

Alameda Middle School Self-Evaluation Tool 5th December 2022 27th March 2023

SENDCOs will need to determine how they review their school's current progress. The self-evaluation tool below is how SENDATs and SENDCOs will start a conversation about improvement.

Context		
Students	Number	Percentage
With an EHCP	20	3
On the SEN register	148	20
Going through an EHCP Needs Assessment	3 in process with a possible 3 more applications to be made.	
724 currently on roll.		

Area for Review	Potential Evidence	RAG rating – <i>highlight each statement in Red, Amber or Green as a self-evaluation of your SEND provision</i>	Comments
Leadership of SEND	- School SEF - Subject SEFs - Teaching staff meeting - Support staff meeting - Governor's meeting - Examples of partnership working - Ethos walks - Conversations and meetings with pupils - Web-site - Trip logs - Parent meetings - Transition arrangements - NEET figures - Lesson observations and learning walks - Funding information and spend information - Policies and plans - Impact reports	Leadership understanding - Have leaders completed a SEND self-review? - Is this review shared beyond the SENCO / leadership team? - School leaders are knowledgeable on SEND policy and practice. Culture - The school has a clear vision for the education of all pupils with SEND at the school. - The school has a culture of high aspiration for all children (How is this demonstrated?) - The school enables equality of opportunity inside and outside the classroom (ie Equal access to trips/Social events/clubs) - There is evidence that the school prepares pupils well for the next stage of their education (Preparing for adulthood) - School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. Accountability - The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. - Leaders have a good understanding of SEND achievement and act on need?	Previous SEND audit shared with leadership team. Will share this one with the wider teaching staff. Not all – just teaching staff. SENDCO has been SENDCO award and the new SENDCO will need the NASENDCO award. New SENDCO starts in January. SEND is a priority in school at the minute. To make sure all pupils with SEND receive a high quality education and make good progress from individual starting points. All included in every opportunity. Even included in the ski trip. High aspirations demonstrated through ensuring no child is missed. i.e. SEND pupils will not miss out on trips. Ensure pupil voice is heard and parents are heard. Using Rady to highlight children. Intervention teachers are now in the classrooms with the

- Assessment policies
- SEND information files
- Observation schedules

- The SEND governor has attended appropriate training in order to do this effectively.
- Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.
- Strategies have resulted in an impact on the quality of teaching?
- The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision.

Strategy

- A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly and resources allocated to meet the needs of pupils **with and without** an EHCP.
- The impact of training is monitored and it can be demonstrated there are positive outcomes for SEND pupils?
- Systems are in place to ensure teachers have a shared understanding of pupil needs?

teachers. Subject leaders are target setting line managers and HT will hold them to account. Subject leaders are responsible for holding teachers to account. Subject leaders also run interventions. If TAs are delivering interventions then SENDCO is involved.

Phonics weak in school so have introduced Soundwrite phonics. DEAR drop everything and read has also been introduced.

Responsibility for SEND pupils now back on teachers. Target setting for whole school is new this year and this has put accountability back.

Career education is still in development for the older children. All children have a turn as reception monitor, peer monitors in year 8.

The school has sports leaders and a school council.

New SENDCO is available to the parents and parents have all had meetings. Trying to rebuild perception of SEND. Tours of year 3 and 4 pupils to support transition. Would like to arrange a parent coffee morning, and have your say SEND evening.

SEND governor is a critical friend. Current SENDCO is very open in conversation about provision.

All teachers now know it is their responsibility to cater for the needs of the school.

ASD training focussed on adapted training.

More monitoring is due to commence in January.

SEND actions for improvement are within the School development plan.

CPD with ASD advisor, ADHD training from national college.

			TAs haven't accessed training this year yet. Have now got targets that are input by staff. Monitoring of attendance at clubs happens to ensure representation of various groups. There are robust transition processes. Staff from the upper school attend coffee mornings for parents. There are extra transition days to Redborne for vulnerable pupils and extra staff visits. Learning walks show there is Inconsistency in teachers' differentiation/adaptations. Roles and responsibilities have been reiterated to all staff. Consistency in using strategies and adaptations will be an area for development. A SEND development plan is in place and is reviewed regularly. SEND training is logged but outcomes not yet monitored as this is a longer term issue.
Quality of Teaching and Learning	• Book scrutiny • Pupil progress meetings • Deployment of LSAs/TAs – focussed lesson observations/learning walks • Planning for the deployment of teaching assistants • Progress files	• Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils. • Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school? • Monitoring systems can evidence personalised strategy implementation? • The individual needs of pupils are communicated effectively to all staff. • Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs. Evidence from observations shows the teaching of interventions is considered to be consistently good or better – This includes the use of TA's • Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching? • Progress is evidenced in pupil books?	Monitoring has evidenced that adaptations are being used. Subject leaders are working with staff to adapt lessons. Send out weekly bulletin to staff with any updates. Increase in cross departmental working. Parent views are being transferred into the Monday SEND bulletin for staff it then goes onto the pupil's profile. Monitoring has evidenced that personalised strategies are used across the school. Need to collect further examples. Reading and spelling assessments are three times a year. Currently homework is being reviewed. Online based homework is adapted but could be improved for SEND. Now detention club for non homework. Most interventions are now happening in the classroom. Toe by Toe and Soundwrite. Gardening and cooking intervention.

