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| **Whole School SEND**  **Self-Evaluation**  **September 2020**  **School Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_** |
| **Aims:**   * Tobe a school which has developed a broad range of balanced provision and pupils can access a wide range of support; * To be a school that has a high degree of expertise; * To be a school that is aware of its strengths and areas for developing further; * To be a school that is outward facing and engages critically with developments in practice. |
| **To achieve these aims, SEND is understood to be focused on giving pupils enough knowledge and cultural capital to succeed in life and to achieve the best possible outcomes.**  **Developed by Louise McGinty (SEND adviser) and SENCo Champions** |

**Instructions for using the SEND Self Evaluation tool:**

Use this tool to plan for improvement across the whole education setting. There are 7 sections: Outcomes for pupils with SEND; Leadership of SEND; Quality of teaching and learning to support SEND; working with parents and carers of pupils with SEND, Assessment and Identification, Monitoring, Tracking and Evaluation and; efficient use of resources. Each section has a **rating page** and an **evidence page**. The ratings section is now a survey https://www.smartsurvey.co.uk/s/L037B/

There are two ways of using this tool.

1. To identify gaps in provision across the whole school/setting **(rating section)**
2. To plan for closing those gaps **(evidence section)**

Rating can be carried out in isolation, followed by evidence. It is **not advisable** to complete evidence before rating as this can be diverting from the largest and most significant gaps.

To complete the **ratings section,** follow the steps 1 and 2 below:-

**STEP 1:** Read all the statements first. Not every statement may be relevant to your setting, so it is OK to leave some blank, but important to get a true picture from first impressions/responses.

**STEP 2:** a)For each key statement, rate where you think your professional practice, your department or your education setting is at present.

b) Draw a line connecting these points

c)Then decide where on the scale you would like to be in 6 months or a year’s time depending on the speed at which you need to work within your setting. Connect the dots. Where the gap between the first line (where you are now) and the second (where you want to be in 6 to 12 months’ time) is greatest is where you should put the effort, planning and monitoring.

To complete the **evidence section,** complete the following steps 3 and 4:-

**STEP 3:** Complete the **Key Statements** evidence page for each statement. RAG or highlight the exemplars that already populate it and fill in any examples of your own evidence you know you have to demonstrate the rating you have selected. This box is editable. You could use different colours to correspond to the first and second lines you have drawn across the ratings section. This will help you to identify the evidence you need to gather to demonstrate the statement is true for your setting.

**STEP 4:** Use the **Key Statements** evidence page to compile the improvement plan for your setting, share with other senior leaders. Revisit, evaluate impact and develop implementation every three to four months.

**Complete the ratings section via the survey link https://www.smartsurvey.co.uk/s/L037B/**

**0** Inappropriate/inapplicable to our setting *(please miss this out when joining the dots)*

**1** We do not do this/haven’t done this yet

**3** Some evidence of practice (very patchy/no evidence of impact)

**5** Evidence of effective practice (not consistent or widespread)

**7** **Widespread effective practice with evidence of better outcomes for children and young people with SEND** **as a consequence of whole school improvement measures**

**8-10** Case studies of outstanding practice to share

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Statements for Outcomes for Pupils with SEND | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 From their different starting points, the proportions of pupils with SEND making their expected progress and the proportions exceeding their expected progress, in English and in mathematics, are close to or above National benchmark or comparative school figures. Both internal and national data sets are used to evidence this. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 2 School systems promote parent and carer contributions to maximise outcomes for pupils with SEND. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 3 Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4. Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 5 The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 6 The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 7 Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |

