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Building a culture of belonging and high expectations for pupils with SEND

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

**Embedding strategic SEND leadership
across a secondary school**

School: Secondary

Overview of Focus of Peer Mentoring Support

This Peer-to-Peer project was undertaken to support a secondary mainstream school, The School, graded as Requires Improvement (RI) to improve the quality of SEND provision and was undertaken by a Whole School SEND (WSS) Regional Lead.

This project intended to:

- Support Strategic Leadership of SEND
- Streamline SEND systems within the school.
- Improve engagement of all learners including those with SEND
- Improve staff confidence to meet the needs of pupils with SEND
- Improve profile of the school in the local community

Background

Provision for learners with SEND was an area for improvement identified in the most recent Ofsted Inspection. The school is on an improvement journey and leaders had identified that whilst SEND provision was in place in terms of profiling and provision mapping there was a need to ensure that this was translated into High Quality Teaching and adaptation in the classroom.

At the start of the Project SEND identification was below national for both pupils identified at SEN support and pupils with an EHCP.

Implementation

The process started with a session on the strategic leadership of SEND with the headteacher and ongoing sessions involved leaders at all levels through the school.

Activity involved:

- Identification & analysis of SEND in the school across the 4 Broad Areas of Need with the SENCO and Deputy Headteacher
- Working with Middle Leaders to establish a shared vision – ‘Every Leader a Leader of SEND’
- Delivering training to class teachers on SEND pedagogy and high-quality teaching (HQT) delivery
- Discussing Curriculum and Behaviour policy adaptation to address the three Levels of Provision (Universal, Targeted and Specialist)
- Analysis of ‘teacher facing’ documentation and how this supports adaptation in the classroom

Building Expertise

The Peer mentor shared nasen Whole School SEND Resources to support further development work.

Sustainable support was provided through CPD for teachers and middle leaders to enable them to consider and develop their own inclusive practice.

Reviewing and Refining Implementation

The Peer Mentor reviewed teacher facing documentation and advised on how this could be tweaked and improved to support teachers in lesson adaptation. She discussed subject specific pedagogy and the role of the subject leader in developing an inclusive curriculum and quality assuring HQT in their own subject.

All leaders were very receptive of the support provided.

Outcome and Anticipated Impact

Leaders are expecting to see the impact in the following areas:

- - HQT training in lessons across the school for all pupils, particularly for learners with SEND.
- - Improved communication about the needs of learners and how to meet these needs.
- - Analysis of outcomes by different type of SEND group to enable realistic target setting.
- - Improved understanding at SLT and middle leader level of the role of middle leaders in the strategic leadership of SEND.
- - Improved confidence in approaching internal and external quality assurance of SEND.
- - Improved communication with parents in relation to policy (particularly Behavioural Policy) and adaptations to support the three Levels of Provision (Universal, Targeted and Specialist)

Next Steps to Support Sustainability

The school are engaging in:

- - Rigorous Quality Assurance Processes School and Trust wide - joint quality of education (QA) monitoring, paired coaching work to collect Student Voice and Book Scrutiny feedback.
- - Dedicated CPD time to develop strategies further - rewritten CPD to focus on HQT.
- - Teachers are paired with colleagues from partner institutions across the Trust to share best practice.

Re-inspection July 2024

The school was re-inspected in July 2024. The overall rating was 'Requires Improvement'. SEND remained in the section 'What does the school need to improve?' the following statement was made:

'In some subjects, staff's expectations of pupils' learning are not high enough. Staff do not select the most appropriate activities to help pupils to learn the knowledge in the curriculum. Pupils, including those with SEND and those who are disadvantaged, do not achieve as well as they should. The school should ensure that staff raise their expectations of pupils' achievement, and that the delivery of the curriculum supports pupils to successfully build their knowledge in these subjects.'



More inclusive high-quality teaching



More inclusive ethos/culture in the setting