SEND REVIEW REPORT

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Setting name:	St Mary Magdelene's Roman Catholic Primary School
Date of review:	23rd April 2025
Nasen colleague completing the review:	Ffion Robinson
Key staff within the setting involved with the review:	Bridget Loughran, Headteacher

- Please speak with your reviewer or contact nasen on education@nasen.org.uk if you would like to discuss consultancy options for nasen to support your setting in implementing recommendations within this report.

- At this end of this report, there are links to suggested guidance relevant to the recommendations in this report.

- Please help us to evaluate our SEND Review process by completing this short survey: https://r1.dotdigital-pages.com/p/2F68-5TD/send-review-satisfaction-survey

Key Strengths Identified

1. Staff members are clearly passionate, caring and dedicated. There is a commitment to high aspiration for all learners and provision is person-centred.
2. The leadership team are united in their shared vision that the responsibility for all learners, including those with SEND, belongs to everyone. Staff are all aware of what this responsibility means for them.
3. Staff know their learners well, are responsive to their rates of progress, and closely monitor levels of wellbeing. Consequently, staff identify early when a child is not progressing or thriving. The SENCO is kept informed, and parents/carers are involved from an early stage.
4. The commitment active learning, including provision of Forest School opportunities, is highly commended.
5. The Potting Shed is a compassionate and effective response to the needs of learners with SEND.

Key Recommendations

1. Undertake training for teachers and support staff regarding cognitive load and the importance of supporting verbal input with a visual (pictorial or written). This will support all learners, including those with language challenges, working memory and executive function differences, attention dysregulation, EAL learners, and those with hearing impairments. Supporting verbal input with a visual will be impactful in all areas, including in the classroom, interventions, in The Potting Shed, in outside lessons such as PE, and in the Forest School. Resources 8, 9, 10 may be helpful.
2. Consider undertaking an audit of the visuals used in lessons in light of the guidance around accessible resources. Accessibility guidance is essential for some but beneficial for all. For example: consider the impact on accessibility when using curly, cursive fonts on PowerPoint slides when the lesson is not a handwriting lesson; consider how easy it is for students to access resources which small text is used- both on IWB and printed documents; explore how accessible is teacher's writing on whiteboards because of the size and the positioning of the boards. Resource 7 may be helpful in building awareness in this area and in increasing the ease of reading for all learners, including but not limited to: those who are dyslexic, those who find tracking difficult, and those who have visual impairments.
3. Review with a 'neurodiversity inclusive' lens, the language within and assumptions implied by the 'Readiness for Reintegration Criteria'. Consider which expectations encompass neurotypical norms and are therefore not inclusive of some kinds of neurodivergence, such as autism. E.g. Consider the language and assumptions within the criteria concerning: acceptance of 'normal' physical contact; eye contact; empathy; conversation; showing interest in others; accepting public praise; sense of humour. Differences in these areas for many neurodivergent children cannot and should not be expected to change in

order for a child to be reintegrated or considered to be thriving. Resources 11, 12, 14, 15 may be helpful.

1. Leadership and Management

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	Statement	R	A	G
1.1	The SENCO, SLT and governors have a clear and ambitious vision for SEND curriculum provision and outcomes in the school based on a culture of high aspiration for all learners. The vision is communicated to all stakeholders.			✓
1.2	There is a SEND development plan in place with clear aims and objectives that links to the whole school development plan. Self-evaluation of SEND provision and outcomes informs the development planning process.			✓
1.3	A lead SEND governor/trustee challenges leaders about the learning and progress of learners with SEND and the efficient use of resources. The lead governor/trustee has appropriate knowledge and understanding of SEND policy and practice.		✓	
1.4	The SEN Information Report (or similar document in independent schools) is co-constructed with parents and learners and reviewed annually.		✓	
1.5	The SEN Information Report meets the legal requirements, is accessible and is prominent on the school website. (NB: Not legally required for independent schools, but is good practice.)			✓
1.6	The SEN Information report (or similar in independent school) is understood and implemented by all staff in the school.			✓
1.7	The school is effectively implementing the requirements of the SEND Code of Practice (2015) reasonable adjustments for learners with SEND. (NB: Not legally required for independent schools, but is good practice.)			✓
1.8	The SENCO is a member of the Senior Leadership Team and works alongside the Headteacher and other senior leaders to ensure SEND is seen as a whole school responsibility.			✓
1.9	The SENCO has received appropriate training.			✓
1.10	The SENCO and other school leaders are knowledgeable on the SEND Code of Practice and its implications for the school.			✓
1.11	The SENCO is involved in making decisions about staff recruitment, deployment and use of resources for SEND (including funding). Deployment decisions are reviewed and evaluated for impact.		✓	
1.12	All staff are given a range of opportunities to engage in high-quality continued professional development for SEND.		✓	