			Teachers need to plan ahead for the TAs but TAs are high quality. Interventions based on gap analysis. Book scrutiny specifically for SEND not happened yet. The spreadsheet shows the whole school SEND overview, it can be filtered by class / type of SEND. All SEND files are all kept on a shared drive. At the start of term INSET days cover roles and responsibilities and sharing of overviews. Fortnightly TA meetings to give updates. For homework, school are now using Century – English, Maths and Science. Differentiates at their level. Other subjects set separately.
Working with Parents	- Meeting notes - Website - Parent/carer questionnaires - Parent/carer views documents - Meetings with parents/carers - Meeting with key staff who work with parents/carers - Mechanisms for sharing information – policy documents - Examples of shared information - Social media	Information - The SEND information report provides a comprehensive summary of provision at the school (Is this on the website?) - Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision. - The school and parents work in partnership to achieve genuine co-production, for example parent/carer forums and workshops, and structured conversations for pupils with SEND with EHC plans. Support - Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference. - Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (IASS)	SEND Information Report is on the website. It is reviewed by governors annually. Due at next governors meeting. Planning to meet form tutors set targets verbally in place with parents. Parent workshops are being delivered for parents with visiting speakers. SENDIASS link is on the school policy. Children informally have spoken highly of the provision they receive. Plan to formally survey pupil views. SEND information report includes SENDIASS information.
Assessment and Identification	- Assessment tools used and evidence of their appropriateness - Data and information sets - Pupil files - Curriculum maps- for school and individuals	- Comprehensive assessment supports accurate identification of need and informs classroom practice. - Assessment evidence is utilised to inform planning. - The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.	Sometimes parents raise needs. Spelling and reading baselines used. Blackwell spelling and Soundwrite assessments as well. There is a strategy for reading in school. Analysis of behaviour points is conducted.

- Provision maps
- Individual plans and links to curriculum – case studies
- Intervention menus and communication with staff
- Teacher planning – though conversations
- Evidence in books
- Meeting with Headteacher / curriculum lead/s
- Lesson observation tools and outcomes
- CPD records
- Meeting with staff
- Pupil meetings/ conversations
- Pupil centred planning reflected in planning and curriculum

- The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.
- The SEND register is accurate and reviewed at least termly.
- Parents and carers are fully involved in discussions with the school on identification and assessment.
- The curriculum is adapted to accommodate pupils with SEND
- The quality of teaching for SEND pupils is specifically tracked and monitored
- The school can articulate what the quality of teaching for pupils with SEND is.
- Any learning from intervention is captured and fed back into the wider training.

Assessment is used but not consistently. Mixed ability teaching in y7 and 5. Checking not just weak teaching before assuming a child has SEND. Need to check stages of SEND register are correct.

Curriculum is still being embedded. Teachers teach from schemes of work created by subject leaders.

Teaching tracked through observations. SEND learning walks yet to happen.

GL assessment shows trends in gaps of knowledge. SDQs and Boxall assessments are used for SEMH interventions used for pupils under Jigsaw.

Teachers get assessment feedback. Interventions tutors group children accordingly.

Need to make how to cater for different SEND needs clearer for teachers. Teachers will email in plans if a supply teacher is covering.

Different levels of need are catered for in class. Teacher knows who to watch. Teachers are free to record planning as they like. Need to check consistency of implementing personalised strategies. Teachers feedback for all children termly.

Planning scrutiny for medium term plans.

SENDSCO will observe before assuming a pupil has SEND and have discussions with the child and all teachers that teach that pupil..

SENDSCO and heads of year.

The SEND register starts at 0 in Alameda. Parents met if need is identified.

