



Education Effectiveness Review

Name of Setting	Bradgate Inclusion Centre c/o Wreake Valley Academy (Bradgate Education Partnership_)
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Chair of Governors and Contact Email Address:	Carol Chambers carolchambers100@aol.com
DfE Number	855/4049
Reviewer(s) Name(s) & Substantive Post(s):	Clare Clay Head teacher Christ Church & St Peter's CofE Primary School & The Nest , Mountsorrel
Date of Visit	18 th April 2023

What is an Education Effectiveness Review?

The purpose of an Education Effectiveness Review is to help to ensure that all children, in all educational settings- with Leicestershire Learners in, achieve their very best, including the skills and qualifications that they need for successful transition, further education and employment. The Education Effectiveness Review is purposefully designed as a supportive tool to enhance school improvement. It is a process that is designed to 'do with' and not 'to'. Each review will require some preparation by all parties; it will encourage

each setting to undertake self-evaluation to inform the process and then a visit (to work together) with follow up action plans and a clear support strategy. The outcome of each Education Effectiveness Review is that every school or educational setting will have a clear plan of support and that their areas of excellence will be shared with others' in the local Authority to benefit from

A school or educational setting's Education Effectiveness Review will always be led by an experienced, system leader who has a track record of leading an Inclusive approach and improving outcomes for pupils with SEND.

The benefits of an Education Effectiveness Review

The benefits of an Education Effectiveness Review begins with the dedicated time of an experienced practitioner with knowledge and expertise in SEND & Inclusion. Reviewers, also benefit from the process: they gain experience of schools in different contexts and settings and often learn a great deal from the schools that they work with. Being part of a reviewing process across the Local Authority ensures that lines of support can be drawn and excellent practice shared. It is purposefully designed to be a rewarding and enriching experience that supports professional development, develops knowledge and inspires new ideas and ways of working. As a result, the opportunity to engage in such work can also offer a powerful retention strategy for schools involved.

The Approach

Excellent teaching for pupils with SEND is excellent teaching for **all**. The Code of Practice emphasises that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. High quality provision to meet the needs of children and young people with SEND includes the use of evidence-based interventions and approaches. Educational settings, joint commissioning arrangements and local authorities are therefore responsible for accessing the best evidence available on interventions and approaches to support children and young people.

An **uncompromising** focus on improvement and recognising what works and what doesn't for those identified with SEND will raise attainment and make a difference to **all** children. There is a growing and valuable evidence base which helps teachers and leaders make evidence-informed decisions about which interventions can maximise impact and provide good value for money, for example the EEF Toolkit, The Communication Trust and NICE Research.

The Process

An Education Effectiveness Review takes a 5 stage process.

SELF EVALUATION → PREPARATION THE REVIEW → ACTION PLAN → FOLLOW UP → SUPPORT

1. Schools and education settings are encouraged to undertake a **self-assessment** using Section B of this document. Representatives from each school are asked to take part in regular, ongoing self-assessment as part of the Local Authority Working Group. The information from this group will be used to measure progress, inform the content of the Working Groups and support the professional development of individuals. That self-evaluation will be used alongside and with the schools' self-evaluation and the review process evaluation to identify effective lines of support, to access high quality training for ALL settings and to share and recognise excellent practice.
2. Taking time for **preparation** and to collect a range of evidence before the review can provide invaluable information for the reviewer; it also encourages a focussed view of the school's inclusive provision, by leaders. This focussed review can inform the self-evaluation part of the process. A programme for the day will be agreed in advance of the review.

Useful information for reviewers might include:

- The SEND information report and school website • The school's Ofsted report • Externally validated data
- Current progress data, including pre/post intervention data • The school Self-Evaluation Document • The SEND development plan
- Provision maps • An outline of roles and responsibilities for Inclusion & SEND • External reviews or reports
- Statutory policies relating to SEND • Comparative data for SEND pupils on attendance, fixed-term exclusions, permanent exclusions and behaviour strategies • Use of alternative/off-site provision for SEND students and assessment of its effectiveness • Policy and practice for deployment of teaching assistants – induction and training • Exemplar pupil passports or similar • CPD programme for staff relating to SEND &

Inclusion.

