❖ Year 1 provision
 - ❖ Lions
 - ❖ Little Lions
 - ❖ The Workshop
- School constantly review provisions and respond to need making changes as necessary to meet the needs of SEND pupils. You also work closely with Haughton Hub to support the transition of children where C&I is a priority into mainstream classrooms. A current child in Year 6 is now back on your school roll as a result.

- Nurture award attained. Staff AET Level 1 and 2 trained. SENDCo has completed level 3.
- All teachers are responsible for the children in their class and their needs.
- Children are not withdrawn from class for whole lessons/extended periods of time. Interventions are short and targeted e.g. precision tables, spellings, reading, 1:1 RWI.
- Schools visit you as recommended by the LA to learn how you are supporting your children and to see the provisions that have been put in place.
- Professionals often recommend you to other schools to share your practice.
- The LA recommends you to parents. You often have children on managed moves; are recommended for children with EHCPs.
- SLEs have supported Hedgehogs and Lions provisions.
- Termly Key Stage meetings with all staff are used to review SEND children and discuss strategies/deliver training/complete sensory audits etc.
- Autumn Term Planning meetings take place with EP, LSAT and SENDCos to identify focus of support for the year. As a result, staff have the opportunity to meet with the LSAT/EP to review and set learning targets for SEND children in their class/review behaviours/EHWPB.
- Class Teachers review interventions with Teaching Assistants and amend.
- There is 'open access' to SENDCos for advice and support.
- In literacy and numeracy interventions happen on the same day following the lesson to ensure that the children are ready for the following day's lessons.
- C&L group with Qualified teacher supports those children who are working significantly below ARE in KS2.
- KAGAN approach used in school to support collaborative learning.
- PPA happens in teams (2-3 staff) allowing staff to share practice/planning/monitor progress across the year group.
- There are full time TA's in class to support interventions, and SEND TAs to support children with EHCPs, and in provisions across school.

Current SEND Review outcomes

Next steps

- To continue to build on the PINS project and PCF involvement through PODs coffee mornings/LSAT workshop/Inviting other agencies such as Autism Hub etc.
- Continue to support teachers to adapt learning so SEND pupils can continue to achieve well in a range of subjects. More time to be given to LSAT/EP teacher consultations rather than individual reports for children.
- From September Amy Voros will be leading the Lions provision and will begin the NPQ for SENCO qualification alongside Sarah Davies (Nursery teacher).
- Work with the LA specialist Cath Aston to review the provisions that have had input from her expertise and identify next steps.
- Use of the progression document for pupils with complex needs to support the assessment of children within Lions and Hedgehogs provision and show their steps of progress.
- Working with the LSAT to support parents who think their children are Neurodiverse/diagnosed with ASD/ADHD through a workshop.
- Develop your communication with parents regarding charities and signposting for support.
- Developing efficient ways of recording SENCO/teacher reviews.
- Ensuring the Lions/Hedgehogs provisions are resourced appropriately and linked to EHCPs.
- Roll out the use of See and Learn intervention for your complex needs pupils.

Priorities for School Improvement linked to SEND – academic year 2025/26 (linked to the school inspection toolkit):

1. Rebecca Hughes (SENCO) to develop her leadership of SEND in her new role on SLT.
2. To ensure the Lions/Hedgehogs provision is set up with a clear plan moving forward. Consider how you are going to monitor this as a school, particularly ensuring your teacher is well support in an ever changing, fast paced provision.

3. Establish use of progression documents for pupils with complex needs to support their assessment and show their next steps.

The role of parent carers in the provision of SEND for their child:

Regular liaison and communication with parents with SEND across school including access to training and workshops.