			Curriculum still needs development. There has been high staff turnover recently. Still in stages of development.
Monitoring, Tracking and Evaluation	- Progress data - Meeting with SENCO and leaders at a range of levels - Progress information about wider outcomes - Analysis of data by groups - Discussion about what is good progress with leaders - Pupil centred plans - Wider outcomes framework - Pupil books and other evidence of work /progress - Exclusion data and analysis - Attendance data and analysis - Bullying records - Conversations with pupils - Interventions impact report - Discussions with "pastoral staff" re approaches to exclusion - Case studies and plans for pupils on part- time timetables - Risk assessments - Safeguarding plans for pupils who are on part time timetables and who are vulnerable because if their special educational need	- Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly. - Interventions follow a cycle of Assess, Plan, Do, Review. - Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly. - The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects – This includes: Progress by individual and year, by categories of need, against an EHCP plan - Leaders can tell the story of SEND across the school - The SENCO uses externally validated data to inform the planning of interventions. - SENCO has examples of pupils work demonstrating progress Exclusions are monitored and patterns considered SENCO's know - Number of pupils on part-time times - Clear short term plan for full inclusion - Risk assessments - Safeguarding arrangements. - Leaders know and understand the intent, implementation and impact of the curriculum for pupils with SEND. - Lessons are sequenced effectively for those with specific needs.	Interventions will be rigorously evaluated. Not yet in place. Staff will log each session. SENDCO unsure by teachers and subjects. Maths and literacy strongest subjects. Used GL assessment at start of the year. Accelerated reader and Blackwell spellings. Herts sentence spelling tests. Deputy Head can tell the story of SEND across the school. English and Math leads can tell the story of SEND across the school. Governor's meeting SENDCO attended. SENDCO involved in decision making for suspensions. SENDCO attending subject meetings regarding SEND. SLT aware of the teaching strength and weaknesses. Evidence collected from learning walks. Subject leaders are taken with them. SEND non negotiables walk was last week. SENDCO attended 4 lessons. INSET sessions address any weaknesses found. Parents meet the form tutor, Sep/Oct, Dec, end of the year. Electronic message to parents to give updates. Parents are messaged - this is the plan this is feedback, is it ok or keep targets? Try to meet face to face where possible. Progress is discussed e.g. phone calls/email/meetings – can be form tutor / subject teachers as well as SENDCO Parents in daily contact where necessary. If the target is met new ones should be set. Move up or down at this point.

			Outside agency advice is sought and is on the plans. Intervention assessment: Lego therapy built in, Drawing and talking, touchtyping, life skills cooking group, therapy dog. The pupils are kept in class as much as possible because of a focus on inclusion. Small groups now within class room. Lessons sequenced and feedback at end of units. Can address gaps at this point.
Efficient use of Resources	• Learning walks to review provision • Discussions with teaching assistants • Individual learning plans • Provision maps • CPD training schedules • Teaching assistant appraisals • Review of interventions • Staffing structure • Allocated SEN time for SENCO • School evaluation and development plan • Case studies	• SEND has a high profile in staff continued professional development and learning. • Staff engage in high quality continued professional development and learning to support improved pupil outcomes. • Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality continued professional development and learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes. • Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact. • There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. • Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed. • Interventions and support resources are coordinated and deployed effectively and strategically. • Systems are in place to support this process, for example, through the use of a provision map. • Highly effective administrative support allows staff with responsibility for SEND to work strategically.	SEND CPD adaptive teaching, SEND training on new IEPs. Staff engage well in training. Whole school have completed the initial session of Team Teach training which had to be postponed due to COVID and had training from ASD consultant. Weekly TA meeting after school on a Tuesday. TA professional reviews annually. Deployment decisions are responsive to need. Provision maps are used to track balance between time in class, in groups and 1:1. EEF advice considered – decision then made as to if/which intervention etc. to implement. Will also be influenced by input e.g. from an EP 2 days admin support for the SENDCO. Structure currently under review. SENDCO is no longer teaching.
Quality of SEND Provision	• Lesson observations showing a consistently high level of Quality First Teaching. • Outside agency visit logs • CPD records • Learning walks show provision is in place	• The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils with SEND have their statutory needs met. • Outside agency support is engaged appropriately and utilised effectively. • The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils.	Statutory requirements not yet all met. TAs are used to meet statutory requirements of EHCPs. X5 TAs have left since July. Jigsaw has been involved. Need to ensure professionals reports are upto date.

