# *Hope Valley College*

# SEND

## REVIEW REPORT

A school-led approach to
improving provision

# School Context

Hope Valley College is a small community college with 540 pupils on roll. It is currently a stand alone academy and is considering its future as part of Chorus MAT. The majority of pupils are of White British heritage and speak English as their first language. The school was judged to be Inadequate (January 2018) and since then there have been significant changes to the leadership of the school, whilst it comes to terms with the implications of this judgement.
The proportion of pupils eligible for Pupil Premium is below average with 17 students on the SEN register also eligible for PP.
23.7% (128) pupils are on the SEND register, 25 students receive Wave 3 support. 22 have an EHCP. 86% of teaching is considered to be Good from regular lesson observations (Assistant Principal confirmed).
Exclusions are recognised as being high for pupils with SEND. However, since the Headteacher has not been present this has reduced considerably

| AREA OF FOCUS | STRENGTHS | AREAS FOR DEVELOPMENT | Actions So Far |
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| **Outcomes for pupils with SEND** | EHCP outcomes are tracked very thoroughly(as evidenced by IT system observed) and progress against outcomes was evident.<br>Data is collected 3 x yearly. This is tracked through cohort groups and RAG rating. Pupils who haven't made expected progress are then discussed at staff meetings with a plan for next steps being created. Progress in learning over time is not easy to see on the system currently being used. This is a difficulty not specific to Hope, however this needs to be addressed. As pupils move into Y10 and Y11, this gets easier and the college has been able to accurately predict outcomes for individuals. This has always been a strength of the school. | • Ensure that data collection based on robust assessment information is used to identify gaps consistently. Robust data collection would be consistent (usually standardised) materials, used to collect data at regular intervals across the school year to inform placement on appropriate interventions. Pre and post information (hopefully showing an improvement in the skill being taught) would be shared with parents to evidence progress over time. | Greater use of tracking systems – Wave 3 tracker, but struggled with amount of data – moving to Provision Map<br><br>More intervention with tracking materials in place – use of Likert and TME<br><br>Letters to parents about intervention<br><br>Intervention trackers |

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| | Staff could talk about, and had recorded on pupil passports, where the pupils had moved onto after leaving the college. Transition at Y11 is heavily supported for SEND learners by the allocated key workers. This includes help to plan next steps, support with writing applications and when visiting the new setting.<br><br>Attendance is monitored closely, however it was unclear to the team how low attendance is supported.<br>Discussions and observations of individuals and their needs leads to informing planning/next steps. Some pupils complete a dyslexia screening test or are referred to the school's EP.<br>Exclusions appear higher for pupils with SEND both historically (2015-16) and in the more recent past (2016-17) the attitude of substantive Head (currently absent) is reported to have had a significant impact on these figures. There was 1 Permanent exclusions for bringing "weed" into the college | • Ensure there are interventions available in every area of need on the Code of Practice and that these are carefully tracked and highlight clear pre and post intervention information which can be shared with all school staff and parents.<br>Ensure that the school's SEND Information Report and Policy reflects the statutory requirements. For example, by following the NASEN guidelines on Information Reports. This should be updated yearly and reflect what has happened for the pupils over the last 12 months. Your Info Report covered lots of the same aspects as the Policy (more forward thinking). This also included information about training received and planned. | Interventions in-place and in development for:<br><br>Reading Interventions<br>Reciprocal Reading<br>Accelerated Reader<br>Paired Reading<br>Sound linkage approach<br>Precision teaching<br><br>Writing Interventions<br>Paired Writing<br>Handwriting recovery<br>Cued spelling<br>Grammar for writing<br><br>Numeracy Interventions<br>Numicon<br>Precision teaching<br>1-to-1 boosters<br><br>Life Skills<br>Typing tuition<br>Money skills<br>Motor skills interventions<br>Forest schools<br><br>Self-esteem |