1.13	The impact of SEND CPD on teaching and learning and learner progress is monitored and evaluated and used proactively as part of provision management.		✓	
1.14	All staff understand their responsibilities towards learners with SEND.			✓
1.15	The performance management system is used to improve outcomes for learners with SEND and an appraisal process is in place for teaching assistants.	✓	✓	
1.16	The school is committed to a person-centred ethos which informs all aspects of school life.			✓

1. Leadership and Management

Areas of strength

- See Key Strengths 1 and 2.
- The SENCO is highly valued and appreciated by all stakeholders. Her knowledge, responsiveness, reliability, and dedication to supporting learners is recognised.
- The leadership team have a good understanding of what is working well in the school and which areas require development. There is a comprehensive Action Plan in place and numerous initiatives are underway to improve and maintain inclusive practice and provide wholistic support for all learners, including those with SEND.
- The Governor with whom the reviewer met is invested, interested and knowledgeable about good practice in education. She described how all the Governors are committed to ensuring a fully inclusive offer at the school so that all learners can thrive and feel they belong, while achieving academically.
- The SEN Information Report is compliant and is available on the website.
- Subject leaders maintain a SEND and PP progress focus throughout their monitoring work, such as in learning walks.

Areas for development

- The Governor described the challenges- such as time availability- which can prevent Governors from accessing the training provided via the Romero Trust. Consider a review of the training offer with Governors and consider dedicating some Governor meeting time to SEND CPD. A review will support you in identifying any current barriers to Governor CPD which may be preventing the enhancement of all Governors' understanding of best practice guidance around SEND, which is necessary to enable Governors to offer healthy challenge where necessary and appropriate. (Resources 1, 2, 23, 24, 25, section 6 of 26 may be helpful for all Governors and also Resources 5, 11, 12 to 21 for your SEND Governor.)

2. Effective identification, assessment and monitoring

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	Statement	R	A	G
2.1	Leaders identify any patterns in the identification of SEN, both within the school and in comparison with national data and use these to reflect on and reinforce the quality of teaching.			✓
2.2	There is a clear process in place for early and accurate identification. Class teachers, teaching assistants, parents and, where appropriate, other professionals are involved in the identification process.			✓
2.3	A range of formative and summative assessment information is used to support accurate and early identification and to inform classroom practice, and for ongoing monitoring of progress.		✓	
2.4	The effectiveness of high-quality classroom teaching is taken into account before assuming a learner has SEN.			✓
2.5	The SEN register is accurate and reviewed regularly. The SEND Code of Practice and DfE Census guidance is used when categorising a learner's SEND.			✓
2.6	Information about the individual needs of learners with SEND is communicated effectively to all staff. Teachers and TAs know and understand their learners well.			✓
2.7	Standardised/diagnostic assessments are used to support identification and to further track and monitor progress of learners with SEND.		✓	
2.8	Attendance, exclusions, behaviour data and other qualitative data are used to support identification and to measure and personalise interventions.			✓
2.9	The progress of learners with SEND is closely monitored on an on-going basis through inclusive whole-school assessment and tracking systems and processes. The SENCO is involved in these processes.			✓
2.10	Outcomes from initial screening assessments and on-going assessments on the progress of individual learners with SEN are shared with staff and used to target support.			✓

2. Effective identification, assessment and monitoring

Areas of strength

- See Key Strengths 3 and 4.
- Parents and staff commended the SENCO for her responsiveness, knowledge and willingness to advise and provide guidance when a concern is raised about a learner.
- A range of assessments are used to support the identification of SEND and the monitoring of learners with SEND. These include IDL, Emile, NFER and PIVATS. The SENCO, teachers and support staff are thorough in their analysis of the resulting data. Teachers maintain responsibility for monitoring the progress and wellbeing of all their learners.
- EHCPs and their targets are shared with teachers.

