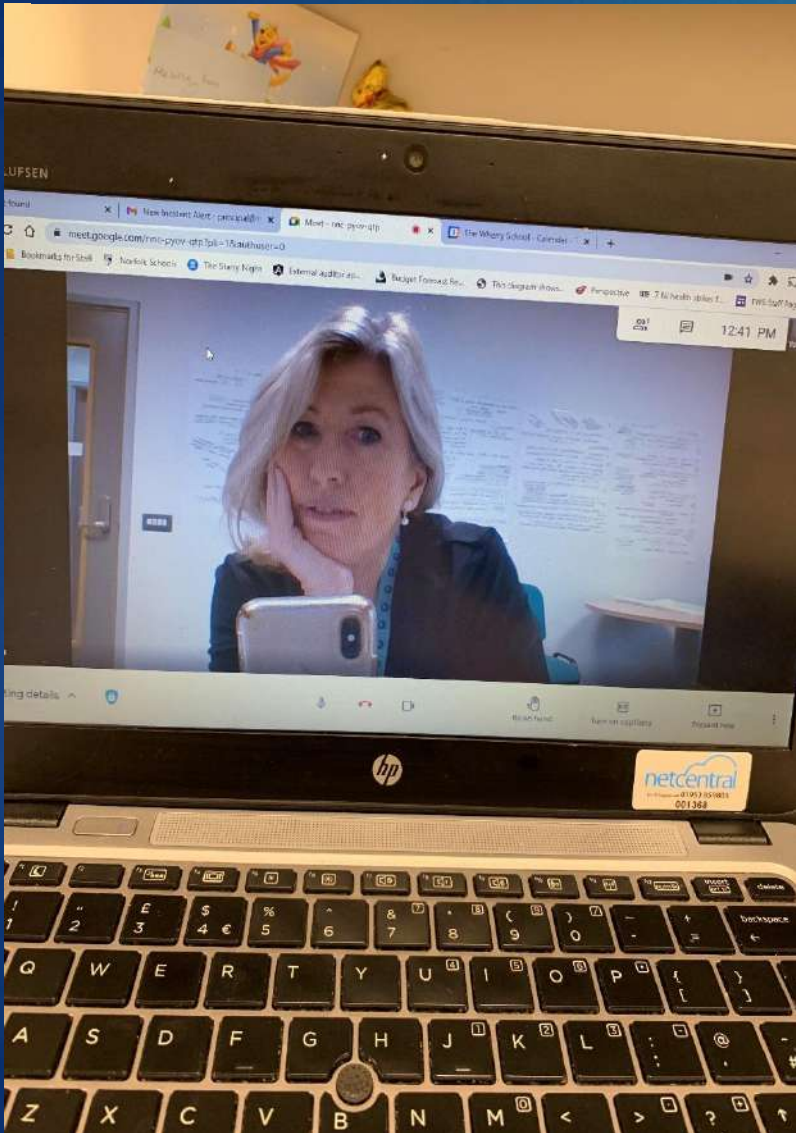


# Welcome to our school...



This is what being a Principal in a Specialist Setting looks like – no room for egos...welcome to our incredible world

Rachel Quick – Principal  
([principal@thewherryschool.co.uk](mailto:principal@thewherryschool.co.uk))

# What is The Wherry School?

<https://www.thewherryschool.co.uk/>



# The right environment...?



# Low sensory environment...



Each class has a space where children can choose to work quietly by themselves if they are finding work stressful or challenging







# schoolreport

To share your school pictures, email [schoolphotos@archant.co.uk](mailto:schoolphotos@archant.co.uk)

To share your school pictures, email [schoolphotos@archant.co.uk](mailto:schoolphotos@archant.co.uk)



Class Barrows at The Wherry School had so much fun learning about phonics with messy play

Picture: THE WHERRY SCHOOL



Hasford Manor School pupils enjoy sensory learning. Picture: CASCADE COHEN HOUSE







# Early Careers – Supported Internship

# AVIVA

A person wearing a yellow backpack and a purple beanie stands on a rocky peak, looking out over a vast mountain range under a cloudy sky. The person is seen from behind, looking towards the horizon.