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| | | | Think Good, Feel Good<br>Happy Being Me<br>Positive Play<br>Mentoring<br><br>Autism & Communication<br>Sensory Diet<br>Comic Strip Conversations<br>5 point scale<br>Lego Therapy<br>Positive Support<br>Support with augmented communication<br>EKLAN – Upcoming…<br><br>Coping in School<br>Growth Mindset – Chimp Approach<br>Positive Support<br>Draw and Talk<br>Resilience intervention<br>Anxiety<br>Talkabout for Teenagers<br>Mentoring<br>Yoga<br>Breathing<br>Mindfulness<br>ELSA (Emotional Literacy) – Upcoming<br><br>Dyslexia<br>Paired Writing |

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| | | | Mind mapping for dyslexia<br>Tutoring for Clicker / Dragon / Laptop<br>Wordshark<br>Word Wasp<br>Metacognitive strategies for dyslexia<br><br>As well as personalised intervention for those with wave 3 support.<br><br>Interventions have been mapped against GRIP and EHC targets, but also designed to aid students who are SEN K |

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| **Leadership of SEND** | Currently leadership of the academy is facing many challenges, but throughout the previous years, leadership of SEND has remained with an experienced senior leader. It is clear that her work has been firmly focussed on pupils with SEND and her drive to ensure that the academy's motto "Nurture, Enrich, Achieve" has underpinned her leadership.<br><br>The current SEND lead is preparing to hand over the role to another colleague, and policies and paperwork appear to have been prepared in anticipation of this. However as a new chapter begins, it will be vital for the new SEND lead to establish a cohesive strategy for SEND inc SEND development plan, which is well articulated and presented to ensure collective accountability. Due to a number of competing pressures, it will be important that roles and responsibilities of all senior leaders are clear and focussed on raising expectations and outcomes, and that the role of TAs in supporting pupils and the impact that they anticipate is clear.<br><br>The SEN Report provides good information and further work on the SEND register including its accuracy for funding, would support clarity for leaders including Governors on the targeted population and in evaluating funding and impact. This should be | • Ensure a strategic plan for SEND is developed, well-articulated and communicated across the community to support the further development of policy into practice.". Use of the EEF materials 'Making Best Use of TAs' will support this. The college could begin by completing the self-assessment RAG rating document, and conduct observations of TAs when supporting learners to consider how TAs are currently being deployed. Copies of these assessment tools can be found at: https://educationendowmentfoundation.org.uk/tools/making-best-use-of-teaching-assistants/ta-online-course/your-schools-context/your-schools-context/ We understand that some | Development plan in place.<br><br>EEF has a lot of ongoing ideas, but not all have evidence basis. Better document which it is based off is: *SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges, DFE, 2018. I attach this document as well*<br><br>TAs developing intervention specialisms.<br><br>TAs to do more measured 'Wave 1' strategies within the classroom.<br><br>Data – Standard tests available (which we do already….) |

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| | extended to a review of interventions, the data on which they are identified, how they are implemented and an evaluation of the impact on outcomes.<br><br>The over-riding "feel" from staff and the whole community was one of quiet determination to maintain all pupils and wherever possible, hold onto them through difficult times. Pupils are rarely moved on, and there is evidence that the college often keeps pupils who are permanently excluded from other schools.<br><br>The Transition programme which covers 7 catchment schools (numbers ranging from 5 pupils to 60+) and 23 Primary schools, was highlighted as a strength by many including parents/carers. Pupils from Foundation stage onwards regularly come into school to gain familiarity with the colleges resources and enjoy the benefits of specialist provision. An opportunities programme starts from Y4.<br><br>Heads of House and SEN staff visit feeder schools and work on a Transition passport. Testing is done on DASH, NVRT etc.<br><br>A growing Post 16 provision provides 6th form opportunities for pupils with SEND or additional needs. Other pupils move onto other 6th forms locally eg Tapton, Chesterfield, Manchester. Visits are made | work on this has been started by the College but the effective deployment of TAs needs to be further embedded.<br>• Clarify roles and responsibilities of all staff including the role of TA's and how the impact of their support is "measured". From this self-assessment an action plan can be created to adjust and change the way TAs are deployed.<br>• Use data and robust evidence to identify interventions to be delivered, their anticipated impact, students to be included and the outcome data to back this up.<br><br>• Currently the English department manage many of the literacy interventions, between the English department and SENCO there needs to be a joined up way of working so both have an understanding of which children have SEND that | Use of TA coinciding with English to do Paired Writing intervention on a systematic basis. English do the 'reading interventions' more than anything else<br><br>Use of more TAs using the Reciprocal Reading/Teaching approach over the coming months.<br><br>APDR now integrated into Learning Passports for a few learners. Could do with electronic system to speed this up. |

