

Inclusion Quality Mark : Leadership of Inclusion  
Eton Wick

Visit carried out on 16.11.2022

**Accreditation Panel Report**

**Overview**

Eton Wick is an Ofsted rated 'Good' school (September 21). It is a small village school with around 100 pupils. They have an above average number of pupils on the SEND K register (14%) and around average EHCP pupils (2.2%).

There is a calm and conducive feel as you walk around the school. The spaces have been built with pupils in mind and there are many areas for interventions or break out activities to happen. The school takes pride in their environment and displays are eye-catching and purposeful as well as showing the school's Christian values.

The website is accessible and compliant, with an up-to-date SEND Information report. It demonstrates the schools vision for inclusion in an informative video. The Headteacher's welcome signifies the nurturing and ambitious ethos of the school: an *'inclusive school'*, that *'aims high'* and *'embraces diversity'*

**Headteacher/Governors**

The school's strong vision is led from the top. The Headteacher is clear and purposeful to ensure that inclusion is everyday embedded practice and just 'what they do'; creating a school where everyone is 'different' and 'valued' with pupil and staff well-being at the centre of decision making. The vision creates a mindset that everyone is 'always growing' and because of this staff have access to many CPD opportunities.

The governors share in the school vision, they are equally passionate about it and are committed to supporting the school to continue to go from strength to strength. They are outward looking and able to hold the Headteacher and SENCo to account. They visit regularly and have a good understanding of how the notional budget is spent and the impact of this.

## **SENCO**

Despite only recently taking up the post the SENCo has made rapid progress and has taken to the role easily. She has completed the NASENCo qualification and this is evident in the structures that have been put in place.

There are effective processes and paperwork in place with a child focussed approach. The interventions are being well timetabled and managed with evidence to show they are supporting the pupils to make progress.

The SENCo effectively utilises external support and engages in outward looking activities (SENCo clusters etc) resulting in her being aware of what is on offer and signposting staff, parents/carers more quickly to the right support.

The SENCo along with the leadership team, have a strategic approach to CPD and ensure staff are adequately trained to support the needs within the cohort. The staff speak very highly of the support and her efficacy in sharing advice, support and guidance (very impressive with a small amount of her week dedicated to the role and a teaching commitment).

Parents speak highly of support particularly around transition to the school.

## **Teachers / Support Staff**

The staff are passionate and committed to the school, many of whom are long-standing members of the team. Those who are new have a thorough induction and are well supported by their colleagues. The CPD offer at the school supports this.

Staff take ownership of implementing the graduated approach in their classroom and could articulate how they identify and plan for pupils with SEND as well as implement strategies from external reports.

The staff have a good understanding of QFT: 'removing barriers' 'giving tools to access' 'adapting methods for the whole class' and could give examples of this. They plan with their SEND pupils in mind first as they recognise what is good for SEND is good for all.

The teachers and TAs are a proactive team and with the support of the SENCo are often pre-empting situations or challenges before they arrive. They communicate effectively with each other (including between teachers and TAs) as well as to external agencies to ensure the right support can be put in place for SEND pupils.

The TAs are experienced and knowledgeable with many developing specialisms to ensure the targeted support is of high quality and has an impact.

The pupils describe the staff as kind, funny and helpful who encourage them if they are stuck.

## **Parents/ Carers**

The parents and carers shared that they felt supported and any concerns they had were acknowledged and acted upon. The communication between themselves and the school was strong and support for their children was collaborative. The parents felt the school was approachable and were able to speak of times when they had been signposted well for support.

The school offer during the pandemic was commented on as well-balanced and appreciated, particularly the teacher-child virtual meetings.

The school has an open door policy and parents are regularly invited in for whole school events as well as more specific reasons (e.g. watching a bucket therapy session).

## **Pupils**

The pupils are very proud of their school and feel happy and safe there. They rate it 100/10!

The behaviour across the school is calm and pupils are actively engaged in their learning. The pupils are kind and polite to adults and one another and support their peers in their learning as well as out on the playground.

They talk positively about their learning and describe it as fun and brilliant. They could all speak of reasonable adjustments being made for them (yellow paper, listening tools, glitter bottles). They also were excited by the huge number of pupils leadership responsibilities which they all engaged with.

Has the school achieved the Inclusion mark and why / why not?

We feel the school **has met** the required standard to be awarded the Inclusion Quality Mark award for the following reasons:

- 1) Leadership, ethos and vision
  - The headteacher has a strong and ambitious vision for inclusion which has been adopted by all her staff. This is being further driven by the wider SLT team and the SENCo
  - Developing leaders and succession planning is a priority resulting in highly skilled staff who are motivated to deliver the best outcomes for the pupils.
  - The Headteacher is aware of how a well-designed curriculum and good quality teaching have the biggest impact on progress and has high expectations in place to ensure this.
  - The Governors are able to provide effective support and challenge to the school
- 2) Collaborative approach
  - All key stakeholders commented that they felt the support provided for pupils was collaborative. All stakeholders have a voice which is acknowledged and used in the formation of support as well as within reviews.
- 3) SENCo
  - As described above, the SENCo works tirelessly to ensure robust and effective systems are in place and that staff have the right training and support to identify needs and implement the graduated response.
- 4) Pupil leadership
  - The school give ample opportunity for the pupils to have leadership responsibilities from school council, to PE ambassadors, Eco-warriors etc. The school makes a conscious effort to ensure that pupils with SEND are well represented in all of these groups and as a result they feel fully included in the school community. It also demonstrates the schools high ambition for it's pupils.

Areas for innovation

- 1) Future proofing/succession planning
  - The school may want to continue to explore ways to distribute responsibilities of the SEND provision, for example, teachers becoming more involved in writing the SEN support plans for pupils in their class. This would also include a more needs-led approach to target setting for pupils with SEND.
  - It may also be worth considering succession planning of the role.
- 2) Continue to build consistency (TAs)
  - The SENCo has taken on more line management responsibilities for the TAs and wishes to build the CPD offer for TAs to ensure a consistent approach to the support that is on offer for all pupils.

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