| Key Statements for Outcomes for Pupils with SEND | Evidence – How do you know? What does this look like in this school? | | |
| --- | --- | --- | --- |
| Strategically addressed - clear evidence of impact  RATING 7-10 | Is being addressed in improvement planning  RATING 4-6 | Has not been addressed yet  RATING 0-3 |
| 1 From their different starting points, the proportions of pupils with SEND making their expected progress and the proportions exceeding expected progress, in English and in mathematics, are close to or above national figures. Both internal and national data sets are used to evidence this. | *School development planning evidences how data impacts strategic, whole school planning for SEND.*  *Interventions are tracked and appropriate responses to data are evident.*  *Progress meetings demonstrate how concerns about progress have been addressed and rectified.* | *IDSR/* [*Compare schools website*](https://www.gov.uk/school-performance-tables)  *Internal data including data that demonstrates progress towards EHCP/individual targets.* |  |
| 2 School systems promote parent and carer contributions to maximise outcomes for pupils with SEND. | *Parent meetings with SENCo*  *TAC meetings with other Professionals*  *Joint Problem-solving meetings with other professionals*  *Achievement for All – or similar meetings take place (structured/person centred).*  *Evidence might include attendance at parental events, parents evening etc.* | *Parent meetings with class teacher*  *Parents are offered opportunities to meet with the school SENCo*  *Annual review meetings include parent/carer*  *Parent satisfaction questionnaire*  *Parent/carer are directed to the local offer on the school website* |  |
| 3 Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well. | *End of year progress demonstrates accelerated learning in all subjects.*  *Pupil Voice surveys or records regularly permeate the SLT discussion, staff meeting agenda for measuring progress and achievement.* | *Triangulation of book scrutiny, planning and learning walks identify good progress across all subjects.*  *Monitoring by subject Leaders identify good progress.* |  |
| 4. Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively. | *Pupil Conferencing and wider opportunities to develop skills of resilience, core strength are exploited.*  *Progress and skills are used across the curriculum. This is monitored explicitly through the reviews of the curriculum, learning walks and evaluations of teaching and learning.* | *Pupil Voice is used to make decisions about what provision will engage t pupils with SEND Engagement and contribution to lessons is strong in learning Walks*  *Learning behaviours are good* |  |
| 5 The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data. | *Additional transition and/or individual transition packages are implemented between years/keys stages and schools.*  *Schools work with feeder schools to transfer information in appropriate ways (such as, TACs, meetings with SENCOs/Class teachers, work and data and paperwork is passed on in a timely manner).*  *Data after transition (attendance, wellbeing, attainment) evidences success.*  *Discussions about suitable provision occur in a timely manner and all involved are supported by relevant agencies.*  *Joint working with Leads within school, such as Pupil Premium Leads.* | *Transition is considered and teachers pass on information/SEN files to each other.*    *A variety of classroom resources are available, such as ‘help yourself’, memory lists, what helps me learn, for children in class.*  *TACs involve adults involved in transitions* |  |
| 6 The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND. | *Evidence of pastoral/character/behaviours for learning measures are in place.*  *Internal records (that may be in electronic form, such as CPOMS) are used to track behavior. Analysis from these systems highlights trends on analysis.*  *Attendance lead monitors attendance of pupils with SEND and seeks to improve it where needed.* | *Outside agencies are used to support in identification of barriers (EP, SpLd, ASD Advisory, HI, VI etc.).*  *SENCo observes in class and supports class teachers in identifying barriers.*  *Restorative justice, Behaviour policies etc. support.* |  |
| 7 Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions. | *Alternative and individualized timetabling seeks to prevent exclusions.*  *No unofficial exclusions take place.*  *Managed moves are used appropriately and with success.* | *Outside agencies are supporting prior to exclusion and working with the family/child/school to prevent exclusions where possible.* |  |

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**7** **Widespread effective practice with evidence of better outcomes for children and young people with SEND** **as a consequence of whole school improvement measures**

