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**Whole School SEND Review**

**Processes and Protocols**

SEND Review Report – School Self Evaluation

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| **Trust**  **LA maintained?** | **School:** | **Reviewer** | **Date of Review:** |
| * School self-evaluation completed (on this form) * 1 day in school review (with leaders and reviewers) * Written report   It is recommended that the day includes:  o Lesson observation  o Observation of intervention sessions for pupils with SEND  o Assessment systems of all pupils including those with SEND  o A tour of the school  o Paperwork scrutiny  o Learning walks  o Book looks  o Observation of unstructured activities such as break time and lunchtime clubs  o Observation of alternative/off-site provision  o Meetings with the SEND governor, TAs, leaders of SEND, specialist staff connected with SEND  o Review case studies on pupils  o Meet with a governor if possible  **A*ll Information to be sent to the reviewer for analysis prior to the review.***  ***Self-evaluation to be completed and sent to the reviewer with the data pack.***  ***The expectation is that the reviewer will meet with the headteacher and the SLT at the beginning of the day and provide verbal feedback at the end of the day.*** | | | |
| **Format:**  This provides information on the reviewer and the review day: names of reviewers, which of the above was completed on the day. | | | |
| Overview:  Provides information on the SEND needs of the school and the reasons for the review and is useful as it puts the final report into a context. | | | |
| **3 Key strengths identified (these are 3 clear strengths worthy of recognition from the strengths below):** | | **3 Key recommendations (these are the 3 immediate priorities from the recommendations below):** | |
| **Summary Comment** | | | |

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| Statements | | n/a | R | A | G |
| 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. | |  |  |  |  |
| School systems promote parent and carer contributions to maximize outcomes for pupils with SEND. | |  |  |  |  |
| Progress for pupils with SEND, across year groups and with differing SEND needs, in a wide range of subjects is consistently strong, and evidence in their work indicates that they achieve well. | |  |  |  |  |
| Pupils with SEND develop and apply a wide range of skills in reading, writing, communication and mathematics effectively. | |  |  |  |  |
| The school is engaging with a range of methodologies for preparing pupils with SEND for the next stage in their education, training or employment. This is evidenced by the tracked outcomes following transition and the destination data. | |  |  |  |  |
| 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. | |  |  |  |  |
| Are any pupils with SEND subject to a part time timetable and what are the details of these? | | **Yes/No** | | | |
| INSERT YOUR SEND IN A NUTSHELL PAGE HERE | | | | | |
| **Areas of Strength for Outcomes:** | **Key Recommendations for Outcomes:** | | | | |
| **Comments:** | | | | | |

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| Statements | | n/a | R | A | | G | |
| The school has a culture of high aspiration for all children, including those with SEND. | |  |  |  | |  | |
| School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. | |  |  |  | |  | |
| School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively | |  |  |  | |  | |
| The SEND governor/trustee holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor/trustee has attended appropriate training in order to do this effectively. | |  |  |  | |  | |
| 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 for children with additional needs. | |  |  |  | |  | |
| A SEND development plan with clear aims, objectives, measures for success and milestones for improvement is in place. As a result, key priorities are identified correctly. | |  |  |  | |  | |
| Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for all pupils. | |  |  |  | |  | |
| 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. | |  |  |  | |  | |
| 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. | |  |  | |  | |  |
| The SENCO and PP Strategic Lead meet regularly to consider the progress of SEND / PP crossover pupils | |  |  | |  | |  |
| The SENCO has received appropriate training and is knowledgeable on policy and practice | |  |  | |  | |  |
| Staff CPD needs in relation to SEND are accurately identified; there is a timetable of relevant and ongoing training in place. | |  |  | |  | |  |
| The SENCO has sufficient time and resources to be able to undertake their role effectively. | |  |  | |  | |  |
| Highly effective administrative support allows staff with responsibility for SEND to work strategically. | |  |  | |  | |  |
| **Areas of strength for leadership:** | **Key recommendations for leadership:** | | | | | | |
| **Comments:** | | | | | | | |

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| Statements | | n/a | R | A | G |
| The SENCO liaises with parents, schools and outside agencies to ensure accurate and early identification. | |  |  |  |  |
| Class teachers work effectively with the SENCO to support accurate and early identification. Teaching assistants and additional staff are used to support the identification process. | |  |  |  |  |
| The effectiveness of high-quality teaching is considered before assuming a pupil has SEND. | |  |  |  |  |
| The school scrutinizes behaviour, exclusion and attendance data to ensure additional learning needs are not missed. | |  |  |  |  |
| Pupils with SEND have personalized plans that are reviewed with parents three times a year. Interventions follow a cycle of assess, plan, do, review. | |  |  |  |  |
| The SEND register is accurate and scrutinized at least termly. | |  |  |  |  |
| A SEN register strategic overview is in place, is accurate and informs provision planning. | |  |  |  |  |
| Parents and carers are fully involved in discussions with the school on assessment and progress. | |  |  |  |  |
| The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects | |  |  |  |  |
| The SENCO uses externally validated data to inform the planning of interventions. | |  |  |  |  |
| **Areas of strength for identification, assessment and monitoring of SEND:** | **Key recommendations identification, assessment and monitoring of SEND:** | | | | |
| **Comments:** | | | | | |

