

SEND self-evaluation audit tool

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

# School context and SEND profile

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| 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**

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| 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

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| **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

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|  | **Compliant?** |
| **Equality information and objectives:** “Under specific duties, governing bodies, local authorities and proprietors are required to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the general public sector equality duty (Statutory policies for schools. Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law. Page 15).” | **Y/N** |
| **SEN information report:** “The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN (Special educational needs and disability code of practice: 0 to 25 years. Para 6.79, page 106).” | **Y/N** |
| “The **SENCO** **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Coordination within three years of appointment (Special educational needs and disability code of practice: 0 to 25 years. Para 6.85, page 108).” | **Y/N** |
| “…**must** include information on where the **local authority’s Local Offer** is published (Special educational needs and disability code of practice: 0 to 25 years. Para 6.81, page 107).” | **Y/N** |
| Does the schools comply with the Special educational needs and disability code of practice? | **Y/N** |

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| **Culture, Leadership and Management** | | | | |
| **Aspect** | **Example of Evidence**  **What should this look like in practice?** | **R** | **Evaluation comment with Specific Example(s) to Support RAG rating**  **(SENCo)** | **Next Steps**  **(To be agreed between SLT/SENCo and SEND Governor)** |
| A |
| G |
| The senior leadership team (SLT) understand their duties under the SEND Code of Practice and show a commitment to SEND. | * *Leaders can show that SEND has a high profile within all aspects of the school’s leadership* * *All leaders can evidence how they make a difference for pupils with SEND within their area of responsibility* * *The school can exemplify impact of EHCP funding and notional funding.* |  |  |  |
| All governors are aware of their statutory duties relating to pupils with SEND. | * *Governors have accessed up to date training and are aware of the responsibilities within their role* |  |  |  |
| There is a governor with specific responsibility for SEND who meets with the SENCOs termly. | * *The school has a named Governor for SEND* * *Governors regularly monitor, review SEND key initiatives in collaboration with school Leaders/SENCo* * *Termly meetings held* * *The SEND Governor makes clear evaluations following meetings/discussions/monitoring visits and ensure school leaders are effectively held to account in addressing identified priorities on the SEND Action Plan* |  |  |  |
| Leadership demonstrates a tangible inclusive ethos that permeates through all aspects of the school’s culture. | * *The school can demonstrate a clear framework for inclusive standards, for example Inclusion Quality Mark* * *Leaders are ambassadors for the achievement, well-being, and opportunities for all pupils, including those with SEND* * *Staff at all levels act as positive role models for inclusion* * *Pupils with SEND are proportionately represented in wider curriculum clubs, activities and off-site visits* * *Pupils are given equal opportunities to actively participate and are represented within pupil decision making forums, for example in student councils, pupil parliament* |  |  |  |
| The SENCO is supported and given time and resources to fulfil all his/her responsibilities. | * *The SENDCo is allocated dedicated time that is sufficient to fulfill the obligations of the role* |  |  |  |
| The SENCO is a qualified teacher and has the relevant qualifications. | * *The SENDCo is accredited with NASENCo award* * *There is evidence of relevant qualifications pertaining to the role* |  |  |  |
| 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 SENDCo is part of the schools SLT* * *The school has robust systems and processes in place to ensure the swift identification of pupils with SEND* * *Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.* |  |  |  |
| All support staff are deployed effectively to support pupils’ learning and progress. | * *Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact* * *Staff skill set is routinely audited and carefully matched to pupils needs* |  |  |  |
| The school’s teaching and learning policy reflects changes in SEND provision. | * *Evidenced within the schools Teaching and Learning Policy* |  |  |  |
| Funding for SEND is transparent. The SENCO is involved in decisions over resourcing and staffing. | * *The SENDCo clearly audits and evaluates the impact of the expenditure of the SEND Notional budget to clearly demonstrate the effectiveness of spending in improving academic and wider outcomes for pupils with SEND* |  |  |  |
| Performance management supports teachers and ensures that they have the skills and knowledge to meet the needs of all pupils. | * *Appraisal targets are aligned to staff knowledge and skillset* * *Staff CPD takes account of the needs of the pupils within school* |  |  |  |
| The school scrutinises behaviour, exclusion, and attendance data to ensure additional learning needs are not missed. | * *Rates, patterns of, and reasons for fixed term suspensions and permanent exclusions do not show that pupils with SEND are overrepresented* * *School records of the types, rates and patterns of bullying show that bullying is not a concern for pupils with SEND* * *Where incidents have been reported, evidence shows that effective action is taken* * *Feedback from pupils and parents indicates that any issues are dealt with effectively* * *Leaders have notified the appropriate personnel at WCF when a pupil is placed on a part timetable and/or attendance rates are a concern* |  |  |  |
| *All pupils are enabled to access fulltime provision (25hrs).* | * *Where a pupil is not accessing fulltime provision, a Pastoral Support Plan (PSP), has been implemented detailing support and short-term timeframes for increasing provision over time (within the setting and/or Alternate Provision) For example, Perryfields Behaviour Toolkit* * *Leaders have notified the appropriate personnel at WCF when a pupil is placed on a part timetable* * *The quality of education for pupils attending Alternative Provision is robustly monitored and evaluated by school leaders* * *Evidence of a robust transition plan is in place; leaders have made the appropriate checks regarding the suitability of the selected provision* |  |  |  |