**8-10** Case studies of outstanding practice to share

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Statements for Leadership of SEND | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 2 School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 3 School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4. The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 5 The SENCO works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 6 A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly. Roles and responsibilities for SEND provision are clearly articulated within this plan. As a result, all teachers understand and accept they are responsible for the progress of all pupils. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 7 The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |

| Key Statements for Leadership of SEND | Evidence | | |
| --- | --- | --- | --- |
| Strategically addressed - clear evidence of impact  RATING 7-10 | Is being addressed in improvement planning  RATING 4-6 | Has not been addressed yet  RATING 0-3 |
| 1 The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children. | *School leaders are ambitious for all pupils with SEND.*  *Across all aspects of the school, SEND is prioritized outcomes are improving and the best preparation for the pupils' next stage of life is articulated and understood by all staff, parents and pupils.*  *Ofsted reports, reports to governors, SEND report, other inclusion quality awards.* | *Improvement planning is addressing any significant areas for development there are clear and measurable criteria for the developments*  *SEND plans, governor plans, action plans etc.* |  |
| 2 School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. | *Access to all aspects of the school is recognized by parents and carers.*  *Parent voice surveys of parents of SEND pupils, other anecdotal evidence, case studies.* | *Significant work is being done to improve access for parents, but this might not be reflected in surveys yet.*  *Further work on building parental confidence required, structured conversations, parent conferencing, circle of adults etc.* |  |
| 3 School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively. | *School leaders identify, assess and meet the needs of pupils with SEND.*  *'Leaders develop and adapt the curriculum so that it is coherently sequenced to all pupils’ needs, starting points and aspirations for the future.'*  *School inspection handbook May 2019,*  *The school assesses learning and development of pupils with SEND, and whether pupils’ outcomes are improving as a result of the different or additional provision being made for them, including outcomes in:*  *− communication and interaction*  *− cognition and learning*  *− physical health and development*  *− social, emotional and mental health.*  *Programmes of CPD address the needs of the current cohorts to enable capacity for the school staff to effectively teach pupils with SEND.*    *APDR processes embedded in school leader activity, regular reference to the CoP and Equality's act remains high on the school agenda for meetings.* | *The knowledge regarding SEND and equality may well be held within one department or person.*  *Where it is shared there is still an overreliance on the SENCo or the department to 'be the expert', rather than on all teachers to be part of the expertise for their classes.*  *Outcomes for pupils with SEND may not be improving in the way the leaders expect.*  *Some aspects of the equality's act and CoP are not being adhered to.* |  |
| 4. The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively. | *The SEND governor is knowledgeable about SEND.* | *There may not be an identified SEND governor. A governor may have this title but does not feel sufficiently trained to support the school's work in this area.* |  |
| 5 The SENCO works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs. | *The SENCo will be a senior leader or extended senior leader. There is representation at all SLT meetings to champion SEND at a strategic level. Learning walks feature a focus on the Quality First Teaching approach and the graduated response/Universal offer for pupils stated in the Core Standards. Senior leaders know and understand the Core Standards.* | *The SENCo may not be part of the SLT or extended SLT. They may have staff meeting time dedicated to some issues in the outcomes for pupils with SEND, but this will not be part of a whole school strategic project to improve outcomes across the school.*  *Teachers are not aware of their obligations to pupils’ additional needs. There might be a belief that teaching of pupils with additional needs is the responsibility of TAs or the SENCO or both. QFT is not understood by teachers or TAs.* |  |
| 6 A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly. Roles and responsibilities for SEND provision are clearly articulated within this plan. As a result, all teachers understand and accept they are responsible for the progress of all pupils. | *ADPR process has developed priorities. The SEND Self Evaluation tool is used as a base line for identifying priority areas and is used to assess whether the plan has been successful.* | *The SEDN development might be the responsibility of the SENCo or a department but is not shared widely. As a result, teachers will not know their obligations of how they fit in to improvements.*  *ADPR will be being used but may not have had impact or been shared widely enough.* |  |
| 7 The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision. | *Transition records are kept up to date. The transition process starts as early as possible when transfer to another school is known. Transition is considered highly within the school for pupils with additional needs and appropriate processes and procedures are in place (policy) to support parents/carers, pupils and staff with in school transition - to another year, additional provision etc.*  *Pupil passports/profiles/case studies of good practice, good relationships with neighbouring schools.* | *Transition records will be part of transition but may be seen as a tick list rather than a culture change for the pupil or young person. Not enough time is invested in transition for pupils with additional needs. Some less productive relationships with transition schools and organizations.* |  |

