

Whole School SEND Self Evaluation 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 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, across year groups, in a wide range of subjects, 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, in reading, writing, communication and mathematics effectively.
5. 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.
6. The school uses a range of data to identify barriers to learning. This includes, for example, monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.
7. 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.

Leadership of SEND

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

4. Governors/trustees have been involved in creating a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.
5. School leaders are knowledgeable on SEND policy and practice. The school has implemented and embedded the 2014 SEND reforms and the Equality Act effectively.
6. 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.
7. The SEND governor/trustee holds the school to account in order to have a positive impact on the outcomes of all pupils.
8. 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 SEND.
9. The school development plan has clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly.
10. 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.
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 alternative provision.

Quality of Teaching and Learning for Pupils with SEND

1. Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.
2. Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.
3. The individual needs of pupils are communicated effectively to all staff.
4. Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.
5. Evidence from observations shows the teaching of interventions is considered to be consistently good or better.
6. Outcomes from 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 at the school.
2. Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.
3. The school and parents/carers work in partnership to achieve genuine co-production, for example parent/carers forums and workshops, and structured conversations for pupils with SEND with EHC plans.

4. 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.
5. There are opportunities for pupils with SEND to become involved in pupil voice. For example, pupils with SEND are represented on the school council.
6. Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out-of-hours support.
7. 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 effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.
3. The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.
4. The SEND register is accurate and reviewed at least termly.
5. Parents and carers are fully involved in discussions with the school on identification and assessment.

Monitoring, Tracking and Evaluation

1. Pupils with SEND have personalised plans that are reviewed with 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. The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.
5. The SENCO uses externally validated data to inform the planning of interventions.

The Efficient Use of Resources

1. SEND has a high profile in staff Continued Professional Development and Learning.
2. 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 pupil achievement and outcomes.

4. Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact.
5. There is a graduated approach to interventions. Class, group and individual support is balanced appropriately.
6. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.
7. Interventions and support resources are coordinated and deployed effectively and strategically.
8. Systems are in place to support this process, for example, through the use of a provision map.
9. Highly effective administrative support allows staff with responsibility for SEND to work strategically.

The Quality of SEND Provision

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