

Sensitive Education Consultancy

SEN External Consultant

Note of Visit

School – Isebrook School	Date – 4.6.20
Visit - External Consultant	Length of visit: 1.30 – 3.30 (Zoom)
SEN External Consultant – Jan Martin	School rep/s: Tracy Hall (Headteacher), Julie Fellows (Deputy Headteacher), Jenny Barker (AHT), Hayley Issley (AHT KS4)
Summary of key foci for the visit - Summer Term virtual conversation – delivery of education during CoVID 19 lockdown	
<p>Key Findings</p> <ul style="list-style-type: none"> • The Headteacher and Senior Leaders at Isebrook are working very effectively to ensure the well-being, safety, and access to a quality home-based educational provision for the students. • Using the accompanying evaluation of provision in the Summer Term 2020, they are able to demonstrate how their planning, implementation and monitoring ensure that they know in detail how each student and member of staff are faring, and where more support and intervention is required for the individual or family to ensure that the school community continues to thrive. • Planning for re-entry of students is grounded within the recovery curriculum approach, with a high priority on the well-being and mental health of staff and students. • As a result of their work there is a strong community spirit, staff are learning more about the students in their home environment and their skills and gifts not always seen in school. Students are making good progress towards EHCP targets at home supported by their families. • Leaders have rightly placed the wellbeing and mental health of students and staff as their first priority. Leaders feel that relationships between home and school and with staff have improved considerably as a result of the work of the leadership team. Staff and students are taking care of each other. • The challenge will be to return learning and teaching to outstanding once all students are back in school again. But that is after well-being and mental health have been re-established. <p>Additional information to that in the analysis:</p> <p>Safeguarding:</p> <ul style="list-style-type: none"> • The safeguarding policy has been amended to include CoVID guidance • There have been daily safeguarding meetings which are now reducing in frequency and length of time. Notes are taken and are shared with the LA. • The well-being and safe-keeping of staff has been essential. Staff have suffered bereavement and some have fallen through the support gap in terms of the amount of team contact they have had. Staff have been giving peer to peer support. 	

Provision for Vulnerable pupils

- 1 year 13 student is due to leave the school at the end of term, and staff have been ensuring community support as he would not be able to manage in school. In addition there are 4 other students being supported in this way in post 16.
- The school has been told they will have 12 laptops where students do not have the kit at home from the Government scheme. The school have filled in paperwork for those eligible for laptops from Social Care although this is still being chased.
- Families have been very positive about working towards EHCP outcomes at home, e.g. sports and mental health challenges, literacy and cookery. Students have been achieving new skills, e.g. learning to ride a bike and a tractor.
- The school ensured that vulnerable students had the FSM vouchers., and in the beginning arranged a few food parcels. There has been a demand in numbers needing FSM vouchers and the school have supported with this.

Quality of Education

- KS leads set up team meetings and monitor the work being set. Work sent home is individualised and is a balance of well-being and education activities.
- The Art teacher has been setting some rigorous work for the GCSE Art group and projects for the school.
- GCSE Maths and English students are still receiving work.
- Leaders are using the Recovery Curriculum model to plan for phased re-entry of students. A working party has been established to manage transition back to school, and into school for new students. The focus is on managing anxieties and protective behaviours.
- Work is still continuing to review and further improve planning for curriculum intent and implementation. There is a focus on planned Learning Journeys by the end of each key stage.

Personal Development

- There has been a high emphasis on online safety for students.
- Leaders are thinking about how to deliver RSE online if that is needed in the Autumn term.
- We agreed that demonstrating delivery of the SEND Gatsby benchmarks in online activities is an area to explore. There is work happening on this with the Careers lead at DHS.
- There is careful planning for the transition of new Yr.7 students into the school in September.

Leadership & Management

- There are tight structures for team meetings and line management of staff in this period of lockdown.
- The recent staff survey is very positive about current arrangements and support from senior leaders.
- Staff access to online CPD is being logged so that there is a record.
- NQTs have been able to compile their evidence of meeting standards and will qualify.
- The Network Team is developing a virtual learning platform for the school. This will help with delivery of courses from September onwards.
- Senior leaders have identified that governor involvement and accountability during this lockdown could be greater. Support from the Trust has been strong.

Post 16 provision

- 16 – 19 work opportunities are still being planned, e.g. Rothwell Library and Ricoh links.

<p>The 19 – 25 College will have 10 students in September. There will be a large cohort of 16 – 19 students. The current Post 16 students continue to have regular contact from their job coaches</p> <p>Assessment</p> <ul style="list-style-type: none"> The GCSE assessment process has been completed. This form of assessment takes into account the needs of SEND students more. 		
Agreed actions	By whom	By when
Explore how to address SEND Gatsby benchmarks in online learning.		
<p>Proposed foci for the next visit – TBA</p>		