Sir Tom Finney Community High School Autumn Term 2019 Self Evaluation – based upon template
from London Leadership Strategy SEND review networks

Context of the school

Sir Tom Finney Community High School is Generic Learning Difficulty designated secondary special school with a sixth form. It admits students from 11-19 years. It has a primary GLD special primary school feeder plus admits from a wide range of primary mainstream schools. It has a broad range of needs currently, including all known types of identified SEND. There is a significant proportion of the student population on Free school meals (or Ever6) and almost half the population are either Child in Need, Looked After, Post Looked After or in Child Protection. The school has seen a rise in students who display complex mental health challenges alongside a Special educational need and/or dsablity. As such there are a number of interventions, activities and opportunities available to support those young people; most recently investing in the Emotional Literacy Support Assistant (ELSA) programme. The school has been recognised for its approach to care, nuture and support in a flexible and adative approach that underpins its successes within teaching and learning and prgress and achievement through its secondary model of delivery.

The numbers have steadily increased to current admissions of 173 which is significantly over the original designated capacity levels of the school and its buildings. The buildings however are in good condition and maintained to a high standard following a move to refurbished and new build premises almost 5 years ago. The resources it offers are exceptional including subject specific rooms for specialist subjects, a hydrotherpay pool and full size leisure centre sports hall and small gym. Performing arts hall, sensory rooms, safe spaces and a computer/interactive device system networked throughout the building. As well as high standard of outside play areas.

The curriculum is broad and wide ranging offering a number of opportunities at accreditation levels, whiclst preparing young people for adulthood whatever that my look like eg college options, social care settings, independent or supported living or the world of work. Progress measures are good and often outstanding and assessment tracking indicates no one group of students over or underperform against each other. If at an individual level students are noted as not making expected or as much progress as peers than investigations take place to consider what may be the cause and if necessary interventions put in place.

The staffing structures are under constant review in order to meet needs and through appraisal processes staff are offered many opportunities for professional dvelopment both in terms of curriculum subject aswell as needs based training. There is a great deal of expertise within the various staff groups, who are supported to maintain a healthy balance between workload, wellbeing and resilience. The

school can identify many structures it has in place that visibly evidence this. For example a supportive Leave of absence system, use of occupational health, training and professional development, departmental and class team structures.

The aims of the school are clearly documented within the prospectus and on the website, along with a summary of the curriculum offer – its intent, implementation and impact. Further information about the school and its context can be obtained via documents such as the SEN report, school self evlaution, prospectus, staff handbooks, school improvement planning and assessment information and generally via the website and facebook pages.

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS and evidence	AREAS FOR DEVELOPMENT
Outcomes for pupils with SEND	From their different starting points, and considering their individual academic and non-academic needs, pupils make expected progress and both internal and national data sets are used to evidence this. Progress for pupils, across year groups and with differing SEND needs, is consistently strong, with evidence available through analysis of both internal and national data sets. School records indicate that regular moderation takes place, both internally and with local and/or national partners.	Assessment data sets and IEP target information suggest that expected rates of progress are at least met and in many cases is outstanding compared with starting points. Evidence from PIVATS tracking, using PIVATS data base to set targets, comparisons with other schools, accreditation results. Monitoring and evaluation of data is thorough and indicates and informs actions on outcomes either for individuals or for a specific group. Moderation has taken place both internally and externally but has been sporadic. Impact statements provide additional	Tracking is subjective and relies on frequent moderation – this needs to be increasingly consistent across key subjects English, maths and PSD.

Note and action any suggested patterns of data that infer gaps or highlight progress at a rate less than expected.