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| | to these with TAs. A Y10 provider evening offers pupils an opportunity to review possible destinations. | access these interventions, what targets are being worked on and how the children are meeting these. These documents can be recorded in support documents.<br>• Enhance the use of the Assess, Plan, Do and Review process in in-house processes, using data to support evidence of the Assess and Review elements. | |

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| **The quality of teaching and learning for pupils with SEND** | Senior leaders responsible for T&L at the College, felt the quality of teaching was consistently at the lower end of good, however we weren't able to formally evidence this, to be secure.<br>During the learning walk there was some evidence of differentiation taking place in the lessons observed. Some teachers had provided resources for their pupils e.g. vocabulary mats and others talked about there being an element of choice in the outcomes that the students could select to give during an activity.<br>Basic information is shared with staff about the needs of the cohort in paper format and the SENCO delivers 'The Class of 2018' information briefing sessions on the first day back in September, to all staff.<br>Whole school screening through the Accelerated Reader programme is now in place. From this, and conversations with staff, students are identified for additional support where appropriate. | • Ensure that a training plan covers all areas in the Code of Practice over time, continuing to take account of the needs of individual cohorts coming through the school .<br>• There are some non-negotiables in place that require a little more monitoring to ensure consistency e.g. the use of a seating plan highlighting the additional needs each pupil presents with, the use of word mats, the use of pre teaching etc. School could develop and expand on their required non-negotiables in line with the expansion of the school wide training plan suggested above. | • Training needs to include more dyslexia based training. This is a staff weakness<br><br>I would like to offer more training sessions to staff – need to survey.<br><br>Can be monitored via Class-Charts.<br><br>Word-Mats and Pre-teaching need integrating at a departmental level. We can help with this.<br>Happy to give training on QFT strategies |

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| **Working with pupils and parents/carers of pupils with SEND** | A wide variety of enrichment programmes are offered, including sport, music and drama and the Hive (nurture provision with staff) which can be accessed at breaks and dinner.<br>Pupil voice appears strong throughout the College although pupils felt that there was little evidence of this. There is an active School Council on which pupils with SEN were involved. The range of duties included interviews for House staff.<br>One pupil commented that the support was variable between staff. Some teachers appeared to really take the time to help and support whereas others didn't appear to offer this.<br>One pupil felt that it would be better if more information was shared about individuals with substitute teachers. The pupil talked about how a lesson had | • Some One Page Profiles were seen during the day. It may help students to keep copies of their own profiles and be able to share these with unfamiliar adults if they wish.<br>• The academy should ensure that all learners on the SEND register have 3 formal reviews a year as a minimum. These need to be recorded within a pupil's SEN file.<br>• Secure support for the Reviews of pupils across | Need a big push on One-Page profiles for ALL students y7-9. Will be done through E.P. / Reading in KS3<br>This is offered via the Surgery Days, however, uptake from parents has been patchy thus far – we need to push this!<br>Attach to parents evening.<br>This is almost impossible to achieve with a busy NHS etc. It has started to improve anyway. |

