



## Sir Tom Finney Community High School Summer 2021 Self Evaluation – based upon template from London Leadership Strategy SEND review networks

### Context of the school

Sir Tom Finney Community High School is a Generic Learning Difficulty (GLD) designated secondary special school with a sixth form. We admit students from 11-19 years. Our main feeder school is the local GLD primary special school but we also admits from a wide range of primary mainstream schools. Our student population has a broad range of needs, 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 disability. As such there are a number of interventions, activities and opportunities available to support those young people and we continue to invest in and expand the Emotional Literacy Support Assistant (ELSA) programme. The school has been recognised for its approach to care, nurture and support in a flexible and adaptive approach that underpins its successes within teaching and learning and progress and achievement through its secondary model of delivery.

Throughout the periods of National Lockdown and restrictions the school has remained open to vulnerable young people and those of key workers. Any students not attending have had access to remote learning opportunity and regular contact with staff and class groups to keep in touch – more detail is held within our remote learning policy, guidance and actions.

The numbers admitted have steadily increased to a current number of 179 on roll with this set to increase higher to 184 in September 2021. This 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 refurbished and new build premises almost 5 years ago. In light of the county council SEND strategy the school is also having further refurbishment and new build over the academic period 2021-22 to re-establish and re-open the upper floor with the intention of expanding the numbers on roll to 245 over the next 3-5 years.

The resources the school offers are exceptional including subject specific rooms for specialist subjects, a hydrotherapy 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, whilst preparing young people for adulthood considering aspirations and outcomes e.g. 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 then investigations take place to consider what may be the cause and if necessary interventions put in place.

Many of our young people achieve and make significant progress socially, emotionally, behaviourally, physically and these areas are less easy to quantify in terms of progress, and can be seen as additional lifelearning and equally as important as and often underpin academic and accreditation achievement and progression, as part of preparing them for adulthood. To evidence we have records of achievement, 'wow' walls and anecdotal information from reviews, parental contact and from the young people themselves.

The staffing structures are under constant review in order to meet needs and through appraisal processes staff are offered many opportunities for professional development both in terms of curriculum subject as well 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 prospectus, staff handbooks, school improvement planning and assessment information and generally via the website and facebook pages.

The following evaluation is done in context of Lockdown and the gradual reduction of restrictions which allows much of the excellent practise to be rolled out again – much of the forthcoming developments are about re-instating this practise

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS and evidence	AREAS FOR DEVELOPMENT
<p><b>Outcomes for pupils with SEND</b></p>	<p>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.</p>	<p>Assessment data sets and IEP target information suggest that expected rates of progress are 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 were exceptional considering they were at the end of a period of substantial lockdown prior to the summer. Monitoring and evaluation of data is thorough, taking place each term and indicates and informs actions based upon outcomes either for individuals or for a specific group. Moderation has taken place both internally and externally across core subjects in the past and is being re-instated as restrictions reduce. Impact statements and ‘records of achievements’ provide</p>	<p>Tracking is subjective and relies on frequent moderation – <b>this needs to be fully re-instated</b> following reduction in restrictions and be increasingly <b>consistent across key subjects English, maths and PSD.</b></p> <p>Note and <b>action any suggested patterns</b> of data that infer gaps or highlight progress at a rate less than expected.</p>

	<p>School systems promote parent/carer contributions to maximise outcomes for pupils with SEND.</p>	<p>additional anecdotal evidence of outcomes</p> <p>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 (this year we held remote individual opportunities for Parent meetings).</p> <p>Numerous contacts have been made with parents throughout this last year – keeping in touch and remote learning for example.</p> <p>Communication options include dojo (app based communication) ; diary; tel. anecdotal commentary</p> <p>In the past attendance at events have been high and these will be re-engaged as restrictions ease</p> <p>Student Reports</p> <p>Parent liaison support is in place as a specific role in school and is</p>	<p>When allowed <b>re-establish the parent/carer stakeholder group</b> – ‘parent/carer council’</p>
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	<p>The school is engaging with a range of methodologies for preparing pupils for the next stage in their education, training, employment, and independent life.</p>	<p>hugely important in supporting transition.  The ELSA programme involves parents explicitly in supporting them to support ind. Emotional health needs.  Previous Parent stakeholder group/council was establishing itself, but has been on hold due to pandemic.</p> <p>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 experience and work related learning, vocational options and taster sessions at colleges enhance this area. Independent travel training is in place.  Personal and social</p>	<p>Continue to update to <b>meet Gatsby benchmarks</b></p> <p>Careers lead <b>action planning</b></p> <p><b>Re-instate careers fair</b></p>
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	<p>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.</p>	<p>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 has been a significant strength. However much of this external work ceased during the pandemic, but is gradually easing back into the curriculum as restrictions reduce.</p> <p>There is no evidence to suggest bullying is a major 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 gov's notes frequencies). Parents and</p>	<p>Continue to <b>monitor</b></p>
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		<p>other agencies (e.g. police) are involved as needed to follow up any actions.</p> <p>School takes seriously any issues relating to social media and frequently works closely with parents, students and other agencies to ensure appropriate use and awareness is maintained</p>	
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<b>AREA OF FOCUS</b>	<b>SUGGESTED THEMES AND AREAS TO EXPLORE</b>	<b>STRENGTHS and evidence</b>	<b>AREAS FOR DEVELOPMENT</b>
<b>Leadership of SEND</b>	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	