2024 Pathways



# Partner Organisations

## Host Business



## Educator



## Local Authority



Supported by

DFN Project | SEARCH 



## Create Partnership

- » 3800 children
- » 300 staff
- » 4 schools
- » Privately 2 others
- » *Change The World...  
One Child At A time*



## January 2023

- 4 schools Jan 2023
  - 1 Good
  - 2 RI
  - 1 Inadequate
- 4 schools Sept 2024
  - 4 Good

# The plan...

## ▶ Timeframes: SEN Project – developing inclusive practice at a School/Trust Level

### Phase I

- ▶ **March 2023:** Initial meeting
- ▶ **April 2023:** Scoping meeting – 1 day + 1 day visiting schools: understanding each other's Trusts – CEO > CEO
- ▶ **June 2023:** Meeting with SENCOs – Open and honest audit and discussion – identification of development points at Trust Level
- ▶ **June 2023:** Initial visit to priority school
- ▶ **July 2023:** Report available to Trust Leaders
- ▶ **September 2023:** Engagement of support for SENCOs – Training
- ▶ **2023 – PRESENT: Ongoing half termly online training for SENCOs, supported by RQ and online training provider**
- ▶ **November 2023:** Report to Trust Board regarding priority school: focus rapid improvement and spend
- ▶ **December 2023:** Review meeting with Priority School Leaders + Trust Senior Leader (online)
- ▶ **January 2024:** Visit – in person training, complementing school development plan – review of journey of a child: environmental audit
- ▶ **January 2024:** School Development plan/priorities updated
- ▶ **July 2024:** Trust Development Day – review with priority school Senior Leaders
- ▶ **October 2024:** Review of Priority School
- ▶ **October 2024:** Phase II

System led change

Shared experiences

Shared Values

Trust Direction

Trust Confidence

Development Priorities

## SEND Quality Assurance Table

NAME \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATE: \_\_\_\_\_

### RAG Rating Criteria and Scoring

- **Red:** Does not meet the expected criteria or shows minimal effectiveness. (Score: 0)
- **Amber:** Partially meets the criteria with room for improvement. (Score: 0.5)
- **Green:** Fully meets or exceeds the expected criteria effectively. (Score: 1)

### Questions

No.	Question to ask the SENDCO	Documents and / or Practice	Your Rating
1	How does the school ensure every child with SEND receives their statutory entitlement adapted to their needs?	Look at an example of some children with EHCPs and adaptations for them in practice	
2	What strategies are in place for staff to confidently adapt materials and pedagogy for wider needs?	Look at examples in practice of adaptations for children with different needs and ages	
3	How is the curriculum adapted to support the goal of independent learning over time for SEND students?	Look at examples of scaffolding and adaptation and examples of SEND children following the same ambitious curriculum as their peers	
4	How does the school develop and review bespoke offers for each child with SEND, ensuring progress towards independence?	Look at an example of a bespoke offer and discuss with the SENDCO / PSA / Child	
5	Can you describe the process for regular meetings between the SENDCO and teaching staff regarding SEND students?	Look at recent meetings between the SENDCO and staff and discuss	
6	How does the leadership promote a culture of positive regard towards equality and SEND within the school?	Look at recent CPD and discuss	
7	What measures are in place for regular assessment of children with SEND using effective assessment tools?	Look at the current assessments underway and discuss	
8	How does the SENDCO build effective partnerships with parents, multi-agencies, and other stakeholders?	Look at recent examples of communication with parents, multi-agencies, and other stakeholders?	
9	How is SEND teaching integrated into general teaching practices, and how are teachers supported in this role?	Look at recent CPD and discuss	
10	What training and support are provided to staff to ensure effective support for students with SEND?	Look at recent individual staff support and discuss	
11	How does the school log and analyse behaviour incidents to identify and reduce triggers for students with SEND?	Look at CPOMS for children with SEND and discuss	
12	Are all staff trained in line with the Autism Education Trust's standards, and how is this audited?	Look at recent CPD and auditing and discuss	

13	How is the SEND information report kept up-to-date and accessible to stakeholders?	Look at some examples of a child's SEND paperwork and discuss	
14	What processes are in place for the regular review and update of EHCPs, and how are parents involved?	Look at some recent EHCP updates & parental involvement and discuss	
15	How does the school ensure that all children's SEND needs are known, understood, and effectively addressed?	Look at some examples of a child's SEND paperwork / their work / adaptations etc. and talk to the child and discuss	

Total Weighting: 100%

TOTAL PERCENTAGE: \_\_\_\_\_

### Calculation of Total Percentage

- Assign a numeric value to each RAG rating (e.g., Red = 0, Amber = 0.5, Green = 1).
- Multiply the numeric value by the weighting for each question and sum the results.
- The sum is the total percentage score for safeguarding.

