



# SEND Follow Up REVIEW

## Abbot's Lea School

### Date: 21/12/23

SEND Review: A school-led approach to  
improving provision for all

#### SEND Review Team

Louise Parrish (Executive Headteacher - The Sea View Trust)



# SEND Follow up REVIEW

Abbot's Lea School requested a bespoke SEND Follow-Up REVIEW visit, to focus on progress towards embedding their 'Positive Behaviour Support' (PBS).

Follow Up Review Day activity, as chosen by the school, included:

- Meetings with Headteacher, Ania Hildrey
- Meetings with Headteacher and Deputy Headteacher, Emily Tobin
- Tour of school, accompanied by Deputy Headteacher
- Discussions with various staff
- Meeting and a phone call with parents
- Meeting with Head of Therapy, Claire Welch
- Meeting with Dr Maggie Hoerger, Senior Lecturer of Education, Bangor University and Clinical Supervisor for Claire Welch.

## **Changes and developments since previous Review**

The school has made several changes and developments since the previous Review to support the embedding of PBS.

These include:

- leadership organisational changes;
- clarity regarding the Multidisciplinary Team and their function;
- strategic planning of the 'roll-out' of PBS support;
- clear expectations shared with staff;
- consistent use of Behaviour Support strategies across school;
- accreditation development;
- continuing focus on parent training;
- clear definition of 'Life Skills' and how to demonstrate progress, with a clear 'Golden Thread' to EHCP outcomes;
- culture shift; staff strive to meet students' complex needs, including challenging behaviours, where previously they may have questioned whether the school is the right setting for the student;
- developed consistent systems to celebrate behavioural successes;
- focus on the four functions of behaviour and how to meet those needs;
- embedded understanding and application of the schools' approach to curriculum; Adapted National Curriculum and Bespoke Curriculum;

- School Change Team in place with managed expectations regarding change. Leadership use the 'gems' of ideas to inform practice, whilst also clarifying aspects which are not going to change as they are an integral part of the vision and philosophy of working;
- embedded use of SCERTS.

**Impact of the changes and developments are as follows:**

- the leadership organisational changes have supported the streamlining and clarity of roles of responsibilities. These changes have galvanised the teams, particularly the Multidisciplinary Team;
- staff can demonstrate their understanding of the four functions of behaviour consistently;
- the school social norms are embedded and evident in the classroom, these include Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) and Personal Interest Time (PIT);
- staff reported the positive impact of the advice and support they receive from the PBS team. They described their developmental journey in understanding and implementing the advice and were enthusiastic to share the impact;
- those involved in the Review Day activity, shared several case studies of success.
- powerful anecdotes from parents highlighted the impact of the work of the school and the PBS team;
- a parent valued honesty from the PBS team and how quickly they demonstrated their understanding of the function of their child's behaviour;
- a parent shared how the PBS team have supported their child to communicate feelings and emotions;
- parents expressed how they 'trusted' members of the team;
- following PBS, a parent described the change in their child as 'life changing';
- the school shared a case study of how a child's 'behavioural concerns' had been addressed early in Key Stage 1, thus avoiding escalation as they move through the school;
- the school had a calm atmosphere;
- analysis of data demonstrates a significant reduction in the use of Restrictive Physical Intervention (RPI, or restraint);
- leaders shared how teachers use defined language to describe progress;
- staff surveys indicate that the support provided by the PBS team is valued;
- Dr Maggie Hoerger, Senior Lecturer of Education, Bangor University, shared the journey of the school over the last 12 months and she described the progress as being 'impressively quick'. Her staff feedback activity demonstrated the staff trust in the system. She has observed the Head of Therapy effectively and efficiently triaging referrals for students, leading to swift and well-matched intervention. Maggie described how the school have clearly identified and implemented universal and targeted support. Next course of action, described by Maggie, is to explore training routes for select PBS Assistants to upskill them and support continuity and, possibly, succession planning.

**To conclude...**

The Review Day activity clearly demonstrated the school's journey towards embedding Positive Behaviour Support (PBS) consistently across the school.

All those involved in the day, spoke highly of the PBS impact and shared case studies to evidence this.

Leaders have managed the changes sensitively and with expertise from both internal or external sources.

Leaders have self-evaluated their progress accurately and have a clear and ambitious vision with associated actions for the future.