



## Waltham St Lawrence Primary School

### Inclusion Quality Mark : Leadership of Inclusion

Visit carried out on 12.05.2021

### Accreditation Panel Report

#### Overview

Waltham St Lawrence is an outstanding village school. According to the 2020 census, it has 141 pupils on role. EHCPs 3 (2.13%) SEND K 18 (12%) Total SEND 21 (14.9%)

#### Website

*"Our mission is to provide inspiration and opportunities for all children to achieve their potential and become confident, independent individuals with key skills for lifelong learning."* The mission statement shows an aspirational attitude for learning and promotes a holistic approach to developing the whole child.

The Head Teacher's welcome promotes the 'family' culture and details how staff and families alike must work as a 'team' to *'create a happy, safe, caring and challenging learning environment, where each child is enabled to achieve their full potential'*. The school promotes an inclusive culture *'we value each member of the school community and work to encourage the potential of all'* and places emphasis on celebrating achievement and challenge to *'continually improve'*

The website is compliant regarding SEND information with the Local Offer signposted. The SEND information report and Inclusion Policy are very informative and detailed with 'Quality Teaching' mentioned as an 'essential element' to provide an inclusive education. It is easily accessible, the Inclusion Co-ordinator and SEND governor are named. The site gives additional signposting to the RBWM Inclusion Charter as well as the 'Golden Booklet Information', a glossary, the Code of Practice and external agencies.

There is detailed information in their curriculum intent *'We aim for our curriculum to be coherent, connected, inspirational and challenging, ensuring that children feel valued, safe and passionate about their learning.'* In addition, the school have chosen a values-based approach to PHSE using the 'Human Values' Scheme and in 2021 they were recognised as a best practice representative and were featured in this year's Parliamentary Review.

There is lots of information for parents regarding additional responsibilities for pupils: Peer Mediators/School Council and Playground Leaders as well as a detailed page dedicated to promoting resilient learners with a Growth Mindset.



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### **Governors**

The school has a passionate and dedicated SEND Parent Governor who has a keen interest in ensuring progress for all and is fully invested in the school's continued success in meeting the needs of pupils with SEND.

Fiona talked confidentially about the aligned inclusive vision and values for the school and how the governors are actively involved in setting these. The key to which, is to maintain a nurturing ethos that promotes a child centred approach as well as encourages co-production with the families.

The Governing Board have clear and high expectations of the school and see their role as to challenge the school to continually improve, including CPD, as well as making best and creative use of their limited resources including the notional SEN funding. The governor reported that the school staff are very approachable and are open to visits and scrutiny from the Governing Board resulting in high efficacy.

### **Head Teacher**

The Head Teacher is clear that children are at the 'heart of everything that they do' at WSL to the point that the standing agenda on all staff meetings is conversations about the children, their well-being, and their progress. The school has a strong community feel and an open-door policy welcoming parents to share their views. The School Improvement Plan is shared widely and staff are aware of their responsibility to embed this.

The Head Teacher values her staff as an important resource and ensures they are aligned with the school's vision and values by communicating clearly and working collaboratively as a team. The curriculum is seen as a 'vehicle' for learning and is being constantly reviewed and updated to reflect the needs of the cohort.

As an outstanding school with many embedded initiatives that the school have been recognised as leaders for; it would be easy to be complacent but the Head Teacher was very passionate that this is not the case at WSL. The school are always looking into new initiatives and recent evidenced based approaches to continue to improve.

The work of the inclusion lead is held in high importance and the Head Teacher ensures that their time is protected for this as well as sharing an office so they can be in constant communication about the needs of the children.



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### **SENCO**

The SENCO/ Inclusion Co-ordinator is well trained and experienced. She has the time to do her job as this is seen as a priority. The SENCO communicates very well with the rest of the staff who see her as approachable and an invaluable source of information and resources. She is seen as a 'source of inspiration' regarding the support she provides staff to meet the needs of pupils with SEND.

She ensures that all teachers are aware of their responsibilities and accountability with regards to teaching pupils with SEND through training. She ensures Quality First Teaching through observations and joint pupil progress meetings.

The school has a child-centred and innovative approach to interventions which are delivered both in class and out of the classroom, which are carefully considered to ensure that the pupil always has a sense of belonging to the classroom. The school have moved away from the 'ten week' model and instead have moved towards a high frequency, targeted approach to help the children progress. The staff are aware of the challenges that pupils may face as they transition to secondary schools and plans are in place as early as Year 5 to ensure that they are developed as independent learners.

### **Teachers**

Everyone at the school have high expectations and this is the same for the staff about their teaching as well as the pupils about their learning. In each class observed, the teaching was to a very high standard and there was clear evidence of reasonable adjustments being made. The teachers spoke confidently about the strategies used to adapt the curriculum for all learners and the support network available if they needed it.