Reviewers will spend at least half a day preparing for the review. They will gain an understanding of the school/setting, its catchment, its history and its leadership structure. They will identify its geographical context, the local and national context in which it sits. This will help the reviewer identify local and national avenues of support available to the school but also the potential barriers to education and needs of the pupils in the setting. The reviewer will use the school/ setting's website to gain an understanding of the school/ setting's vision and values, staffing (levels & skills) and its inclusive provision.

3. The **review** should not take more than 1 day. The size of the school setting might determine if there is one or two reviewers that undertake the review. A programme of the day will be agreed in advance and will most likely include:

- Tour of the school/ setting • A learning walk, taking in lessons, across the school • Book looks for Pupils with and without SEND
- Observation of unstructured times (break & lunch) • Observation of off-site/alternative provision • Observation of interventions for pupils with SEND
- Review of paperwork inc EHCP & SEND files • Review of assessments and systems used • Review of individual cases
- Discussions with stakeholders, to gather their views: Headteacher, SENCo and/or lead for SEND, Governor responsible for SEND, pupils with SEND, parents/carers of pupils with SEND, teachers, teaching assistants & pastoral staff




4. Every school and setting will have a clear **action plan**. All of the review information will be assimilated using section C of this document. From this information, the reviewer will work with leaders in the school/ setting to identify areas of excellence that can be shared and also areas for development. Those areas for development will be agreed and be adopted into the school improvement plan or will make up the school's or settings action plan for SEND & Inclusion. The action plan will be agreed in a 'first draft' format using the format below. The reviewer will then complete a report of the review (this can be shared with staff and governors or other external reviewers) and a final draft of the action plan (having accessed the most effective resources, support strategies & training)- this may take a working week, following the review.




5. As part of the review process, the reviewer will give clear verbal feedback on the day and written feedback as part of a follow up report. The reviewer will agree with leaders the frequency and level of **follow up support** offered to the school or setting. This will be determined primarily by the areas of action, but also by the level of support offered to the school by the Local Authority. All areas of action and support identified will always be the primary focus of ensuring excellent progress and attainment by **all** pupils.



B Self Assessment				
Area of focus: 1. Outcomes for pupils with SEND	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
1.1 From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in mathematics, are close to or above national figures. Both internal and national data sets are used to evidence this.			Y	X
1.2 Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well.		Y		
1.3 The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.			Y	
1.4 School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.			Y	
Area Focus: 2, Safeguarding	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
2.1 Has an authority Safeguarding audit been completed				
2.2 Have all staff had a safeguarding induction			Y	
2.3 Are staff aware of the code of conduct			Y	
2.4 Have staff read KCSIE part 1				Y
2.5 Do staff know about County Lines and other safeguarding issues			Y	
2.6 Are risk assessments in place for alternative provisions			Y	


Area of focus: 3. Leadership of SEND (inc SENCo)	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
3.1 The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.			Y	
3.2 School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding, The Code of Practice, SEND reforms and the Equality Act effectively.			Y	
3.3 The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively.			Y	
3.4 The SENCO works closely with the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs.			Y	
3.5 A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.		Y		

B	Self Assessment			
Area of focus: 4. The Quality of Teaching and Learning for Pupils with SEND	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
4.1 Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.			Y	
4.2 The individual needs of pupils are communicated effectively to all staff.			Y	
4.3 Teachers use assessment information to plan and differentiate lessons effectively.			Y	
4.4 High quality (research driven) interventions supplement high quality teaching (are not used instead of).			Y	

Area of focus: 5. Partnerships with parents & carers	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
5.1 The SEND information report provides a comprehensive summary of provision at the school.		Y 		
5.2 Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.		Y		
5.3 Pupils with SEND are involved in extra curricular activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support.			Y 	
5.1 Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (SENDIASS).		Y 		

B Self Assessment				
Area of focus: 6. Identification, Assessment, Tracking & Monitoring	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
6.1 The SEND register is accurate and reviewed at least termly.			Y	
6.2 Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly 			Y	
6.3 Intervention follows a cycle of Assess, Plan, Do, Review.		Y		
6.4 The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.			Y 	
Area of focus: 7. The Quality of SEND Provision	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
7.1 Outside agency support is engaged appropriately and utilised effectively.			Y 	