Expand number of impact statements |

		anecdotal evidence of outcomes	
	School systems promote parent/carer contributions to maximise outcomes for pupils with SEND.	There is clear evidence of a range of systems to support parent/carer contribution to outcomes. Evidence includes - Annual review outcomes/parent commentary (EHCP is co-produced). Parent evenings for all year groups Communication options – dojo; diary; tel = anecdotal commentary Events – attendance is high Reports Parental surveys Parent liaison support in place	School is at the very early stage of establishing a parent/carer stakeholder group – 'parent/carer council' to add to systems promoting contribution
	The school is engaging with a range of methodologies for preparing pupils for the next stage in their education, training, employment, and independent life.	Transition into, across and on leaving school is a thorough process working with parents/carers, other professionals and the young person. Careers education is embedded across school supported by external services and Gatsby benchmarks are being met with action plans in place as required. Work	Maintain action plans to meet benchmarks as required. Further monitoring of careers schemes and progression and T&L by subject lead.

		experience and work related learning, vocational options and taster sessions at colleges enhance this area. Independent travel training is in place. Personal and social development curriculum and the focus on independence, choice making, resilience and emotional development and preparation for the next stage/phase provides further evidence. Student surveys/questionnaire lend weight to suggest this is a significant strength.	
	School records indicate that types, rates and patterns of bullying show that it is not a concern for any specific groups of pupils; the school's actions to prevent and tackle all forms of bullying and harassment are said to be effective.	There is no evidence to suggest bullying is a concern and school acts very promptly to deal with any forms of bullying and harassment. Records are maintained electronically using CPOMS. Statutory policies and procedures are in place (anti bullying, behaviour, on line safety, safeguarding and CP). Incident books are completed as required (HT report to govs notes frequencies). Parents and	

other agencies (eg police) are involved as needed to follow up any actions.

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS and evidence	AREAS FOR DEVELOPMENT
Leadership of SEND	The school has a clear vision for the education of all pupils on its roll. The school has a culture of high aspirations for all pupils irrespective of the complexity of need.	There is a clear vision publicly available in prospectus, website, and in each classroom in school. This has been contributed too by all stakeholders over a number of years to lead the current statements that underpin the	Put in place another round of lesson study programme to support collaborative practises for teachers to maintain a culture of pedagogical development and high expectation/aspiration

		schools principles, aims and objective for education of all. The 3 tiered approach to curriculum delivery supports this. The curriculum diagram and narrative to accompany it provides specific evidence of this clarity of vision. This links to and shows the general culture that exists across school of high aspirations and expectations for all and is inherent in target setting and T&L structures, practise and systems inc. those which monitor and evaluate this planning, delivery and outcomes.	Keep curriculum under review each year as part of planning for September to ensure meeting needs at all stages of school
	School leaders have created a culture and ethos that actively welcomes and engages parents/carers of pupils with SEND.	Refer to previous responses linked to parental engagement	

| | | The school critically analyses its ability to meet the needs of all pupils equally. | This is ongoing through tracking and monitoring, lesson observation, the curriculum model and curriculum planning as part of September planning decisions. EHCP reviews allow for specialist equipment or specific intervention needs put in place. Pupil Premium strategy is in place and reported on and medical reviews allow health care plans to be in place as needed. School works closely with therapy provisions to support speech and lang. needs and physical needs. School works with additional professionals such as HI/VI specialist teachers | Governor's critical reflections on pupil premium strategy to be accounted for in next round of improvement planning and PP reporting. |

	The school has implemented the expectations of the Equality Act and SEND legislations, and advocates on behalf of the school population by informing locality provision such as the Local Offer.	The school has an accessibility plan in place to meet statutory regulation and this published on website and updated annually. The school contributes to LCC local offer and has an SEN report in place updated annually.	
	Governors hold the school to account in order to have a positive impact on the outcomes for all pupils.	Governors have structure that inc. specific reference to a pupil, curriculum and standards committee in which it holds senior leaders to account about outcomes. This has a positive effect. HT report/assessment reports/school improvement objectives reporting also supports this aspect as governors look to challenge,	Suggest middle leaders attend/present to governors about key areas/subjects and their Intent implementation and impact to expand on this impact on outcomes.

