# SEND self-evaluation audit tool

|  |  |  |  |
| --- | --- | --- | --- |
| School: |  | SENDCo: |  |
| Date of audit: |  | Headteacher: |  |

## School context and SEND profile

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Total number on roll |  | % boys with SEND |  | % girls with SEND |  |
| Number on SEND register |  | Number at SEN Support |  | Number with an EHC Plan |  |
| % on SEND register |  | % at SEN Support |  | % with an EHC Plan |  |
| Number of disadvantaged with SEND |  | % disadvantaged with SEND |  |  % of CLA/PLAC with SEND |  |

## Profile of attendance and exclusions for the previous academic year

|  |  |  |  |
| --- | --- | --- | --- |
| Attendance (%) | Total: | % SEND: | % EHCP: |
| Number of fixed term exclusions | Total: | No. SEND: | % SEND: |
| Number of permanent exclusions  | Total: | No. SEND: | % SEND: |

## SEND breakdown by year group / primary area of need

Please complete attached SEND Contextual Grid using census data and information

|  |
| --- |
| **SEND Profile Summary following analysis of SEND Contextual Grid:** (e.g. high needs year groups; boy/girl ratio; high incidence need types etc.) |
| **Trends and patterns observed over time from analysis of pupil movement on/off the SEND Register:** |
| **Information about the local community and context which may impact on the schools’ SEND profile e.g. levels of deprivation, access to community services:** |

## Information about SEND documentation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Policy/****Document** | **SEND Policy** | **SEN Information Report** | **Accessibility Plan** | **Equality Objectives** | **Other relevant policies** |
| **Date reviewed:** |  |  |  |  |  |

## School self-evaluation

1. **Section 1 - Inclusive values and accessibility**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inclusion Indicator** | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| * 1. The school is compliant with the **Equality Duty** and has published a set of **Equality Objectives.**
 |  |  |  |  |
| * 1. An up to date **Accessibility Plan** has been published which has involved key stakeholders, including staff, parents/carers and pupils.
 |  |  |  |  |
| * 1. The school can demonstrate that it has taken **all reasonable steps** to include all pupils in the full range of activities available.
 |  |  |  |  |
| * 1. **All** children are welcomed at the school; school leaders actively **seek to reduce any barriers to admission** that may arise from a pupil’s disability, individual needs or background.
 |  |  |  |  |
| * 1. The school recognises the **differing needs of parents/carers themselves**, (i.e. a disability or communication or linguistic barriers) and takes steps to address these to enable the parents/carers to **participate fully** in their child’s education.
 |  |  |  |  |