7.2 The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of pupils.			Y	
7.3 SEND has a high profile in staff continued professional development and learning.			Y	
7.4 Teaching assistants receive professional reviews.			Y	
7.5 Interventions are evidence informed and coordinated effectively to ensure a cycle of review.			Y	
7.6 Interventions and support is clearly provision mapped.				
Area Focus: 8. Personal development, behaviour and welfare	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
How is behaviour monitored, reported and reflected on			As occurs; Positive behaviour acknowledged with nudges as per mainstream	
How are the EHCP target/outcomes woven into their personalised Curriculum			Half termly targets	
How often are the personal targets reviewed			At least half termly	
What do behaviour plans look like, have parents signed agreement		Not needed so far		
What does restorative work look like		Emotion coaching Meeting with Parent/Carer		
How are physical incidents recorded				
Area Focus: 9. Sixth form provision/Preparation for adulthood	Needs Urgent Action	Area for Development	Area of Strength	Area of Excellence
What does preparation for adulthood look like? Staff, pupil and parent views		Visits to colleges Supported transition visits Meetings with colleges Annual Reviews		

What are the Staff, pupil and parent views of the provision			 Positive comments about uniform, etc	
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C The Education Effectiveness Review			
AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
1. Outcomes for pupils with SEND	<p>From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in mathematics, are close to or above national figures. Both internal and national data sets are used to evidence this.</p> <p>Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well.</p> <p>Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.</p> <p>The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.</p> <p>The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.</p> <p>Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.</p> <p>School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.</p>	<p><u>Progress</u></p> <p>Focus on Maths and English progress is strong. This is supported by expert teachers delivering age appropriate curriculum but in a more structured/ scaffolded way. This progress can be observed in lessons and in work.</p> <p>Staff could speak openly about numerous cases of ‘transforming lives’. All staff knew pupils very well.</p> <p>The setting works dynamically, taking individual needs into account such that teaching and learning is tightly focused and intervention is not required.</p> <p><u>Attendance</u></p> <p>The cohort were poor attenders on entry to the setting but his has significantly improved.</p> <p><u>Attainment/ Destinations</u></p> <p>Pupils are well prepared for their next steps in English & Maths with (at least) entry level always considered because</p>	<p><u>Progress</u></p> <p>Standardized testing is sometimes done. How can an ongoing assessment system- demonstrate pupils progress/ impact and feed into whole school information without being onerous on workload?</p> <p>Review and fine tuning of wider curriculum in progress.</p>

		high expectations. Young people can go onto to do an A-level with adjustments to criteria thoughtfully made.	
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AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
2. Safeguarding	<p>Has an authority Safeguarding audit been completed?</p> <p>Have all staff had a safeguarding induction?</p> <p>Are staff aware of the code of conduct?</p> <p>Have staff read KCSIE part 1?</p> <p>Do staff know about CL and other safeguarding issues?</p> <p>Are risk assessments in place for alternative provisions?</p>	<p><u>Use of APs</u></p> <p>APs are used for purpose – to meet a need that cannot be provided on site due to location / space or resource. Initial visits and follow up visits by senior staff are completed. Risk assessments are done and attendance is monitored.</p> <p><u>Training</u></p> <p>ALL staff that work in setting have at least annually safeguarding training including updates and briefings during the year as part of whole school procedures.</p>	<p><u>Use of APs</u></p> <p>Consider how to have this information available to demonstrate without being onerous- as part of whole school safeguarding procedures. Strong links with current providers most particularly Brooksby. Future consideration given to other types, quality indicators for provision and developing other links- proactive!</p>

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<h3>3. Leadership of SEND (SENCo)</h3>	<p>The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.</p> <p>School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.</p> <p>School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding, The Code of Practice, SEND reforms and the Equality Act effectively.</p> <p>The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively.</p> <p>The SENCO works closely with the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs.</p> <p>A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.</p> <p>Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.</p> <p>The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision.</p>	<p><u>Vision</u></p> <p>The setting and the wider school have a very clear vision for providing the best education for ALL children to access.</p> <p>Culture and ethos of setting is strong and its position as an integral part of the mainstream school was felt.</p> <p>The leader is the SENCo and is part of the mainstream Senior Leadership Team. Her input into whole school policy was clear to see. It was clear that there was a whole school inclusive policy.</p> <p>Leader is clear on needs and strengths of the young people they can meet need of- induction and integration of young people is strong because of the consideration made for individual, bespoke provision. Only children with the identifiable needs attend the setting to ensure needs can be most effectively met. (doesn't need to be ASD diagnosed)</p> <p>CPD clearly and purposefully identified for lead teacher.</p>	<p>SEND Governor/ Trustees have visited but what could a SEND Governor do to support the demonstration of impact?</p> <p>SEND/Setting improvement/development plan was not available but growth plans for the setting were shared in PowerPoint form. These looked strong and exciting.</p> <p>Complete pen portrait for the LA to support leadership and provision identification for individual pupils.</p> <p>Consider identifying and developing training for meeting sensory needs and the impact of contingent touch etc.</p>

