

## **Whole School SEND Self Evaluation Sixth Form Questions**

There are 9 sections: Outcomes for pupils with SEND; Leadership of SEND; Quality Teaching and Learning of pupils with SEND; Working with pupils and parents and carers of pupils with SEND; Efficient use of resources; Assessment and Identification; Monitoring, Tracking and Evaluation and Quality of SEND Provision; and Preparing for Adulthood.

The ratings should be assessed as follows:

- 1 We do not do this/haven't done this yet
- 2 Some evidence of practice (limited/no evidence of impact)
- 3 Evidence of effective practice (not consistent or widespread)
- 4 Widespread effective practice (evidence of better outcomes for C/YP with SEND)

### **Outcomes for Pupils with SEND**

1. School leaders can evidence that learners with SEND achieve the best possible educational and wider outcomes. This is achieved through thoughtful analysis and a deep understanding of the educational requirements of pupils across the four broad areas of need.
2. School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.
3. Progress for pupils with SEND in the sixth form is consistently strong and evidence in their work indicates that they achieve well.
4. Pupils with SEND acquire and apply a wide range of knowledge and skills, developing their quality of all types of communication effectively.
5. The school uses a range of data to identify barriers to learning. This includes, for example, monitoring the types, rates and patterns of behaviour and levels of attendance for pupils with SEND.
6. In the sixth form, rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are appropriate. There are no informal or unofficial exclusions.

### **Leadership of SEND**

1. The school has a clear vision for the education of all pupils with SEND in the sixth form.
2. The sixth form has a culture of high aspiration for all children.
3. There is a SEND governor/trustee in position who has attended appropriate training in order to do this effectively.
4. Sixth form leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.
5. Governors/trustees have been involved in creating a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.

6. Sixth form leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively.
7. Governors/trustees are knowledgeable on SEND policy and practice. They have been involved in implementing and embedding the 2014 SEND reforms and the Equality Act effectively.
8. The SEND governor/trustee holds the school to account in order to have a positive impact on the outcomes of all pupils, including in the sixth form.  
The SENCO works closely alongside the headteacher and other senior leaders to develop a whole school, including sixth form, response to SEND. Sixth form leaders ensure that all teachers are aware of their responsibilities to pupils with SEND.
9. The school development plan has clear aims and objectives in place related to SEND, including in the sixth form. As a result, key priorities are identified correctly.
10. Roles and responsibilities for SEND provision are clear. As a result, teachers in all phases understand and accept they are responsible for the progress of all pupils
11. 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 outside settings into the sixth form.
12. The sixth form curriculum allows for pupils with SEND to access meaningful learning, appropriate to their aspirations, prior learning and their learning needs.

#### **Quality of Teaching and Learning for Pupils with SEND**

1. Senior and middle leaders with responsibility for SEND work closely alongside sixth form teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all sixth form pupils.
2. Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer and pupil partnerships. These are consistently applied throughout the school.
3. The individual needs of sixth form pupils are communicated effectively to all staff.
4. Teachers use assessment information to plan and differentiate lessons effectively. This includes setting independent learning that is matched to pupils' individual needs.
5. Evidence from observations shows the teaching of targeted interventions is considered to be consistently good or better.
6. Outcomes from targeted interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.

#### **Working with Pupils and Parent/Carers of Pupils with SEND**

1. The SEND information report provides a comprehensive summary of provision across all phases at the school including the sixth form. Systems are in place to allow parents, carers and pupils to meaningfully contribute to shaping the quality of support and provision.

2. The school, parents, carers, pupils and all stakeholders work in partnership to achieve genuine co-production, for example parent/carer forums and workshops, and structured conversations for pupils with SEND.
3. Sixth form pupils with SEND communicate positively about 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.
4. There are opportunities for pupils with SEND in the sixth form to become involved in pupil voice. For example, pupils with SEND are represented on the school council.
5. Pupils with SEND are involved, use and lead on wrap-around activities; they are supported and lead through a variety of enrichment activities, lunchtime clubs, out of hours support and work experience.
6. Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (SENDIASS) and this is evaluated for impact.

### **Assessment and Identification**

1. Comprehensive assessment supports accurate identification of need and informs classroom practice in the sixth form.
2. The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.
3. The school scrutinises behaviour, exclusion and attendance data in the sixth form to ensure additional learning needs are not missed.
4. The SEND register is accurate and reviewed at least termly.
5. Pupils, parents and carers are fully involved in discussions with the school on identification and assessment.
6. Access arrangements are identified in the sixth form for new and existing pupils and pupils are given support in how to use them successfully.

### **Monitoring, Tracking and Evaluation**

1. Pupils with SEND in the sixth form have personalised plans that are reviewed with pupils, parents and carers at least termly.
2. Interventions follow a cycle of Assess, Plan, Do, Review.
3. Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.
4. Leaders and pupils with SEND in the sixth form have a good understanding of how they achieve with individual teachers and across their subjects over time.

### **The Efficient Use of Resources**

1. SEND has a high profile in staff Continued Professional Development and Learning.
2. Sixth form teaching staff engage in high-quality Continued Professional Development and Learning to support improved pupil outcomes. This is aligned to the recommendations within the Standard for Teachers' Professional Development.
3. 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 targeted pupil achievement and outcomes.

4. Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact.
5. Highly effective administrative support allows staff with responsibility for SEND to work strategically.
6. Interventions and support resources are coordinated and deployed effectively and strategically.

### **The Quality of SEND Provision**

1. The school is appropriately staffed and resourced in order to ensure high-quality provision and that sixth form pupils with SEND have their statutory needs met.
2. Outside agency support is engaged appropriately and utilised effectively in the sixth form.
3. The sixth form has developed a holistic approach to SEND and provision is responsive to the needs, development and wellbeing of all pupils.
4. The sixth form has a high degree of expertise in Post-16 SEND; it is aware of its strengths and areas for developing further.
5. The sixth form is outward facing and engages critically with developments in practice in Post-16 SEND.

### **Preparing for Adulthood**

1. The school is engaging with a range of methodologies to prepare sixth form 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.
2. The sixth form has a culture of high aspirations for all pupils and gives a high priority to preparing pupils for post sixth form.
3. The school promotes the participation of sixth form pupils in decision making about their options post sixth form.
4. Preparation for post sixth form is differentiated, personalised and based on a holistic assessment of pupils' strengths and needs.
5. The development of independent learning and life skills are given a high priority where appropriate.
6. Teachers regularly evaluate outcomes to ensure that all pupils in the sixth form are working toward their long-term aspirations.
7. The school supports sixth form pupils to develop skills in monitoring their own progress towards their post sixth form goals.