1. **Section 2 - Effectiveness of leadership and management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **The effectiveness of leadership at ALL levels to meet the school’s statutory duties and set clear direction for SEND/Inclusion**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| The Headteacher and Governing Board set a **clear vision, sense of purpose and high aspirations** for Special Educational Needs or Disability (SEND), which is reflected in **effective policy and practice** across the school.  |  |  |  |  |
| The SEN Information Report and SEND Policy are **published on the school website and accessible to all stakeholders.** The SEN Information Report is **updated annually** and **co-produced** with parents/carers, staff and pupils. A **link to the SEND Local Offer** is included. |  |  |  |  |
| The School Improvement Plan reflects the drive of senior leaders to **raise the achievement of pupils with SEND**. Clear objectives and strategies are outlined to deploy staff effectively and **allocate resources to maximise impact.** |  |  |  |  |
| The SENDCo is a **member of the SLT** and is influential in the **strategic leadership** and development of the school.  |  |  |  |  |
| The SENDCo is a **qualified teacher** and **appropriately accredited** or plans are in place to achieve this i.e. National Award for SEN Coordination. |  |  |  |  |
| The SENDCo **has an up-to-date job description**, which refers to the key responsibilities outlined in the SEN Code of Practice (2015) and NCTL NASENCo Learning Outcomes. |  |  |  |  |
| Where SENDCo duties are shared there is clarity in the **delegation of roles and responsibilities**, and these are effective in achieving objectives and aspirations. |  |  |  |  |
| The SENDCo’s **time is effectively managed** and she/he has regular leadership time over and above their PPA time, which is **clearly identified and protected**. This enables the SENDCo to make a **tangible contribution** to school improvement and improve outcomes for pupils with SEND. |  |  |  |  |
| **Appraisal systems are robust**; targets for staff relate to the **Teacher’s Standards (2012)** and **progress for all learners,** including those with SEND. |  |  |  |  |
| SLT routinely monitor, through observations of teaching and learning and scrutiny of planning and pupils’ work, the **effectiveness of the SEND policy and quality of provision.** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Governance**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| The Governing Body is actively involved in **shaping the vision** and direction of SEND within the school and ensures that **statutory requirements are met.** |  |  |  |  |
| A **designated governor** for SEND has been identified and meets with the SENDCo (at least termly) to **monitor and evaluate** the effectiveness of the schools’ SEND policies and practices. |  |  |  |  |
| Governors have accessed **up to date training** which has enabled them to develop their knowledge, skills and understanding in relation to meeting the needs of pupils with SEND and **hold leaders to account for their outcomes.** |  |  |  |  |
| The Governing Body meeting **minutes demonstrate appropriate challenge/support** regarding the progress, attainment and well-being of learners with SEND. |  |  |  |  |
| The Governing Body ensures **appropriate staffing and funding** arrangements are in place to meet the needs of pupils with SEND; in particular ensuring that the SENDCo has **sufficient time and resources** to carry out his/her role effectively as identified in the SEN Code of Practice (2015). |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Effective deployment of resources**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| The allocation of the SEN Notional Budget is carefully considered and **strategically planned to maximise the quality of provision.** Spending is **carefully tracked** to ensure it demonstrates **value for money and impacts positively** on SEND pupil’s academic and wider outcomes. |  |  |  |  |
| **Support staff are carefully deployed** and **used effectively within lessons.**  Deployment is effective in **promoting inclusion, progress, and independence** for pupils with SEND. |  |  |  |  |
| Support is **planned in advance**. Where an additional adult is deployed, the **planned learning, intended outcomes and their role** are discussed and agreed beforehand to maximise outcomes. |  |  |  |  |
| **Additional adults** are enabled to **contribute towards the assessment** for learning of targeted pupils through observation and feedback to the teacher and pupil themselves. |  |  |  |  |
| The school’s **professional development systems** ensure that all staff are equipped to **plan and deliver an appropriately differentiated curriculum to** meet the needs of pupils with SEND i.e. work is appropriately pitched, matched and paced to individual pupils’ abilities.  |  |  |  |  |
| High expectations for inclusion are incorporated into **staff induction** **and professional development** opportunities which result in positive experiences and outcomes for pupils with SEND and their families. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Engaging parents/carers as partners**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| Parents/carers feel **fully involved in the Assess-Plan-Do-Review process (Graduated Approach)** when special educational provision is required for their child and the school seeks informed consent before referring to specialist external agencies. |  |  |  |  |
| The school **works in partnership with parents / carers** at all stages of their child’s learning and maintains regular contact in the spirit of the SEND reforms. |  |  |  |  |
| **Feedback** reflects positive experiences for parents/carers. Where feedback is not positive, **the school has responded proactively to** challenges experienced by pupils and/or their families. |  |  |  |  |
| Parents/carers are routinely invited and encouraged **to review and co-produce the schools’ SEND strategic policies and practices** in collaboration with leaders. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Engaging stakeholders**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| The school **makes timely and constructive use of available external support / guidance** from education, health and social care and ensures that any specialist support outlined in pupils’ EHCPs is provided and has a **positive impact** on learning and wider outcomes. |  |  |  |  |
| The school **works with other establishments** (mainstream and specialist) to develop strong practice, respond to shared issues and **exercise communal responsibility** for meeting pupils’ specific needs. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Transition**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| Planning for transition is **person centred and personalised to individual needs** both within and across settings. |  |  |  |  |
| The school has **robust transition arrangements** in place, including **training for staff and pupils**, to ensure pupils and parents/carers of children with SEND have a **positive experience** when transferring from a setting and onto the next stage of their education, employment or training. |  |  |  |  |
| Feeder and receiving settings work in **close partnership to plan for effective and positive transition processes** over time. Leaders should ensure that relevant **information is exchanged**, (regarding statutory limitations and privacy policies) in a timely way at key transfer times. |  |  |  |  |

