

Date of visit: Tuesday 13th December 2011

School: Epsom & Ewell High School

SEN Consultant: Beverley Minette

Headteacher: Alex Russell

SCC Officer: Carol Maudsley

Teacher in Charge of Specialist Centre: Liz Barton

SENCO: Mary Gould

Section 1: Leadership and management

Indicators	Evidence
<p>The Head teacher has a strong vision and commitment to creating an inclusive, positive and welcoming environment for pupils with SEN/LDD.</p>	<p>Staff Handbook. AR meets prospective parents and pupils when they visit the SRC, including an informal tea with parents of HI children from Auriol in April 2010. Full inclusion policy. Fully comprehensive school. <i>See Admissions criteria.</i> Interpreters/Lipspeakers booked for Open Evening, Awards Evening and Parents' Evenings.</p>
<p>The Head teacher, supported by the Head of Centre, ensures that pupils with places in the specialist resource centre are integrated into the mainstream, but also receive specialist support.</p>	<p>See pupil timetables. Emails re appropriate groups Provision Map. Exam arrangements.</p>
<p>The specialist resource centre is seen as an important part of raising awareness of disability and encouraging positive attitudes.</p>	<p>Year 5 Languages Village – July 2011. 6th Form Enrichment – last 3 years (BSL workshops for 2 x week blocks of 6 weeks). <i>Assemblies (see programme and PowerPoint)</i> Deaf Awareness/communication strategies for H&SC groups. INSET for new staff /NQTs/PGCE students (<i>see programme</i>) Information sharing at Staff Conference at beginning of Academic Year Reverse integration groups eg RS/Maths. LSAs who have worked in the resource base have gone onto take further qualifications in BSL for their own interest and have made friendships with deaf people that they have met on the courses HI pupils are given support to develop a strong deaf identity – community provided in the HRB, Sarah Redshaw, Links with HRB Leavers (leavers' lunch, Keerthana Work experience, past pupils are encouraged to visit). Social Skills training and video work to help them deal with issues of integrating into the world of work with hearing peers</p>
<p>The specialist centre is used as a vehicle for improvement throughout the school and therefore all pupils will benefit from the additional expertise and resources available.</p>	<p>NQT sessions/PGCE sessions/ email evidence of advising staff on lesson plans Use of specialist teachers skills in reverse integration – the hearing children often have additional learning needs and benefit from methods used to teach HI pupils ToDs support in English & Maths lessons, sharing good practice. TAs regularly work with groups of pupils within the classroom e.g. LB in Year 9 Maths/ DK in IT. Support/monitoring of HI pupils who are not officially in the Unit, including speech discrimination tests, test box and advice to staff.</p>

	<i>(See Audiology file)</i> Joint working and joint initiatives with the Special Needs department – eg discussion with SENCo/HLTA regarding appropriate assessments, examination access arrangements, deployment of TAs and TA practice in lessons. Joint INSET – scribe training (Nov 11)
The Head teacher, supported by the Head of Centre, ensures that there are accurate, consistent and robust systems for tracking pupil progress.	P track/ Progress reports/CASPA/ IEPs/GCSE results/Reading & Spelling results
The Head of Centre and the SENCO, supported by the Bursar, have produced a provision map to give an overview of the support in school for pupils with SEN	This is work in progress and has been completed for the HRB only.
The Head teacher, supported by the Head of Centre, ensures that pupils with SEN/LDD are fully included within the whole school.	Pupils are members of form groups. Footprint/ houses/ Trips –RS, English, Geography, Retreat days/ Maths Focus groups/ Junior Leadership Team (Lucy Savage)/ assemblies (see school calendar)
The Head of Centre plays a wide leadership role across the whole school to ensure that staff are aware of pupil issues and specialist arrangements in order to meet individual pupil needs	Middle Leaders' Meetings/ Training
The Inclusion Development Programme is incorporated into whole school development planning	HRB Development plan is included in whole school development plan.

Section 2: The quality of teaching and learning

Indicators	Evidence
There are regular formal and informal teaching and learning observations carried out by the Head of Centre with the SENCO. These inform the development of teaching and learning at a strategic level.	Learning Walks (Informal observations of RS withdrawal group & CS sessions. Observation of TAs only started in June 2011 when Year 11 had left due to time constraints because of staffing issues.
In those centres where there are therapists e.g. speech and language therapists or physiotherapists there are opportunities for effective multi-agency working. All key personnel should be involved in planning, target setting, assessment and evaluating progress in terms of learning outcomes.	Close liaison with KG (SLT). IEPs written/reviewed jointly. (see IEP file) AR targets set collaboratively. All staff, including Deaf Instructor, are aware of IEP targets. Joint assessments carried out and evaluated – literacy tests done by TOD or SALT and discussed. Once weekly SALT provided for all HRB children as appropriate. Curriculum support books and the CS sheets and file are used to ensure joint working on pertinent aspects of the curriculum and to highlight to all involved, each child's progress and support needs in particular subjects. Information from training attended by TODs and SALT is shared and new resources are evaluated eg SC's trip to Mary Hare and introduction of the ACCESS test having jointly looked at various others)
Specialist teaching staff are able to offer reverse inclusion so that a greater number of SEN pupils benefit from the specialist provision, and there is fluidity of movement for staff between the resource	Over the last 4 years we have run Maths and RS withdrawal groups and have provided curriculum support sessions for pupils in the LS Dept.
Training to develop specialist knowledge to support the pupils from the centre in the mainstream classroom is a regular feature of the CPD programme for all staff.	Information/strategies shared at Staff Training Day (Autumn Term) Individual pupil information (pupil profiles and IEPs) is updated on the shared area of the network.
Induction for new staff, including therapists, includes opportunities to observe learning and teaching strategies as this will lead to a greater range of learning styles and professional dialogue.	DK shadowed other TAs for a couple of days when she joined the SRC nearly 5 years ago. SALT regularly joins in with teaching sessions held in the HRB