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| | gone awry which he felt could have been helped by the substitute teacher knowing more.<br>The pupil's we spoke to seemed to hold the belief that they would find having a TA helpful. One student commented "sometimes I get someone". The pupils expressed their upset at the Art Therapy sessions ceasing.<br><br>Parents feel school and the SEND department know their children well. They felt from individual members of staff, that there was a genuine care and commitment to adjust provision to meet their child's needs. Many parents spoke about the school having a heart and how they are invested in the care and wellbeing of their leaners.<br><br>Parents meet with the SEND team annually to review EHC plans and the targets within these. They feel their children contribute well to these and are well prepared to attend the meeting. Some parents spoke about power point presentations that had been created with their child, giving a good example of pupil voice. Parents felt they were able to approach and communicate with school, and some parents spoke about | all year groups, from all professionals involved with individuals. Currently attendance appears to be good for Y9 and 11.<br><br>• The academy should consider the responsibility held by the SEND team and ensure they have the means to affect provision and practice. For example, where SLT have agreed with a particular whole college strategy, the senior leader should have the capacity and responsibility to ensure its success by leading their team and the rest of the college in its implementation.<br><br>• The academy should consider what effective provision for learners with SEND looks like. As the EEF Maximising the Impact of Teaching | Agreed, but research is often ongoing and contradictory. What consistently comes up though is:<br>• Metacognition<br>• Engagement<br>• Reading |

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| | communicating almost daily about their child's needs.<br>Sometimes however, the level of communication lacks a systematic approach and the review of targets and outcomes are not conducted termly for all learners (as highlighted in the SEND code of practice)<br>Parents spoke about the varying quality of reviews for their children. Some parents felt they were attended by the relevant people in school who knew their child well, other parents commented that they had only ever met with the assistant SENCO. These meetings could perhaps be more supportive and successful, if all staff and agencies who work with the learner contributed to the discussion on progress and support for the leaner.<br><br>Some parents felt the college wasn't providing adequate support for their child, although they recognised that the SEND team try to secure provision but don't have the autonomy or budget in which to do so. Many parents consider effective use of support to be in the form of a 1:1 TA and this view appears to pervade through school. The pupils spoke about use of TAs to support | Assistants demonstrates 1:1 support isn't an effective use of support, the college should consider how they move towards the recommendations in this report and how it manages the expectations of parents, children and staff. The college should continue to RAG rate current practice and conduct observations of TA's which will give a clear understanding of current practice and from this an action plan can be created.<br>• It may be helpful to share information with all stakeholders on how much money the schools receives as its Notional Funding and how this money is spent.<br>• Share the effective procedures in place for transition between Y6 and | Latest DFE evidence states otherwise. However, we need to do a lot more impact measurement and consider T.A.s as Wave 1 practitioners in class and utilising T.As. to develop their own QFT strategies.<br><br>New proforma for observation matches this<br><br>Through SEN information report<br><br>Agreed – can be achieved through integration of One-Page |

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| | learners, and they were aware of who received TA support and who didn't.<br><br>TAs spoke about the support they provide and the impact they make. They are obviously invested in the learners and continually look to adjust what they are doing. They spoke about impact in terms of learner's attitude to learning and how they were able to engage in more lessons. However, their form of support is largely about supporting learners to achieve whole class learning objectives and developing positive relationships as opposed to also providing personalised programs of support based on individual targets that would raise attainment. Some TAs are engaged in Positive Play, 1-to-1 tutoring support, Draw and Talk, Pre-learning intervention, Homework club, however, these were not evident during the review visit or documentation.<br><br>Parents felt that transition from year 6 into year 7 was well planned and that their children were well supported to join the college. However, they feel transition between year groups was less secure and as a result, children could have a difficult start back to school in September. Good aspects from | Y7 across the rest of the school to ensure students feel more supported, and secure the support of Form Tutors in this.<br><br>• Develop the support provided by TAs to ensure they are working with learners on specific, focussed and evidenced based interventions that work towards their outcomes as documented in support plans.<br>• Consider the outcomes for complex need pupils and the skills they will need to live successfully after college and ensure these are worked on.<br><br>Ensure the systematic collection of feedback from parents/students and use this to develop the support available. | profiles and through MLPs being fully integrated.<br><br>Would be good through SEN weekly bulletin (currently piloted)<br><br>Done via mapping and development of intervention 'suite'<br><br>Need to look at a more 'life-skills' based alternative curriculum for many learners.<br><br>I would like help in implementing this… |