- POPs are used as working documents and teachers and support staff maintain responsibility, overseen by the SENCO. POPs are effectively used for monitoring and recording information regarding children's strengths, needs and preferences, as well as monitoring and progress as part of a responsive APDR cycle.
- The school is reflective and responsive to when interventions and strategies are not impactful and effective, as part of their APDR process.
- There is a clear and effective 'Cause for Concern' process which enables early and efficient identification of SEND.
- Embedded collaboration between all teams within the school, including SEND and Safeguarding, ensures early clues are spotted and responded to.
- The school undertakes home visits for children transitioning into EYFS. These are effective in building trusting relationships with families, as well as facilitating the early identification of SEND.

Areas for development
- See Key Recommendation 3.
- Consider opportunities to further develop your relationships with your feeder nurseries and any child minders. This may facilitate earlier identification of SEND in children before they arrive in EYFS and also support endeavours to ensure children are 'school ready' before they join your setting.
- Continue with your work to embed the use of SNAP, WellComm assessment and toolkits, and Lucid assessments.
- PIVATS is well used in the school but the SENCO shared that she is always reviewing ways to measure progress in cognition and learning. Therefore, Resources 27 to 31 are included only as signposting only, as discussed.

3. An ambitious curriculum and high-quality teaching

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	Statement	R	A	G
3.1	The curriculum offer is ambitious and includes a range of opportunities for learners with SEND. All learners are able to access the content and make progress.			✓
3.2	Class teachers are confident in delivering high quality teaching to meet the needs of learners with SEND. They use assessment information and reflection to plan, adapt and deliver lessons effectively.			✓
3.3	There is a range of evidence-based interventions in place to meet the needs of learners. Interventions are coordinated effectively, and systems are in place to support this process e.g. a provision map.			✓

3.4	Teaching assistants and other staff are deployed effectively to support high quality teaching in the classroom and deliver interventions or additional support for learners with SEND.		✓	
3.5	The impact of interventions is regularly monitored and evaluated and adjustments to provision are made in response. Evaluation demonstrates that the teaching and impact of interventions is at least good.			✓
3.6	The SENCO and other senior leaders use evidence and research to identify, share and model good practice in relation to high quality teaching for learners with SEND.			✓
3.7	The SENCO and other senior / middle leaders work alongside class teachers to support curriculum development and adaptive teaching.			✓
3.8	The SENCO and other senior / middle leaders regularly evaluate the quality of teaching and learning for learners with SEND e.g. through learning walks, book looks, learner discussions.			✓
3.9	There is a graduated approach to SEN in place and the 'assess, plan, do, review' cycle is embedded for all learners with SEND.			✓
3.10	Learners with SEND have individual support plans that are developed and reviewed at least termly with parents, the learner and relevant professionals.			✓
3.11	Alternative packages of support are available for learners with SEN as part of a personalised curriculum. Where alternative provision is used, the school monitors the quality and impact on learner progress.			✓

3. An ambitious curriculum and high-quality teaching

Areas of strength

- The curriculum offer for all learners, including those with SEND, is ambitious, broad and balanced. Learners, including those with SEND, make progress and achieve well.

- The reviewer saw positive relationships between staff and learners. Teachers and TAs used humour, and were caring, interested in their learners, and respectful in their interactions.

- In some classes visited by the reviewer, there was clear evidence of a growth mindset approach, where learners felt comfortable to share when they did not understand and supportive collaboration to problem solve was evident.

- The reviewer saw excellent deployment of support staff in lessons. Teachers and TAs collaborated effectively together to support learner needs and manage demands within the class. TAs shared that they feel empowered and valued in the school, and shared that lesson planning and intentions are shared with them to direct their input. Teachers listen to and value the input and insight from their skilled TA colleagues.