1. **Section 3 - Achievement and outcomes for pupils**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Assessment procedures and the effectiveness of monitoring and evaluation of pupil performance**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| The school uses **the Worcestershire ‘Graduated Response’ guidance** to support **accurate identification** of children requiring SEN Support and those requiring an EHC Plan. |  |  |  |  |
| The **register of pupils with SEND** is regularly updated, reviewed and shared with appropriate personnel. Fluidity of pupil’s movement on/off the register is evident. |  |  |  |  |
| The school collects **a range of data** analysed by type of SEND and other vulnerable indicators e.g. FSM; CLA; prior attainment to demonstrate an **accurate picture of academic and wider achievement** across all year groups.  |  |  |  |  |
| The HT, SLT, SENDCo and SEND Governor regularly **analyse SEND achievement data and identify trends** in relation to subjects, teachers, key stages, year groups, and ensure that **targeted action is swiftly taken** where outcomes are weak. |  |  |  |  |
| School leaders regularly **monitor the quality of provision** and **evaluate the impact of ‘additional to and different from’ provision** to ensure this demonstrates a positive impact on outcomes for pupils with SEND.  |  |  |  |  |
| The school uses the ‘Graduated Response’ guidance to support **accurate identification** of SEND. **Clear entry and exit criteria** for ‘SEN Support’ are consistently applied to inform where special educational provision is or is no longer required. |  |  |  |  |
| The school takes a **holistic approach to assessing children’s needs** taking into account any factors in the family and local community, which could impact on development and progress and uses this understanding to **inform appropriate provision.** |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Progress towards academic targets and wider outcomes**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| The school sets suitably challenging targets and **evaluates the progress of learners with SEND** in relation to their individual starting points and prior attainment. |  |  |  |  |
| Targets are **part of the continuum of curriculum targets** set for all learners. **SMART targets are formulated to address individuals’ specific needs** and tracking systems clearly demonstrate pupils’ progress towards achieving these. |  |  |  |  |
| In general, pupils accessing **intervention programmes** of English and/or Maths support make **accelerated progress from their relative starting points.** |  |  |  |  |
| The school has **evidence of the attainment and progress** of pupils with SEND at the end of each Key Stage (including alternative accreditation) and is mindful of how this **compares with national averages**. |  |  |  |  |

1. **Section 4 - Quality of curriculum and effectiveness of learning and teaching**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **The effectiveness of the curriculum, teaching and learning and other activities in addressing the needs of all learners, including those with SEND**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| All learners with SEND receive their full entitlement to a **broad, balanced and differentiated curriculum.** The SENDCo routinely **monitors the use of withdrawal** from normal timetable to ensure that each pupil receives a balanced and rich learning experience. |  |  |  |  |
| Accountability at all levels ensures that the **curriculum is appropriately differentiated** to meet the needs of all pupils. **Targeted monitoring takes place** to ensure work is appropriately matched to pupils’ abilities. |  |  |  |  |
| Teaching and support staff employ a **range of teaching strategies** to cater for the specific needs and access requirements of all pupils. Teachers’ planning demonstrates a **range of inclusive approaches and targeted support** as required, to cater for learners’ individual needs. |  |  |  |  |
| Pupils with SEND **develop a range of transferable skills**, including **communication, reading, writing and mathematics** and teachers plan **meaningful opportunities** for pupils to **apply these skills** across the wider curriculum.  |  |  |  |  |
| There are **high expectations and aspirations for all learners** and pupils with SEND have **equality of access to qualified teachers.** Teachers and support staff understand their roles and responsibilities for supporting pupils with SEND and **pupils’ experiences are monitored to ensure that there is not an over reliance** on particular adults. |  |  |  |  |
| Where appropriate, **homework** is carefully pitched and matched appropriately for learners with SEND (e.g. to pre-teach/reinforce/extend prior learning). In addition, provision is made available for pupils to **complete homework tasks in school** if required**.** |  |  |  |  |
| Where appropriate, effective support is put in place at **unstructured times** to enable pupils to develop social communication and interaction skills and **promote social inclusion.** |  |  |  |  |

