

SEND Inclusion Award (SENDIA)

Verification Report

School name:	Five Islands Academy
School address and postcode:	Carn Gwaval, Church Road, St Mary's, Isles of Scilly TR21 0NA
School telephone:	01720 424850
School website:	www.fiveislands.scilly.sch.uk
Head teacher:	Rachel Gibb
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SENDIA coordinator:	Rebecca Streeter
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Award verifier:	Maureen Nash
Award adviser (if applicable):	Maureen Nash
Date of verification:	19 th April 2023

Commentary on the evidence provided:

The SENDIA coordinator facilitated a very thoughtfully presented comprehensive range of evidence and her careful preparation ensured that the verifier was provided with a full picture of SEND provision in the school. On the day, evidence was presented through a very well prepared PowerPoint and discussion with the coordinator and stakeholder groups shared their perceptions through written responses. The presentation provided vital information showing the unique setting of this school on the Isles of Scilly, surrounded by beautiful landscapes. The school tour brought the presentation to life, showing the main school site on St. Mary's and the primary bases with pupils enjoying life and learning. This excellent, wide range of evidence clearly showed how the school is meeting the Objectives and Key Performance Indicators of the SENDIA.

In particular there is strong evidence to show that:

The SENDCo is very effective.

School has a holistic approach to meet the needs of each child, very much celebrating their strengths and the school environment.

The school is both reflective and forward thinking.

There is an inclusive ethos within the school, recognised by a range of stakeholders.

Teachers have responsibility for the learning, progress and well-being of their pupils, working with support staff and professional specialists to ensure individual needs are met.
The policies and procedures support the SEND provision within the school.

A Challenge Partners Quality Assurance Review (2022) recognised SEND Provision as an Area of Excellence.

Strengths identified during verification:

Five Islands Academy has strong leadership and management of SEND provision, with a strategic approach led by the head teacher. Effective SEND provision very much relates to the vision of, 'All aboard! Navigating Together' and being a Church of England school. SEND is a key focus in the School Improvement Plan and the school is well supported through the Trust SEND staff.

There is a holistic approach to SEND provision within the new curriculum model that reflects the uniqueness of the school's environment, 'Every child has access to our curriculum' (SENDCo). The through school curriculum narratives ensure subjects have progression through primary and secondary, very much enhanced with opportunities such as Project Weeks and first hand experiences.

Developments in SEND provision have been driven by the well qualified and knowledgeable coordinator (SENDCo) who is an Assistant Head. Since her appointment in 2020 she has established new systems and developed practice throughout the school. The detailed evidence provided for SENDIA demonstrates the thoroughness of her approach.

The school has used a reflective approach in analysing and auditing their provision, using the SENDIA framework as a benchmark to celebrate the current good practice already in place and to identify areas to develop even further. The school is clear on their existing good practice in place and on their next steps, demonstrating a forward thinking approach.

The St Mary's primary and secondary base and the three off island bases are hubs for the islands' community. The size of all bases facilitates staff, families and pupils knowing each other very well, with recognising and meeting individual needs very much to the fore, 'We work with the children all the time, we know them so well and can support each individual uniquely' (staff) and 'The team has been brilliant' (SENDCo). The SENDCo works closely with all bases and pupils and staff throughout the school, promoting consistent provision for SEND.

The new Harbour provision for both primary and secondary pupils has been thoughtfully developed to provide appropriate spaces and for individual children and a therapy dog is in school each morning.

There is consistent pedagogical practice across the school, where quality first teaching supports the learning of all pupils and leaders are ensuring that all staff know their responsibility and accountability for the progress and development of pupils in their class.

Staff are well informed to meet the individual needs of pupils to support their teaching. The SENDCo has developed a dedicated SEND drive for staff containing information on individual needs, training notes, presentations and access to Individual Provision Maps and EHCPs. SEND information sharing is

part of staff induction and there has been a range of CPD provided through school and the National College, 'Our staff embrace training and support and take it all on board to support the children' (headteacher). Staff confidence has increased leading to enhanced SEND provision, 'Staff are really on board and work hard' (SENDCo).

Comprehensive whole school SEND systems have been introduced in recent years to ensure a graduated approach with clear guidelines for staff. A clear example of Assess Plan Do Review was evidenced.

Pupil progress is carefully monitored, for example through data analysis and conversations with pupils and parents and staff. Due to the nature of the school, progress is tracked from Early Years to Y11 through whole school assessment systems and individual records, plus B-squared which is highly personalised for each child. Regular tracking meetings are held when each child is discussed with actions taken and the headteacher and SENDCo meet weekly, 'To give us time to be reflective for all our children' (head teacher).

Good communication is both strength and a need within this unique setting. Examples include the learning and information platforms through Firefly and See Saw being accessible for both parents and pupils and parent & pupil voice being recorded in target setting and review.

Personal communication is a priority and parents provided very positive views of how school has helped them when supporting their child, 'They are kind and compassionate, and understanding of the emotions of parents. Giving time to have a relaxed conversation and explore with them the best approach for your child' (parent). 'Should I ever need any information regarding my son's progress and any concerns the SEND team always answer my queries and concerns with the utmost urgency, with genuine care and consideration' (parent).

Impact:

The school considers that the impact of SENDIA is:

The structure of the action plan was brilliant, providing a systematic approach

Through checking the framework I could see how we maintain our uniqueness whilst meeting the requirements of the award

Achieving the award will mean a lot to pupils in school and the wider community. It will bring confidence and reassurance to our community which is very relevant to our context

Areas for development:

The following areas were agreed between the school and Verifier:

To continue to embed the current good practice in SEND provision

To consider the use of See Saw in secondary

To work with students to raise awareness in the community of additional needs

To continue a rolling programme of CPD in SEND across the school

Verifier recommendation:

That Five Islands Academy *is* awarded the SENDIA: the Special Educational Needs/ Disabilities Inclusion Award for a period of three years

Head teacher comments:

This process has really helped us to evaluate our progress in making SEND provision as good as it is currently, and has also helped us to identify next steps that will add value to the provision we have in place already. It is also testament to the work of all our staff that their commitment to supporting children of all ages with SEND is noticed, valued and appreciated.

We are proud of our achievements and delighted to share this report with Trustees, Local Academy Committee members, parents, staff and students. Our SENDCo leaves her post having achieved so much, and she should be proud of everything contained within this report. Similarly, our new SENDCo has a solid base on which to begin her work and further improve that which is already in place.

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