- The school's commitment to high-quality, adaptive teaching reflects SEN Code of Practice guidance that 'high quality teaching, [adapted and] differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN'.

- Support staff delivering interventions outside of lessons do so diligently and are clearly dedicated to and proud of their children. They are systematic in recording and monitoring the attainment and progress within interventions and this is shared with teachers, who maintain oversight.

- The Forest School provision is highly valued by children and their families. The Reviewer was very impressed by the provision, the staff's commitment to it, and to the trust and responsibility given to the children within it.
- The school has an impactful approach to active learning. This ensures children are engaged and the approach well supports the movement, proprioception and multisensory needs of the cohort.

Areas for development

- See Key Recommendations 1 and 2.
- Consider providing all staff with training on the readily available accessibility settings within Microsoft 365 and/or Google interfaces, which are essential for some but beneficial for all. Readily available adjustments include: the ability to show captions on the board as the teacher speaks or as media is shown; visual settings to increase accessibility; translation; read aloud; dictation. (Contact nasen if you require support with this training; Resource links 32 to 35 at the end of this document may be of interest.)
- Provide refresher training for Precision Teaching to ensure consistency and maximum impact.
- Embed in policy and practice opportunities for staff to observe each other. Sharing good practice will benefit all children and staff.

4. Additional provision and partnerships

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	Statement	R	A	G
4.1	The school is proactive in ensuring that parents of learners with SEND are well informed. They are made aware of local and national services that provide guidance and support to parents.			✓
4.2	The school empowers parents to contribute to shaping the quality of SEN support and provision at an individual and strategic level.		✓	
4.3	The school and parents work in partnership to achieve genuine co-production for learners with EHC plans. Parents and learners are fully involved at all stages of the statutory assessment process.			✓
4.4	Learners and parents are fully involved in contributing to the assess, plan, do, review process.			✓
4.5	There are opportunities for learners with SEND to become involved in learner voice e.g. through representation on a strategic SEN group or through the school council.		✓	
4.6	Learners with SEND are involved in wrap-around activities, including out-of-hours support, lunchtime clubs, homework clubs and enrichment activities.			✓

4.7	Additional support for learners with SEN is provided for all points of transition. As a result, learners with SEND are well prepared for their next phase of education.			✓
4.8	High quality outside agency support is engaged appropriately and utilised effectively. The impact of the support on learner outcomes is evaluated.			✓
4.9	The school has developed on-site expertise to meet a range of needs e.g. across the four broad areas in the SEND Code of Practice.			✓
4.10	The SENCO and other members of staff have made effective links with a range of schools and SEN organisations. There is a range of opportunities to share good practice.			✓
4.11	The school is outward facing and look to improve their practice and provision for learners with SEND.			✓

4. Additional provision and partnerships

Areas of strength

- Learners' wellbeing is well supported via The Potting Shed provision. Staff, wherever possible, aim to integrate learning in The Potting Shed with the children's whole-class lessons.
- There is a student council in place and learners with SEND feel welcome and represented.
- The school supports learners, including those with SEND, to attend clubs, sporting opportunities, and there is an inclusive programme of trips, enabling all learners to benefit from enrichment activities.
- The school staff are outward facing and have visited and liaised with other settings to support them in identifying good practice and developing their inclusive provision.
- The school effectively utilises external specialists, including the thorough and impactful use of specialist teachers.
- The school's transition arrangements are strong. Children transitioning into EYFS benefit from home visits, staff visits to settings, and transition booklets. Children transitioning from year 6 are also supported with effective handovers to secondary school staff.
- Parents reported to the reviewer that they feel heard when they contact the school staff with concerns regarding possible and identified SEND.
- The parents who spoke with the reviewer shared how the school effectively signposts external support and opportunities for families of learners with SEND and supports them in communication with the Local Authority if necessary.
- The school provides a varied range of opportunities for parents/carers to engage and be part of the school community, these include 'Tea and Talk' and 'Hearts and Crafts' sessions.

