

## Challenge Partners SEND Developmental Peer Review Day Summary

Review date	TUESDAY 11 <sup>th</sup> MARCH 2025
School name	ST KATHERINE'S PRIMARY SCHOOL
Headteacher/Principal name	RAY LANG
SENCo name	CAROLINE LOVELAND
Lead Facilitator	KM
Phase	PRIMARY
MAT	N/A

This document is a summary of the key points discussed and actions agreed by the above colleagues following a visit on the above date. It is primarily intended for internal use to support the school's continuing improvement of SEND provision and outcomes.

Observations from the day

**What went well**

Strong whole school culture which promotes highly effective provision for children with SEND, especially those with SEMH. Strategies used across the school are embedded and used consistently by all staff.

Strong emphasis on getting children ready for learning from before the school day even starts – Nurture Room, use of the therapy dog, access to the Sensory Room, and sensory activities. Full time HLTA employed to focus on nurture for all children, and ensure this is a priority across the school.

Whole school culture of developing children’s independence to manage their dysregulation, both in identifying when they need to access strategies to realign, and in identifying the suitable approach to do this. This requires a high level of trust e.g. to leave the classroom and access the sensory room without adult support, but strategies well established so this happens effectively.

Every member of staff has high expectations for all children, and it was almost impossible to identify which children might be on the SEND register and which not. Staff are compassionate and nurturing which pervades every corner of the school

There is a solution focused ethos which permeates life at St Katherine’s. Children are ambitious for themselves and encouraged to look beyond Snodland for their future. Children spoke with confidence about how they are encouraged to aim high.

The learning environments, whilst retaining a sense of individuality, are consistent in the expectations of essential elements of good practice – purposeful, WAGOLL, vocabulary displays, celebratory, providing support through working walls.

Personalised support provided for

**Even better if**

***The following points are provided as prompts for further thought:***

Some further discussion between leadership, teachers and support staff around assessment for the children working below year group expectations. It is clear that B-Squared is not an appropriate tool for the school – very expensive for the impact it is likely to have. Consider what is needed from assessment? Who is it for, and what do you want it to ‘prove’?

<p>individual children to allow them to access as much as possible of teaching and learning in their classrooms, and with little/ no adult support e.g. sitting at a desk to the side of classroom, scanning pen to access text, specialized screen for child unable to read main classroom screen, short time out (with therapy dog, going to sensory room, walking round school with an adult).</p> <p>Strong focus on language and vocabulary throughout the school. Specialist support staff used to provide this support. Effective and robust procedures in place to ensure no child is missed. Having significantly positive impact on outcomes.</p> <p>High quality teaching in classrooms ensures that adaptations are in place to include all children. Targeted use of support staff for individual children, or small groups of children.</p> <p>Effective use of Talk Partners to engage every child. Teachers provide carefully worded discussion points which promote conversation. This allows children sitting in mixed ability groupings to all be involved in discussions and contribute back to whole class.</p> <p>In Maths lessons observed there were examples of concrete resources provided to help scaffold learning and support practice of skills e.g. objects for counting in Year 1</p> <p>Provision mapping tools used are efficient and effective to enable the school to track children.</p>	
---	--

Actions / next steps
----------------------

<p><b>Short term</b></p> <p>Discussions around assessment, and what is best for your children, your staff and your school. It has to work for St Katherine's, and impact on learning.</p> <p>What do parents want to know? If their child is working below the expectations of peers, they need to know what their child can do, celebrate their achievements and understand next</p>	<p><b>Medium/long term</b></p> <p>How could AI be used to support with adaptation and therefore link in with assessment? Breaking down KPIs into much smaller steps of learning which will enable teachers to evidence progress.</p>
---	--

steps, whilst not being misled about capability. How can this be communicated meaningfully to everyone? Your books show clear progress so don't over think, or over complicate things!

Engagement with the Voice-21 Oracy project will support the whole school drive to further develop oracy. The structure of the programme will support development across all age groups, and support staff to refine practices for even better outcomes.

Signposting / suggested resources

KM to share the Coston Handbook to support adaptation across all subject areas

**Three useful books**

Transform Teaching and Learning Through Talk – The Oracy Imperative *Amy Gaunt and Alice Stott*

Classroom Talk in Practice – Teachers' experiences of oracy in action *Rupert Knight*

The AI Classroom – the Ultimate Guide to Artificial Intelligence in Education Dan Fitzpatrick

**Useful AI Tool**

TeachMate AI