	<p>School leaders have created a culture and ethos that actively welcomes and engages parents/carers of pupils with SEND.</p>	<p>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&amp;L structures, practise and systems inc. those which monitor and evaluate this planning, delivery and outcomes.</p> <p>Refer to previous responses linked to parental engagement</p>	<p>Keep <b>curriculum under review each year</b> as part of planning for September to ensure meeting needs at all stages of school.</p> <p><b>Subject leaders produce action plans to support curriculum development and SIP objectives</b></p>
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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

	<p>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.</p> <p>Governors hold the school to account in order to have a positive impact on the outcomes for all pupils.</p>	<p>The school has an accessibility plan in place to meet statutory regulation and this is published on website and updated annually. The school contributes to LCC local offer. Colleagues participate in a range of school networks to allow for advocacy of the schools population</p> <p>Governors have structure that inc. specific reference to a pupil, curriculum and standards committee in which it holds senior leaders to account about outcomes. HT report/assessment reports/school improvement objectives reporting also supports this</p>	<p><b>Annual update accessibility and equality plans</b></p> <p><b>Re-establish subject leader presentations to governors' committees</b></p>
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	<p>There is a clear strategic plan for the relationship between education and therapeutic provision.</p>	<p>aspect as governors look to challenge, question or expand upon its content.</p> <p>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. Sessions and interventions are built into timetables</p>	<p><b>HLTA's take lead role in liaising with therapy provisions</b></p>
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**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 currently has specific responsibility for quality of T&L. However this will pass onto an Assistant Headteacher role from September as a new role in school.  
HOD's function inc. monitoring and curriculum dev. Within their depts.  
Whole school curriculum model differentiated in 3 tiered approach.  
In each dept. classes grouped to allow for differentiated T&L.  
Observation formally and informally takes place inc. monitoring of lesson planning with specific reference to differentiation.  
Planning monitored termly. Department and Subject action plans form part of school improvement

**Embed new AHT role**

**Strengthen role of HOD in terms of responsibility and accountability**

**Department and subject action plans inform SIP**

	<p>Staff have a clear understanding of pupil need and personalised strategies. Supported by a multi professional and family partnership approach. These are consistently applied throughout the school.</p>	<p>plan and website summaries of subjects outline in brief the subject contents and are updated annually as required.</p> <p>Individual Educational Plans; Ind. behaviour plans; Ind. moving and handling plans; Ind. health care plans are all in place where required, shared with professionals and parents and staff. EHCP outcomes for each individual in place and reviewed as part of annual review reporting alongside professionals and parents and students (co-produced). Much of this feeds into lesson planning and differentiated teaching and learning strategies</p>	<p><b>Implement new IEP format and structure</b> in new academic year</p> <p>Focus on maintenance of <b>consistent application</b> of individual plans</p>
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	<p>Effective teaching strategies, including setting homework where appropriate, are well matched to pupils' individual needs.</p> <p>Evidence from observations shows the teaching of all pupils is considered to be consistently good or better.</p>	<p>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. Homework is less consistently applied and follows a needs-led model in conjunction with family and individual circumstances</p> <p>Observation records are clear that all teaching in recent years has been consistently good or better. Formal and informal observation, learning walks and monitoring is being re-engaged with as restrictions relax</p>	<p><b>Review homework policy and practise</b></p> <p><b>HOD and new AHT to have key role in 'observation' and 'monitoring'</b></p>
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There are effective systems in place for supporting the transition of pupils between classes, phases and beyond the school.

Transition into school, between departments and out of school have been effective and feedback is very positive from parents and students, from destinations and other professionals about this aspect. Students are supported with pre entry transition arrangements into KS3 inc. visits and parent meetings. Between departments students have time to experience different areas of school, meeting staff etc. from the next department phase. The parent liaison support HLTA assists in external transitions or social care settings completing paperwork, sorting

	<p>There is a comprehensive, whole school CPDL (Continued Professional Development and Learning) programme.</p>	<p>entry interviews and visits to college as examples</p> <p>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.</p>	
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AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS and evidence	AREAS FOR DEVELOPMENT
<p><b>Working with pupils and parents/carers of pupils with SEND</b></p>	<p>The SEND information report provides a comprehensive summary of provision at the school.</p> <p>The school recognises the role pupils, parents, carers, and advocates have in co-production and can demonstrate this.</p> <p>Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.</p> <p>The school asks for feedback from parents and carers on the quality of support and provision.</p>	<p>Yes it does, in place and updated annually published on website</p> <p>Demonstrated and evidenced specifically in EHCP annual review meetings</p> <p>Parent governors in place and contribute to this Parent stakeholder group were involved prior to pandemic, this can be re-instated moving forward.</p> <p>Yes, previously via annual parent surveys, annual review contribution, annual</p>	