Areas for development

- Where possible, embed the strategies and approaches used within The Potting Shed across the whole school offer. All students will benefit from some of the approaches. Learners from The Potting Shed will be more likely to extend use of the strategies when they return to class. There may also be a reduction in the number of children who require The Potting Shed support if the practice is commonplace within the classrooms.

- To maximise the usefulness of the SEN Information Report, consider who and what it is produced for and undertake a review in collaboration with parents/carers. This will determine any areas which may need clarification for parents/carers who are unfamiliar with SEND-related language and processes, and will help ensure it is a usable and meaningful document. This may also reduce the number of queries directed to teachers, the Headteacher and SENCO.
- Consider a 'You said, we did' feature on your website, social media pages, or in your newsletter. This will keep raise awareness of the good work taking place and will ensure parents/carers understand how values their input is.

5. Outcomes

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	Statement	R	A	G
5.1	The SENCO and other senior leaders have a very good understanding of how learners with SEND achieve across the school. Progress and achievement information is shared with teachers, parents and learners where appropriate.			✓
5.2	The school monitors the progress and attainment of learners with SEND according to the four broad areas of need (C&I, C&L, SEMH, sensory/physical) and uses the information to plan provision, as part of provision management.			✓
5.3	Learners with SEND achieve well when considered against their starting points and the progress of all children nationally in reading, writing/ English and mathematics.			✓
5.4	Learners with SEND develop knowledge and skills across the curriculum and gain the knowledge and cultural capital they need to succeed.			✓
5.5	Learners with SEND achieve well when considered against their personal targets and longer-term outcomes (as expressed in EHCPs and individual support plans or equivalent).		✓	
5.6	The school uses a range of internal and external validated data, including Analyse School Performance and the Inspection Data Summary Report to make judgements about learner outcomes and to inform provision planning.		✓	
5.7	Levels of attendance, exclusions and bullying are closely monitored. There is no over-representation of learners with SEND where attendance, exclusions or bullying are a concern. The school does not 'off-roll' learners.			✓
5.8	Learners with SEND and their parents speak positively of the support they receive and the outcomes achieved. They are able to communicate how the support has made a difference to their learning and development.			✓

5.9	Learners with SEND attain relevant skills for progressing to the next stage of education, employment or training.			✓

5. Outcomes

Areas of strength
- Learners with SEND are achieving well academically when compared with their starting point; there are consistently high aspirations for all learners, including those with SEND.
- Learners with SEND and their parents speak very highly of the support they receive from their teachers, from the SENCO, and from the support staff.
- Parents of learners with SEND articulated that the school is needs led, flexible and adaptable in the support they provide, responding well to the changing needs of the child.

Areas for development
- Continue to challenge the Local Authority regarding the wording of outcomes in EHCPs if you continue to feel that they are unachievable or too generic to measure progress towards.

Suggested guidance relevant to the recommendations in this report

All links lead to free resources.

Some require a free membership with 'nasen' or 'nasen Whole School SEND' to allow access.

Resources marked with * will require your school's 'CPD on Demand' licence, details of which will have been shared when you booked your SEND Review. If you have any questions, please contact your reviewer or email: education@nasen.org.uk.

