

Meeting the Needs of Learners with Special Educational needs and/or Disabilities

Northumberland Self Evaluation and Review Framework for Schools

School:	Date:
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**This framework is based on the widely used SEND REVIEW GUIDE published by the London Leadership Strategy.
The whole document can be accessed here:**

<http://londonleadershipstrategy.com/content/send-review-guide>

The guide was produced through close working between schools, charities, parents and carers. It draws on schools' experiences of self evaluation and holds high aspirations and quality teaching and learning for students with SEND at its core.

Across the Northumberland Local Area, a need has been identified for establishing a mechanism by which schools can be supported, and support each other, to meet the aspirations of the Code of Practice 2015 whereby all learners with SEND 'achieve well, are included fully in their school communities, and are well prepared for the transition to adulthood in which they lead happy and fulfilled lives'. (Edward Timpson - Minister of State for Children and Families) This may be a route into further or higher education, employment or training.

This framework forms part of the mechanism, and is part of the route to supporting the leadership and management of SEND in our schools to improve outcomes for pupils.

Local authorities have a legal responsibility to ensure that the special educational needs of pupils are met. There are now three elements of funding to support pupils with SEN:

Element 1 – A generic amount for each learner on roll i.e. the whole school budget share divided by the number of pupils.

Element 2 – Any amount from a school's notional budget for SEND across the school, up to a maximum of £6,000 for any learner.

Element 3 – High Needs top-up funding for named learners from the Local Authority central fund.

Other funding sources can also be used to secure the best outcomes for pupils with SEN. For example:

- If a pupil has SEN and is also in receipt of Pupil Premium the available funding can be pooled to meet identified needs.
- Some learners with complex needs and an EHC Plan may be in receipt of Social Care or Health funding to help them achieve educational outcomes.

The self-assessment is divided into 8 sections:

Section 1	Outcomes, achievements and standards for pupils with SEND
Section 2	Leadership of SEND
Section 3	The quality of teaching and learning for pupils with SEND
Section 4	Working with pupils and parents/carers of pupils with SEND

Section 5	Assessment and Identification
Section 6	Monitoring, tracking and evaluation
Section 7	The efficient use of resources
Section 8	The quality of SEND provision

Within each section there is a set of statements against which the school can evaluate current practice. The statements cover the range of activities which together help the school to improve its SEND provision. The self-assessment may be completed at a single session or at several over a period of time.

The completed self-assessment allows the school to:

- identify strengths and areas for development
- prioritise actions according to its own judgements

Sitting alongside this framework is documentation applicable to School Governors/Directors. Within that, we have provided a template for a meeting between the SEN Governor and SENCo, and a template for a report to inform the Full Governing Body of a school about the SEND provision in place. Ultimately the governing body are accountable for the progress and outcomes of all pupils, including those with SEN/D.

This framework has been compiled with reference to the Ofsted framework and handbook.

School Visit/Self-Evaluation Template

Context of the school including key SEND statistics, for example % of pupils with SEND, % of pupils with an EHCP

SECTION I	SUGGESTED THEMES AND AREAS TO EXPLORE	YES	TO SOME EXTENT	NO	AREAS FOR DEVELOPMENT/COMMENTS
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SECTION 2	SUGGESTED THEMES AND AREAS TO EXPLORE	YES	TO SOME EXTENT	NO	AREAS FOR DEVELOPMENT/ COMMENTS
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<p>Leadership of SEND</p>	<p>The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of inclusion and high aspiration for all children</p> <p>School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND</p> <p>School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively</p> <p>Non discriminatory practice is evident through flexible approaches to behaviour, exclusion and attendance, determined on an individual basis according to circumstance and need</p> <p>There is an up-to-date and compliant SEN Information report which is easily accessible on the school website and has been co-produced with interested parties eg Governors, school staff, parents/carers and learners</p> <p>A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly</p> <p>OR</p> <p>SEND is an integral part of the School Development Plan where key priorities are identified correctly</p> <p>The SENCo is a qualified teacher and holds the NASENCo award</p> <p>The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively</p> <p>There are regular meetings between the SEN governor and the SENCo</p> <p>The SENCo works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND</p>				
<p>SECTION 2 Contd</p>	<p>The SENCo works with the school Leadership team and contributes to the decision making process, including financial decisions, relating to SEND</p> <p>Leaders ensure that all pupils receive their full entitlement to a broad, balanced and inclusive curriculum</p>				