Scoping and Challenge...

Creation of a SEND Quality Assurance Table – used across Trust

Review: Priority School – January 2024

## Meeting with SENCOs: June 23<sup>rd</sup> 2023

### Purpose:

- To facilitate a meeting between the SENCOs to consider the current view at an individual school level around SEND, including confidence of SENCOs to undertake their role, SENCO individual knowledge (which supports the wider dissemination of knowledge to staff): the capacity of staff to identify appropriate interventions and support for the most vulnerable pupils
- To capture the voice, experience and shared areas for development from the 4 Trust schools
- To work from the individual staff's personal journey as SENCO, towards the creation of a whole Trust vision for vulnerable pupils; developing collaborative view around BRIGHT SPOTS and DEVELOPMENT AREAS

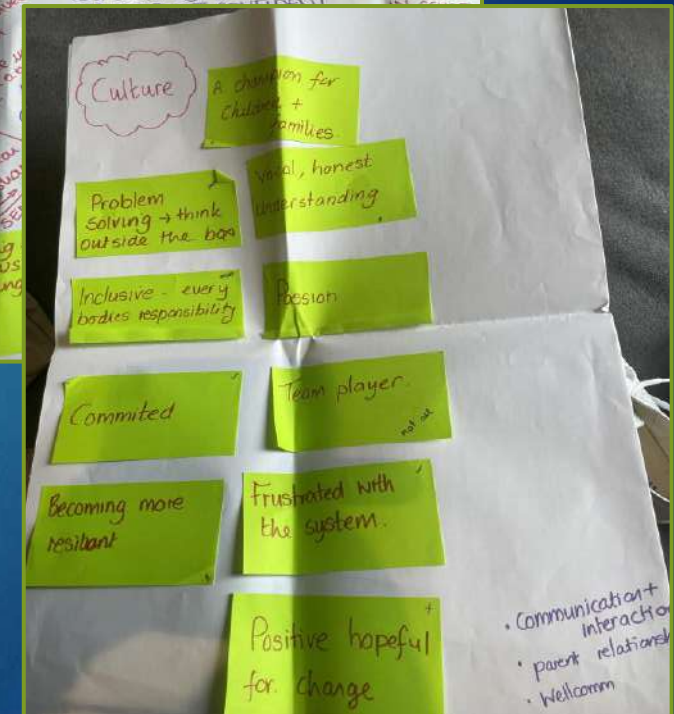
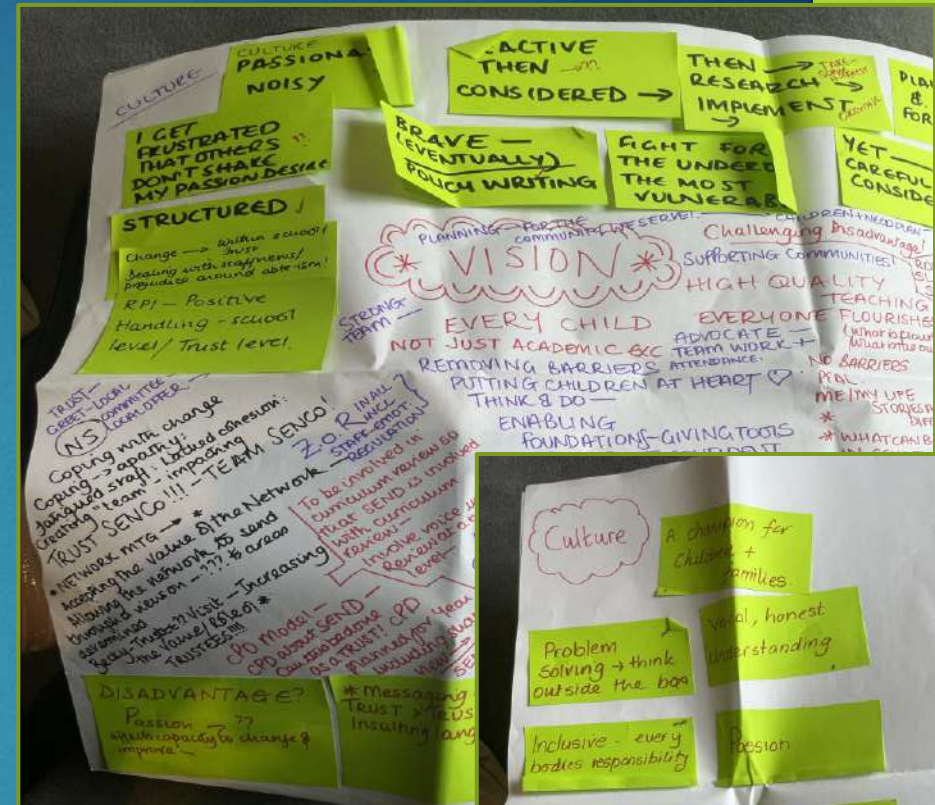
## Meeting with SENCOs: June 23<sup>rd</sup> 2023

