# SEND Audit RAG rating

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | RAG rating | | | Evidence/ example |
| **Culture, Leadership and Management** |  |  |  |  |
| The senior leadership team (SLT) understand their duties under the SEND Code of Practice. |  |  |  |  |
| All governors are aware of their statutory duties relating to pupils with SEND. |  |  |  |  |
| The school meets it statutory duties in relation to publishing SEN Information report, accessibility information and Equality objectives. |  |  |  |  |
| There is a governor with specific responsibility for SEND who meets with the SENCOs termly to review both provision and outcomes for learners and ensure compliance with the SEND Code of Practice. |  |  |  |  |
| The SENCO is supported and given time and resources to fulfil all his/her responsibilities. |  |  |  |  |
| The SENCO is a qualified teacher and has the relevant qualifications. |  |  |  |  |
| 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. |  |  |  |  |
| Staffing needs are regularly reviewed to ensure that sufficient skilled and trained staff are recruited in a timely manner to meet the support needs of learners with SEND. All support staff are deployed effectively to support pupils’ learning and progress. |  |  |  |  |
| The school’s teaching and learning policy reflects changes in SEND provision. |  |  |  |  |
| The training needs of staff (in relation to SEND) are regularly reviewed, incorporated into an annual staff development plan and regular training delivery is attended by both curriculum and support staff together. |  |  |  |  |
| Leaders within the organisation understand the different funding streams that are available to cover support costs and what should be provided as a core entitlement, where appropriate. Funding for SEND is transparent. The SENCO is involved in decisions over resourcing and staffing. |  |  |  |  |
| Performance management supports teachers and ensures that they have the skills and knowledge to meet the needs of all pupils. |  |  |  |  |
| The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed. |  |  |  |  |
| **High Quality Teaching- How well does the school use its best endeavours to secure appropriate provision for pupils?** |  |  |  |  |
| Staff within the organisation know who to go to for help and advice with regards to identifying and meeting learners’ support needs. |  |  |  |  |
| Leaders with responsibility for SEND are involved in reviewing and helping teachers improve the quality of teaching for all pupils. |  |  |  |  |
| Quality first teaching is the first response to meet the needs of pupils with SEND. The Five-a-day principle is applied (EEF). |  |  |  |  |
| Learners with SEND access work that is appropriate to their educational needs, that is developmental and progressive and, where a learner has an EHCP, that links to their EHCP outcomes. |  |  |  |  |
| Teachers use assessment information to plan and adapt lessons effectively. This includes setting homework that is matched to pupils’ individual needs. |  |  |  |  |
| Targets are outlined on Individual Learning Plans (ILP/IEP/IPPs) and, where appropriate, linked to EHCP outcomes. |  |  |  |  |
| Learners with SEND have their progress reviewed regularly with contribution from curriculum and support  staff as well as parents/guardians and other agencies as appropriate. |  |  |  |  |
| All learners with an EHCP have access to an annual person-centred review in line with the legal requirement. |  |  |  |  |
| Bespoke curriculums are created where necessary to meet the aspirations and outcomes for learners with SEND. |  |  |  |  |
| Learners with SEND achieve their outcomes and make good progress from their starting points. |  |  |  |  |
| Appropriate adjustments are in place and the organisation actively considers anticipatory duties. |  |  |  |  |
| **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 |  |  |  |  |
| Staff have the knowledge and skills to identify pupils with SEN and intervene immediately |  |  |  |  |
| 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. |  |  |  |  |
| Outside agencies are used to support the identification process. |  |  |  |  |
| The school has made visits to other schools to learn and share examples of best practice in SEND. |  |  |  |  |
| **Personalisation** |  |  |  |  |
| There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. |  |  |  |  |
| All staff have a clear understanding of the four broad areas of need and how to adapt their teaching to support these needs |  |  |  |  |
| 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. |  |  |  |  |
| 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 |  |  |  |  |
| **Flexible use of Evidence-Based Strategies** |  |  |  |  |
| Interventions are monitored regularly to ensure that they are having an impact on progress. |  |  |  |  |
| The school uses carefully selected interventions for which there is strong evidence of impact on attainment; interventions are judiciously used. (Evidence-based) |  |  |  |  |
| Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching |  |  |  |  |
| Interventions follow a cycle of Assess, Plan, Do, Review. |  |  |  |  |
| The school regularly monitors those pupils on SEN support to ensure that any additional provision is having an impact on progress |  |  |  |  |
| The SEND register is accurate and reviewed at least termly. |  |  |  |  |
| The school has robust target setting, tracking and monitoring systems that are used for all pupils |  |  |  |  |
| The school uses effective ways of measuring progress specifically for pupils with SEND. |  |  |  |  |
| 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. |  |  |  |  |
| 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. |  |  |  |  |
| 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 |  |  |  |  |
| **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 |  |  |  |  |
| The SEND information report provides a comprehensive summary of provision at the school. |  |  |  |  |
| The local authority’s ‘local offer’ for children with SEND is signposted on the school website. |  |  |  |  |
| The school’s SEND policy is regularly reviewed in consultation with stakeholders |  |  |  |  |
| Teaching and support staff work effectively together. |  |  |  |  |
| Teachers involve pupils in the planning of their SEND provision |  |  |  |  |
| Pupils’ parents are regularly consulted on planning and reviewing SEND provision. Parents and carers are fully involved in discussions with the school on identification and assessment. Timely and effective communication with parents /carers enables a learner’s progress to be regularly monitored and ensures any concerns that arise are addressed promptly |  |  |  |  |
| There is regular and effective communication between staff, learning support staff  and external specialists. |  |  |  |  |
| Good links are established with feeder schools/organisations to ensure a range of timely transition opportunities are available and learners make a supportive transition. 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. |  |  |  |  |
| 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 |  |  |  |  |
| **Effective use of resources** |  |  |  |  |
| 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 |  |  |  |  |
| 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. |  |  |  |  |
| Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact. |  |  |  |  |