

## SEND Learning Walk – Overall Feedback Feb 22

Thank you to everyone, it was lovely to come into your classes and to see how inclusive your classrooms are. SEND pupils are fully integrated into school and clearly enjoy learning. Below are the main findings from our learning walk. Individual teachers will get their individual feedback emailed to them.

### **What's working well?**

- SEND learners all engaged in learning and active participants in lessons. Lots of praise and support from teachers and TAs.
- We observed lots of calm learning environments with lots of classes having neutral coloured displays. Displays clearly reflected the work of all pupils including SEND pupils and they were able to point out their work.
- There were some lovely examples of feelings displays and working wall displays that the children could refer to.
- Good evidence that children with SEND are making progress.
- Differentiation and scaffolding evident in planning and books in most classes.
- Evidence of children working on their Learning Plan targets in the yellow file (and also sometimes evident in books) in most classes. Other folders were available such as Wellcomm and Precision Teaching where there is clear evidence of interventions taking place.
- Lots of children knew what their targets were. Learning Plans were up to date with a lot of them having SMART targets.
- When speaking to most staff it was evident that they knew their children well and knew how to support SEND learners via differentiation, use of language and additional resources.
- Pupil Voice was very positive with all children saying they felt happy in school and most could tell us about what they were learning and what they enjoyed about school. They could all say what they would do if they needed help, this was mostly that they would ask a member of staff for help. Some children said that a task plan helps them to know what they need to do next.
- There were a number of resources available to children in class to support with their learning e.g. word mats, number mats and sound mats, task plans, Now and Next boards, sloping boards and adapted pencils/scissors, lots of manipulatives readily available, Dyslexia Friendly dictionaries. Lots of children were using these things independently and therefore not relying on a member of staff for support. We observed TA's working with some groups and also working 1:1 with children.

### **What could be better?**

- Some classes had lots of things around the board which could be overwhelming for children when they are sat looking at the board during carpet time. Be mindful of the impact of having very busy displays on SEND learners.
- Most classes had a visual timetable in class but not all of these were boardmaker displays. It is important that we have consistency across the school so if you don't have a boardmaker visual timetable then please let the SEND Team know and we can print one for you. A visual timetable is a non-negotiable in every classroom. You should also have the Good Sitting, Good Listening etc visuals on display (non-negotiable for EYFS and KS1 – these are also available on lanyards).

- Ensure that TA's are aware of who has a Learning Plan and where to find them. We don't expect TAs to know all of the children's targets off the top of their head but they should familiarise themselves with the plans.
- Think of ways to ensure that children become familiar with what their Learning Plan targets are so that they can really take ownership of them.
- Ensure that all Learning Plan targets are SMART (SEND Team will arrange refresher training on this).
- Ensure all SEND pupils have time to work on their individual targets and build up evidence of this to be kept in the yellow folder. Link success criteria in whole class teaching to SEND pupils targets where possible.
- Make sure that the SEND group have time with the teacher as well as TA.

Thank you 😊