| Leaders have made appropriate and effective safeguarding arrangements to address the potential additional vulnerabilities of pupils with SEND. | * *Staff understand the additional risks faced by pupils with SEND* * *Leaders can exemplify the effectiveness of distinct and different measures to keep pupils with SEND safe* * *Where appropriate, pupils with SEND develop protective behaviours as part of their curriculum* |  |  |  |
| ***High Quality Teaching*** | | | | |
| Leaders with responsibility for SEND are involved in reviewing and helping teachers improve the quality of teaching for all pupils. | * *Leaders check staff know and apply information about how pupils with SEND learn best* |  |  |  |
| Quality first teaching is the first response to meet the needs of pupils with SEND. | * *There is strong evidence of reasonable adjustments, adaptations, and the implementation of advice to ensure quality first teaching (QFT) Quality first teaching is the first response to meet the needs of pupils with SEND. The Five-a-day principle is applied (EEF)*   [*EEF blog: The Five-a-day approach: How the EEF can support | EEF (educationendowmentfoundation.org.uk)*](https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support) |  |  |  |
| Teachers use assessment information to plan scaffold and adapt lessons effectively. This includes setting homework that is matched to pupils’ individual needs. | * *Observations, book look and dialogue with pupils’ evidence that learning is suitably challenging and achievable* * *There is strong evidence of reasonable adjustments, adaptations, and the implementation of research and advice to ensure quality first teaching (QFT)* * *Pupils are able to complete homework (when appropriate) successfully, as evidenced through feedback from parents/carers and pupils* |  |  |  |
| **Use of expertise** | | | | |
| The school has carried out a skills audit to ascertain the knowledge and skills of all staff, which can be used in continuing professional development (CPD) planning. | * *CPD is well linked to the needs of all pupils with SEND, so that staff have the skills to make a difference* * *CPD includes specific, specialist input to develop expertise to meet the four main areas of need* |  |  |  |
| Staff have the knowledge and skills to identify pupils with SEN and intervene immediately. | * *Staff are positive about the SEND training and support they have received, exampling how they have implemented new knowledge and skills to good effect* * *Leaders capture and respond to staff perceptions of training and support* |  |  |  |
| The school has developed a high degree of expertise. It is aware of the strengths and areas for development regarding its SEND provision, including the development of on-site expertise. | * *Evidence that staff have accessed relevant training pertinent to their role* * *The school has audited staff skill set and CDP is aligned to further develop staff skills set and expertise* |  |  |  |
| Outside agencies are used to support the identification process. | * *Timely referrals are made, and advice sought from a range of professionals as appropriate, which is then implemented to good effect* |  |  |  |
| The school has made visits to other schools to learn and share examples of best practice in SEND. | * *Evidence of visits to other schools, networking events* * *Models of best practice are embedded in school practice* |  |  |  |
| **Personalisation** | | | | |
| There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. | * *Clear cycles of Assess, Plan, Do, Review in place evidencing impact* * *TA deployment is flexible and responsive to need* |  |  |  |
| All staff have a clear understanding of the four broad areas of need, including mental health needs, and how to adapt their teaching to support these needs. | * *Leaders check staff know and apply information about how pupils with SEND learn best.* * *Teachers and TAs can articulate specific pupil’s barriers to learning* * *The PSHE programme positively reinforces the inclusion agenda and equips staff and pupils with the knowledge, understanding and meaningful opportunities to demonstrate inclusive values and behaviours* |  |  |  |
| All staff understand that both challenging and withdrawn behaviour is indicative of an underlying need.  Staff are able to identify underlying needs and offer support strategies and interventions to meet an individual’s needs | * *Staff can articulate how they overcome the barriers they have identified for specific pupils* * *Staff understand and implement reasonable adjustments to allow pupils to achieve the best possible outcomes.* * *Staff use timely advice and guidance from external agencies to provide appropriate support, including therapeutic support* |  |  |  |
| 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. | * *There are clear structures in place that ensure staff have access to relevant information about a pupil’s strengths and needs* * *Impactful strategies are evident within teaching- supported by information collated within monitoring activities.* * *Pupils are well supported within lessons and achieve well* * *Individual Provision Plans/Individual Care Plan/Risk Reduction Plans etc. are in place and well understood by relevant staff* |  |  |  |
| The rationale for developing and adapting (or not) the curriculum for specific pupils with SEND is robust | * *The curriculum for all pupils, including those with SEND is coherently planned, adapted and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment* * *Assessments of pupils’ needs provide a clear basis for individualised provision, pre and post assessment support this* |  |  |  |
| ***Flexible use of Evidence-Based Strategies*** | | | | |
| The school uses evidence-based interventions  The school uses carefully selected interventions for which there is strong evidence of impact on attainment; interventions are judiciously used. | * *The rationale for specific interventions is robust. Leaders can evidence the difference interventions have made and use this information to plan further interventions* * *Interventions with a strong evidence base of impact are used and are implemented with fidelity* * *Interventions are delivered by appropriately trained, knowledgeable, and skilled staff* * *Leaders can evidence that 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 sensory development* * *social, emotional and mental health.* |  |  |  |