Specialist staff have access to training and gaining accreditation/ qualifications in their area of specialism which will be included in their performance management targets	BSL training is included in TA's performance management targets. SC – ToD qualification. Access to PSS audiology training. Members of BATOD. SC – Mary Hare courses.
The professional development for specialist staff is linked to performance management and appraisal and is competencies based	Threshold applications. PMR paperwork.
Heads of Centre have access to a community of learning with development days led by LA lead professionals linked to their area of specialism in SEN	EB has regularly attended HoRB development days.
Outreach support is developed and coordinated by the Head of Centre	Spring/Summer Term 2010 – EB worked with MH & Year 4 pupils at Auriol one Tuesday afternoon a fortnight. 2010/11 – EB & SC working with Y5 pupil at St Peter's Primary School Autumn 2011 – EB & SC working with Y6 pupil at St Peter's/Social skills group set up at Auriol with SaLT

Section 3: Engagement with parents and carers

Indicators	Evidence
The school consults parents in a range of ways and involves them in whole school developments as well as issues relating to their child.	Open Door policy. Annual Questionnaire to parents. Evaluation of school events – feedback requested from parents. Parent Champions. Parents' Evenings/ Annual review meetings. IEPs sent home Ongoing email contact/phone calls.
Parents will be aware of the role of Partnership with Parents and other support networks e.g. NDCS, NAS	Information from NDCS is distributed to Parents in a number of ways – copies of information posted, emailed or discussed during telephone calls.

Section 4: Provision

Indicators	Evidence				
The Head of Centre identifies strategies in conjunction with mainstream teachers to support individuals or groups of pupils	<table border="1"> <tr> <td>Pupil profiles /photos IEP strategies NQT Training Information sheets</td> <td>Available in the shared area</td> </tr> <tr> <td>Pupil photos & information Top tips Use of Radio Aids</td> <td>Available on Inclusion Board in staff room</td> </tr> </table>	Pupil profiles /photos IEP strategies NQT Training Information sheets	Available in the shared area	Pupil photos & information Top tips Use of Radio Aids	Available on Inclusion Board in staff room
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Pupils in the specialist centre have access to the appropriate curriculum for their age group through careful consideration of teaching strategies and personalized learning programmes, appropriate resources and specialist support	<p>Staff training sessions Ongoing informal liaison with subject teachers/TAs/ToDs</p> <p>Flexible approach. Most pupils are withdrawn from MFL Advice re choice of Options Wide variety of resources – books, DVDs, visual aids, games Withdrawal groups (RS, Maths Focus group at the moment. In the past – English, Maths and Geography) Curriculum support sessions</p>				

There is pre-planning between teachers, TAs and therapists, to enable pupils to be appropriately supported and to make good use of specialist teaching	SaLT exercises to do in CS sessions SLT works on subject specific vocabulary/concepts/language and social skills Lesson ppts received from teachers and advice asked for.
There is a focus on pre-tutoring and post-tutoring to enable pupils to gain the specific skills, knowledge and understanding to participate in mainstream lessons	Effective pre- tutoring possible as CS sessions used to preview lesson ppts and video clips. Resources are then also available for post-tutoring. The T-drive contains lesson content for BTEC courses, and Boardworks is an interactive teaching resource widely used in lessons. Magpie (vle) has recently been launched . Also see CS task sheets and record sheets.
Monitoring of learning and teaching by the Head of Centre and by the head teacher/SLT focuses on the opportunities for both support and independence	Learning walks TA observations Ofsted in a Day (Nov 2011)
There are appropriate specialist adaptations to the learning environment using advice from relevant specialist support services	Each department has an acoustically treated room. Information about use of radio aids is given to staff (copies available in staffroom and on T-drive). Sign support in lessons and assemblies.
Pupils are able to gain access to all areas of learning including outside areas and are supported to influence decisions on the development of the physical environment	Acoustically treated rooms. Radio Aids. After school revision classes Sign support available on trips. Pupil-centred displays in the resource base. Junior Leadership Team discusses whole school issues, including the physical environment.
There is evidence of the development and sharing of good practice and innovative ideas suggested by other specialist resource centres, schools or advisers, networks and federations of schools	Visit to DPP to investigate use of CASPA Visits from BDB & Broadmere staff, Heston Community School, Oak Lodge School – discussion about appropriate reading tests/administration of SATs Visits to Auriol, Guildford Grove and Knollmead Resource Bases Listening programme for SS given by GOSH was implemented Taking TODs on work experience has enabled sharing of ideas.
There will be evidence of peer support developing greater confidence of pupils within mainstream	Appropriate pupils are identified for pairwork etc by the class teacher/TA TAs support other students enabling HI pupil to work collaboratively with peers. (<i>see SEN Governor's report</i>)
There is mutual respect between staff and pupils and high expectations of pupil outcomes based on accurate information and data analysis	Learning walks / Observations / Student interviews Information about pupil expectations/outcomes is a regular feature of staff training (<i>see Staff INSET programme – Learning Reflection sessions</i>)

