

## **Raising achievement for SEN and Low Prior Attainment Pupils in Key Stages 2 and 4 in Leicester's mainstream schools**

### **Overview**

#### **Good practice to share with others interested in running school improvement projects to ensure projects deliver the intended outcome.**

- Make it a requirement that all schools engage with robust validated self and peer evaluation to identify appropriate areas to work on before starting the programme
- Ensure activities are bespoke according to the individual school's needs.
- Good local governance arrangements that held the providers and project manager to account on a monthly basis helped ensure there was no slippage.
- Realistic budgeting and expert financial management.
- Clarify roles and responsibilities through agreed service level agreements and job descriptions.
- Commission providers with a proven track record.
- Using data and local intelligence to identify appropriate priorities and schools.
- Ensure that the project is planned to contribute to building local capacity.
- Good joint working between all providers will ensure schools receive a coordinated approach.
- Hold a launch event that sets out clear objects and expectations.

#### **What the project may do differently in the future**

- Ensure all providers have the systems, skills and capacity to deliver on-time and on budget.
- Allow more time for planning and implementation.
- Secure a stronger commitment from school governors.

#### **Sustainability measures taken by projects to ensure improvement are sustained beyond the funding period.**

- Encourage all schools to engage with an external review of their SEN and LPA provision to strengthen and validate their self-evaluation processes.
- Ensure the expertise and capacity developed through the project is available for schools and appropriately commissioned.
- Encourage School leaders and governors to ensure SEND has a high profile in all schools and that SENDCO's are appropriately trained and

deployed and included on leadership teams.

- Support schools to develop effective systems to track pupil progress.
- Support schools to develop and improve communication systems with parents.
- Support schools to encourage governors to develop their knowledge and skills to be more effective in monitoring provision and holding schools to account.
- Ensure schools are aware of good evidence-based research to help them use teaching assistants more effectively.
- Support schools to develop more appropriate curriculum that meets the needs of SEN and LPA students.
- Consider strategic and operational approaches to improving transition between key stages across the city.
- In addition, the project has helped secure significant additional capacity which includes:
  - 8 new SLE's
  - Teams of trained reviewers able to offer high quality reviews to support all schools
  - Additional capacity within local teaching schools attached to special schools
  - Better links and outreach between special and mainstream schools
  - The extension of the support delivered in pilot schools to include all schools.