

SEND Code of Practice Audit Report; St Mark's Elm Tree CE VA Primary School, 21st April 2016

St Mark's Elm Tree asked SENtral Consultants to offer an external appraisal of systems and practice for the support of pupils with special educational needs and disabilities, with particular regard to the SEND Code of Practice 2104. It rapidly became clear that the headteacher, who was also the SENCo until approximately 3½ years ago, demonstrates her commitment to meeting the needs of all pupils and leads by example. She has appointed an able and committed SENCo and is preparing for an impending maternity cover by introducing the schools Pupil Premium Coordinator to the SENCo role. In short, SEND at St Mark's is in good hands.

There are many strengths to the school's SEND provision, so just the most significant are outlined below:

As mentioned above, the school is committed to the wellbeing and success of all its pupils. This is driven from the top, but is embodied in practice in the key role and accountability of class teachers. It is evident that the class teacher is expected to operate as the key professional, with this expectation extending beyond the classroom, to leadership of assertive monitoring and SEN Support review meetings.

Parents are well involved in systems, which did not stop the SENCo seizing on suggestions to make this involvement even stronger. Parents, pupils and teachers collaborate in the review meetings, with each party offering a view about progress towards clearly delineated targets. An interesting new development is the exploration, with an active parent, of the possibilities of a parent council.

The assertive mentoring scheme is well established and dovetails effectively with systems for planning and review for children with SEND. All pupils are expected to be actively involved in their own education and parents are held to account for playing their identified roles.

SEN Support Plans are clear, accessible to parents and pupils and designed to facilitate collaborative review. They are simple in conception, but effective in practice, allowing class teachers to take on the lead role and rendering them an effective and useful tool for staff.

The school's SEN Information Report is clear and accessible. It uses the LA format and it is clear that key staff aspire to this being a well used document, rather than a token response.

The school leaders have a clear understanding of current achievement data, set ambitious targets for all pupils and are confident that pupils with SEND are generally making good progress.

There are few areas for development, but it is telling that the key staff responded to suggestions with interest and enthusiasm. The SENCo is keen to further enhance the parents' role in evaluation and development of the school's policies and provision. The school would also benefit from increasing the rigour of the evaluation of the impact of provision.

SENtral Consultants left with confidence that the school would continue to build upon already excellent practice.

SENtral Consultants Ltd: November 2014