

SEND REVIEW REPORT

School Name: Harlyn Primary School		Review Date: 21/04/2026																							
SENCo: Sarah Tosdevin		Reviewer: Hannah Sheridan																							
Contributing staff:	Sarah Tosdevin (Inclusion Manager) Simon Jones (Headteacher) Shruti Mistry (Deputy Headteacher) Teachers, Subject Leads and Phase Leads SENCo Support Assistant Students (EHCP and Young Carers)																								
Evidence Reviewed:	SEND Review Report 2022 School Website SEND Policy SEND Information Report Ofsted Report Census data Learning Walks Professional conversations Student voice conversations																								
Peer Review Agenda:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Timings</th> <th style="width: 50%; padding: 5px;">Activity</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">9:00 – 9:30</td> <td style="padding: 5px;">Meeting with Inclusion Manager and Headteacher</td> </tr> <tr> <td style="padding: 5px;">9:30 – 9: 50</td> <td style="padding: 5px;">Tour of school with Head Girl and Head Boy</td> </tr> <tr> <td style="padding: 5px;">9:50 – 11:00</td> <td style="padding: 5px;">Learning walk</td> </tr> <tr> <td style="padding: 5px;">11:00 – 11:15</td> <td style="padding: 5px;">Tea break</td> </tr> <tr> <td style="padding: 5px;">11:15 – 11:45</td> <td style="padding: 5px;">Support staff meeting</td> </tr> <tr> <td style="padding: 5px;">11:45 – 12:45</td> <td style="padding: 5px;">Meeting with Inclusion Manager, SEN Support Assistant and Deputy Head</td> </tr> <tr> <td style="padding: 5px;">12:45 – 13:00</td> <td style="padding: 5px;">Lunch</td> </tr> <tr> <td style="padding: 5px;">13:10 – 13:30</td> <td style="padding: 5px;">Pupil Voice sessions</td> </tr> <tr> <td style="padding: 5px;">13:30 – 14:00</td> <td style="padding: 5px;">Teachers Meeting</td> </tr> <tr> <td style="padding: 5px;">14:00 – 14:45</td> <td style="padding: 5px;">Meeting with Inclusion Manager and Head Teacher</td> </tr> </tbody> </table>			Timings	Activity	9:00 – 9:30	Meeting with Inclusion Manager and Headteacher	9:30 – 9: 50	Tour of school with Head Girl and Head Boy	9:50 – 11:00	Learning walk	11:00 – 11:15	Tea break	11:15 – 11:45	Support staff meeting	11:45 – 12:45	Meeting with Inclusion Manager, SEN Support Assistant and Deputy Head	12:45 – 13:00	Lunch	13:10 – 13:30	Pupil Voice sessions	13:30 – 14:00	Teachers Meeting	14:00 – 14:45	Meeting with Inclusion Manager and Head Teacher
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Areas of strength	1. SEND Systems and Processes The school has a clear and robust system for the identification of SEND with staff initially completing a Cause for Concern form including descriptions of need and the Ordinarily Available Provision (OAP) currently in place. Following this, the Inclusion Manager gathers further information, including having conversations with parents, and a decision is made whether a child is added to the SEND Register. If they are identified as requiring SEND Support, Assess, Plan, Do and Review is documented on either a My Support Plan (MSP) or Personalised Learning Plan (PLP). For children where a concern has been raised but they are not added to the SEND Register, a running record is kept where any staff concerns, and parent/professional conversations are recorded. This means that if a concern is communicated at a later stage, this contextual information is available																								

to support decision-making. MSPs/PLPs are updated by the class teacher with support from the Inclusion Manager and staff are given INSET time to do this.

As well as being captured in MSPs/PLPs, progress data is recorded using target statement sheets linked to the National Curriculum. Where a student is not working at their National Curriculum age-related expectations, the statements from previous year groups are used. This allows granular tracking of small steps of progress over time. This information is also triangulated through NFER assessments which students complete. If students with SEND are not able to access their year group's assessment, they sit the assessment for a previous year group so their learning gaps can be identified.

2. Intervention Offer and Monitoring

The school offers a broad range of interventions, including Chatterbox, Attention Autism, Jelly and Bean, reading and social skills. Staff receive training on how to conduct interventions before being asked to do so and student progress is tracked using intervention sheets, including student attendance and their engagement in the session. The learning in interventions is generalised into the classroom using communication sheets which are carried out by the member of staff conducting the intervention and the class teacher. Interventions are run for a finite amount of time, and their impact is assessed through looking at the progress data. Effort is also taken to prevent interventions taking place during the same lessons, so pupils do not consistently miss the same lesson.

