Directorate : Universal Services SEN Peer to Peer Review

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| **School Name** | **Green Lane Special School** | **Visit Focus**  This school has agreed to partake in this review via the SIA & LA programme of Peer to Peer SEN Reviews.  **Please see attached Review framework:** |
| **Headteacher** | **Paul King** |
| **SENCO** | **n/a** |
| **LA Officer** |  |
| **Date of Visit** | **14.3.19** |
| **Category** |  |
| **Time on Site** | **8.00am – 1.15pm** |
| **Prep/Report time** | **½ day** |
| **Peer to Peer Team** | **Louise Atkin-HT Dallam Primary School**  **Andrea Barnes (EHC Team)**  **Ann Harrison (SENco Dallam)**  **Ray Rudd (Barrow Hall)**  **Angy Bellers (SENco Lymm High School)** |

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| **Preparatory documents used for this visit** |  | **The School website was used to ascertain prior information about the Schools SEN practice & procedures. The website contained the following SEND documents:**   * **Curriculum document outlining links to National Curriculum for all key stages** * **School Local offer; detailing admissions process / links with parents/ transition/ overview of staff support** * **SEND Guide for Parents** * **Anti-bullying policy: how steps are being taken to prevent children from being treated less favourably** * **information for Parents; opportunities to access parent networks and training such as Makaton** * **training opportunities for SEN**   **The school website meets statutory requirements for SEND.** |

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| **Relevant Information**  Green Lane is a community Special school with 187 pupils on roll including the pupils who access the sixth form. There are 21 classes across the 5 Key Stages. Due to the nature of the school there is a high ration of staff to pupils: 26 teachers and 51 Teaching Assistants.  All the pupils attending Green Lane have a Statement of Educational Needs or an Education, Health and Care Plan.  There are 3 pupils who access high needs medical funding, 55.3% of children are identified as Pupil Premium and 4.9% of the children are identified as EAL. The delegated budget for the school is 2.4 million.  Whole school attendance figures including sixth form is 93.5% and persistence absence figures are 20.8%. |