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| Key Statements for Quality Teaching and Learning of pupils with SEND | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 2 Senior leaders are involved in reviewing and helping teachers improve the quality of teaching for all pupils. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 3 Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4. The individual needs of pupils are communicated effectively to all staff. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 5 Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils’ individual needs. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 6 Evidence from observations shows the teaching of interventions is considered to be consistently good or better. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 7 Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |

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**8-10** Case studies of outstanding practice to share

| Key Statements for Quality Teaching and Learning of pupils with SEND | Evidence | | |
| --- | --- | --- | --- |
| Strategically addressed - clear evidence of impact  RATING 7-10 | Is being addressed in improvement planning  RATING 4-6 | Has not been addressed yet  RATING 0-3 |
| 1 Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. | *Learning walks show how embedded QFT is. Differentiation is revisited in staff meetings regularly, examples are shared, to support changing cohort profiles.*  *Different teaching styles are a feature of the school development and SLT monitor to establish exemplary practice across the school.* | *SENCos work alongside the teachers. Middle leaders may need some further support from the SENCo to develop this area further. Curriculum development is part of the school's improvement agenda. Training will have been identified to support middle leaders.*  *Differentiation will tend to be limited to a few strategies across the school. There is likely to be limited sharing of good practice. Changes to the curriculum for pupils with additional needs is not that well understood or implemented further than extra interventions.* |  |
| 2 They are involved in reviewing and helping teachers improve the quality of teaching for all pupils. | *Moderation exercises, sharing activities for 'good' quality learning for pupils with additional needs take place regularly.* |  |  |
| 3 Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school. | *Use of Core Standards are embedded - plans and bespoke targets are monitored and reviewed for effectiveness and impact. Structured conversations or similar coached parent conversation inform the individual plans* |  |  |
| 4 The individual needs of pupils are communicated effectively to all staff. | *Staff meeting agenda include standing items for SEND updates. Regular time to share information - clinics/staff around the child meetings to solution focus strategies to support pupils (protective)* |  |  |
| 5 Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils’ individual needs. | *Learning walks and book scrutiny's demonstrate differentiation and differentiation is revisited in staff training events.*  *Progress indicators from individual plans show progress including home learning* |  |  |
| 6 Evidence from observations shows the teaching of interventions is considered to be consistently good  or better. | *Learning walks and progress data inform SLT of this. Outcomes improve measured by reference to their criteria for success.* |  |  |
| 7 Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching. | *Planning scrutiny, where appropriate demonstrate IEP (or equivalent) outcomes referenced.*  *Staff conferencing on what interventions work and why happens regularly. SENCO feeds back data from interventions to staff.* |  |  |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Statements for Working with Pupils and Parents/Carers of pupils with SEND | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 The SEND information report provides a comprehensive summary of provision at the school. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 2 Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 3 The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHC plans. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4. Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to  articulate how the support they have had from the school has made a real difference | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 5 There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the school council. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 6 Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 7 Pupils, parents and carers are made aware of local and national services that provide impartial advice  and support such as the SEND Information, Advice and Support Service (IASS) | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |