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| | transition of year 6 to 7 could be replicated between year groups.<br><br>There have been some parent forums for parents of the learners with SEND but these haven't been consistently organised.<br><br>Parents didn't feel that the school always signposted to local agencies and support services and that accessing these was often down to their knowledge of the local landscape. | | Were the forums useful? Turnout was poor. Would a forum be better done by year group and be tagged on to 'tutor' evenings?<br><br>Will do a leaflet to hand out to parents who have appointments. |

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| **Assessment and identification** | Attendance has been affected by exclusions of SEN pupils which still appears high, and the college report ongoing issues with absence due to the farming nature of many of its families and how pupils are kept off at busy times. Many parents are involved in tourism and often take holidays in term time. This is an ongoing issue on which the college retain close monitoring.<br><br>The pastoral team, which includes the SENCO, Heads of House and Pastoral officers meet weekly. They review data on individual pupils especially where indications are that they are below target, Attendance %, English, Maths etc, LAC, Pupil Premium, SEN<br><br>The behaviour forum offers weekly 20 minute slots to all staff, where discussion is held about individual pupils including barriers/ strategies, good practice etc. The college promotes an holistic approach to SEND, which is very sympathetic to the individual, nurturing and caring. The climate promoted is very Inclusive.<br><br>The SEND register was in place, and was used flexibly. The SEND lead had sought to maintain this however, there was a lack of clarity over the definitive names and numbers on it. The over- | • Closely link the areas of concern for individuals with the interventions/provision mapping across the whole school. The SENCO could link with other local Secondary Schools or MAT members, to spend time viewing the interventions that are run there and selecting those matched to their cohort.<br><br>• Develop the use of assessment tools available to help unpick a pupil's strengths and areas of need.<br><br>• Ensure there is clarity and consistency regarding the identification of SEND and at what point a student will enter/be removed from the SEND register. | Linked to Provision Map<br><br>Bought in KTEA-3 for more diagnostic testing<br><br>Use STAR reader / DASH<br><br>Referral pathway through Cause for Concern sheets<br><br>De-referral via APDR<br><br>. |

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| | riding drive is to support pupils and put this in place, regardless of their place on the register(or not). | | |
| **Monitoring, tracking and evaluation** | Leadership have a clear understanding of the SEND reforms and the implications for the school. Much work was delivered by the current SEN Lead, however there needs to be greater emphasis on the Assess, Plan, Do Review process. The use of data to inform, shape and develop provision is crucial and needs greater emphasis.<br><br>There are two interventions being offered through the TA supporting the English department, Reciprocal Reading and Accelerated Reader. Paired Writing has recently been started so the results of this are based on pupil feedback and enjoyment of the sessions at this point. The TA overseeing all of this planning and provision, is due to attend training in the new academic year on Precision Teaching. She is also hoping to complete her HLTA training to better reflect the level at which she is working. This support would benefit from having | • Ensure that there is evidenced based assessments being used to support the identification of need and to monitor progress of any support put in place for an individual. Derbyshire have established the FRIENDS intervention to support pupils with anxiety. This intervention has a strong evidence base of success. As the SEND register includes a number of pupils with SEMH needs, this intervention would be worth exploring.<br><br>• Develop the range of interventions available across the school so that there is a pathway of | This intervention does not exist to my knowledge. The market leader for anxiety intervention is Paul Stallard's *Anxiety*<br><br>Repeated target |