| Interventions are monitored regularly to ensure that they are having an impact on progress. | * *Interventions are reviewed regularly and evaluated for excellent impact* * *All pupils with SEND are making demonstrable progress in specific areas* * *Staff can explain how their provision has strengthened outcomes for both pupils with SEN Support and with EHCPs* |  |  |  |
| Appropriate and effective safeguarding arrangements are in place to address the potential additional vulnerabilities of pupils with SEND. | * *Staff understand the additional risks faced by pupils with SEND.* * *Leaders can exemplify the effectiveness of distinct and different measures to keep pupils with SEND safe* * *Where appropriate, pupils with SEND develop protective behaviours as part of their curriculum* |  |  |  |
| ***Progress Tracking*** | | | | |
| Identification of pupils with SEND is highly accurate and almost always linked to the four categories of need. | * *There is a clear whole school graduated approach to meeting the needs of all pupils, including those with SEND* * *The identification of pupils with SEND, and in particular SEND Support, closely matches the LA graduated response guidance* * *A clear process is in place for identification and assessment of pupils with SEND which is understood by all staff* * *A broad range of SEN have been identified and specific groups of pupils are not disproportionately represented* * *Evidence indicates that there is no connectivity between weaker teaching and trends in SEND identification.* * *The SEND register is based on a range of relevant information and reviewed at least termly* |  |  |  |
| Interventions follow a cycle of Assess, Plan, Do, Review. | * *Support takes the form of a four-part cycle, actions are reviewed and refined, clearly demonstrating impact on outcomes* |  |  |  |
| The school regularly monitors those pupils on SEN support to ensure that any additional provision is having an impact on progress. | * *Information is clear, valid, accurate, up to date, and easily accessible* * *EHCP reviews and reviews for those at SEN Support are closely linked to stated outcomes, monitored effectively and impact evaluated.* |  |  |  |
| The school has robust target setting, tracking and monitoring systems that are used for all pupils. | * *Monitoring systems clearly demonstrate where pupils are and allow measurable progress to be evidenced, however small the steps* |  |  |  |
| The school uses effective ways of measuring progress specifically for pupils with SEND. | * *Assess – Plan – Do – Review is used to enable pupils with SEND to achieve well There is evidence that in-lesson, lesson-to-lesson, and over time progress information is effectively used to drive learning* * *The school’s graduated response to meeting the needs of all pupils is effectively linked to progress information* |  |  |  |
| Teaching Assistants monitor the progress of pupils with SEND during classroom support. | * *Evidence that TAs contribute to the ongoing assessment of pupil progress within lessons* * *There is an active dialogue between support staff and teacher* |  |  |  |
| Interventions are rigorously evaluated. Adjustments to the provision is then made accordingly. | * *Where progress is slow, swift action has been taken and adjustments made accordingly* |  |  |  |
| 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, are close to or above national figures. Both internal and national data sets are used to evidence this. | * *Pupils’ work shows strong progress from their starting points* * *Pupils with SEND are well prepared for their next steps in education, employment and training, and their adult lives. Destination are commensurate will pupils’ interests and abilities. (Robust transition programmes are in place, for example Preparing for Adulthood framework)* * *Pupils with EHCPs make strong progress towards identified outcomes* |  |  |  |
| ***Communication and Collaboration*** | | | | |
| Parents are aware of the SEN Information Report and the Local Offer. They are able to access further information about SEND provision to support their child. | * *Local Offer linked within SEN Information Report* * *Parents have access to information, for example, through SENCo drop ins, Parent forums, workshops facilitated by the school* |  |  |  |
| The local authority’s ‘local offer’ for children with SEND is signposted on the school website. | * *Local Offer link on website* |  |  |  |
| The school’s SEND policy is regularly reviewed in consultation with stakeholders. | * *SEND policy in place and reviewed with stakeholders* |  |  |  |
| Teaching and support staff work effectively together. | * *Support staff are involved in all discussions and training plans to identify priorities for their own development* * *TAs help pupils develop independent learning skills and manage their own learning* * *Support staff are fully prepared for their role in the classroom* * *There is evidence of synergy between support staff and teachers* |  |  |  |
| Staff routinely involve pupils in the planning and review of their SEND provision. | * *Barriers to participation for pupils with SEND are overcome, so that equality of opportunity is maximized* * *Parents and pupils with SEND feel included in all aspects of school life, as evidenced through surveys, Person centered reviews, pupil voice etc.* * *Pupil’s views are valued, and appropriate actions taken in response* |  |  |  |
| Pupils’ parents/carers are regularly consulted on planning and reviewing SEND provision. | * *Coproduction with a range of stakeholders is part of standard practice* * *There are consistent and specific examples of parents/carers strengthening the provision of pupils with SEND* * *There is evidence that parental feedback is responded to, and improvements made* |  |  |  |
| Pupils with SEND speak highly of the support they receive. They feel that the support they have had from the school has made a real difference. | * *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 can often say how their teachers help them to make progress.* * *Parent survey shows parents of pupils with SEND are overwhelmingly positive about the provision for their children* * *Parents can specify how the school has made a difference to the outcomes of pupils with SEND* |  |  |  |
| The SENCo successfully involve other professionals/specialist services as necessary, to assist in effectively supporting pupils with SEND. | * *Timely referrals are made to relevant services* * *The school liaises with external professionals, for example Educational Psychologist, OT, SaLT. These services impact positively on the provision in place* |  |  |  |

