Whole School SEND Self Evaluation Special Schools Questions

There are 8 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; and; Monitoring, Tracking and Evaluation and Quality of SEND Provision.

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 all areas of need.
2. School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.
3. Progress for pupils with SEND, across year groups, in a wide range of subjects, is consistently strong, with evidence available through analysis of a range of sources of both quantitative and qualitative information.
4. School records indicate that regular moderation takes place, both internally and with local and/ or national partners.
5. The school is engaging with a range of methodologies for preparing pupils for the next stage in their education, training, employment, and independent life.
6. 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.

Leadership of SEND

1. The school has a clear vision for the education of all pupils on its roll.
2. The school has a culture of high aspirations for all pupils irrespective of the complexity of need.
3. There is a SEND governor/trustee in position who has attended appropriate training in order to do this effectively.
4. School 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. The school critically analyses its ability to meet the needs of all pupils equally.
7. The school has implemented the expectations of the Equality Act (2010) and SEND legislations (Children's and Families Act 2014), and advocates on behalf of the school population by informing locality provision such as the Local Offer.
8. Governors/trustees hold the school to account in order to have a positive impact on the outcomes of all pupils.
9. There is a clear strategic plan for the relationship between education and therapeutic provision.

Quality of Teaching and Learning for Pupils with SEND

1. Senior and middle leaders work closely alongside class teachers to support differentiation and curriculum development. The quality of teaching is reviewed in regular cycles.
2. Staff have a clear understanding of pupil need and personalised strategies are informed by parent/carer partnership. These are consistently applied throughout the school.
3. Effective teaching strategies, including setting homework where appropriate, are well matched to pupils' individual needs.
4. Evidence from observations shows the teaching of all pupils is considered to be consistently good or better.
5. There are effective systems in place for supporting the transition of pupils between classes, phases and beyond the school.
6. There is a comprehensive, whole school Continued Professional Development and Learning Programme.

Working with Pupils and Parent/Carers of Pupils with SEND

1. The SEND information report provides a comprehensive summary of provision at the school.
2. The school recognises the role pupils, parents, carers, and advocates have in co-production and can demonstrate this.
3. Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.
4. The school asks for feedback from parents and carers on the quality of support and provision.
5. Pupils are provided with the opportunity to express their views on the education they receive in a meaningful way through appropriate communication methods.
6. Pupils representing the full range of SEND within the school become involved in pupil voice, both within and beyond the school.
7. Pupils have access to an equitable offer of meaningful enrichment activities, lunchtime clubs, and wrap-around activities.
8. 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).

Assessment and Identification

1. Comprehensive assessment supports accurate identification of need and informs classroom practice.
2. The school scrutinises behaviour, exclusion and attendance data to ensure all needs are addressed effectively.
3. Parents and carers are fully involved in discussions with the school on identification and assessment.

Monitoring, Tracking and Evaluation

1. Pupils have personalised plans that are reviewed with parents and carers at least termly.
2. Classroom practice is rigorously evaluated. Adjustment to the nature of the provision is only made when based on carefully considered evidence.
3. 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.
4. The school uses externally validated data to inform school improvement.

The Efficient Use of Resources

1. Teachers engage in high-quality Continued Professional Development and Learning to support improved pupil progress and outcomes. This is aligned to the recommendations within the Standard for Teachers' Professional Development.
2. Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high-quality Continued Professional Development and Learning.
3. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.
4. School provision is efficiently resourced based on pupil requirements. An informed process is in place to introduce new approaches or resources which promote meaningful provision developments.

The Quality of SEND Provision

1. The school is appropriately staffed and resourced in order to ensure high-quality provision and that pupils have their statutory needs met.
2. Multi-agency support is engaged appropriately and utilised effectively.
3. The school has developed a broad range of balanced provision and pupils can access a wide range of support.
4. The school has a high degree of expertise; it is aware of its strengths and areas for developing further.