3. Inclusive Community and Work with Parents

The school aims to adopt a strengths-based approach to SEND, with students using the terms "superpowers" and "barriers" to characterise their strengths and needs. Students are encouraged to embrace their neurodiversity and one student stated that the school wants him to be himself and does not try to make him "less autistic" but helps him with his barriers. The school also runs a 'Celebrating Differences' club once a week for students who are aware of their neurodiversity where they can share about themselves and have fun. The school have also had parents who have physical disabilities come into school to talk to students and to answer students' questions, promoting an acceptance of difference. The school has not used permanent or fixed-term exclusions this academic year and leaders recognise the negative impact of these on pupil wellbeing.

School staff are keen to work closely with parents: the Senior Leadership Team are on the gate every morning to meet and speak to parents, and many parents take this offer up. Parents are also able to speak to the school Welfare Officer before school each day if they have concerns about their child's medical needs or wellbeing. Parents can contact their child's class teacher using the year group email address or can email the Inclusion Manager regarding concerns. There is a recognition among leadership that attitudes to SEND can influence parent perspectives on their child's needs and steps are taken to work

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	with parents on this. Parent views are gathered as part of the MSP/PLP review cycle and are used to inform updates.
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	Next Steps:	Rating:
Agreed next steps	1. Establish consistency in Ordinarily Available Provision. Ordinarily Available Provision (OAP) is central to effective SEND provision and positively impacts the outcomes of all students, not just those with identified SEND. Although some OAP strategies were observed in class (visual timetables, Now and Next boards, organisation checklists), these were not consistent across the school. In a couple of classes, the visual timetable cards were not removed and the 'finished' pocket was not in use, despite leaders expressing this is an expectation across the school. Classroom environments could be developed through introducing Widgets to drawer labels to support students who are less fluent readers, have language and communication needs, or who have English as an Additional Language (EAL). Teaching could be further developed through multi-sensory strategies. Concrete manipulatives could be used to support dual coding of verbal explanations, such as beadstrings and dienes in maths lessons. Additionally, actions and physical objects could be used to support the teaching of new vocabulary. Information regarding the research behind dual coding can be found here: What is dual coding? Tes Magazine.	1
	2. Deploy support staff to work flexibly with a broader range of students. Harlyn currently differentiates between whole class teaching assistants (TAs) and SEN TAs who are allocated to work with a specific student with an EHCP. There is limited evidence that working 1:1 with a member of support staff has a positive impact on student outcomes (Blatchford et al., 2006; CFE Research, 2024). Explanations offered for this are that support from a TA can end up being 'instead of' support from the class teacher, and that it can reduce student independence. Alternative models of TA deployment could be used to prevent the potential negative impacts of 1:1 deployment. For example, teaching assistants could work with groups of children of a range of attainment, but who are struggling with a particular concept. Alternatively, they could circulate throughout the classroom while the teacher provides more intensive support to a child or children with a higher level of need. To support student independence, a 'helicopter' model could be used where a TA sets a student off on a task and then goes off to support others, returning to assess progress and respond to queries. Further information regarding the Effective Deployment of Teaching Assistants can be found here: Deployment of Teaching Assistants EEF.	0
	3. Reduce the reliance on differentiation through adaptive teaching. Differentiation is the practice of providing different independent tasks to groups of students dependent on prior attainment. This can be useful to support student independence and for students who cannot access the curriculum even with very high levels of scaffolding. However, in some cases this can risk acting as a cap on students' attainment, the lowering of expectations and can result in the widening of the gap between students with and without SEND. More information on this can be found here: EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF. In many instances, most students' needs can be met through adaptive teaching (Understanding Adaptive Teaching EEF). This places a focus on in-the-moment responsiveness to progress towards the lesson objective while information is gathered through assessment for learning strategies. This may involve the provision of one task based on the lesson objective where this is designed with a 'low floor/threshold' and 'high ceiling' (Low Threshold High Ceiling - An Introduction NRICH). This means that most students can access this but the work they produce	0

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	may be different, depending on their grasp of the lesson content. This can also prevent students lowering their own expectations of themselves: from speaking to students during the review, it became clear that they were aware of the “top, middle and bottom” sets used for maths in some classes. As well as enabling all students to attempt all tasks and practice the same skills, it also reduces the teacher workload associated with producing multiple independent tasks.	
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