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| ***Overall quality of SEND provision***  It is the view of the review team that Green Lane Special School provides exceptional support and care to meet the needs of pupils with special educational needs at the school.  ***Summary of the Review:***  **Quality of Leadership for SEND**   * There is a **clear vision and ambition** for pupils at Green Lane which is articulated passionately by the Head Teacher and Deputy Head teacher and lived by all staff. The Head teacher spoke about enabling children to be ‘ready to learn,’ and ‘measuring what we value.’ As a result **all children are championed and all achievement celebrated.** There are consistently high expectations for both academic and personal targets. * **The culture of Green Lane fosters a positive and collaborative team ethos amongst staff and children.** This is driven by the Head teacher whose **inspirational leadership** **(ably supported by his deputy and leadership team)** has created a **dynamic whole staff team.** * The head teacher has established **well defined roles and responsibilities** so that all his staff: senior leaders, middle leaders, teachers and teaching Assistants have a leadership responsibility. The result is that all staff feel empowered and motivated to use their expertise to develop, monitor and evaluate the provision for the children at the school. Staff spoke about how the established systems: pupil progress meetings and Key stage meetings ensure that their contribution is valued. * **The school has invested in high quality continuous professional development** which ensures that staffhave the right skill set and subject knowledge to carry out their roles effectively. They have high expectations of themselves and their children and can articulate their roles in monitoring, evaluation and impact on provision and outcomes. Many leaders have secured nationally recognised accreditations: NPQH, NPQSL, NPQML and SLE programmes. * There is a **commitment to outreach and training across a number of special educational needs areas** for school staff and parents. The school website outlines Makaton and network opportunities for parents and training in Team Teach, managing challenging behaviour, ASD the role of the teaching assistant and outstanding SEN practice. * The school has received a number of awards over the years including the **Artsmark Silver Award, Basic Skills Quality Mark, NAS Autism Accreditation, Information and Communication Technology Mark, Healthy School Status, Active Mark, Sports Mark and FMSiS standard.** * The school has established **robust systems for tracking attainment and progress** of children. The school know their children well and **set ambitious targets** for them. There is a rigorous teacher assessment process in place to support attainment and achievement. This system is owned by all staff; it has been reflected on and refined over a number of years. * The school use a range of assessment programmes to capture the attainment of children; B-squared, SCERTS, P-levels and national expectations. Students in KS4 have access to ASDAN offering a range of nationally approved qualifications based around the development of personal, social and employability skills. The school may want to consider moderation of assessments with mainstream schools to enable another external perspective on how pupils are achieving at Green Lane. * Systems are **well established for transition points**; both with other schools as children enter Green Lane and between key stages. * Information about the school: the School Development plan, school self-evaluation and action plans are consistently realistic and purposeful. These are understood by all stakeholders. * **Staff morale is high:** typically staff are enthusiastic, knowledgeable and passionate, as evident in the meetings during the review. Team dynamics and team spirit are exceptionally strong. * **Governors are fully included in the life of the school.** They sit on all the committees which ensures each Governor has a good understanding of the school’s position. Governors are proud of their role in establishing the sixth form. They have an overview of pupil performance and are involved in the governor committee relating to this.   **Quality of Teaching and Learning**  **‘I always want Green Lane in my life.’**  **‘It’s like a family here.’**  **Students at Green Lane**   * The school environment at Green Lane is set up to enable **students to thrive**. There is a **consistency** to the approach used: **calm, well organised, purposeful, welcoming classrooms**. Displays celebrate achievement in a range of curriculum areas using photographs, written information, signs and symbols. * **Relationships are exceptional**. Staff know their children well and use humour and personalised approaches to ensure that children are fully engaged in lessons. At all times **relationships between staff and students, and student to student were respectful.** * **Teachers used questioning to good effect**; sensitively encouraging children to improve their work or challenge themselves. Use of ‘thinking time’ enabled children to answer when they were comfortable. It was the view of the review team that children made progress in the lessons observed. * In all lessons there was an emphasis on **basic skills and social skills**: **clear instructional language, establishment of vocabulary, opportunities for turn taking, sharing and constant encouragement of conversation**. Children in classes were observed to encourage each other to improve their work. * **Resources are well planned** to support pupils and were accessible to all; this includes sensory resources which children used independently to self-regulate. * **Student behaviour during the review was observed to be exemplary.** In all lessons observed there was a **high level of engagement**. Lessons were personalised to meet the needs of individuals; use of signs and symbols ensured that information is accessible to all and encouraged independence. * The **bespoke Green Lane Curriculum** is informed by a deep knowledge of the diverse community. It is driven by strong beliefs around teaching content that best meets pupils’ needs; **to build successful learners, confident individuals and responsible citizens**. As a consequence, children respond enthusiastically and **thrive in a caring, loving and motivating learning environment.** * **Learning spaces are used imaginatively to support differentiation and small group interventions.