



# SEND Inclusion Award (SENDIA)

## Verification Report

<b>School name:</b>	Bruche Primary School
<b>School address and postcode:</b>	Seymour Drive, Padgate, Warrington, WA1 3TT
<b>School telephone:</b>	01925 815722
<b>School website:</b>	www.bruchepprimary.co.uk
<b>Principal:</b>	Chris Jones
<b>Principal's email:</b>	Bruche.head@wpat.uk
<b>SENDIA coordinator:</b>	Hannah Kerrigan
<b>SENDIA coordinator's email:</b>	hkerrigan@wpat.uk
<b>Award verifier:</b>	Andy Taylor
<b>Award adviser (if applicable):</b>	School Led Approach
<b>Date of verification:</b>	15 July 2021

### Commentary on the evidence provided:

- The portfolio is exemplary. It is very well organised and reflects the high standards of the SENDIA co-ordinator.
- The working party is comprised of a range of staff with differing responsibilities. As a result, developments towards the award have involved staff from all levels.
- All staff and other stakeholders have been kept well informed about progress towards the SENDIA Award.
- The action plan produced has been compiled following an analysis of stakeholder evaluations and as a result, it has evolved from a firm evidence base.
- The website is a rich source of information and there is specific guidance on a range of topics for parents whose children have special educational needs.
- SEN provision is an integral part of the school improvement plan. Clear success criteria have been identified.
- Leaders have developed a school which is truly inclusive. Pupils with additional needs form part of the school council. Neurodiversity and celebrating differences are celebrated within the school community.



- Documentation evidences a school which is working in partnership with pupil and the family.
- The school has developed very effective and efficient record keeping systems.
- Leaders have ensured all staff are accountable for the progress of all pupils. There is a clear and coherent approach to the teaching of pupils with additional needs. Staff ensure they promote the independence of pupils.
- There are procedures in place to ensure there is early identification of need. As a result, highly effective support is quickly put into place. In addition, leaders have a thorough understanding of the impact of all interventions which are provided for the pupils.

### Strengths identified during verification:

#### Leadership and Management

- The school is led by a leadership team with a clear moral purpose. The drive from leaders to ensure inclusion is a core value has positively impacted on the school's culture. They are determined to address potential barriers for any pupil. As a result, the school's provision for pupils with SEND is highly effective.
- The SENDCO provides the Governing Body with a wealth of information. In addition, there are regular meetings with an appointed governor.
- Effective management by senior leaders has involved all staff and there is evidence of distributed leadership.
- The SENDIA framework has been used as a diagnostic tool to benchmark current practice and to identify areas to develop even further.

#### Staff

- Staff feel that the professional development has been highly effective. Over time, leaders have developed a staff team which can support pupils with a variety of needs. Moreover, there is consistent pedagogical practices across the school, where quality first teaching supports the learning of all pupils.
- When needed, staff appreciate they can seek advice and support from the SENDCO.
- The school works effectively with external agencies to provide a real network of support. Staff have developed efficient, clear processes for referrals which clearly identify all strategies which have been implemented in order to try and remove barriers to learning.

#### Parents and Pupils

- The parents interviewed were greatly appreciate of the school. They valued that their children attended a school which was truly inclusive. One parent stated, "...the staff really do go the extra mile".
- Parents are fully involved in their child's education. They know their views are valued and where possible they are acted upon.
- Parents were very positive about the ways in which Bruche celebrated the "whole" child. The emphasis of nurture and support, in their view, is always a key priority of the school.

- Communication is a real strength. Parents are very grateful to the staff and really value how approachable they are. Any concerns or worries are quickly addressed.
- Pupils enjoy their learning and know that they can ask for support when they need to. Pre Covid, there were lots of other activities beyond the classroom which they could take part in. They look forward to these returning.

**Impact:**

- Inclusion was a key priority even before the school embarked upon the award. Because of a range of CPD and a drive to provide all pupils with a high-quality curriculum, pupils with additional needs thrive.
- The SENDCO provides support and guidance for staff, which is greatly appreciated. In addition to this, she is highly reflective and in terms of SEN provision, has a clear vision and foci for the next academic year.
- A culture of mutual respect has resulted in a team whose morale is high and a staff who are very proud of their school.
- Over time, the school has developed the involvement of parents, including them in the planning of their child's provision. Parents feel they work in true partnership with the school.

**Areas for development:**

- Through the development of a new report template, governors to be provided with information which clearly outlines the impact of actions taken by leaders. Visit report etc. can then evidence both support and challenge.

**Verifier recommendation:**

- Bruche Primary School to be awarded the SENDIA Award for Schools for a period of three years.

**Principal comments:**

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