		question or expand upon its content.	
	There is a clear strategic plan for the relationship between education and therapeutic provision.	School is supported through LCC service level agreements with health to work closely with therapy services and medical professionals. School has in place key personnel to liaise with and lead in specific areas eg, speech and language, moving and handling and emotional literacy and resilience	

| The quality of teaching and learning for pupils with SEND | Senior and middle leaders work closely alongside class teachers to support differentiation and curriculum development. The quality of teaching is reviewed in regular cycles. | Deputy has specific responsibility for quality of T&L. HOD's function inc. monitoring and curriculum dev. Role. Whole school curriculum model differentiated at start in 3 tiered approach. Lesson observation for each teacher termly plus joint observations inc monitoring of lesson planning with specific reference to differentiation. Planning files monitored termly. Informal review during learning walks and parental visits. Lesson study programme in place. Appraisal has specific focus on quality of T&L and outcomes and progress. Subject action plans and | Strengthen role of HOD in terms of accountability for strategic monitoring of quality of T&L within dept eg. Joint observation, learning walks, reporting to governors. |

		website summaries add to this.	
	Staff have a clear understanding of pupil need and personalised strategies are informed by parent/carer partnership. These are consistently applied throughout the school.	Individual Educational Plans's, Ind behaviour plans, ind moving and handling plans, ind health care plans. EHCP – annual review reporting. Clear contact with parents/carers, transition arrangements and sharing of information	Focus on maintenance of consistency – ensure all are aware of where to find information and HOD/SLT keep monitoring practise.
	Effective teaching strategies, including setting homework where appropriate, are well matched to pupils' individual needs.	In school teaching strategies are seen as effective, differentiated and well matched to individual needs – see for example lesson planning, planning files and observation records and progress outcomes, however Homework is less consistently in this area.	Review homework policy and practise and moderate examples of homework

	Evidence from observations shows the teaching of all pupils is considered to be consistently good or better.	Observation records are clear that all teaching in recent years has been consistently good or better	
	There are effective systems in place for supporting the transition of pupils between classes, phases and beyond the school.	A specific lead for transition is in place. Systems are proven, effective and feedback is very positive from parents and students; from destinations and other professionals about this aspect.	
	There is a comprehensive, whole school CPDL (Continued Professional Development and Learning) programme.	Professional development and training is given high regard by governors and by senior leadership in school. Records for individuals are kept. Staff meetings, INSET days all have specific programmes in place. Appraisal has a specific objective linked to this and all staff groups are	

		encouraged to take advantage of CPD. To support their roles and responsibilities and whole school development.	

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS and evidence	AREAS FOR DEVELOPMENT
Working with pupils and parents/carers of pupils with SEND	The SEND information report provides a comprehensive summary of provision at the school.	Yes it does, in place and updated annually published on website	
	The school recognises the role pupils, parents, carers, and advocates have in co-production and can demonstrate this.	Demonstrated and evidenced specifically in EHCP annual review meetings	
	Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.	Parent governors in place and contribute to this	Refer to previous area focussing on a 'new' parent/carer council.
	The school asks for feedback from parents and carers on the quality of support and provision.	Yes via annual parent surveys, annual review contribution, annual parent meetings and regular anecdotal via diary, Facebook and dojo and tel conversation.	

	Pupils are provided with the opportunity to express their views on the education they receive in a meaningful way through appropriate communication methods.	Annual student survey, student council, assemblies, feedback and evaluation in lessons, option choice requests
	Pupils representing the full range of SEND within the school become involved in pupil voice, both within and beyond the school.	Specific staff facilitation of student voice in place. Student council in place and representative from across school voted in by fellow students. Student representation on-line safety group. Individual students involved in LCC student voice systems eg. POWER group
	Pupils have access to an equitable offer of meaningful enrichment activities, lunchtime clubs, and wraparound activities.	Significant number of lunchtime, after school clubs and enrichment activities in place supported by LCC break-time funding. Available to all irrespective of need or

		ability. Curriculum enrichment in place eg. theme days , theatre trips and educational visits. Residential experiences are available across KS3/4 and DofE in post 16	
Assessment and identification	Comprehensive assessment supports accurate identification of need and informs classroom practice. Parents and carers are fully involved in discussions with the school on identification and assessment.	Baseline standardised testing; PIVATS tracking and assessment informs IEPS and targets and ind. subject assessment, planning and classroom practises. IEP sent home and school open to discuss in response to parental request. School has delivered presentations to parents about assessment. Further	