Section 5: Outcomes

Indicators	Evidence
The Progression Guidance, coupled with wider knowledge of the pupil or cohort, is used to set targets based on the progress of learners of a similar age and prior attainment.	CASPA shows that pupils are working at higher levels than similar pupils. Pupils are expected to make 0.6 levels of progress each year.
The data sets are supplemented by specialist assessments and information relating to specific SEN and disability groups.	SaLT assessments – BPVS/TROG/WRAT/CELF/Speech production – PETAL Helen Maiden PARROT testing – speech perception in quiet and in noise Cochlear Implant Centre assessments / VI assessments for Lucy Savage
Qualitative data is used to inform the holistic development of learners against the ECM indicators.	Pupil behaviour sheets/ECM wheel

Note of Visit Summary

Section 1: Leadership and management

Strengths	Areas for development
<ul style="list-style-type: none"> • The Centre has a wide range of students' individual progress data including CASPA and the Progression Guidance which are used effectively to monitor the attainment of students. • The Head of Centre has made excellent progress towards completing Surrey's Provision Management tool. • The Head of Centre has high levels of expertise that she communicates regularly and effectively to all staff to ensure students have the appropriate level of access to the curriculum. • The Centre is involved in the school's 'Ofsted for a Day' initiative. 	<ul style="list-style-type: none"> • To update the Centre's section in the Staff Handbook. • With an increase in the number of students expected at the Centre in September 2012, to ensure that all planning is in place for a smooth transition. • To consider succession planning for the Head of Centre.

Section 2: The quality of teaching and learning

Strengths	Areas for development
<ul style="list-style-type: none"> • The Centre works effectively with the Speech and Language Therapists and other professionals to support the needs of students at the Centre. • The Head of Centre is extremely flexible in adapting the curriculum to meet the needs of students at the Centre. • The Centre provides an outreach service provided to a Year 6 pupil in a local primary school, which is highly valued. • Performance Management for Teaching Assistants is fully in place. SMART targets are set to lead learning and promote independence for students at the Centre 	<ul style="list-style-type: none"> • Continue to develop differentiation strategies with all staff. • To consider reverse inclusion for mainstream teachers to take small groups in the Centre.

Section 3: Engagement with parents and carers

Strengths	Areas for development
<ul style="list-style-type: none"> • The Head of Centre fully prepares parents and carers for Annual Reviews by making the procedures transparent and promoting their involvement. The Annual Reviews are student centred and all relevant professionals are invited. • The school arranges pre-parent / carer meetings for the parents /carers of students with SEN. • The headteacher personally meets all prospective parents and carers, and young people considering admission to the Centre. 	<ul style="list-style-type: none"> • To arrange an early invitation to prospective parents and carers in preparation for admission in September 2012.

Section 4: Provision

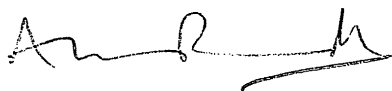
Strengths	Areas for development
<ul style="list-style-type: none"> • Students at the Centre have full access to all areas of the curriculum. • The specialist staff and teachers have high levels of expertise and knowledge. • The speech and language therapists work in close collaboration with staff in the Centre to improve outcomes for students. • The speech and language therapists provide highly detailed assessments for students in the Centre. 	<ul style="list-style-type: none"> • To consider the further development of additional acoustic rooms. • To investigate the possibility of the introduction of sound field systems across the school.

Section 5: Outcomes

Strengths	Areas for development
<ul style="list-style-type: none"> • Achievement of students at the Centre. The school has a high Value Added score for SEN. Students appear confident and have good levels of self-esteem. They feel fully included in school life. Students have access to a community of other young people with hearing impairment, which will continue to support them throughout their life. • The personal development (ECM Wheel) is tracked for individual students from the Centre. • The school has an excellent deaf instructor who works closely with individual students and offers sign courses as appropriate. 	<ul style="list-style-type: none"> • To create a profile of a student at the Centre who achieves very well by identifying specific characteristics.

Summary of additional agreed actions

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Signed: _____
Headteacher



Signed: _____
SEN Consultant, VT Four S



Signed: _____
Teacher in Charge

Signed: _____
SCC Officer