	<p>Pupils are provided with the opportunity to express their views on the education they receive in a meaningful way through appropriate communication methods.</p> <p>Pupils representing the full range of SEND within the school become involved in pupil voice, both within and beyond the school.</p>	<p>parent meetings and regular anecdotal via diary, Facebook and dojo and tel. conversation.</p> <p>student surveys, student council, assemblies, feedback and evaluation in lessons, option choice requests</p> <p>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</p>	<p><b>Re-establish student council activity</b></p>
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	<p>Pupils have access to an equitable offer of meaningful enrichment activities, lunchtime clubs, and wraparound activities.</p>	<p>Lunchtime, after school clubs and enrichment activities in place supported by LCC break-time funding. (note: being set up again following pandemic beginning with before and after school, lunchtime clubs will start again in new academic year.) Curriculum enrichment in place eg. theme days, with theatre trips and educational visits restrating summer term. Residential experiences have taken place previously but will wait until new academic year to resume. DofE in post 16</p>	<p><b>Re-establish wrap around and lunchtime clubs</b></p>
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**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.

	<p>The school scrutinises behaviour, exclusion and attendance data to ensure all needs are addressed effectively.</p> <p>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 (IAS).</p>	<p>Behaviour lead in place and records kept on information management systems. Information is scrutinised and may lead to Ind. behaviour plans put in place and actions followed up. The use of exclusion is very infrequent and only as an absolute last resort.</p> <p>Parent/carers steered to appropriate available services such as SENDIAS, 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</p>	
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		EVENT for SEND students in LCC annually. (restrictions permitting)	
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AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS and evidence	AREAS FOR DEVELOPMENT
<p><b>Monitoring, tracking and evaluation</b></p>	<p>Pupils have personalised plans that are reviewed with parents and carers at least termly.</p> <p>Classroom practice is rigorously evaluated. Adjustment to the nature of the provision is only made when based on carefully considered evidence.</p>	<p>Personalised Individual Educational plans in place and evaluated termly with new ones set up and sent home to view. Reviewed further with parents on their request.</p> <p>Evaluation of classroom practise is constantly taking place. Teacher self and peer evaluation, observations, and monitoring of planning. Student self-evaluation of own targets. Any changes are discussed, trialled</p>	<p><b>See above</b></p>

	<p>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.</p> <p>The school uses externally validated data to inform school improvement.</p>	<p>and carefully considered.</p> <p>Refer to previous responses linked to assessment and achievement.</p> <p>External data is considered 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.</p>	
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<p><b>The efficient use of resources</b></p>	<p>Teachers engage in high quality continued professional development and learning to support improved pupil progress and outcomes.</p> <p>Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality continued professional development and learning.</p> <p>Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.</p> <p>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.</p>	<p>Refer to previous responses linked to teacher CPD</p> <p>TA professional reviews planned for but often time dependant therefore not consistent year on year. TA's are offered same opportunity to CPD as teachers.</p> <p>Any interventions are informed by evidence and need and have clear targets, reviewed regularly.</p> <p>The current buildings and premises offer excellent provision. School improvement planning prioritises future developments</p>	<p>Plan for <b>professional reviews being completed for all staff groups.</b></p> <p><b>Project design underway with build phase proposed to start summer 2021 and last 12 months</b></p>
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		based upon need and cohorts. Working with LCC to develop upper floor to support capacity increases.	
<b>The quality of SEND provision</b>	<p>The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils have their statutory needs met.</p> <p>Multi-agency support is engaged appropriately and utilised effectively.</p> <p>The school has developed a broad range of balanced provision and pupils can access a wide range of support.</p>	<p>The school is fully and appropriately staffed with expertise across a wide range of SEND ability and need. Leading to high staff: student ratios ensuring statutory needs are met.</p> <p>Multi agency working is effective particularly with social care and health agencies</p> <p>Refer to previous responses and curriculum and provision models of work</p>	<b>Review of staffing structures ongoing to identify gaps</b> of need across staff groups

The school has a high degree of expertise; it is aware of its strengths and areas for developing further.

The school is outward facing and engages critically with developments in practice.

Expertise in place and gaps in knowledge are identified and picked up via school improvement, CPD and appraisal processes and annually considering staffing for following academic year.

School is outward facing and involved in collaborative practices and pilots.  
Head chairs schools Forum; staff attending Deputy and subject networks and involvement in SEND partnership panels and placement panels. Plus the various associations for groups of staff.  
Supporting LCC SEND strategy with expansion and upper floor development.