		identification of need picked up at annual review meetings with parents/carers as part of co-production. Regular contact as part of transition and early in first term for new starters. Included in a range of social care/health care meeting.	
	The school scrutinises behaviour, exclusion and attendance data to ensure all needs are addressed effectively.	Behaviour lead in place and records kept on information management systems. Deputies scrutinise attendance and behaviour half termly. Ind behaviour plans in place and actions followed up. The use of exclusion is very infrequent and only used as a n absolute last resort.	
	Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (IASS).	Parent/carers steered to appropriate available services such	

		as SENdIASS, but also inc. CAMHS, Counselling, social care, Early Help, LD services etc. Also use Facebook and distributed FIND directory and leaflets to publicise when required or asked to by LCC and service providers. School holds biggest CEIAG EVENT for SEND students in LCC annually.	

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Monitoring, tracking and evaluation	Pupils have personalised plans that are reviewed with parents and carers at least termly.	Personalised plans in place and evaluated termly with new ones set up and sent home to view. Reviewed further with parents on their request.	

	Classroom practice is rigorously evaluated. Adjustment to the nature of the provision is only made when based on carefully considered evidence.	Evaluation of classroom practise is constantly taking place. In d teacher evaluation, observations and monitoring of planning. Student self-evaluation of own targets. Any changes are discussed, trialled and carefully considered.	
	Teachers and leaders have a good understanding of how pupils with SEND achieve with individual teachers and across subjects, irrespective of the complexity of need. The school uses externally validated data to inform school improvement.	Refer to previous responses linked to assessment and achievement. External data is considered but is often mainstream related and as such largely redundant in special school context as all learners are working below age related expectations and cohort sizes are very small. Benchmarking, sampling and moderating against	

		other special school provisions does have some element of substance and allows some benchmarking but as each special school is unique. Therefore internal moderated data has more weight in terms of showing progress, trends and outcomes.	
The efficient use of resources	Teachers engage in high quality continued professional development and learning to support improved pupil progress and outcomes. Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality continued professional development and learning. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.	Refer to previous responses linked to teacher CPD TA professional reviews planned for but often time dependant therefore not consistent year on year. Ta offered same opportunity to CPD as teachers. All interventions are informed by evidence and have clear outcome based	Be more consistent in ensuring professional reviews are completed for all staff groups.

		targets, reviewed regularly.	
	School provision is efficiently resourced based on the cohorts of SEND. An informed process is in place to introduce new approaches or resources which promote meaningful provision developments.	The current buildings and premises offers excellent provision. School improvement planning prioritises future developments based upon need and cohorts. Working with LCC to develop upper floor to support capacity increases.	Work closely with LCC to develop provision on upper floor if funding ever becomes available to support LCC SEND developments and capacity building.
The quality of SEND provision	The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils have their statutory needs met.	The school is fully and appropriately staffed with expertise across a wide range of SEND ability and need. Leading to high staff: student ratios	Based upon cohorts of SEND in future keep the annual review of staffing structures in place to identify gaps of need across staff groups
	Multi-agency support is engaged appropriately and utilised effectively.	Multi agency working is effective particularly with social care and health agencies	
	The school has developed a broad range of balanced provision and pupils can access a wide range of support.	Refer to previous responses and	

		curriculum and provision models of work	
	The school has a high degree of expertise; it is aware of its strengths and areas for developing further.	Expertise in place and gaps in knowledge have been identified and picked up via school improvement, CPD and appraisal processes and annually considering staffing for following academic year.	FOR EXAMPLE: QTVI/HI Hi functioning/most able delivery
	The school is outward facing and engages critically with developments in practice.	School is outward facing and involved in collaborative practices and pilots such as working with EEF – functional maths. Head chairs schools Forum; attending Deputy and subject networks and involvement in SEND partnership panels and placement panels. Plus the various associations for groups of staff.	