Whole School CPD and Guidance on Inclusive Best Practice

1. Whole School SEND Free CPD Units: https://www.wholeschoolsend.org.uk/page/online-cpd-units
2. Visit the nasen CPD Content Guide: https://nasen.org.uk/resources/send-cpd-demand-content-guide
3. Teachers' Toolkit: https://www.wholeschoolsend.org.uk/resources/teacher-toolkit
4. The Teacher Handbook: SEND: https://www.wholeschoolsend.org.uk/teacher-handbook
5. EEF, SEN in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send
6. EEF, High Quality Teaching, The 'Five-a-Day Principle' poster: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf
7. Creating accessible resources: https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide
8. Webinar: Cognitive load theory and SEND*: https://nasen.org.uk/resources/cognitive-load-and-send
9. Webinar: Supporting working memory within the classroom*: https://nasen.org.uk/resources/supporting-working-memory-within-classroom
10. Webinar: inclusive questioning*: https://nasen.org.uk/resources/inclusive-questioning-your-choice-webinar-recording
11. Webinar: Inclusive practice in mainstream classrooms: https://nasen.org.uk/resources/inclusive-practice-mainstream-classrooms-your-choice-webinar-recording
12. Webinar: An introduction to neurodiversity*: https://nasen.org.uk/resources/introduction-neurodiversity
13. Webinar: An Introduction to ADHD*: https://nasen.org.uk/resources/introduction-adhd
14. Webinar: An introduction to autism*: https://nasen.org.uk/resources/introduction-autism
15. Webinar: Autistic learners and the mainstream setting*: https://nasen.org.uk/resources/autistic-learners-and-mainstream-setting-your-choice-webinar-recording
16. Webinar: An Introduction to dyslexia*: https://nasen.org.uk/resources/introduction-dyslexia
17. Webinar: An Introduction to dyspraxia*: https://nasen.org.uk/resources/introduction-dyspraxia

18. Webinar: An Introduction to developmental language disorder (DLD)*: https://nasen.org.uk/resources/introduction-developmental-language-disorder-dld
19. Webinar: Introduction to Speech, Language and Communication Needs (SLCN)*: https://nasen.org.uk/resources/introduction-speech-language-and-communication-needs-slcn
20. Webinar: An Introduction to SEMH*: https://nasen.org.uk/resources/introduction-social-emotional-mental-health-needs
21. Webinar: An Introduction to sensory processing*: https://nasen.org.uk/resources/introduction-sensory-processing

Leadership of SEND and Developing a Shared Responsibility

22. Leadership and SENCO Toolkit: https://www.wholeschoolsend.org.uk/resources/senco-toolkit
23. Webinar: Getting to grips with great SEND Governance: https://www.wholeschoolsend.org.uk/resources/webinar-getting-grips-great-send-governance
24. Webinar: Governance of SEND, part 1*: https://nasen.org.uk/resources/governance-send-tier-1
25. Webinar: Governance of SEND, part 2*: https://nasen.org.uk/resources/governance-send-part-2
26. SEN Code of Practice: 0 to 25 years: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Assessment and Identification

Paid for assessment resources. NASEN cannot endorse paid-for products, only signpost for schools to research.

27. B-Squared. Widely used for learners with SEND. Allows assessment and evaluation of small steps via the Connecting Steps programme: https://bsquared.co.uk/
28. IASEND. Software system designed to track small steps of progress for pupils with SEND, enabled because each stage of the National Curriculum has been broken down into the small steps: https://www.itrackpupils.com/itrack-iasend
29. Mapping and Assessing Personal Progress (MAPP). A suite of materials developed by The Dales School, which can be personalised. Aims to facilitate planning, assessment and recording of progress in relation to personal learning intentions. Provides a way of recognising lateral progression: https://www.thedalesschool.org/info-policies/assessment-progression-mapp/ The link on the page to purchase doesn't seem to work so to purchase use: https://equals.co.uk/shop/special-school-non-member/mapp-semi-formal-non-members/mapp-semi-formal-mapping-and-assessing-pupil-progress/
30. Evidence for Learning app. Mixed reviews in settings. A paid for app for gathering photo and video evidence, linked to an individual's learning goals and any key skills framework. Allows settings to record small and subtle improvements using photos, videos, audio, notes, and judgements, all linked to targets. Allows creation of 'Assessment Books' with your own

assessment schemes or widely-used models like MAPP):
https://www.evidenceforlearning.net/

31. LDA 'target ladders' series of books. Series edited by Kate Ruttle. Schools have shared that these books support them in identifying small steps to be measured and provides assessment grids.: https://www.ldalearning.com/search?phrase=target+ladders

Assistive Technology

32. EEF, Using Digital Technology to Improve Learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital
33. Accessibility Tools in Microsoft 365: https://nasen.org.uk/resources/accessibility-tools-microsoft-365
34. Assistive Technology Miniguide: https://nasen.org.uk/atminiguide
35. Make Things Accessible Guides: https://www.makethingsaccessible.com/guides/