** The outdoor areas are well-equipped with varied play spaces during break and lunchtimes. Recent additions to playground resources and equipment support the development of gross motor skills and social and emotional and sensory learning. The new running track (requested by children) is supporting their social, emotional, mental health and well-being. * All teaching assistants were **professional, knowledgeable and confident** when talking about children’s individual needs. They could talk confidently about how they contributed to the assessment process both formally (via systems) and informally recording soft data through observations and knowledge of children. Teaching assistants were able to talk about how data discussed at Pupil Progress meetings informed intervention groups and highlighted key children for them to support. They were proactive in developing and adapting environments, strategies and activities to suit the differing needs of the children. They all talked about the importance of adopting a multi-sensory approach wherever possible to engage children and stimulate learning. They talked about the wider responsibilities that they all had across school and how they use this expertise to provide a consistent point of contact for other professional and to offer support and support training to other members of staff. (E.g. medical /health care plans, outreach, Makaton etc.) * Staff understood and were involved in developing and reviewing behaviour plans. They were able to discuss the importance of constant, effective communication with class teacher and parents. Teaching assistants valued Key Stage meetings to allow strategies for particular children to be discussed with a wider group of people who may have worked with the children before. * During the review teachers and teaching assistants spoke about how all children were encouraged to communicate and contribute. Staff spoke about rather than expecting one way to communicate or record work, they worked alongside children to develop their most effective way of communicating whether it be speech, signing, symbols, or electronically. (Child’s voice.) * **Students are well-mannered, happy, co-operative and respectful**. * Meetings with the school council show they are **proud of their school** and the areas they have helped to improve. They spoke passionately about their achievements: setting up the running track which helps to, **‘refresh your mind and helps you to focus,**’ and the willow structures for **‘a calm outdoor space.’** * Students could articulate what they had got better at since attending Green Lane: one school councillor stating that she used to lack confidence and now **‘I’m good at greeting and looking after other children in school.’** Pupils talked about the **wide range of subject areas** that they enjoyed: English, maths, dancing, science, art and computing. * Pupils could articulate how the school marking policy helps them to improve; green pen for improvements and red for what the teacher is happy with. The school may like to reflect on the policy and to ensure that comments from teachers are linked to an action. This would make the marking more meaningful and demonstrate that students have understood teacher’s comments. * Pupil work books demonstrate how students have improved over time. This was particularly evident in ASDAN folders and books. Work books typically contain a good quantity of work and are well presented. * The leadership team may like to consider if the school needs a ‘go to’ programme for the teaching of phonics so that a consistent approach can be established. This would need to be supplemented and amended for some learners, but there may be value in having an approach that is progressive as the children move through the school. In the same way, the school have invested in a handwriting policy, but the approach was not consistently used across school. It might be of benefit to revisit this with staff to ensure that they are confident to use it. * Students appreciate the investments the school has made in KS4. They state that the approach to their learning is flexible, that **their opinions are valued and that they are treated with respect –‘like adults.’** One student spoke with excitement about his career path: about studying GCSE maths and English at Birchwood Sixth Form then onto the Royal Airforce or into politics. He said that the key to improving is, **‘knowing the right people around you to encourage you to do well.’** All pupils spoke warmly about the staff who help them. * The review considered the provision for children post 16. This is a new provision and systems are still being established. One of the recommendations for consideration is for leaders to ensure that there is less time slippage between lessons and during registration   **Parents and friends of Green Lane Special School**   * School leaders have created a **culture and ethos that welcomes parents and carers** of pupils with SEND. **Parental feedback is extremely positive**. They like how school involves them and their child in decision making and how the school prepares their child for change. They appreciate how the school listens to their views. * Parents spoke highly about the **Green Lane ‘community**.’ That **support is given readily, that relationships are open, honest and respectful**. Parents value the support from Friends of Green Lane and the events, networks and friendships that have evolved from this. Parents stated that before their child joined Green Lane that they felt isolated and now they are part of a community. * Parents stated that the behaviours of their children have improved through the strategies given by Green Lane staff; children have applied these strategies to their home life.   **Outcomes for pupils**   * Green Lane Internal data indicates that the vast majority of pupils make more than expected progress against their personalised targets. There is an increasing number of children who are identified as Pupil Premium and the school has put in place a variety of interventions; occupational therapy, speech and language, additional English and maths to support students. As a result there is **very little gap between the performance of pupil premium students compared to non-pupil premium**. * Staff go out of their way to ensure that pupils have a wide range of curriculum opportunities. The school has looked to enable children to make choices for themselves from an early age and support them in making friends and staying safe and healthy. They are pro-active in adapting to meet the needs of the changing needs of the children at Green Lane; helping children who can display challenging behaviours and complex needs. * They promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress. |
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| **Recommended Actions / Considerations** | Who? |
| * Consider further refining the marking policy to ensure that children act on comments made by teachers. * Continue to maximise opportunities for learning for children who are post 16. * Consider the approaches to phonics and handwriting to ensure consistency and progression across school * Establish systems for moderating pupils work with mainstream establishments. | Headteacher/SENCO/Teachers/TAs |

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| **Future Sources of Support** | | | |
| **In School** | Peer to peer working/ paired teaching | **LA Specialist /DP Cluster/ other** | Continue engagement in SENCO networks |

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| **Contribution to LA Commissioning Priority Themes 2014-17** | | |
| A. | Warrington schools and settings will be Good or Outstanding | X |
| B. | Children will arrive at school, school ready |  |
| C. | Performance (Attainment & Progress) across the key phases will meet or exceed that of our SNs | X |
| D. | Outcomes for our most vulnerable groups of learners will be in line with/higher than those of our SNs | X |
| E. | Opportunities for CYP to progress into employment and training will increase |  |
| F. | Transformation of Performance and Outcomes will be collaboratively and sustainably embedded at system level | X |

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| To be completed by Headteacher | |
| **School Agreement to Accuracy** | Signed: |
| **To be forwarded to Governing Body/Chair of Governors** | |