		<p>Leader has vast experience and secure knowledge.</p> <p>ALL staff both setting & mainstream are AOT level 1 and 2 trained.</p>	
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AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
4. The Quality of Teaching and Learning for Pupils with SEND	<p>Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.</p> <p>The individual needs of pupils are communicated effectively to all staff.</p> <p>Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.</p> <p>Evidence from observations shows the teaching of interventions is considered to be consistently good or better.</p> <p>High quality (research driven) interventions supplement high quality teaching (are not used instead of). Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.</p>	<p><u>Quality of Teaching</u></p> <p>Strong use of teacher's skills through the lead teacher's primary background and own needs and the use of mainstream teachers coming in and teachers going out to the mainstream. This leading to secure subject knowledge but with careful planning on teaching & learning strategies used to meet need. Working walls are used by all teachers and pupils to support learning.</p>	<p><u>Quality of Teaching</u></p> <p>Monitoring/ evaluating and CPD offer to teachers is part of whole school process.</p> <p>Consider lead teacher, leader and other staff CPD: having regular, targeted coaching etc. to further strengthen- this could/ should be part of setting monitoring, evaluating to development cycle that works alongside but within whole school systems. It would</p>

		<p>All children achieve their next step in learning – often similarly to their peers but adjustments made are bespoke to the individual's needs. Because teaching and learning is targeted to individuals there are not any specific interventions used.</p> <p>There are always teachers to teach!!!</p> <p>Teaching is targeted first to meet Communication and Interaction needs and then Core subject attainment.</p> <p>ALL mainstream policies apply to the setting- this includes the school behavior policy but adjustments are added as nec' for individuals.</p>	<p>increase demonstration of impact.</p> <p>There is a 3 year wider curriculum rolling plan. This needs further development work to embed and to ensure other areas are taught to the same strength as core subjects.</p>
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AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
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<h2>5. Partnerships with parents & carers</h2>	<p>The SEND information report provides a comprehensive summary of provision at the school.</p> <p>Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.</p> <p>The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND or with EHC plans.</p> <p>Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.</p> <p>There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the school council.</p> <p>Pupils with SEND are involved in extra curricular activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support.</p> <p>Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (SENDIASS).</p>	<p>The SEND information report provides a very clear and comprehensive summary of provision.</p> <p>Pupils loved being in their setting. They could talk about way they liked it there in both a personal and a learning context. Relationships between pupils was good. Relationships with adults was very effective. Each individual pupils personality shone and was promoted.</p> <p>Relationships with parents is strong with daily (often) communication about pupils progress.</p> <p>The setting works proactively with other agencies and has a strong working relationship with Educational Psychology service.</p>	<p>Improve information on the website for prospective parents thus reducing the number of conversations needed.</p> <p>This areas was self-assessed harshly and can be significantly & easily improved with quality information for families that are not through dialogue.</p>
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AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
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<p>6. Identification, Assessment, Tracking & Monitoring (Assess- Plan-Do- Review)</p>	<p>Comprehensive assessment supports accurate identification of need and informs classroom practice.</p> <p>The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.</p> <p>The SEND register is accurate and reviewed at least termly.</p> <p>Parents and carers are fully involved in discussions with the school on identification and assessment.</p> <p>Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.</p> <p>Intervention follows a cycle of Assess, Plan, Do, Review. Intervention is meaningful and purposeful.</p> <p>Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.</p> <p>The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed. The school employs a range of strategy to reduce or remove barriers to learning.</p> <p>The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.</p> <p>The SENCO uses externally validated data to inform the planning of interventions.