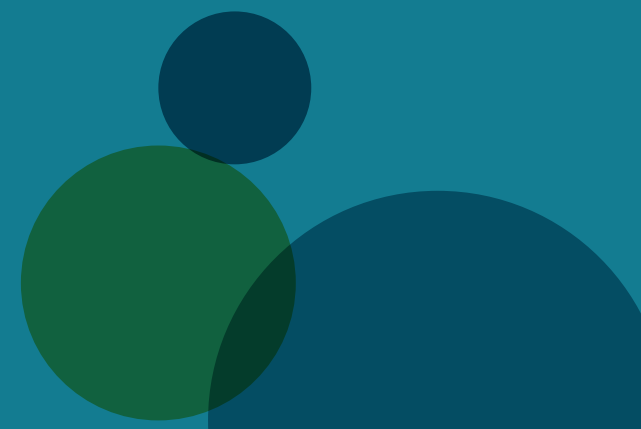




SEND Review

Self-Evaluation Template for Mainstream Settings



Self-Evaluation Template for Mainstream Settings

Context of the school including key SEND statistics e.g % of pupils with SEND, % of pupils with an EHCP:

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p>OUTCOMES FOR PUPILS WITH SEND</p>	<p>From their different starting points, the proportions of pupils with SEND making expected progress and the proportions exceeding expected progress, in English and in mathematics, and are close to or above national figures. Both internal and national data sets are used to evidence this.</p> <p>Progress for pupils with SEND, across year groups, in a wide range of subjects are consistently strong and evidence in their work indicates that they achieve well.</p> <p>Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.</p> <p>Pupils with SEND are well prepared for the next stage in their education, training or employment as evidenced by their destination data.</p> <p>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.</p> <p>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.</p>		

LEADERSHIP OF SEND →

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
LEADERSHIP OF SEND	<p>The headteacher 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.</p> <p>School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms effectively.</p> <p>The role of SEND governance holds the school to account in order to have a positive impact on the outcomes of all pupils. The governor has attended appropriate training in order to do this effectively.</p> <p>The SENCO works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The schools ensures that all teachers are aware of their responsibilities to pupils with additional needs.</p> <p>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 is clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.</p> <p>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.</p>		
THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND	<p>Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation & curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.</p> <p>The individual needs of pupils are communicated effectively to all staff. Class teachers act on advice and strategies that are provided to ensure that all pupils are able to participate and achieve.</p> <p>Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.</p> <p>Evidence from observations, shows the teaching of interventions is considered to be consistently good or better.</p> <p>Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.</p>		

WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEND →

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p>WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEND</p>	<p>The SEND information report provides a comprehensive summary of provision at the school.</p> <p>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.</p> <p>Systems are in place to obtain regular feedback from parents and carers on the quality of support and provision. The school and parents work in partnership to achieve genuine co-production e.g. parent/carer forums and workshops / structured conversations for pupils with SEND. with EHC plans.</p> <p>There are opportunities for pupils with SEND to become involved in pupil voice. E.g. Pupils with SEND are represented on the school council.</p> <p>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.</p>		
<p>ASSESSMENT AND IDENTIFICATION</p>	<p>The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.</p> <p>Comprehensive assessment supports accurate identification of need and informs classroom practice.</p> <p>The SEND register is accurate and reviewed at least termly</p> <p>The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.</p> <p>Parents and carers are fully involved in discussions with the school when identifying why their child may be having difficulties.</p>		

MONITORING, TRACKING AND EVALUATION →

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
MONITORING, TRACKING AND EVALUATION	<p>Pupils with SEND have personalised plans that are reviewed at least termly.</p> <p>Interventions follow a cycle of Assess, Plan, Do, Review.</p> <p>Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.</p> <p>The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.</p> <p>The SENCO uses externally validated data such as RAISEOnline to inform the planning of interventions.</p> <p>The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.</p>		
THE EFFICIENT USE OF RESOURCES	<p>Teachers engage in high quality continued professional development and learning to support improved pupil outcomes.</p> <p>Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for examples, through the use of a provision map.</p> <p>Deployment decisions in relation to TA and support staff use are routinely reviewed and evaluated for impact.</p> <p>There is a graduated approach to interventions. Class, group and individual support is balanced appropriately.</p> <p>Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality CPD. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes.</p> <p>Highly effective administrative support allows staff with responsibility for SEND to work strategically.</p> <p>The school uses carefully selected interventions for which there is strong evidence of impact on attainment and interventions are judiciously used.</p>		

THE QUALITY OF SEND PROVISION →

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p>THE QUALITY OF SEND PROVISION</p>	<p>The school is appropriately staffed & resourced in order to ensure high quality provision and pupils with SEND have their statutory needs met.</p> <p>Outside agency support is engaged appropriately and utilised effectively.</p> <p>The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils.</p> <p>The SEND team has made visits to other schools to learn and share examples of best practice.</p> <p>The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further.</p>		