1. **Section 5 - Personal development, behaviour and attendance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **The behaviour, safety and wellbeing of pupils at the school**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| Procedures re **medical interventions, care plans and risk assessments** are clear, effective and reviewed regularly with parents/carers and medical professionals where applicable. |  |  |  |  |
| The school addresses any **underlying SEND needs of pupils, including mental health needs,** in relation to any manifested behaviour. The school has **effective and inclusive behaviour management systems** in place, which can be adapted to meet individual needs. |  |  |  |  |
| The **PHSE programme** positively reinforces the inclusion agenda and equips pupils with the knowledge, understanding and meaningful opportunities to **demonstrate inclusive values and behaviours.** |  |  |  |  |
| Regular and meaningful opportunities for pupil voice demonstrate that **all pupils value and respect the views and contributions of all other pupils** in relation to whole school life. |  |  |  |  |
| The school can clearly evidence of the positive impact of its **anti-bullying policy** for pupils with SEND. |  |  |  |  |
| The school monitors the **attendance** rate of learners with SEND and unauthorised absence is low. Where absence rates for pupils with SEND are disproportionately high, leaders take swift action to address this. |  |  |  |  |
| The school monitors the use of **permanent and fixed term exclusions** for pupils with SEND and can demonstrate that all reasonable steps have been taken before an exclusion is made. |  |  |  |  |
| The school monitors **rates of exclusion** for learners with SEND; rates are generally low and comparable to those of non-SEND. Where exclusion rates for pupils with SEND are disproportionately high, leaders take swift action to address this. |  |  |  |  |
| All pupils are enabled to access **full-time provision** (25 hours). Where a pupil is not accessing full-time provision, a Pastoral Support Plan (PSP) is implemented detailing **support and short-term timeframes** for increasing provision over time (within the setting and/or at Alternative Provision). |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **Pupil contribution to school and the wider community**
 | **Not in place/Ineffective** | **Requires development** | **Embedded** | **Evidence/Comments** |
| The **school actively encourages and fosters pupils’** participation in contributing to a safe and positive environment. |  |  |  |  |
| Pupils with SEND are **proportionately represented** in extracurricular clubs, activities, off-site visits etc.  |  |  |  |  |
| Systems are in place to give **all pupils a voice** i.e. school council, peer supporters, ambassadors, buddies, etc. Examples can be given where changes have taken place as a result of **pupils’ involvement in decision-making.** |  |  |  |  |
| Review meetings are **person centered**; reviews take place on at least a termly basis and pupils are encouraged and enabled to **actively participate** and contribute. |  |  |  |  |
| Pupils with SEND **actively participate in formulating** SMART targets and can describe how they are **involved in planning their learning and reviewing their progress.** |  |  |  |  |

## Action planning

Based on the evaluative judgements and evidence base collated, identify next steps to further improve practice, provision and outcomes for pupils with SEND.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Objectives** | **Success criteria** - outcomes(It will be successful if…) | **Specific actions**(This will be achieved by…) | **Timeframe** | **Resource and required costs** | **How will this be monitored?**(What, When, Who?) | **Evaluation of impact on pupil outcomes + evidence**(inc. RAG rating) |
| **Inclusive values and accessibility** |  |  |  |  |  |  |
| **Effectiveness of leadership and management** |  |  |  |  |  |  |
| **Achievement and outcomes for pupils** |  |  |  |  |  |  |
| **Quality of curriculum and effectiveness of learning and teaching** |  |  |  |  |  |  |
| **Personal development, behaviour and attendance** |  |  |  |  |  |  |