</p>	<p>Ongoing assessment for learning through Teaching & Learning is strong ensuring bespoke adjustments made such that ALL pupils access learning.</p> <p>Pupils have termly targets and individual profiles.</p> <p>Staff are continuously assessing, planning, doing and reviewing- they should be more confident in self-assessing this area.</p> <p>Inclusion</p> <p>The setting is highly inclusive. Careful consideration has been given to details such as uniform- sensory needs met but do not standout when in main school. This includes the 2 way approach for policy and staffing.</p>	<p>No interventions are targeted at present- we discussed the identification of and use of wider interventions such as physical, or motor development or further work on skills for life.</p> <p>Again, there is a need to consider how to evidence plan-do – review without being onerous on workload or to detract from excellent provision.</p> <p>Staff are beginning to use SPOT analysis- how could this be used to great effect?</p>
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AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<h2>7. The Quality of SEND Provision</h2>	<p>The school is appropriately skilled and resourced to ensure high quality provision and that pupils with SEND have their needs met.</p> <p>Outside agency support is engaged appropriately and utilised effectively.</p> <p>The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of pupils.</p> <p>The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further.</p> <p>The school is outward facing and engages critically with developments in practice.</p> <p>SEND has a high profile in staff continued professional development and learning.</p> <p>Teaching assistants receive professional reviews.</p> <p>There is a graduated approach to interventions. Class, groups and individual intervention is balanced appropriately.</p> <p>Interventions are evidence informed and coordinated effectively to ensure a cycle of review.</p> <p>Interventions and support is clearly provision mapped.</p>	<p>Highly inclusive setting providing & promoting inclusive, reasonable (and often above and beyond) adjustments being made to ensure pupils access the curriculum.</p> <p>The lead is a highly experienced and knowledgeable SEND lead. She has a secure understanding of local SEND strategy and process.</p> <p>SEND has a high profile and this is evident in the setting and as part of the whole school: sharing policy, procedures and resources. The mainstream has an inclusive ethos too.</p> <p>The school is outward facing and makes courageous adjustments for its young people e.g. access to provision as and when from mainstream, adjusted to achieve an A-level...</p>	<p>Consider lead teacher, leader and other staff CPD: having regular, targeted coaching etc. to further strengthen- this could/ should be part of setting monitoring, evaluating to development cycle that works alongside but within whole school systems. It would increase demonstration of impact.</p> <p>We discussed the identification of and use of wider interventions such as physical, or motor development or further work on skills for life.</p>

8. Personal development, behaviour and welfare	<p>Are individual EHCP targets/outcomes being used?</p> <p>How are the EHCP target/outcomes woven into their personalised Curriculum?</p> <p>How often are the personal targets reviewed?</p> <p>What do behaviour plans look like?</p> <p>How is behaviour monitored, reported and reflected on?</p>	<p>EHCP targets are used to inform half termly target setting and individual profiles. These are reviewed with families and young people.</p> <p>Behaviour is strong and pupils individual behavior needs are met e.g. opportunity to talk to visitors, do a responsible job e.g. make a drink for a visitor.</p>	<p>As above- consider wider personal development and access to a wider range of opportunities.</p>
AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
9. Sixth form provision/Preparation for adulthood	<p>What does preparation for adulthood look like?</p> <p>Staff, pupil and parent views</p>	<p>Individual strengths and interests are harnessed including making adjustments to achieve A-levels.</p>	<p>As above- consider wider personal development and access to a wider range of opportunities.</p>

Summary

- The Bradgate Inclusion Centre is a strong provision, led by a highly skilled team, for young people with communication and interaction needs. It is a happy place, where young people enjoy their learning. Agreed, demonstrable evidence and expectations need to be clear (between LA. Mainstream & Trust).

Shared actions

- Send Jeanette the LA Pen Portrait for completion. CC/ & or EET
- Could we use SEND information reports as Pen Portraits (have an agreed set of criteria)? SEND/ EET
- Can Hubs be represented as part of the assessment process- how can skilled leads be proactive in joined up work for our young people? SEND/EET
- What agreed evidence (data etc) do LA & Academy Trusts want to agree to show and demonstrate impact (avoiding workload issues)? LA/Trust
- Can the same person/ people come back to do another review to look at progress?