



SEND Inclusion Award (SENDIA) Verification Report

School name: Barcroft Primary School

School address and postcode: Barcroft, Willenhall WV13 1NA

School telephone: 01902 368132

School website: <http://barcroftprimary.co.uk>

Principal: Mrs J. K. Johl

Head teacher's email: postbox@barcroft.walsall.sch.uk

SENDIA coordinator (if different): Mrs V. Micklewright-Smith

SENDIA coordinator's email: vmicklewright@barcroft.walsall.sch.uk

Date of verification: 28th March 2018

Award verifier: Mrs Hannah Hall

Award advisor (if applicable): Dr Linda Evans



Commentary on the evidence provided:

I met with Jan Howe, Victoria Micklewright-Smith, Jasbir Johl (Headteacher) and the Chair of Governors Phil Cross. This was an informative and inspiring meeting and gave clear evidence of the commitment to Inclusion and SEND provision given by all stakeholders at Barcroft Primary School.

A well-presented portfolio clearly demonstrated evidence for each of the KPIs. Electronic versions of the evidence had all been uploaded to the awards dashboard, and the Verifier scrutinised paper documentation and data presented during the visit. SENCOs Jan and Victoria have brought together an impressive amount of material to demonstrate a high level of inclusive SEND provision at Barcroft Primary School, involving significant expertise.

There is clear evidence of reflection and review processes the school has in place and discussion revealed why Barcroft had chosen to embark on the SENDIA, their initial areas for development, considerable strengths and next steps.

This process also highlighted how well the working group communicates and the collaborative approach they have taken over provision, interventions, resources, and timetabling for learners and their staff. The Link Governor regularly conducts learning walks and holds the SENCO to account ensuring regular book trawls are completed and target books monitored to feed into CPD planning, and to monitor quality and effectiveness. All staff have received Makaton training and this has been implemented throughout the school, along with a focus on oracy and numerous opportunities for CPD to embed this approach.

There was strong evidence of the commitment the school has, in building capacity within their team, going above and beyond for learners and their families, and an approach that is bespoke, responsive and strategic. For example, pupil progress meetings are held between the class teacher and headteacher to analyse and track progress and plan interventions accordingly. The SENCO also attends these meetings to give advice and also to support the assess, plan, do process.

Through my observations at Barcroft it was clear that classrooms and other spaces are fully inclusive and accessible to all. I observed staff using Makaton; giving careful consideration of classroom environment and layout; responding to learners with personalised approaches where needed and using consistent implementation of strategies and appropriate language that underpinned the culture of universal provision and inclusion for all.

The tour of the school demonstrated plenty of evidence of a caring and inclusive ethos at Barcroft. Displays and learning environments had been carefully considered and every classroom was dyslexia friendly. There were several areas dedicated to interventions and the sensory room was a lovely space for the learners (and staff!) to use.

The deployment of the TA was excellent and in every classroom the TA and teacher worked as para professionals. It was brilliant to see them leading on topics and expertly questioning and responding to their learners.

The school's identification of speech and language as a key priority, was evidenced through the use of Makaton, both visually as signage but also through the use of signing to underpin communication. This commitment to developing oracy and S&L was even evident in the layout of tables to maximise communication opportunities. Parent/carers have also received training and advice on how to develop oracy at home.

A huge thanks to Mr Bhatti for presenting to me on the oracy strategy during my tour. This is clearly having an impact on progress and aspirations for learners and their families.

Strengths identified in the review:

Clear and strong leadership was evident in all areas during my visit of the school. A continually reflective and evolving vision, underpinned by skilled, effective and expert practice and robust systems means outcomes for learners and their families are outstanding.

Parent/carer relationships and partnership working are excellent. The thought behind so much of the planning, sessions, resources and delivery is monumental in maintaining trust, happiness, rapport and consistency for the learners and their families. A commitment to "over and above" in supporting families means that learners are given the best opportunities possible.

The opportunities for parent/carers to learn about how to support their child's development are numerous, from drop-in coffee mornings, to workshops and information events. The attendance rates (and feedback) give testament to the relationships the school has with the community, and also how valuable the parent/carers find the support.

Multi agency working and how colleagues are deployed, is inspiring. There is no "blanket" approach, and again this demonstrates a setting that considers and values the needs of every individual child: for example, the school has employed their own speech and language therapist, they have trained TAs to lead on interventions including nurture and lego therapy, and also established the "Friends" programme.

There was a real sense of high aspirations, both from the learners and the staff. This was evidenced through lesson planning and delivery, case studies and feedback from the learner themselves. There is a "can do" attitude to all aspects of school (and home) life which underpins and highlights the excellent and inclusive provision at Barcroft and demonstrates that growth mind sets are being embedded.

Impact:

The undertaking of the SEND Inclusion Award has supported the school in developing and refining its provision so that all objectives have been achieved. Each KPI has been evidenced robustly. The portfolio, tour and discussions all demonstrate the positive impact for learners with SEND, both academically and holistically.

Areas for development:

- Continue to develop the use of Makaton, especially at KS2.
- Develop the programme of parent/carer opportunities for engagement with the school.

Verifier recommendation:

Barcroft Primary School is awarded the SEND Inclusion Award for a period of three years.

Head teacher comments:

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