The teachers and TAs plan together for children with SEND and the SENCo is also seen as an important resource to support this process. Planning is bespoke and flexible.

Staff are well trained and specialist support staff ensure that there is expertise within the team. All staff accept responsibility for all pupils all the time, particularly those with SEND. This leads to a solution focused approach which particularly benefits pupils with SEND.

### **Support Staff Use of TAs**

The support staff are important members of the team who feel appreciated and valued: "I wouldn't want to work in any other school".

They access training offered to the teaching staff and the HT and SENCo have an open-door policy utilised by the support staff if want to go and ask.



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The ELSA TA was responsible for measuring impact and she works closely with the teaching staff to ensure a joint / shared approach to the delivery of interventions.

### **Parents/ Carers**

Parents were overwhelmingly positive about the experiences they have had with the SEND provision. Many commented that previous schools were not able to manage their child's additional needs but WSL had not only managed it but had ensured they flourished and were ready for the next stage of their education. The parents feel welcomed into the school and that the school know all their children individually. The parents feel the school go 'above and beyond' for them and their children.

They spoke highly of the support they have received from all staff including the time taken by the Head Teacher to have active involvement in their child's school experiences. They also spoke about the trusting rapport built with the SENCo and the teaching staff.

The parents were confident that they were involved in all decision-making processes around their child and felt listened to.

The SEND / Inclusion Governor is also a Parent Governor.

### **Pupils**

The pupils at WSL are polite and well-mannered with excellent behaviour. They are confident and happy to speak with us openly as visitors to the school. They reported that they felt happy and safe in the school and when things were challenging could articulate who they would go to for help and what support was available to them. They could also give numerous examples of when their achievements had been celebrated with the 'Star Pupil Award'

The pupils were able to discuss support coming from the staff as well as their peers by using strong peer to peer working and support with older pupils being offered the opportunity to be involved in decision making and the creation of SEN plans.

The school makes great efforts to develop the whole child. There are lots of opportunities for extra-curricular clubs, accessed by all children. In addition, opportunities that developing them as leaders with several children with SEND represented in School Council and as House Captains.



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### Environment

The outdoor areas of the school have been purposefully designed to ensure the pupils have access to quality play areas as well as dedicated outdoor learning spaces.

Internal spaces have been used to maximise capacity. There are many small, designated areas for group work or interventions as well as a Nurture Room, if there is a space, they are maximising on the use of it! The same can be said for the walls, many of which are full of appealing displays that have a focus on celebrating achievement and promoting the values of the school. The school has parent feedback on display in their reception area as well as an eye-catching summary of the School Improvement Plan over the photocopiers as an aide de memoir for the staff.

### Has the school achieved the Inclusion Quality Mark and why / why not?

We feel the school has met the required standard to be awarded the inclusion Quality Mark award for the following reasons:

1. Inclusive ethos and shared vision.

The school has cultivated a strong vision of inclusion for all led by the governor and the Head Teacher, which is shared by the wider community, staff, pupils, and their family. There is a high aspiration for all pupils to achieve and these achievements are celebrated regularly. The Head Teacher, supported by the governors, have worked relentlessly to ensure the pupils are at the heart of the school and decision making resulting in a child centred solution focused approach.

2. Knowledge of the pupils

All staff have an excellent understanding of the needs of pupils with SEND. Progress is carefully monitored, and bespoke interventions are in place to remove barriers to learning. The interventions are targeted with the aim to ensure that pupils with SEND learn as much as possible alongside their peers in the mainstream classroom. The school is mindful of preparing pupils to successfully transition to secondary school and so interventions, particularly the use of 1:1 support, is carefully considered with a focus on ensuring that pupils are independent learners. They recognise the challenge of this for pupils with the most complex needs,

3. Strong pupil voice for all pupils

The pupils at WSL feel safe and happy. They report that they are listened to and can access help when they need it. It was great to see the extra-curricular offer being used by pupils with all needs as well as the representation of SEND on School Council and as a House Captain.



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### 4. Communication with parents.

The parents are overwhelmingly supportive of the school and they are very happy of the support offered to their children. They feel the school goes above and beyond for them and listen to their concerns and acts. The school are in frequent communication and if ever they need to come in, they feel that they can. The parents are heavily involved in making decisions and the co-production of SEND Support Plans.

### Areas for consideration.

- Up-date the SEND Information Report and include parents in this to strengthen co-production.
- Design and embed a robust system to measure the impact of the provision and interventions that are taking place. How can you be sure the these are resulting in greater impact and progress?
- Both the SENCo and Head Teacher are extremely knowledgeable and have some great inclusive practice already embedded in their school. It would be great for them to share this expertise more widely across RBWM.

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