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| | stronger links to the whole school provision map, which should include feeding into the information about when a student is to be placed on or taken off the SEND register.<br>Interventions in maths are further behind the English department. No information was seen about the provision already available or what was possibly planned.<br><br>SEND training has largely focused on SEMH elements over the last few years due to the needs of the cohorts coming through school. Every staff member, including Teaching Assistants, have undertaken a personal research project each year, selecting their own area to look into, based on their current interests. | support available for every area of need.<br><br>• Consider how to ensure that all pupils/families have access to 3 SEN reviews per year.<br><br>• Use this information to support parents/pupil's to feel that their outcomes are being worked towards and to support the move away from 1:1 TA support. | Developing letter to send out to parents with dates.<br><br>Will start utilizing more intervention to move away from 1:1 support onto more 'intervention' approach. |

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| **The efficient use of resources** | The academy has a clear vision for the academy but over recent years senior leaders feel that the true embodiment of this in its practice has been eroded. Education of all pupils with SEND at the school, especially funding, has often been the focus of internal debate, and Governors have requested this review in order to support their decisions.<br><br>The current SEND lead, has previously delivered CPD, professional development activities and teaching and learning strategies, relevant to the population. Teaching staff and TAs speak highly of the training they have received, but are less clear about how this has impacted on their practice in the classroom. Work on differentiation and delivery of the curriculum has taken place with all staff. TAs all participate in performance management and their reviews are held annually. Each has also identified a piece of action research through which they have addressed an area of interest, this is in-line with a whole school development focus.<br><br>Funding is a feature which ran through all conversations. SEN administration is not done as well as the senior leaders would like, as this admin time was removed. The management of GRIP funding takes up huge amounts of time and is applied for and awarded on an annual basis and can start/ finish for an individual in any month. This funding pays for all TAs and any funding remaining is currently subsumed into the school budget. This has been the case for the last two years. GRIP is supported by annual reviews with parental input, written reports and where possible Educational Psychology reports. The number of TAs was recently reduced from 20 to 10 (approx) and they were all re-graded to Level 2. This lead to a drop in salary for many. | • Ensure accuracy in data captured on the school's SEND register, which will support the correct amount of Notional Funding being received by the school. | SEND Register up-to-date with pupil names.<br><br>Will look at integrating Provision Map software onto this. |

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| **The quality of SEND provision** | The current SENCO also leads on Safeguarding and this was highlighted very positively in the most recent Ofsted report. A range of external agencies work with the college, including behavioural support, hearing impaired service, Speech and Language, Autism service and Educational Psychologists. Not all are equally helpful eg reports may not be supportive or on time, although the school has bought into the LA's Gold package. Counselling has now ceased and was an aspect of the provision which supported the positive ethos in the college. Emailling to and from staff, APR card, support for work organisation, self-esteem, exit cards (for self-regulation), positive support and The Hive all contribute positively. The college also offers life- skill's work and help with homework for older pupils in particular. Support for pupils revision and off-site personalised timetables were also in place. Sometimes staff emphasised the number of attachment difficulties/ adopted pupils and used phrases which focused on this rather than the difficulties presented and interventions by which to address them. Senior leaders were clear about their strategic priorities for the coming year:<br>1. Obtaining funding<br>2. Value for money of programmes<br>3. Nurture-based Y7/8 provision<br><br>In terms of developing the provision, they are to prioritise :<br><br>1. A move to 12 week intervention blocks to include Reciprocal Reading, Lego Therapy, Anger Management.<br>2. To allocate one full-time equivalent TA on interventions.<br>3. Apply for Quality Marks for autism, dyslexia etc. | • A clear training plan could be developed which highlights the training delivered and how the school will ensure that every area of SEN is covered.<br><br>• It may be appropriate to look at developing 'specialisms' for TAs rather than training them all on every area of need.<br><br>• The development of Wave 1 support, including a list of 'non-negotiables' and the reasons behind these, could be developed. | This does need some development. Would appreciate staff feedback on this as well<br><br>Already being delivered through the 'Intervention Champions' approach. However all T.A.s should be T.A.s for reading comprehension.<br><br>RGR has looked into Nurture Provision which could work for very needy.<br><br>Wave 1 needs to be better across the school. This needs to be pushed. |