

## Visit Report

### Spring Term 2017

School Name: Harrow Way Community School

Visit Reference: SEN

Date of Visit: 09/03/2017 09:00

Name: Sarah Mantell

Category: Subject support

Funding Category: Management Partnership

#### Comments:

This was the last of a series of visits to support the new SENCo during the academic year. During this time, there is clear evidence to see the impact the SENCo is having on whole school practice and provision for students with SEND. For example, all teachers are now aware of their accountability to meet the needs of students with SEND and she has established a schedule of monitoring to evaluate progress in this area. She has contributed to the monitoring of teaching by SLT and encouraged Heads of Departments to include SEND as one of their action points. The SENCo is collating evidence from HODs of the impact of this action. Where department outcomes are still a concern, the SENCo has been working with that department to further develop their understanding and practice. Following observations of TA deployment, the SENI and SENCO discussed their concerns regarding provision for SEN in one particular subject area. The SENCO now has a clear plan of how this provision might be improved.

Since taking up the post, robust systems and procedures are now in place with a clear action plan of how these systems and procedures will be monitored and reviewed over the coming year.

Following guidance from the code of practice, the SENCO is clearly developing teachers' skills to become more proficient in understanding students' barriers to learning and planning to remove them. There is now a clear focus on sharing good practice and celebrating it, for example: sending out Praise Postcards and adding examples to the teaching and learning website (The ALT).

During the visits, the SENI and SENCO have discussed and monitored TA deployment. Where it is effective, there is evidence to see impact on learning. The SENCO has inherited a timetable where TAs have planning time. This currently equates to the equivalent of a full-time TA. It is the SENI's view that this is not sustainable and not providing value for money.

The SENCO is developing her analytical skills in interrogating appropriate data (eg: attainment, progress, attendance and behaviour) to support those subject areas where data indicates progress for SEND is an issue.

The school has invested in appropriate CPD for the SENCo and provided opportunities for her to lead whole school training in SEND.

It is the SENI's view that the SENCO is having significant impact on whole school awareness of SEND and how to impact positively on learning outcomes and has the capacity to drive further improvement throughout the school for learners' outcomes.