Oldham SEND Reviews

Oldham schools & settings are able to commission a SEND Review, as part of our comprehensive service offer. A SEND Review celebrates strenghts and identifies areas for development within the setting's SEND & Inclusion provision.

Data: 12 schools have completed a SEND Review to date.

Primary Schools	Secondary Schools
75%	25%
Bare Trees Beever* Holy Cross* Oasis Limeside* Royton Hall St Hugh's St Martin's St Joseph's St Paul's	Crompton House Hathershaw St John Henry Newman College*

* Schools that completed SEND Reviews in 2024-25.

Benefits of SEND Reviews:

- External validation
- Preparation for inspection (or re-inspection)
- Baseline of SEND provision for new leaders
- Developed distributed leadership of SEND
- SEND Register review
- Raised profile of SEND across school
- Prioritised SEND on School Development Plan
- Developed communication between school teams
- Confidence to take a different approach
- Peer collaboration
- Developed relationships with LA colleagues
- SEND training prioritised
- Strengths celebrated

Strengths: (based on last year's reviews)

- Strong leadership & culture of inclusivity
- SEND & Inclusion is a priority
- Outward-facing approach
- Leaders know their pupils & families well
- Pupils are happy, settled and included – they enjoy coming to school
- Attendance prioritised
- Leaders committed to reducing suspensions & exclusions
- Strong emphasis placed on identification of SEND
- Effective SEND processes
- Good curriculum adaptations
- Good CPD offer for staff
- Excellent parent partnerships and support offer
- Calm and purposeful learning environments
- Additional adults support in-class learning
- Good progress from starting points for SEND pupils
- Excellent transition support

Parent/Carer Voice:

- They are well-supported
- They enjoy the regular coffee mornings
- Their children are 'thriving' and love coming to school
- They can see the progress their child is making

Pupil Voice:

- They '…wouldn't change a thing about the school.'
- 'This is the bestest school in town!'
- They "…know who to go to if they feel upset, worried or need time out to regulate."

Staff Voice:

- "Having [our] strengths validated and areas for development highlighted will support us on our improvement journey."

Emerging Themes – recommendations typically focused on the following areas

SEND Register
-Reviewing the high numbers of pupils at SEN Support
-Having a clear understanding of pupil needs & 'additional to and different from' provision
-Matching provision to need accurately

Universal Offer & High-Quality Teaching
-Developing a greater understanding of SEND context
-Training opportunities for all staff and specific groups of staff
-Developing & embedding consistent practice across the school

APDR Cycles
-Ensuring APDR cycles are evaluated well and consistently by key staff
-Using the evaluation to inform next steps in provision

Leadership of SEND
-Developing Subject Leaders' SEND skills, knowledge & understanding of SEND to lead HQT in their subject for all pupils.
-Defining clear roles & responsibilities for SEND

Enhanced Provision Spaces
-Developing a clear rationale, intent and implementation for the Enhanced Provision Space
-Developing a clear educational offer for pupils in the space

Service Use
-Timely & proactive use of support services, including QEST & EPS