SECTION 3	SUGGESTED THEMES AND AREAS TO EXPLORE	YES	TO SOME EXTENT	NO	AREAS FOR DEVELOPMENT/ COMMENTS
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<p>The quality of teaching and learning for pupils with SEND</p>	<p>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 education for all pupils</p> <p>Teachers have a clear understanding of pupil need and personalised strategies are informed by partnerships with parents/carers. These are consistently applied throughout the school</p> <p>The individual needs of pupils are regularly and effectively communicated to all staff</p> <p>Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs</p> <p>Pupils with SEND have equal access to the subject expertise of teachers and are not routinely taught lessons by Teaching or Support staff</p> <p>Teachers clearly evidence that they are following cycles of assess, plan, do, review as outlined in the graduated approach</p> <p>Teachers and Teaching Assistants are involved in curriculum planning and review to ensure the needs of all learners can be met</p> <p>Teaching Assistants are well informed about all tasks and work confidently in classrooms and in the delivery of interventions</p> <p>Evidence from observations shows the delivery of interventions is considered to be consistently good or better</p> <p>Evidence from observations shows that learning that has taken place in small group or individual interventions is carried over into whole class lessons; showing retention and application of new skills</p> <p>All staff have easy access to current targets/outcomes for the pupils they teach or support</p> <p>Staff meetings and training regularly have an SEN/Inclusion focus</p> <p>Pupils with SEN show positive attitudes towards their learning and provision and can talk about this well</p> <p>Teachers have a focus on preparing pupils for their next stage of education, employment or training. Teachers are aware of pupils' interests and aspirations and the intention of their course of study. They inspire pupils with SEND to achieve the best possible outcomes.</p>				
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SECTION 4	SUGGESTED THEMES AND AREAS TO EXPLORE	YES	TO SOME EXTENT	NO	AREAS FOR DEVELOPMENT/ COMMENTS
<p>Working with pupils and parents/carers of pupils with SEND</p>	<p>The SEN information report provides a comprehensive summary of provision at the school</p> <p>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)</p> <p>Parent/carers are provided with information on how to find and access the Local Offer</p> <p>The school recognises the role parents/carers have in identifying and meeting their child's needs and therefore fully involves them at every stage of the process</p> <p>The school has a system for informing parents/carers when special educational provision is going to be made for their child and seeks their permission before referring to external agencies</p> <p>Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.</p> <p>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 EHC plans.</p> <p>Parent/carers are fully involved in transition arrangements from one school to another</p> <p>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 real difference</p> <p>There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the school council</p> <p>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</p> <p>Pupils with SEND are confident in using the school's systems and procedures for addressing bullying</p>				

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SECTION 5	SUGGESTED THEMES AND AREAS TO EXPLORE	YES	TO SOME EXTENT	NO	AREAS FOR DEVELOPMENT/ COMMENTS
Assessment and Identification	<p>Whole school assessment procedures are used as a tool for the early identification of pupils with SEN</p> <p>The school uses a range of diagnostic tools and the expertise of outside agencies to identify and review the specific needs of pupils</p> <p>Comprehensive assessment supports accurate identification of need and informs classroom practice</p> <p>The SEN register is accurate, proportionate to the school roll and reviewed at least termly</p> <ul style="list-style-type: none"> • The effectiveness of quality first teaching is taken into account before assuming a pupil has SEN • The role and impact of support mechanisms within school eg pastoral is explored before assuming a pupil has SEN <p>The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed</p>				

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SECTION 6	SUGGESTED THEMES AND AREAS TO EXPLORE	YES	TO SOME EXTENT	NO	AREAS FOR DEVELOPMENT/ COMMENTS
Monitoring, tracking and evaluation	<p>Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly</p> <p>Interventions follow a cycle of Assess, Plan, Do, Review</p> <p>Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly</p> <p>The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects</p> <p>The SENCO uses externally validated data to inform the planning of interventions</p> <p>Baseline measures of pupil performance are recorded prior to the start of any intervention and are included in regular reviews of pupil progress</p>				

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SECTION 7	SUGGESTED THEMES AND AREAS TO EXPLORE	YES	TO SOME EXTENT	NO	AREAS FOR DEVELOPMENT/ COMMENTS
The efficient use of resources	<p>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</p> <p>There is a graduated approach to interventions. Class, group and individual support approaches are balanced appropriately</p> <p>Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed</p> <p>Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map</p> <p>Highly effective administrative support allows staff with responsibility for SEND to work strategically</p> <p>The school has and uses a range of appropriate resources to facilitate high quality interventions</p> <p>There is an identified area within the school for use as a quiet/time out space</p>				

SECTION 8	SUGGESTED THEMES AND AREAS TO EXPLORE	YES	TO SOME EXTENT	NO	AREAS FOR DEVELOPMENT/ COMMENTS
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<p>The quality of SEND provision</p>	<p>The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils with SEND have their statutory needs met</p> <p>Provision addresses the agreed outcomes from within pupils' EHCPs and SEN Support plans</p> <p>Outside agency support is engaged appropriately and the recommendations received from professionals are implemented, reviewed and evaluated within cycles of support</p> <p>The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils</p> <p>The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further</p> <p>The school is outward facing and engages critically with developments in practice</p>				
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