### Activities undertaken:

- To explore the individual SENCOs personal VALUES around supporting all pupils, including those with additional needs
- To explore the challenge that being a SENCO presents when personal Values and those of others differ – and how to support this
- Exploration of CULTURE in individual schools
- To explore BRIGHT SPOTS (areas of strength) within the individual schools and identify commonality
- To identify areas for DEVELOPMENT at an individual school level and WHOLE TRUST level, building on the partnerships developed in the session
- To explore the CULTURE and VALUES at a WHOLE TRUST LEVEL

## Bright Spots:

- Talking Therapy was identified by all schools as a significant strength at a Trust level
- All SENCOs stated that they knew their schools well
- Passionate advocates for SEND provision
- Staff positivity: that staff would be receptive to change, that change and targeted training would work
- An alignment with school/trust development planning, alongside time and support to assimilate this knowledge and apply within the setting – again Talking Therapy was used as a positive example
- Parental perspective matters – that parents were increasingly engaged with supporting their children with additional needs




## Development areas – identified by the SENCOs

- Inclusive practices to be truly embedded and impactful for pupils – not a box ticking exercise for external views
- Staff abdicating responsibility – that a perception about SEND needs is somehow additional to the training that staff have undertaken
- Ensure that a child feels welcome: minimising behaviours through careful and considered de-escalation.
- Limitations of approaches led by an individual e.g. Zones of Regulation had been introduced in a school
- What are the values of the trust?
- SENCO involvement with curriculum review
- All schools recognised the rapid increase in need around Communication and Interaction disorders, Autism Spectrum Disorders and co-morbid Neurodiverse diagnoses ASD/ADHD ASD with a PDA profile, behaviours and management of behaviours in line with these diagnoses, alongside pupils with an increasing pastoral/personal care need
- Shared training opportunities – led by the SENCOs as well as acknowledged experts in the development areas

Next Steps...