| Key Statements for Working with Pupils and Parents/Carers of pupils with SEND | Evidence | | |
| --- | --- | --- | --- |
| Strategically addressed - clear evidence of impact  RATING 7-10 | Is being addressed in improvement planning  RATING 4-6 | Has not been addressed yet  RATING 0-3 |
| 1 The SEND information report provides a comprehensive summary of provision at the school. | *The SEND report is fully comprehensive and uses a range of media. Parents know how and where to find it.*  *Evidence might include an interactive multimedia report on the school’s website.* | *The SEND report meets the statutory requirements.*  *Evidence might include the report being circulated to parents as a hard copy or electronically.* |  |
| 2 Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision. | *Parents are fully informed about the support and provision their child receives through active participation in the annual review process. Parents feel confident to have a voice and this is demonstrated in day to day practice – they will have confidence to seek out staff and know that an outcome will happen as a result of this. There is a clear communication system for parents to give feedback on their child, which parents use regularly and evidence that this is used to support the child.*  *Evidence might include meeting notes with parents and a clear system to measure the impact of these meetings, Annual Reviews parent voice completed fully and active involvement in setting targets i.e. these are not prewritten to the review, Communication records e.g. communication books, phone logs.* | *Parents have a clear understanding of the support and provision their child receives. They are encouraged to contribute but this doesn’t always impact the support and provision. Parents are aware of how to contact the provision and are listened to.*    *Evidence might include involvement in the Annual Review and comments on targets previously set.* |  |
| 3 The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHC plans. | *Parents feel they are an equal partner in the support their child receives in school. This is evidenced using parent voice/questionnaires. The school uses a variety of methods to support genuine co-production of plans and has a structured system to achieve this. Parents are supported through a range of approaches e.g. newsletters with information, parent workshops, coffee mornings, outside agencies are encouraged in to talk to parents.*  *Evidence might include records of parent workshops, newsletters given to parents, structured conversation notes, records of outside agencies who have been invited in and feedback from parents about these.* | *School share plans and information about the child with parents. There is some evidence of additional support for parents to collaborate in co-production, but this is ad hoc.*  *Evidence might include meetings with parents minutes’, records of other support offered.* |  |
| 4. Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to  articulate how the support they have had from the school has made a real difference | *Pupils share through a variety of media where possible about how they are supported and the impact this has for them on a day to day basis. Pupils talk positively about their school and the support they receive. They can easily identify key people who support them. Pupils are fully involved in completing their ‘passports’/ ‘one-page profiles’.*  *Evidence might include pupil questionnaires or films of children, pupil completed passports that are written by children.* | *Pupils can say a few positives about the school and their support when prompted. They can identify one key person that supports them. Pupils have been involved at some level in completing their ‘passports’/ ‘one-page profiles’.*  *Evidence might include records of conversations with pupils and what they have said. Pupil passports are completed with the child but not necessarily in the language used by the child.* |  |
| 5 There are opportunities for pupils with SEND to become involved in pupil voice. For example, pupils with SEND are represented on the school council. | *All available opportunities are utilized across the school for pupils with SEND to become involved in pupil. This can be evidenced in a variety of ways.*  *Evidence might include school council minutes, regular planned structured SEND pupil conferences, being included fully in Annual Reviews.* | *Pupils with SEND are sometimes included in opportunities for pupil voice.*  *Evidence might include ad hoc pupil conferences with SEND children.* |  |
| 6 Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support. | *Pupils take part regularly and frequently in after school clubs, breakfast clubs, holiday clubs.*  *Evidence might include registers of attendance.* | *Pupils take part in after school clubs, breakfast clubs, holiday clubs.*  *Evidence might include registers of attendance.* |  |
| 7 Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (IASS) | *Parents are given information in a planned and structured way about local and national services.*  *Evidence might include newsletters containing information, sharing fliers with parents, websites signposting information, parental questionnaires to demonstrate information has been given* | *Parents are given information in an ad hoc way about local and national services.*  *Evidence might include occasional information through newsletters and leaflets.* |  |

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**1** We do not do this/haven’t done this yet

**3** Some evidence of practice (very patchy/no evidence of impact)

**5** Evidence of effective practice (not consistent or widespread)

**7** **Widespread effective practice with evidence of better outcomes for children and young people with SEND** **as a consequence of whole school improvement measures**

