# SEND Governance Self-evaluation tool
# September 2019

## Aims:

- To be 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.**

**Louise McGinty (SEND adviser)**

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

Use this tool to plan for improvement across a whole education setting.

**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 you can find evidence to support your rating at present by marking a dot.

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.

**STEP 3**
Complete the evidence page for each statement and fill in the examples of evidence you know you have to demonstrate the rating you have selected. You could use different colours to correspond to the first and second lines. 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 evidence page to contribute to your setting's improvement plan, share with other governors and senior leaders. Revisit, evaluate impact and develop implementation every three to four months.

N.B. Some schools ask senior leaders and governors to complete this independently and compare at a meeting, which provides useful discussion. Some schools take one section at a time, evaluate it, make a plan to improve then tackle another section over a period of time. This will depend upon the needs of your setting.

SEND governance self-evaluation v3.0
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**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

| | Key Statements for Strategic Leadership of SEND | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **The setting demonstrates** | 1. A strategic approach that incorporates SEND as part of a broader aspiration for inclusion across all stakeholder groups. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 2. An embodied vision for the education of all learners with SEND that will deliver a culture of high aspiration for all learners | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 3. A culture, values and ethos which actively welcomes learners with SEND and successfully includes parents and carers to support high quality outcomes. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 4. Its strategic SEND priorities and can explain how these inform short to medium term goals in support of its broader vision. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 5. Collective ownership and responsibility of the implementation of the settings strategic plan with appropriate systems for monitoring. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| **The Board demonstrates** | 6. Up to date knowledge regarding SEND policy and practice and can hold the setting to account in line with their statutory obligations. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 7. That it models a culture of high aspiration for all learners. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 8. Active participation in building a culture, values and ethos which welcomes learners with SEND and includes their parents and carers. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 9. That they monitor and evaluate progress towards the effective implementation of strategic priorities and goals for SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 10. Proportionate risk management policies and procedures are in place to support the setting's strategic SEND priorities. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |

| Key Statements for Strategic Leadership of SEND | Evidence | | |
| --- | --- | --- | --- |
| | Strategically addressed - clear evidence of impact  SCORE 7-10 | Is being addressed in improvement planning SCORE 4-6 | Has not been addressed yet- little evidence SCORE 0-3 |
| 1 A strategic approach incorporates SEND as part of a broader aspiration for inclusion across all stakeholder groups. | SDP golden threads  Action plans | | |
| 2 An embodied vision for the education of all learners with SEND delivering a culture of high aspiration for all learners | Vision statement, high visibility of values in school | | |
| 3 School culture, values and ethos actively welcomes learners with SEND and successfully includes parents and carers to support high quality outcomes. | Admissions policy, parental engagement policy states these aims | | |
| 4 The school can explain its strategic SEND priorities and how these inform short to medium term goals in support of its broader vision. | Good wider knowledge of the golden thread | | |
| 5 The school takes collective ownership and responsibility of the implementation of the strategic plan with appropriate systems for monitoring. | Confidence from all staff through reports, governor days/visits check this. | | |
| 6 Governors have up to date knowledge regarding SEND policy and practice and can hold the setting to account in line with their statutory obligations. | Good programme of training for SEND - governors take active part in seeking this out, planned into their schedule of work. One allocated SEND governors but general knowledge of SEND is expected across the board. | | |
| 7 Governors model a culture of high aspiration for all learners. | Positive role modeling when visiting, communicating at all times with the school and learners | | |
| 8 Governors take active participation in building the culture, values and ethos which welcomes learners with SEND and includes their parents and carers. | Strategic planning days | | |
| 9 Governors monitor and evaluate progress towards the effective implementation of strategic priorities and goals for SEND. | Programme for monitoring and evaluating strategic priorities set out annually, link to the SDP/action plans, identified through reviewing data. | | |
| 10 Governors ensure that proportionate risk management policies and procedures are in place to support the setting's strategic SEND priorities. | Shared understanding of the issues facing the setting and the community and cohort of learners (safeguarding, workload, and physical interventions, for example) | | |

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**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 Accountability for SEND** | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **The setting demonstrates** | 1. SEND provision is evaluated effectively alongside other priorities in its development plan. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 2. Data analysis specifically highlights the outcomes of learners with SEND as a cohort, across key phases and other defined characteristics, e.g. gender, socio-economic disadvantage, looked after etc. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 3. The budget is allocated and managed effectively and transparently to ensure outcomes for learners with SEND identified in short and medium-term plans are met | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 4. Staffing and leadership structures actively support the strategic priorities associated with SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| **The Board demonstrates** | 5. Confidence that robust performance management processes underpin high quality outcomes for learners with SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 6. Changes to relevant legislation, policy and practices are reflected upon and where necessary, organisational or procedural adaptations are made. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 7. Reporting and publication of key SEND information is made publicly available, such as relevant policies and a SEN Information Report. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |

| | Evidence | | |
|---|---|---|---|
| **Key Statements for Accountability for SEND** | **Strategically addressed - clear evidence of impact**<br><br>**SCORE 7-10** | **Is being addressed in improvement planning**<br><br>**SCORE 4-6** | **Has not been addressed yet – little evidence**<br><br>**SCORE 0-3** |
| 1 SEND provision is evaluated effectively alongside other priorities in the school's development plan. | Governors keep sight of the priorities of the setting and prioritize appropriately - provision mapping, targeted interventions impact form financial spend for SEND. | | |
| 2 Data analysis specifically highlights the outcomes of learners with SEND as a cohort, across key phases and other defined characteristics, e.g. gender, socio-economic disadvantage, looked after etc. | Data dashboards understood and regularly reviewed. | | |
| 3 The budget is allocated and managed effectively and transparently to ensure outcomes for learners with SEND, identified in short and medium-term plans, are met | In conjunction with Business Manager, map across the SDP priorities for SEND | | |
| 4 Staffing and leadership structures actively support the strategic priorities associated with SEND. | Staff plan/structure, succession planning for leadership | | |
| 5 Governors are confident that robust performance management processes underpin high quality outcomes for learners with SEND. | Understanding of PM processes, understanding of the expectation of at least good QFT. | | |
| 6 Changes to relevant legislation, policy and practices are reflected upon with the Board and, where necessary, organisational or procedural adaptations are made. | Governors subscribe to NGA and other quality information providers - the Key, NAHT, ASCL etc | | |
| 7 Reporting and publication of key SEND information is made publicly available, such as relevant policies and a SEN Information Report (including website compliance). | Annual publication and review of the SEND information is part of the regular reporting to FGB | | |

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

| Key Statements for Structures and Processes to support SEND | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **The setting demonstrates** | 1. That comprehensive assessment supports accurate identification of need and informs classroom practice. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 2. Systematic scrutiny of behaviour, exclusion and attendance data to ensure additional educational needs are neither missed nor disproportionately represented. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 3. That all SEND documentation is accurate and is maintained, reviewed and updated regularly. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 4. Safeguarding procedures are clear and accessible to all. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 5. Specific SEND roles and responsibilities are clearly understood by all staff and volunteers. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| **The Board demonstrates** | 6. That it robustly interrogates reports from the headteacher or others specifically focusing on requirements related to learners with SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 7. Governor business is focused on priorities identified in the short and medium-term plans, including those related to SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 8. That its committee structure ensures SEND is considered strategically and effective communication supports this. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 9. Terms of reference make clear that decision making by any sub-committee or working group must take in to account the needs of learners with SEND. | | | | | | | | | | | |

| Key Statements for Structures and Processes that support SEND | Evidence | | |
| --- | --- | --- | --- |
| | Strategically addressed - clear evidence of impact

SCORE 7-10 | Is being addressed in improvement planning

SCORE 4-6 | Has not been addressed yet - little evidence

SCORE 0-3 |
| 1. Comprehensive assessment supports accurate identification of need and informs classroom practice. | Governor responsible understands how this information can be accessed, is used, stored and analysed. | | |
| 2 Systematic scrutiny of behaviour, exclusion and attendance data to ensure additional educational needs are neither missed nor disproportionately represented. | Dashboard of this information is provided for scrutiny regularly. Governors always question this for SEND learners | | |
| 3 All SEND documentation is accurate and is maintained, reviewed and updated regularly. | Governor responsible understands how this information can be accessed, is used, stored and analysed. | | |
| 4. Safeguarding procedures are clear and accessible to all. | Governor responsible understands how this information can be accessed, is used, stored and analysed. | | |
| 5 Specific SEND roles and responsibilities are clearly understood by all staff and volunteers. | Governor responsible understands how this happens through regular contact with SENCo or SLT. | | |
| 6 The Board robustly interrogates reports from the headteacher or others specifically focusing on requirements related to learners with SEND. | Minutes of meetings confirm this and becomes standing items on the agenda | | |
| 7 Governor business is focused on priorities identified in the short and medium-term plans, including those related to SEND. | Minutes of meetings confirm this and becomes standing items on the agenda | | |
| 8 The Board's committee structure ensures SEND is considered strategically and effective communication supports this. | SEND governor attends both the resources and the learning scrutiny committees where possible. | | |
| 9 Terms of reference make clear that decision making by any sub-committee or working group must take in to account the needs of learners with SEND. | Governor responsible understands how this information can be accessed, is used, stored and analysed. | | |

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

| | **Key Statements for People Management to support SEND** | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **The setting demonstrates** | 1. There are clearly defined opportunities for professional development for all staff and volunteers in relation to SEND across all phases and faculties. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 2. Gaps are identified in SEND knowledge, skills and understanding and appropriate professional development opportunities are put in place to close these. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 3. Roles and responsibilities for SEND provision are clear. As a result, all staff and volunteers understand and accept their | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 4. The SENCO works collaboratively alongside the headteacher, senior leaders, parents and carers, and external agencies, including the voice of learners to develop a whole setting response to SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| **The Board demonstrates** | 5. All governors understand their accountabilities towards learners with SEND . | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 6. At least one member has demonstrably enhanced knowledge, skills and understanding of SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 7. Skills audits identify levels of understanding of SEND and the board has developed an action plan to address any skills or development gaps. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 8. The Chair ensures that governor inductions include a comprehensive setting-specific introduction to SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 9. There are clearly defined opportunities for professional development for all staff and volunteers in relation to SEND across all phases and faculties. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |

| Key Statements for People Management to support SEND | Evidence | | |
|---|---|---|---|
| | Strategically addressed - clear evidence of impact<br><br>SCORE 7-10 | Is being addressed in improvement planning<br><br>SCORE 4-6 | Has not been addressed yet – little evidence<br><br>SCORE 0-3 |
| 1 There are clearly defined opportunities for professional development for all staff and volunteers in relation to SEND across all phases and faculties. | There is s record of the training and the impact through scrutiny of the SDP with relation to SEND | | |
| 2 Gaps are identified in SEND knowledge, skills and understanding and appropriate professional development opportunities are put in place to close these. | Discussions with SLT, training with impact statements, PM processes understood. | | |
| 3 Roles and responsibilities for SEND provision are clear. As a result, all staff and volunteers understand and accept their | Governors meetings with staff and volunteers regularly. | | |
| 4 The SENCO works collaboratively alongside the headteacher, senior leaders, parents and carers, and external agencies, including the voice of learners to develop a whole setting response to SEND. | Governors develop ways of communicating with parents, staff and learners through surveys and analyse them with a focus on SEND | | |
| 5 All governors understand their accountabilities towards learners with SEND. | Golden Thread - through minutes, activity days, meetings with parents etc. | | |
| 6 At least one member has demonstrably enhanced knowledge, skills and understanding of SEND. | This should be the Inclusion Governor, this person communicates effectively to the rest of the board to upskill them in the issues facing the setting in the context of SEND. | | |
| 7 Skills audits identify levels of understanding of SEND and the board has developed an action plan to address any skills or development gaps. | | | |
| 8 The Chair ensures that governor inductions include a comprehensive setting-specific introduction to SEND. | This happens within the first term of a new governor in office, | | |
| 9 There are clearly defined opportunities for professional development for all staff and volunteers in relation to SEND across all phases and faculties. | | | |

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

| | Key Statements for Evaluation to support SEND | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **The setting demonstrates** | 1. There is a comprehensive understanding of strengths and areas of development for strategic planning of SEND informed by the SENCO and other professionals. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 2. That it seeks meaningful involvement from stakeholders, including learners with SEND and their families and carers, which is used to reflect critically on progress and outcomes. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 3. An openness to change policies and practices where necessary to foster inclusion and meet the needs of learners with SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 4. Rigorous self-evaluation processes demonstrate a commitment to continuous improvement for SEND provision. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| **The Board demonstrates** | 5. The setting's vision, ethos and values including SEND are reviewed and updated as necessary. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 6. How their decision-making impacts on learners with SEND. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 7. That it compares internal data with external sources of information to challenge the improvement of the setting's SEND provision. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 8. A willingness to provide peer support and proactively identifies opportunities to share effective SEND governance with other settings and boards. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |
| | 9. An understanding of the views of learners with SEND to enable it to check information provided by the setting's leaders. | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ | ⊙ |

| Key Statements for Evaluation to support SEND | Evidence | | |
|---|---|---|---|
| | Strategically addressed - clear evidence of impact<br><br>SCORE 7-10 | Is being addressed in improvement planning<br><br>SCORE 4-6 | Has not been addressed yet<br><br>SCORE 0-3 |
| 1 There is a comprehensive understanding of strengths and areas of development for strategic planning of SEND informed by the SENCO and other professionals. | Regular meetings, reports to governors, Annual review of SEND | | |
| 2 That it seeks meaningful involvement from stakeholders, including learners with SEND and their families and carers, which is used to reflect critically on progress and outcomes. | Regular opportunities to meet stakeholders and gather their views. Coffee mornings, formal surveying, newsletters and feedback are collated and incorporated into SDP. | | |
| 3 An openness to change policies and practices where necessary to foster inclusion and meet the needs of learners with SEND. | Policy reviews, policy register and annual cycle of review | | |
| 4 Rigorous self-evaluation processes demonstrate a commitment to continuous improvement for SEND provision. | SDP review and SDP writing activities for whole board take place annually | | |
| 5 The setting's vision, ethos and values including SEND are reviewed and updated as necessary. | | | |
| 6 How their decision-making impacts on learners with SEND. | Review activities seek the voice of the learners, governor newsletters to staff, parents and pupils. Review of the work of the Golden thread. | | |
| 7 That it compares internal data with external sources of information to challenge the improvement of the setting's SEND provision. | Where appropriate, using IDSR/Compare schools | | |
| 8 A willingness to provide peer support and proactively identifies opportunities to share effective SEND governance with other settings and boards. | Governors work in teams/pairs to collate information and use this to work/share with other settings at least annually. Information from this is shared with full board to influence any further change | | |
| 9 An understanding of the views of learners with SEND to enable it to check information provided by the setting's leaders. | Governors request information on parental engagement and learner access, analysis of this informs the strategic plans | | |