# Online Training: SENCOs September 2023 - Present

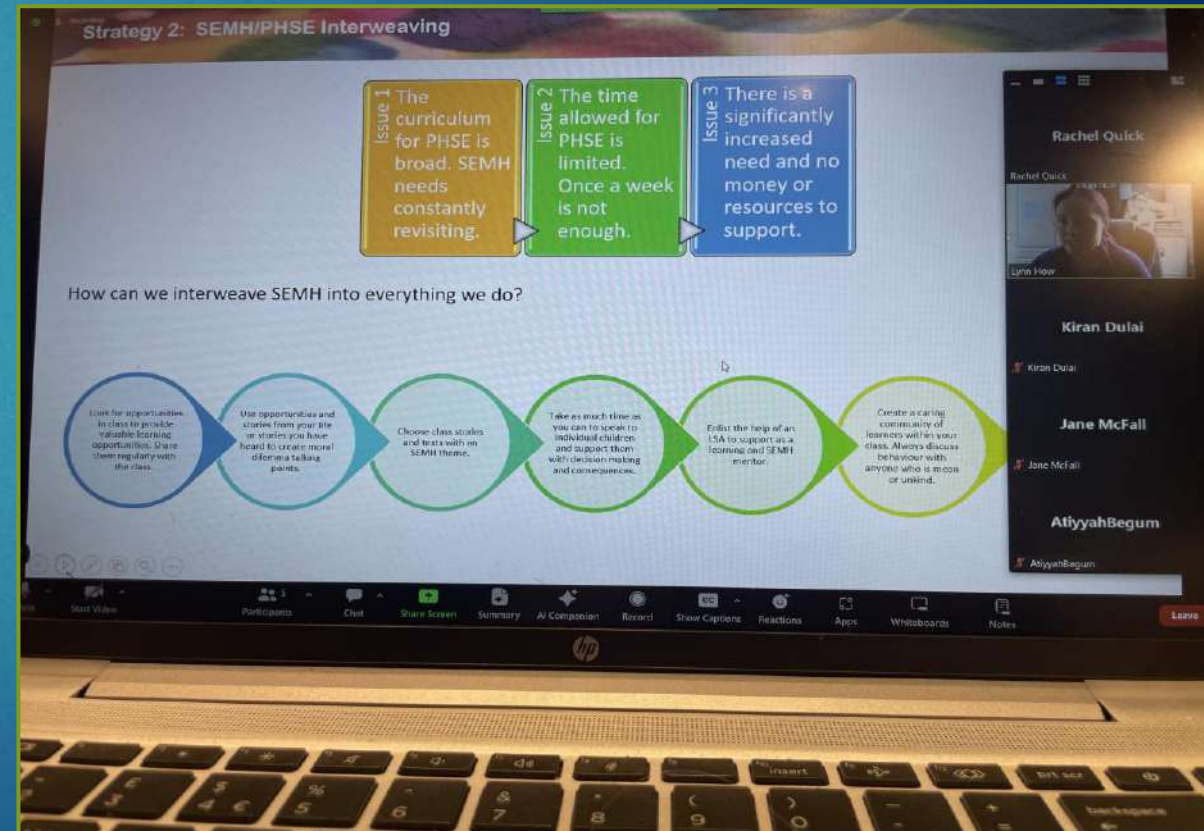
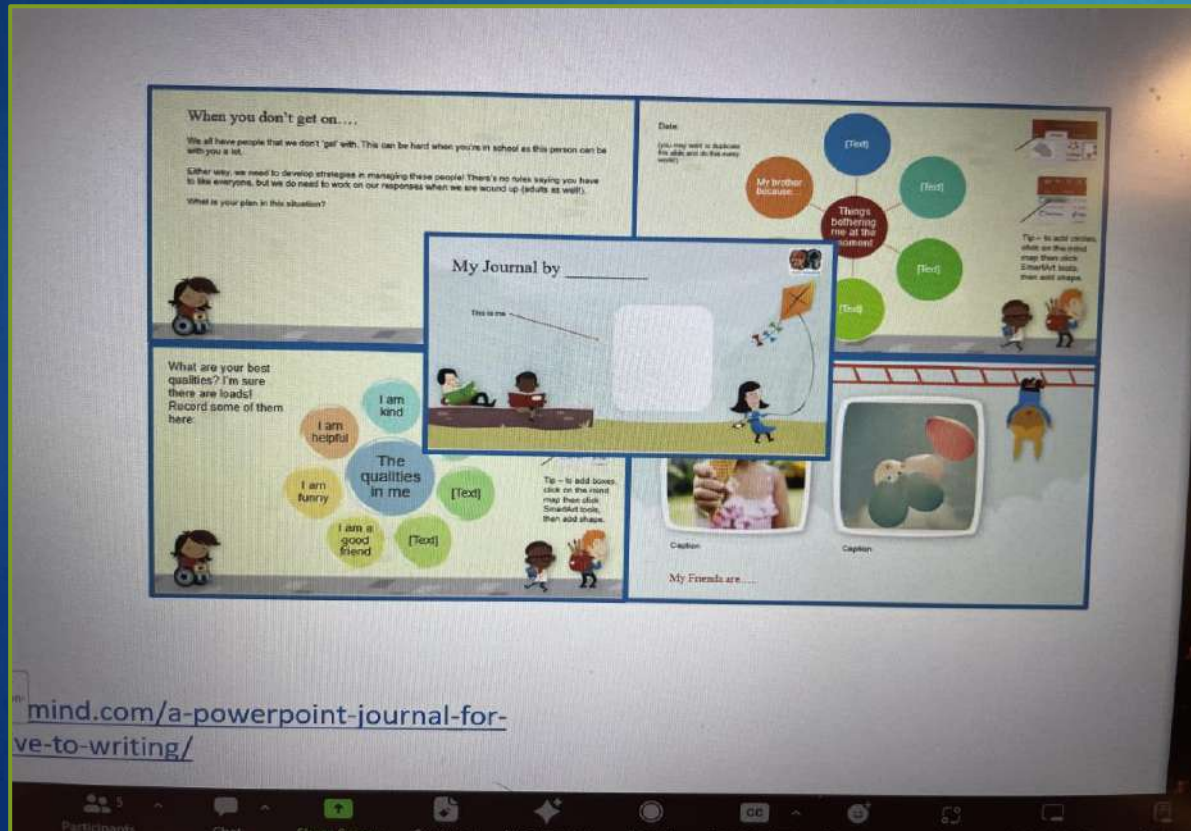
Commissioned support:



**Lynn How**  
Author/Consultant , Positive Young Minds /SEND Support

Members directory United Kingdom

Contact Follow



## Priority School: Specialist Resource Base v Inclusive Practice at All Levels

### Context:

Greet Primary is a school of 900+ pupils, however, a challenging Ofsted outcome has seen numbers begin to fall, which along with a period of instability within the staff team has impacted on both budget and also how the school is viewed by external partners, as well as impacting on how staff see the school themselves.

Despite these challenges the school sits in the community it serves and is proud of its links with families and the wider community. Discussion considered the make up of the community and the changing dynamic amongst parents – with more professional parents sending their child to the school because of their own links to the community, extended care from family living close by – parents will travel from beyond the school community to bring their child to school: the changing school community impacts also on other budget streams such as Pupil Premium

Falling roll/budget/improving Ofsted grades are current priorities: all of which are impacted by the quality of education for all pupils: the SLT considered that the change in the school community, increased need of pupils on arrival (Nursery/Year R) also impacts on teacher confidence and that this has meant that the inclusion of all pupils within the classroom is not currently an option for all pupils: equally the need of some of the “afternoon” pupils is evident; this is a highly complex group of pupils.

Equally, the children who we met during the day who had previously spent time with Ms Dulai in the Hive had strong relationships with her, this was evident in the way they greeted her and wanted to spend time with her, she was able to demonstrate during the visit children who were now well integrated within classes in the school – mostly in the upper end of the school.

## The Hive:

The Hive has moved a number of times over the last few years: it is currently in a space within the lower school (YR/Y1) – it is accessed via a Year 1 class, which is relevant when considering its purpose to meet the needs of all the pupils including those to up to Year 6. These pupils have to walk a considerable distance through the school to access any intervention in the space and spend time with pupils who are not chronological peers.

**Purpose:** The whole space lacks purpose, or any view on making this appropriate for ASD/C&I disordered pupils – limited support structures in place, e.g. visual prompts, reminders/comic strips: these are not used by staff to augment communication for pupils – training around this would support staff to make simple changes

Overall, the space was not conducive in my opinion to meet the needs of the pupils within the space

For pupils moving from the Hive – the consistency in the classrooms across the school is exceptional: all classes were easily interpreted by anyone visiting the spaces: there was reliance on the written word on drawers, but the spaces were calm, consistent and well ordered.

## Environment – The Hive vs The School:

- **Relationships:** Caring and supportive, behaviour of pupils was exemplary, conversations between pupils and staff was appropriate.
- **Set up:** The table grouping reflects those in a number of classrooms, does this support a pupil who may need greater space to work in?
- The school has not formulated a view on which appropriate learning environment/approaches to use to support pupils with ASD/C&I disorders – this allows the space to be reactive to a child's needs, but equally staff do not have extensive understanding of the differing support available to pupils. (R)
- **Equity of Experience:** Morning use v Afternoon Use - Hive is large. It is well lit – extensive amount of glazing, open plan/through flow can be achieved but at this time the space sectioned off with furniture
- **Environment:** Meeting the needs of pupils with complex presentations and diagnoses
- **Toilets:** Independent access vs intimate care needs
- **Outside space:** Has potential – however, it is underused. Children are not able to access this independently
- **Staffing:** the reliance on agency staff in this space is challenging for pupils and also space leaders – there is an inconsistency of approach amongst these staff, who will rely on “usual” practices – e.g. shouting