**8-10** Case studies of outstanding practice to share

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Statements for the efficient use of resources to improve outcomes for SEND | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 SEND has a high profile in staff continued professional development and learning.  Staff engage in high quality continued professional development and learning to support improved  pupil outcomes. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 2 Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular  and high quality continued professional development and learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 3 Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4 There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. Reference to the Core Standards is clear. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 5 Interventions are evidence informed and coordinated effectively and strategically to ensure a cycle of review measures the priority being addressed. Systems are in place to support this process, for example, through the use of a provision map. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 6 The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils with SEND have their statutory needs met. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 7 The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils. Outside agency support is engaged appropriately and utilised effectively | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |

| Key Statements for the efficient use of resources to improve outcomes for SEND | Evidence | | |
| --- | --- | --- | --- |
| Strategically addressed - clear evidence of impact  RATING 7-10 | Is being addressed in improvement planning  RATING 4-6 | Has not been addressed yet  RATING 0-3 |
| 1 SEND has a high profile in staff continued professional development and learning.  Staff engage in high quality continued professional development and learning to support improved  pupil outcomes. | *SEND and resources for SEND will be on every agenda, ESLT and SLT will communicate effectively around the implications for all if SEND provision. CPD is tailored to meet the needs of all pupils with SEND.*  *Evidence of training in practice through support as well as completed and sustained. Evidence of how this is part of SDP and vision for inclusion.* | *SEND and resources will be on agenda for staff meetings and some inclusion in SLT.*  *Evidence of training. Whole school and individual for needs in school.* |  |
| 2 Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular  and high quality continued professional development and learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes. | *CPD reviews reflect diversity of training to support SEND.*  *Evidence in SIP reviews that training practice is sustained in every day practice across the school.* | *Professional review activity takes place in school but might not link directly to SDP.* |  |
| 3 Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact. | *Monitoring and review cycles (APDR) are part of the practice of the school for staff deployment.*  *Evidence that support deployed based on best outcomes for children with SEND. Support recorded in EHCP and Core Standard Docs (currently using EHR)* | *Some account is taken of the needs of individuals when deploying TAs.*  *TAs deployed to meet needs of pupils.* |  |
| 4 There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. Reference to the Core Standards is clear. | *The practice of graduated response is understood and demonstrated by teachers. QFT is non-negotiable. teachers can monitor and confidently assess the progress of pupils in relation to the core standards*  *Evidence in Core standards showing graduated response.* | *Staff training/development focuses on core standards and QFT principles and is starting to be applied regularly. Teachers are starting to understand when they need to speak to SENCO about further intervention.*  *Evidence of QFT understood by teachers and SLT and is addressed in development plans* |  |
| 5 Interventions are evidence informed and coordinated effectively and strategically to ensure a cycle of review measures the priority being addressed. Systems are in place to support this process, for example, using a provision map. | *Provision mapping tracks progress throughout year and through school. Provision is based in best practice and reference to research is shared with staff.*  *Evidence that children have made progress against their outcomes. Evaluation of interventions is regularly carried out and shared with staff.* | *SENCO and SLT are researching the best interventions through projects/SDPs etc. to address gaps and needs of pupils with SEND Evidence of training and courses that will sustain improvement. - NASENCO/NPQ* |  |
| 6 The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils with SEND have their statutory needs met. | *Based in evaluation of interventions the staffing and resourcing is appropriately focused on best outcomes and efficiency.*  *Evidence that support deployed based on best outcomes for children with SEND. Support recorded in EHCP and Core Standard Docs (JAM or PICK see extra resources page)* | *Staffing is constantly reviewed, and some changes are made in year as needs change.*    *Evidence from SLT meetings - SENCO is part of this.* |  |
| 7 The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils. Outside agency support is engaged appropriately and utilised effectively | *Inclusion is based around improved access to resources, exceptional individual progress as pupils apply intervention skills and knowledge from all agencies in the class.*  *Evidence of inclusive education with all accessing lessons and activities. Evidence of application of intervention skills and outcomes in class and around the school* | *There will be separate activity around SEND - external agencies, specialist training, but this is not yet linked holistically and known about across the school (SENCO will hold this information)* |  |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Statements for Assessment and identification of pupils with SEND | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 Comprehensive assessment supports accurate identification of need and informs classroom practice. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 2 The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 3 The school scrutinizes behaviour, exclusion and attendance data to ensure additional learning needs are not missed | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4 The SEND register is accurate and reviewed at least termly. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 5 Parents and carers are fully involved in discussions with the school on identification and assessment. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |

|  |  |  |  |
| --- | --- | --- | --- |
| Key Statements for Assessment and identification of pupils with SEND | Evidence | | |
| **Strategically addressed - clear evidence of impact**    **RATING 7-10** | **Is being addressed in improvement planning**    **RATING 4-6** | **Has not been addressed yet**      **RATING 0-3** |
| **1 Comprehensive assessment supports accurate identification of need and informs classroom practice.** | *Core standards appropriately used* | *Core standards beginning to be used* |  |
| **2 The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND** | *QFT learning walks demonstrate wide effective QFT. Teachers can use the core standards to understand their responsibility to QFT.*  *QFT agenda item in staff meetings.* | *Teachers understand their responsibility to differentiate for all pupils. Evidence is patchy across the school.* |  |
| **3 The school scrutinizes behaviour, exclusion and attendance data to ensure additional learning needs are not missed** | *TAC within school, conferencing, restorative practices used.* | *Data is gathered but is yet to impact on attendance, behavior or exclusions.* |  |
| **4 The SEND register is accurate and reviewed at least termly.** |  |  |  |
| **5 Parents and carers are fully involved in discussions with the school on identification and assessment.** | *TAC meeting attendance, parents feed- back that they understand the provision for their child.*  *Case studies/other evidence/Structured conversations* | *Meetings happen but are information giving by the teacher. Conversations are starting to glean information that is supporting the teaching and learning* |  |

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|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Key Statements for Monitoring, Tracking and Evaluation | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1 Pupils with SEND have personalized plans that are reviewed with parents and carers at least termly. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 2 Interventions follow a cycle of Assess, Plan, Do, Review. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 3 Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 4 The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |
| 5 The SENCO uses externally validated data to inform the planning of interventions. | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 | 🞊 |

| Key Statements for Monitoring, Tracking and Evaluation | Evidence | | |
| --- | --- | --- | --- |
| Strategically addressed - clear evidence of impact  RATING 7-10 | Is being addressed in improvement planning  RATING 4-6 | Has not been addressed yet  RATING 0-3 |
| 1 Pupils with SEND have personalized plans that are reviewed with parents and carers at least termly. | *PEP, IEPs or equivalent (risk assessments but not in isolation), all teachers understand the implications for their teaching* | *Plans exist but may not be circulated for all teachers* |  |
| 2 Interventions follow a cycle of Assess, Plan, Do, Review. | *This appears in the regular activity schedules of the setting.* | *APDR is part of the next step development. Planning for interventions takes place but lacks rigour.* |  |
| 3 Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly. | *Processes such as intervention register set up to record impact and cohort successes. This is used to support further cohorts and teachers planning.* |  |  |
| 4 The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects. | *Case studies, SEF, Ofsted identify this as a strength.* | *Potentially seen as the preserve of the SENCo/Pastoral/SEN base. Not a priority for SLT, SLT may not include SENCo in Strategic development of this area. Lack of understanding across the school of teachers’ responsibility about the CoP* |  |
| 5 The SENCO uses externally validated data to inform the planning of interventions. | *SENCo and SLT show good understanding of the data and what it means for provision, this is used as the rationale for developing interventions. Interventions address the need identified through the data and are evidence based* |  |  |

**END**