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| **Action Plan** | | |
| 1. **Culture, Leadership and Management** | | |
| **Areas of Strength** | **Areas for Development** | **Recommended Actions** |
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| 1. **High Quality Teaching** | | |
| **Areas of Strength** | **Areas for Development** | **Recommended Actions** |
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| 1. **Use of Expertise** | | |
| **Areas of Strength** | **Areas for Development** | **Recommended Actions** |
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| 1. **Personalisation** | | |
| **Areas of Strength** | **Areas for Development** | **Recommended Actions** |
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| 1. **Flexible use of Evidence-Based Strategies** | | |
| **Areas of Strength** | **Areas for Development** | **Recommended Actions** |
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| 1. **Progress Tracking** | | |
| **Areas of Strength** | **Areas for Development** | **Recommended Actions** |
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| 1. **Communication and Collaboration** | | |
| **Areas of Strength** | **Areas for Development** | **Recommended Actions** |
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| **Summary of Recommended Priorities** |
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| **The following sources were considered in the creation of this document.** |
| The EEF’s ​‘Special Educational Needs in Mainstream Schools’ guidance report  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>  SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges: [SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges | Whole School SEND](https://www.wholeschoolsend.org.uk/resources/sen-support-research-evidence-effective-approaches-and-examples-current-practice-good-and)  Ofsted, Education inspection framework: Education inspection framework (EIF) - GOV.UK (www.gov.uk) |