SEND Review

Self-Evaluation Template for Special Schools, AP, ARP and Specialist Settings



Self-Evaluation Template for Special Schools, AP, ARP and Specialist Settings

Context of the school:

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p>OUTCOMES FOR PUPILS WITH SEND</p>	<p>From their different starting points, and considering their individual academic and non-academic needs, pupils make expected progress and both internal and national data sets are used to evidence this.</p> <p>Progress for pupils, across year groups and with differing SEND needs, is consistently strong, with evidence available through analysis of both internal and national data sets.</p> <p>School records indicate that regular, moderation takes place, both internally and with local and/or national partners.</p> <p>The school is engaging with a range of methodologies for preparing pupils for the next stage in their education, training employment, and independent life.</p> <p>School records indicate that types, rates and patterns of bullying show that it is not a concern for any specific groups of pupils; the school's actions to prevent and tackle all forms of bullying and harassment are said to be effective.</p>		

LEADERSHIP OF SEND →

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
LEADERSHIP OF SEND	<p>The school has a clear vision for the education of all pupils on its roll.</p> <p>The school has a culture of high aspirations for all pupils irrespective of the complexity of need.</p> <p>The school critically analyses its ability to meet the needs of all pupils equally.</p> <p>The role of governance holds the school to account in order to have a positive impact on the outcomes for all pupils.</p> <p>The school has implemented the expectations of the SEND legislations, and advocates on behalf of the school population by informing locality provision such as the Local Offer.</p>		
THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEN	<p>Effective teaching strategies, including setting homework where appropriate, are well matched to pupils' individual needs.</p> <p>Senior and Middle leaders work closely alongside class teachers to support differentiation & curriculum development. The quality of teaching is reviewed in regular cycles.</p> <p>There are effective systems in place for supporting the transition of pupils between classes, phases and beyond the school.</p> <p>Staff has a clear understanding of pupil need and personalised strategies are consistently applied throughout the school.</p> <p>There is a comprehensive, whole school CPDL (Continued Professional Development and Learning) programme.</p> <p>Evidence from observations, shows the teaching of all pupils is considered to be consistently good or better.</p>		

WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEN →

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEN	<p>The SEND information report provides a comprehensive summary of provision at the school.</p> <p>The school asks for feedback from parents and carers on the quality of support and provision.</p> <p>Pupils have access to an equitable offer of meaningful enrichment activities, lunchtime clubs, and wrap-around activities.</p> <p>Pupils representing the full range of SEND within the school become involved in pupil voice, both within and beyond the school. E.g. Pupils with SEND are represented on the school council.</p> <p>Pupils are provided with the opportunity to express their views on the education they receive in a meaningful way through appropriate communication methods.</p>		
ASSESSMENT AND IDENTIFICATION	<p>The school has a good understanding of how pupils achieve with regards to individual teachers and across subjects. Data is used effectively to evidence this.</p> <p>Comprehensive assessment supports accurate identification of need and informs classroom practice</p> <p>The school scrutinises behaviour, exclusion and attendance data to ensure all needs are addressed effectively.</p> <p>Parents and carers are fully involved in discussions with the school when identifying why their child may be having difficulties.</p>		

MONITORING, TRACKING AND EVALUATION →

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
MONITORING, TRACKING AND EVALUATION	<p>Classroom practice is rigorously evaluated. Adjustment to the nature of the provision is only made when based on carefully considered evidence.</p> <p>Pupils have personalised plans that are reviewed with the family at least termly.</p> <p>Teachers and leaders have a good understanding of how pupils with SEND achieve with individual teachers and across subjects, irrespective of the complexity of need</p> <p>The school uses externally validated data to inform school improvement.</p>		
THE EFFICIENT USE OF RESOURCES	<p>Teachers engage in high quality continued professional development and learning to support improved pupil progress and outcomes.</p> <p>Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality CPDL.</p> <p>Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.</p> <p>School provision is efficiently resourced based on the cohorts of SEN. An informed process is in place to introduce new approaches or resources which promote meaningful provision developments.</p>		
THE QUALITY OF SEND PROVISION	<p>The school is appropriately staffed & resourced in order to ensure high quality provision and that pupils have their statutory needs met.</p> <p>Multi- agency support is engaged appropriately and utilised effectively.</p> <p>The school has developed a broad range of balanced provision and pupils can access a wide range of support.</p> <p>The school is outward facing and engages critically with developments in practice.</p> <p>The school has a high degree of expertise; it is aware of its strengths and areas for developing further.</p>		