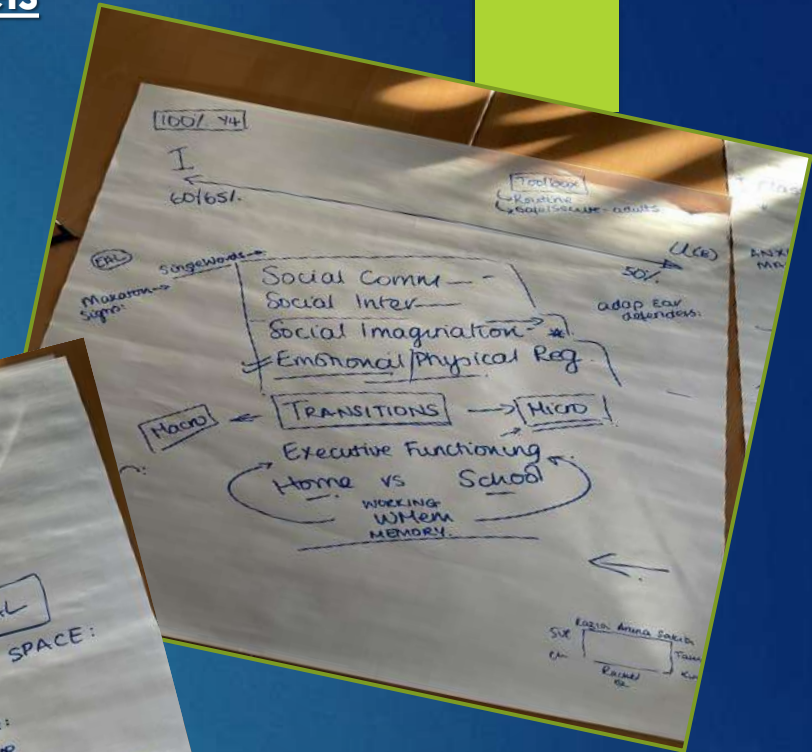
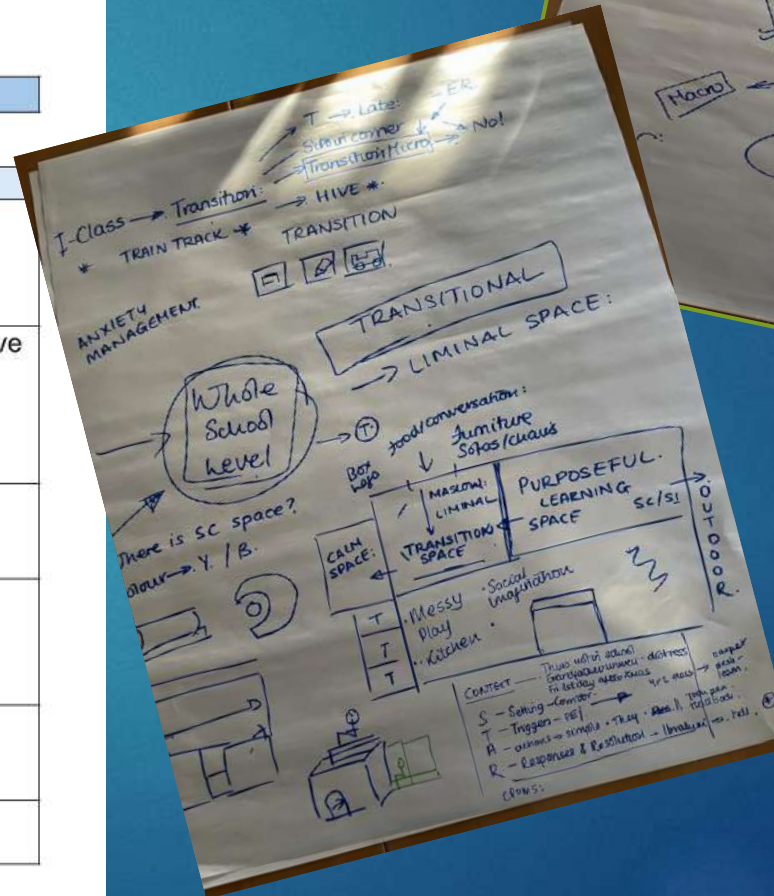
# Priority School: Specialist Resource Base v Inclusive Practice at All Levels

## School Ownership of planning and development – January 2024



### Plan for SEND visit - Monday 15<sup>th</sup> January

Time	What?	Who?
10:30 – 11:00am	<b>Arrive, Meet &amp; Greet</b> Coffee and plan for the day SLT Meeting Room	RQ/TY/CW
11:00 – 12:00am	<b>Hive Vision</b> RQ to lead a visioning discussion and planning session The Hive	RQ/TY/CW/KD/Hive team
12:00 – 12:30pm	<b>Lunch</b>	
12:30 – 1:30pm	<b>Time in The Hive</b> Observation of pupils, thinking about the environment changes to support business case	RQ/SP/KD
1:30 – 3:00pm	<b>Feedback &amp; Forward Planning</b>	RQ/TY/CW
3:00pm	<b>End of the visit</b>	