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| Statements | | n/a | R | A | G |
| Senior and middle leaders 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. | |  |  |  |  |
| Class teachers are confident in delivering high quality teaching to meet the needs of pupils with SEN. | |  |  |  |  |
| Class teacher resources and planning are adjusted to support pupils with SEN as part of high-quality teaching and personalized strategies are informed by parent and carer partnership. These are consistently applied throughout the school. | |  |  |  |  |
| Teachers use their deep subject knowledge to question pupils with SEN highly effectively to fully understand how they think and address misconceptions and/or gaps in learning | |  |  |  |  |
| Teachers introduce subject content progressively and constantly demand more of pupils with SEN, whilst building their self-esteem and developing independence | |  |  |  |  |
| . Teachers provide clear and direct feedback to pupils with SEN, in line with school policy | |  |  |  |  |
| The SENCO works alongside class teachers to support curriculum development and access to curriculum content for pupils with SEN. | |  |  |  |  |
| The SENCO regularly evaluates the quality of teaching for pupils with SEN | |  |  |  |  |
| The curriculum offer for pupils with SEN is of equal quality and breadth as that of their peers and successfully addresses gaps in knowledge and skills to ensure pupils with SEN can understand key concepts and become more fluent over time | |  |  |  |  |
| A Reading Strategy is in place which ensures that a rigorous and sequential approach to the reading curriculum develops fluency, confidence and enjoyment in reading for pupils with SEN | |  |  |  |  |
| The Assess > Plan > Do > Review approach is embedded for every pupil with SEN | |  |  |  |  |
| A provision map is in place to support the coordination of interventions | |  |  |  |  |
| There is an appropriate balance between in-class, group and individual support. Pupils with SEN are not regularly withdrawn from their peers to work in isolation | |  |  |  |  |
| Assessment information is used to identify appropriate strategies and/or interventions which ensure maximum impact in English and mathematics without any negative impact on other curriculum areas. | |  |  |  |  |
| Any interventions used are evidence based and are rigorously evaluated, with adjustments to provision, as necessary. Outcomes from interventions are integrated into classroom teaching and teachers capitalize on learning from interventions in whole class and small group teaching. | |  |  |  |  |
| The impact of teaching assistants is reviewed regularly through learning walks and observation | |  |  |  |  |
| **Areas of strength for high quality teaching and intervention:** | **Key recommendations for high quality teaching and intervention:** | | | | |
| **Comments:** | | | | | |

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| Statements | | n/a | | R | A | G |
| The SEND information report provides a comprehensive summary of provision at the school, is up to date and accessible to parents. | | |  |  |  |  |
| The school and parents work in partnership to achieve genuine co-production, for example parent/carer forums and workshops, and structured conversations for pupils with SEND with EHCPs. | | |  |  |  |  |
| Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision. | | |  |  |  |  |
| Pupils with SEND speak highly of the support they receive. Where appropriate they are able to articulate how the support, they have had from the school has made a difference. | | |  |  |  |  |
| There are opportunities for pupils with SEND to become involved in pupil voice. For example, pupils with SEND are represented on the school council. | | |  |  |  |  |
| 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. | | |  |  |  |  |
| Pupils, parents and carers are made aware of local and national services that provide impartial advice and support, such as Supportive Parents | | |  |  |  |  |
| **Areas of Strength for working with pupils, parents and carers:** | **Key recommendations for working with pupils, parents and carers:** | | | | | |
| **Comments:** | | | | | | |

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| Statements | | n/a | R | A | G |
| The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils with SEND have their statutory needs met. | |  |  |  |  |
| Outside agency support is engaged appropriately and utilized effectively | |  |  |  |  |
| The school has developed a holistic approach to SEND and provision is responsive to the needs, development and wellbeing of all pupils. | |  |  |  |  |
| The school has a high degree of expertise in SEND, it is aware of its strengths and areas for developing further. | |  |  |  |  |
| The school is outward facing and engages critically with developments in practice. | |  |  |  |  |
| **Areas of Strength for the quality of SEND provision:** | **Key recommendations for the quality of SEND provision:** | | | | |
| **Comments:** | | | | | |

Action Planning as a result of the Whole School SEND Review

***Autumn 20/21***

***Spring 20/21***

***Summer 20/21***

**To be…?**



Establish SEND Committee

Establish regular SEND updates and briefings for SLT

**Leadership**

Transformation Map, In a Nutshell and Progress overviews become standard practice

**Improving the Provision**

**Personal CPD**

**Insert your school logo here**

**High Quality Teaching & Intervention**

**Tracking & Monitoring of Progress**

Assist SEN governor in challenge and monitoring of SEND provision by providing timely reports and meetings

Work with AVP, Head teacher to ensure SEND improvements actions are incorporated in academy development plan

**Identification**

**High Quality Teaching & Intervention**

**Insert your schoollogo here**

**Personal CPD**

**Improving the Provision**