

GOOD PRACTICE STORY BOARD

WHOLE SCHOOL SEND SELF-EVALUATIONS

1. What are we making better?

Schools have been working to support the work of the Written Statement of Action, which works to raise the standards of provision for children and young people with SEND through strategic improvement and operational development. In 2019, schools were first asked to complete the Whole School SEND Self-Evaluations. 28 schools returned their evaluations but no governors. For the academic year 2020-21, 35 schools and 15 governing bodies have completed them. This story captures Peatmoor Primary School's experience.

2. What has been delivered?

Peatmoor have a good working relationship with their governors. The SENCO is new and so this was an opportunity to sit down and discuss SEND provisions at the school. They completed the governance review together. The SENCO and the head teacher completed the operational version. There was some cross over with themes but with different emphasis. The exercise highlighted the strengths and areas to develop, that were known to the governor with responsibility for SEND. Both reported that it felt a very joined up exercise. The ratings section demonstrated where there was clear agreement but also if there was a difference, this would prompt further discussion and examination of evidence.

3. What difference has this made?

The completion of these surveys was useful as the school prides itself on its welcome to parents, its culture and ethos. The ratings section highlighted that this was the case and they were both able to find evidence to support the rating. This was a successful triangulation of data and each statement now has evidence provided for it. The new SENCO found it useful as it identified areas for her to develop such as provision plans that are now in line with the Core Standards, working with parents effectively, focus on vulnerable groups and ensuring the SEND information is always in head teacher's reports to governors. It normally is, but the re-affirmation of this good practice was seen as just as important as being able to identify the areas of development.

4. What will we do next?

The SENCO will use this as a baseline for the work of the SEND Improvement plan in conjunction with the SDP. It is now part of the way of working in the school at a strategic level. As it generally exemplifies good practice it will help tweak some of these areas that both strategic and operational leaders in the school are working towards.