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Improving identification of SEND and appropriate provision through staff CPD and updating pupil plans

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Whole School SEND:
Peer Mentoring for School Improvement 2022–2023

Improving outcomes for pupils with SEND through improving SEND systems and governance of SEND, and supporting staff confidence

School: Primary

Overview of Focus of Peer Mentoring Support

The Peer mentoring project was undertaken to support a primary mainstream school, the primary school, graded as RI to improve the quality of SEND provision and was undertaken by a Whole School SEND Regional Lead.

Background

The school was judged Requires Improvement (RI) by Ofsted in February 2022. In this inspection the team recognised that the school was already making significant changes to deliver a more ambitious curriculum.

In relation to learners with SEND Ofsted noted:

- Pupils' learning has been hampered by a previously poorly planned curriculum. As a result, pupils struggle to recall important knowledge and they have gaps in their learning, particularly in key stage 2. Leaders should embed their new curriculum across the school and ensure that it is delivered well by teachers. This is to ensure that pupils retain the essential knowledge that they need for the next stages of their education.
- Leaders have not defined what children need to know in each area of the early years' curriculum. Consequently, adults do not provide sufficient support to help children to build up the knowledge that they need to achieve well. As a result, a few children become disengaged in their learning. Leaders need to finalise their curriculum planning in the early years. This is so that adults know exactly what knowledge to teach children in preparation for the demands of the Year 1 curriculum.
- Leaders do not ensure that staff make effective use of the information that they receive about how to support children and pupils with SEND. As a result, some children and pupils with SEND do not achieve as well as they should. Leaders should ensure that staff know how to use the information that they receive about pupils with SEND to enable them to achieve consistently well across the curriculum.
- Governors do not challenge leaders effectively enough about the impact of their actions to improve the quality of education, including in the early years. As a result, children and pupils do not learn as well as they should. Governors need to hone their skills in checking the impact of leaders' work. They need to ensure that all pupils benefit from a high-quality education, especially children in the early years.

Background (continued)

Prior to engaging with the Peer-to-Peer project, the school had already made improvements to address some of the issues raised. Additionally, the school had an established culture of working with external consultants to develop provision.

The areas of focus identified for this Peer-to-Peer project were:

- Identification & analysis of SEND Register
- Governance
- Parental Engagement Strategy
- Golden Thread – Paperwork
- Embedding High Quality Teaching
- TA Deployment

Implementation

Leaders have a strong vision for SEND and this is a very inclusive school.

In terms of the implementation of the Peer Mentoring project, the areas of focus for implementation were:

- **Conducting a self-audit using the SEND Review template** to identify strengths and areas for further development.
- **Improving communication about the school's inclusive offer** by introducing a **levels of provision approach**, clearly establishing the Universal Offer (provision made for all pupils who attend the school), the Targeted Offer (provision made for learners with SEND support needs which is 'additional to' and 'different from' the Universal Offer) and the Specialist Offer (individualised provision made for learners undergoing Statutory Assessment or in receipt of an EHCP).
- Support with **identification and analysis of need**. This work involved the school in the process of comparing identification patterns to the national pattern.
- **Review of 'teacher facing' documentation** and establishing the 'golden thread' from EHCP to classroom practice
- **Establishing a Parental Engagement Strategy** using the EFF Guidance document to support a coherent approach to the engagement of parents (Universal Offer) with Targeted and Specialist Offers for parents of pupils with SEND
- Sharing resources to support subject leaders to be leaders of SEND and the evidence-informed High-Quality Teaching (HQT) PowerPoint designed by a neighbouring Trust
- **SEND Governance training for governors and leaders**



More inclusive high-quality teaching



More inclusive ethos/culture in the setting

Implementation (continued)

→ Leaders identified that an overarching success of the Peer-to-Peer project was the implementation structure, and the completed audit identified the direction of travel. At the start of each session, the team recapped the progress made and addressed any misconceptions and issues before moving on to the new learning/ focus areas.

The project has provided an opportunity for the Headteacher and SENCo to work together and an impressive amount of work has been undertaken.

Building Expertise

Leaders recognise that the project has been a school improvement activity, not merely SEND improvement. All staff and Governors have recognised SEND as part of the whole school offer.

Leaders have cascaded knowledge from sessions into training and practice.

The work provided a shared language to discuss the school's positive work with learners with SEND and has supported staff well-being, giving them new energy and confidence.

Training received has also fed into the systems in the secondary school, which will be mirroring some of the SEND practice at from the primary to enhance secondary practice, for example calm corners and levels of provision approach (universal/ targeted/ specialist). The schools are working on both sides of transition - in Primary to prepare children for change and in Secondary, modifying provision to improve pupil's sense of belonging.

The Teacher Governor identified that, as a member of the teaching staff, she can recognise that the points covered in the governance training have been covered in staff meetings and are now embedded in daily practice. She also identified that she could see the impact of the project actions.

Reviewing and refining implementation

Leaders particularly appreciate the opportunity to review steps with an expert, fine tuning and polishing practice, leading to robust implementation. They recognise the need to keep things purposeful and have adopted a 'Keep, Refine and Ditch' approach.

Leaders have successfully articulated their levels of provision and demonstrated that they have an extended Universal Offer.

The SENCo found the work on the EHCPs (breaking down objectives into annual review targets and termly targets) particularly useful. She has led staff to work in teams, across year groups, to break down the targets into small steps and set appropriate expectations.



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Outcome and Anticipated Impact

As a result of external validation, all staff are feeling more confident in their practice and in their ability to articulate the school's strong practice.

Governors are better informed and trained. Presentations given have been very informative and these will be used to induct new staff and governors.

Next Steps to Support Sustainability

The school plans to review the progress made, refer to training notes provided and implement a regular system of 'Assess, Plan, Do, Review.'

Other Information

The success of the programme has been largely due to the quality of the delivery. The Whole School SEND Lead's knowledge of all aspects of SEND, both theoretical and practical implementation, is impressive. This is coupled with an ability to deliver in a highly accessible manner to governors, who are non-educationalists, and to new and experienced teaching colleagues.



More inclusive high-quality teaching



More inclusive ethos/culture in the setting