



CASE STUDY: IMPROVING SEND PROVISION AT GRAINTHORPE JUNIOR SCHOOL

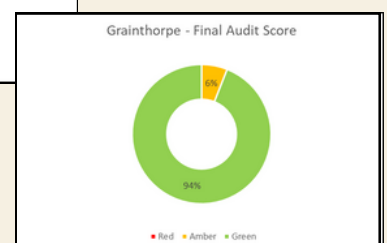
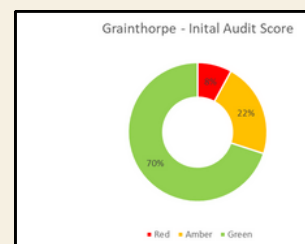
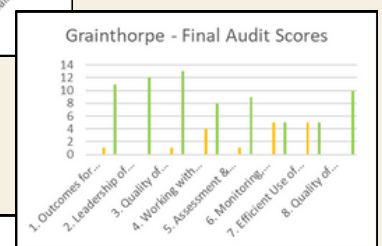
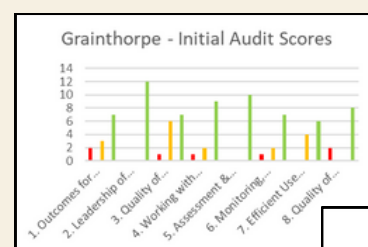
Grainthorpe Junior School participated in the Lincolnshire SEND Project (LSP) to enhance its provision for children and young people with SEND. The school's leadership team aimed to improve outcomes by adopting evidence-based strategies tailored to their local context. This is a small school, with 43 students on roll. They have 7% of children with an EHCP and 12–27.9% on SEN Support.

CHALLENGES

Despite the strengths, several areas for development were identified:

- Clarifying Good Progress for SEND Pupils:** The school needed to define what good progress looks like for pupils with SEND. This remains an area for future action.
- Parental Involvement in Personal Learning Plans (PLPs):** Greater parental involvement was needed in developing individual passports and plans. A staff meeting was held to emphasise the importance of parental voice, and ongoing checks are being conducted to ensure implementation.
- Using External Reports and EHCPs:** The school needed to better utilise external reports and Education, Health, and Care Plans (EHCPs) to inform personalised learning plans. A staff meeting focused on discussing barriers to learning and ensuring that provision meets pupils' needs.

- Provision Mapping and Data Usage:** The school aimed to develop its provision map to include qualitative data such as frequency and duration of interventions. This is currently ongoing.
- SEND Vision and Leadership Roles:** The school recognised the need for a clear SEND vision statement and a defined scheme of delegation for roles and responsibilities. These have been developed and shared with staff and displayed on SEND notice boards.
- Monitoring and Policy Implementation:** Ongoing monitoring through learning walks and book scrutiny is planned to ensure the consistent implementation of SEND policies into practice.
- Professional Development and Adaptive Teaching:** Continued training for adaptive teaching and curriculum adaptation is ongoing, with regular staff meetings and LSP training sessions.



IMPACT AND ACTIONS TAKEN

The school implemented a series of strategic actions to address the challenges identified during the initial review:

- **Parental Voice and Co-production:** Staff meetings emphasised the purpose of parental voice, with PLPs and passports now reflecting parental input more effectively.
- **Enhanced Personalisation:** Discussions on barriers to learning led to more focused and personalised plans, ensuring better support for pupils' specific needs.
- **Vision and Strategic Planning:** A clear SEND vision statement was developed in line with the school vision, supporting strategic planning and alignment with the whole school development plan.
- **Professional Development and Collaboration:** Staff continued to engage in professional development, including visits to other schools to observe best practices, which positively impacted teaching and learning environments.
- **Curriculum and Adaptive Teaching:** Adaptive teaching practices were embedded throughout the school, with a shared understanding of HQT at Grainthorpe.
- **Monitoring and Evaluation:** Ongoing monitoring cycles were established to evaluate the impact of interventions, provision maps, and teaching practices, ensuring consistent implementation and improvement.

TRAINING

SEND Leadership - 1 day (1 place)	Yes - 1
SENCOs - 2 days (1 place)	Yes - 1, 1
Middle Leaders - 2 days (2 places)	Yes - 2, 2
Teachers - 12 sessions (4 places)	9/12 - 14

NB. This is very positive engagement for a small school.

RESULT AND BENEFITS

The implementation of these actions has led to significant improvements in SEND provision at Grainthorpe Junior School:

- **Improved Teaching and Learning:** High expectations and adaptive teaching practices have ensured that pupils with SEND receive high-quality education tailored to their needs.
- **Enhanced Parental Engagement:** Increased collaboration with parents has resulted in more effective and co-produced PLPs, leading to better educational outcomes for pupils.
- **Leadership and Strategic Vision:** Clear strategic direction and commitment to SEND development have strengthened leadership and enhanced the school's capacity for sustained improvement.
- **Inclusive Learning Environment:** The inclusive and supportive learning environment has fostered positive pupil engagement and behaviour, contributing to overall educational success.

OFSTED

Towards the end of the project, the school had an Ofsted inspection and this is a quote: "The school is quick to identify when pupils need extra support. Staff use up-to-date information about the learning needs of individual pupils to successfully adapt their delivery of the curriculum. This helps pupils with SEND to access the same learning opportunities as their peers and to take part in all the school has to offer. They achieve well."

CONCLUSION

Grainthorpe Junior School's journey through the Lincolnshire SEND Project demonstrates the power of a tailored and evidence-based approach in enhancing SEND provision. By strategically addressing areas for development, leveraging strengths, and maintaining a commitment to continuous improvement, the school has successfully built an inclusive and supportive learning environment that empowers all pupils to achieve their potential.