	- Exclusion records - EHCP outcomes are met – annual review meetings - Self-evaluation tool	- The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further. - The school is outward facing and engages critically with developments in practice.	On the whole staff are responsive to needs. Staff do come to the SENDCO. SENDCO new to role. 12 TAs. (6-FT, 3-0.8, 2-0.6, 1-0.2) Currently 20 EHCP's. Alameda around the child – meetings to discuss children that are of concern. ECTs need developing. There is mentoring in place. Need support with meeting needs. SEMH mental health advocate for children. Whole school Team Teach trained. 2 pastoral support workers. SENDCO reads reports on latest SEND developments.
Pupil Perspective	- Pupil centred plans - Outcomes measures - Pupil interviews and conversations - Wall displays - IAG/ work experience/ Lesson obs/ learning walks - Meeting carers - Web-site" - Meeting notes - Logs of attendance at clubs and activities - Photographic evidence	What is the pupil experience of school? - Are young people prepared for adulthood? - Does it broaden experiences and opportunities? - Are children able to go onto achieve against their aspirations? Do young people value education? - Do children enjoy learning? - Are children involved in developing provision? - Are parents and carers involved in supporting learning? - Do pupils have opportunities in clubs, trips and other visits? - Are SEND pupils able to access lunchtime or wrap around care/clubs? Are the opinions of young people acted upon? - Do pupils have opportunities in clubs, trips and other visits? - What evidence is there that pupil voice is taken and acted upon? - Is there a SEND representative on the school council? - Are reasonable adjustments made?	Career board, days, career bit on weekly bulletin. SEND group social skills, not using programmes at present. SEND pupils get to go on trips and extra curricular activities. House trips. Planning to collect pupil voice on support plans and formally . SENDCO goes through timetable with the pupils. Parents are informed through Edulink. Involved in developing EHCPs. All pupils encouraged to access support. Learning support room available to access during break and lunch. Adjustments are made to uniform. Link work with Redborne for transition. Pupils attend the NEC skills show. Career assemblies are held. Career day with external speakers and workshops. Long term unsure if children meet aspirations but short-term targets, they have the opportunity to achieve. Every week a link to the whole school overview is sent which

			highlights whose plan has been updated. If any significant updates have happened during the month, these are sent individually i.e a risk assessment will go out at time of need. Whole school pupil voice led to the outdoor gym
--	--	--	--

Additional information the school would like to share with the SENDAT
SENDSCO currently rates the provision as Amber. Pleased to have launched the new IEP and assess, plan, do, review tracking.

SENDAT Comments
RAG Rating: Amber Completed through discussions between the SENDAT, SENDSCO, deputy head and school governor and EHCP provision check. Reasons for judgement: Alameda Middle School is implementing new SEND processes to improve the effectiveness of support plans and improving the robustness of the assess, plan, do, review (APDR) cycle. There has been a focus on promoting the profile of SEND and developing teachers' understanding of meeting SEND needs in the classroom. Parent communication has been developed and their input is fed directly to staff via a staff SEND bulletin. The school seeks the advice of outside agencies such as Jigsaw and the Access and Inclusion team where and when needed. The SENDco is aware of the strengths of the school's SEND provision and the areas that need developing. As the SENDco is new to role and new procedures are not yet embedded the rated will be Amber. Actions: To continue to monitor and develop the consistency of personalised SEND strategy implementation across the school by all staff – including statutory strategies and provision detailed in Section F of EHCP plans.

- To ensure the SEND register is upto date and reviewed regularly in collaboration with parents.
- To include 'adaptations for SEND' in all subject monitoring (learning walks and book scrutiny) to ensure a whole school approach to removing barriers to learning for SEND pupils thereby improving outcomes across the curriculum.
- To develop small group and 1:1 provision that is tailored to the needs of the pupils with measurable outcomes.
- To ensure homework is adapted for SEND pupils as part of the homework review.

School Comments

I am pleased with the progress we have / I have made in the first term. The support from within school from Louise Fox has been valuable and is ongoing. I have valued the support from Dominique and look forward to working together in the near future on Section F checks.

We are advertising for a TA and for a SENDCo assistant.

We need to increase monitoring of provision for all pupils from Stage 1, 2 and EHCP. Dominique will help with the EHCP checks.

We are pleased that we have launched the new IEP_APDR documents but this is a slow process to becoming embedded.

Following the new IEP documents we are now looking at raising staff's awareness of the actual EHCP's for the pupils in their form class and of those they teach. Staff meeting on 20/03/2023 was the first time some staff had seen an EHCP document.

We are looking to develop clear lines of communication for staff and parents so that form teachers take greater lead and responsibility for communicating with parents of stage 1 pupils, monitoring and updating their IEP's.

SENDCO signature: *L. Bartishel*

Date: 19/04/2023

SENDAT signature: D.Fattorusso

Date: 17/4/23