




SLE – Personal Profile

<p>Name</p>	
<p>SLE designation (Date of designation & Teaching School)</p>	<p>Special Education Needs and Disabilities Coordinator (SENDCo) November 2019 – St John Bosco</p>
<p>Current School</p>	<p>Maricourt Catholic High School</p>
<p>Most recent OfSTED judgement (Overall and Leadership)</p>	<p>Grade RI /RI</p> <p><i>However, in terms of provision for SEND students</i></p> <p><i>‘The needs of vulnerable pupils are exceptionally well met. Parents agree that their children are cared for well. One parent said, ‘The support that my child has received at Maricourt is allowing him to lead a safe and fulfilling life.’</i></p> <p><i>‘The majority of pupils with SEND are making good progress across the curriculum. Staff have a secure understanding of their needs and provide targeted support that is effective. Where progress is less strong, it is improving because of leaders’ effective actions. The small number of pupils who attend alternative provision succeed with their personal learning targets and are supported well to move on to appropriate education, skills and training opportunities.’</i></p>
<p>Progress 8 for school AND subject</p>	<p>-0.57 (2019) -0.04 (2020)</p>
<p>Particular area(s) of Expertise/Strength</p>	<p>I have in depth knowledge of SEND issues, procedures and legislation, including SEMH. I have experience of using rigorous assessment, analysis and tracking systems to provide a strong basis for allocating support and interventions which are demonstrated on a provision map. I have particularly focused my leadership on coaching teachers and leaders to improve the quality of teaching</p>



	<p>and learning and curriculum provision for students with SEND in order to raise standards.</p> <p>I am also a NASEN reviewer of SEND for MAT schools in the North of England.</p>
<p>How have you/your school previously supported another school?</p>	<p>As an SLE is worked in partnership with the Archdiocese SEND working group to facilitate joint SEND reviews in two schools last year, supporting their quality assurance processes. I wrote detailed action plans in response to our findings and this was shared with leadership. With one school I worked on a plan -do-review cycle. I adopted a ‘that’s good but how can we make it better’ approach. Furthermore, I have contributed to system leadership through supporting new SENCOs, working in partnership within the central cluster of schools in Sefton Local Authority. Whereby I saw improvement in pedagogy, leadership and outcomes because of my participation.</p>
<p>What was the specific Impact of your support?</p>	<p>I have recent experience in supporting and coaching staff who are new to leadership roles. Specifically developing their confidence and skills to lead and manage change to ensure better outcomes for students with SEND. The outcome of which has resulted in SENDCOs being able to</p> <ul style="list-style-type: none"> • confidently demonstrate their vision in terms of identifying their long, medium- and short-term goals. • tailor provision for SEND students • cost effective intervention via a progression map • ultimately bring about tangible improved outcomes for students with SEND.
<p>Headteacher counter-signatory, indicating I hereby confirm that:</p> <p>a) the information contained in this profile is accurate</p> <p>b) I am happy to endorse the work of this person as an SLE</p>	<p>Email Confirmation received: 1st October 2020</p>