## Hive Environmental Review, Trust Board Engagement, School Leadership ownership of the Review and Plan...

- **November 2023:** Report to Trust Board regarding priority school – focus rapid improvement and spend
- **December 2023:** Review meeting with Priority School Leaders + Trust Senior Leader (online)
- **January 2024:** Visit – in person training, complementing school development plan – review of journey of a child: environmental audit
- **January 2024:** School Development plan/priorities updated
- **July 2024:** Trust Development Day – review with priority school Senior Leaders
- **October 2024:** Review of Priority School



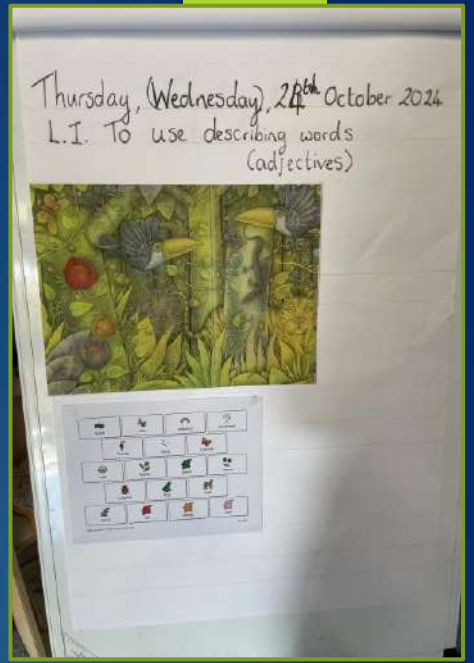
Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Early years provision	Not provided
Previous inspection grade	of the Edu

Inspection dates:	24 and 25 September 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

Greet Primary School is warm, welcoming and inclusive. The school's mission that 'all pupils understand that there are no limits to what they can achieve' underpins every aspect of school life. Pupils respond positively to the school's high expectations and aspirations for their academic success. They typically achieve well across all subject areas.

Since the previous inspection, the school has developed a curriculum that is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

**Next Steps: The school identifies the needs of pupils with SEND effectively. These pupils are happy in school and speak with pride about their achievements. However, there is some variability in how well teachers adapt the learning activities to suit the needs of all pupils, including those pupils with SEND, in some subjects**



# Learning from The Hive at a Whole School Level – Inclusive Practices and Environmental Adaptations for all pupils...



Transitional spaces throughout the school, the same offer from Year R to Year 6 – adaptations that allow pupils previously learning in The Hive to be included and learning with their peers

# Learning from the Project:

## Positive Change:

- **Altered Perceptions** about support for Autistic Learners and pupils with SLCN
- **Consistent effective support** is key for pupils
- **Whole Trust engagement with** improving SENCO knowledge and wider dissemination of knowledge with staff
- **Strong SENCOs:** Strong school leadership at all levels around SEND, leading to positive outcomes for pupils and also schools in inspection
- **Confidence around the purpose of school-based units**, their limitations and strengths
- **Fully inclusive learning environments** with simple (relatively inexpensive) adaptations for all pupils
- **Development of Trust specialists!** The school leaders at Greet have taken the challenge and understanding and have created their own model – they are the experts!!
- **Professional Growth** – collaboration and expertise shared
- **System Led Change can allow challenge and the exemplification of great practice to improve outcomes and increase confidence for teachers, school leaders and Trust Leaders**



## How?

- » Collaboration
- » Expertise
- » No cost
  
- » Inclusion
- » *Change The World... One Child At A time*

## Learning from the Project:

### Challenges:

- Norfolk is a long way from anywhere
- **Geography** as a limiting factor
- **Whole school and whole trust engagement** – how to disseminate knowledge beyond a single school
- **Finances**
- Differences of opinion within a Trust
- Working alongside, not judging – **collaborative approaches**
- Change in leadership mid-project
- Building Professional Trust with differing tiers within the Trust Sector
- Acknowledging our own limitation and lack of knowledge in a subject area

# Believing leads to this ...

*To Change the World... One Child At a Time.*

**Meet David. He is 5 years old.**

**He joined from another school  
after being told he would be  
permanently excluded.**

# Parklands – A School Built On Love

<https://www.crownhouse.co.uk/parklands>

