

SEND Self Review Best Practice Guidelines

(to be used to support completion of the
WHOLE SCHOOL SEND evaluation tool)



Special Educational Needs and Disabilities
Version 1 – January 2019

Special Educational Needs and Disabilities Self-Review **Best Practice Guidance**

Introduction

The following Best Practice Guidance has been produced by Telford and Wrekin to support a school's self-assessment using the WHOLE SCHOOL SEND evaluation tool. It is a catalogue of **statements** which come from Telford and Wrekin schools and has been produced by SENCos and professionals with expertise in SEND. A number of resources are included too. It intends to be an evolving document which will be regularly updated with new additions.

The guidance is divided into sections that match the WHOLE SCHOOL SEND evaluation tool and includes:

- Outcomes for pupils with SEND (page 3)
- Leadership of SEND (page 4)
- The quality of teaching and learning for pupils with SEND (page 6)
- Working with pupils and parents/carers of pupils with SEND (page 8)
- Assessment and identification (page 9)
- Monitoring, tracking and evaluation (page 11)
- The efficient use of resources (page 12)
- The quality of SEND provision (page 13)

Schools should use the statements to consider SEND practice in their own setting. The statements are likely to be helpful when you describe your current strengths and areas for development using the WHOLE SCHOOL SEND evaluation tool. The first time the WHOLE SCHOOL SEND evaluation tool is used it is unlikely that a school's SEND practice will feature all statements; rather the intention is to support and guide consideration regarding what actions you may take next. The ultimate goal is to provide outstanding practice for children with Special Educational Needs and Disability.

Outcomes for pupils with SEND

There is a robust moderation system in place for all teacher assessment of pupils with SEND progress. Examples of paperwork linked to pupil targets/outcomes

Pupils make progress from their individual starting points. All teachers to be accountable for assessing; setting outcomes and reviewing progress

Progress should be monitored in line with school system for expected or exceeding expectations.

Long Term Outcomes are accurately set for pupils and monitored over time.

Short term Outcomes are set and regularly reviewed for pupils

All outcomes are discussed with families

All outcomes are shared, agreed and reviewed with pupils as appropriate

The SENCo can evidence how pupils with SEND make rapid, sustained and/or good progress over time.

The school does not have a disproportionate number of pupils with SEN that are excluded and the exclusion data demonstrates school position.

Leadership of SEND

A school should have its inclusive ethos, values and vision published on its website which is accessible in a range of formats. The school has posters/displays relating to its values. Children are able to talk about the school's values.

A school's admissions policy is published – committing to welcoming all children into school.

All staff are aware of and maintain a staff code of conduct. The code is regularly reviewed and signed by all staff and governors.

All staff are trained in maintaining dignity and respect for pupils, families and colleagues. Job descriptions from all staff include statements on dignity and respect for all. Teachers standards include 'treating pupils with dignity'.

Terminology is used sensitively and with respect – staff listen to what pupils and families in terms of how they would like to talk about their needs. As a result parent/pupil surveys show positive feedback

There is a parent/carer contract that includes agreement to maintain the school values.

There is a pupil contract that leads to agreement to keep to the school values.

All senior leaders including governors are knowledgeable about the statutory requirements in relation to SEND.

All senior management are aware of the equalities policy across school. Equality objectives are linked to whole school development plan. The school has equality objectives published on its website.

The equality policy links to the needs of pupils with SEND to ensure that there are equal opportunities across school to after school clubs; sports clubs; trips and visits. Reference The Equality Act 2010 and schools May 2014

www.gov.uk/guidance/equality-act-2010-guidance

The school have equality targets and these are published. An equality Policy in place

www.gov.uk/.../department-for-education-equality-objectives

The school adheres to the public sector equality duty e.g. Evidence of fostering good relations between those with protected characteristics and those not (disability focus)

There a clear commitment from senior leaders to raising standards and ensuring progress for all pupils. Regular pupil progress meetings document progress of pupils with SEND

Senior leaders are recruiting, deploying and managing teaching assistants in line with audited needs and best practice. Reference is made to 'best effective use of teaching assistants' guidance.

Leaders monitor and observe teaching assistants and measure impact.

Learning walks take into account the environment, strategies and personalisation for pupils with SEND. There is regular book scrutiny for pupils with SEND.

Senior leaders include questions on working with pupils with SEND on their interviews for all staff.

Senior leaders regularly review their Accessibility plan in terms of – physical environment; information and access to the curriculum. All schools must have an accessibility plan to show how they intend to improve accessibility for pupils with SEND and when these improvements will take place. Freestanding document or incorporated into SIP/SDP.

All senior leaders comply with the duty to make 'reasonable adjustments' for pupils with SEND?

Guidance from this may come from other professionals such as speech therapists.
Evidence in risk assessments; ASD support plans; provision maps.

Through involvement in network groups, Heads forum, Heads and chairs
Senior leaders are aware of the funding arrangements, all local strategic plans for pupils with SEND

The school contributes to the Local Authority Local Offer for children, young people with SEND The Local offer for SEN is linked to the school website. There is a two way link in place with

www.telfordsend.org.uk

Work with families shows their views have contributed to the website and local offer. There is evidence of meeting with families gaining views and/or questionnaires and/or phone calls/emails.

SEN Information Report in place structured to legal requirements
Governors link with the writing of the SEN Information report

Resource links

www.sendgov.co.uk/download-guide

www.nasen.org.uk

The quality of teaching and learning for pupils with SEND

Pupils with SEND are clearly and accurately identified

All class teaching includes personalisation and differentiation as appropriate. Evidence in observations; whole class planning; individual plans

All teachers show responsibility for reviewing progress of all children. Evidence from book trawls, learning walks, Pupil Progress Meetings, pupil voice

Teachers spend a proportion of their time directly teaching the pupils with SEND in their class. Systems in place that allow time for regular review of SEND pupils and interventions

All pupils with SEND are included in the whole class teaching time with/without support as needed www.sendgateway.org.uk which includes SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges

The teacher has time with the teaching assistant/other staff for planning and reviewing children with SEND progress Deployment of TAs is evident in planning

- www.maximisingtas.co.uk
- www.senteacher.org
- www.tes.com/articles/special-educational-needs-resource-collections

There is a consistent approach to sharing essential information between staff on a daily basis in the class

Teachers are using teaching assistants effectively to support pupils with SEND. Evidence linked to Performance management targets for TAs.

www.wholeschoolsend.com/ta-deployment-review-guide

Teachers are aware of the requirements of the Teachers standards document. Appraisal system should include Teachers Standards document

All staff are offered induction or ongoing training which includes SEND and a record is kept by the SENCo

Teachers meet with parent/carers as required in Code of Practice

Teachers meet with Parent/carers on request/regularly

NQTs are supported by the SENCo, mentors and senior leaders to meet the needs of pupils with SEND and ensure they make progress

NQTs are offered bespoke training specifically to help them with pupils with SEND in their class

All staff including senior leaders are reflective in their practice

The structure in the department/phase includes a link person for SEND and this is evident in school staffing structure – available to parent/carers/families

The department/phase includes differentiated resources, in different formats evident through planning, personal or group intervention plans, book trawls, learning walks

The department/phase lead has identified training for staff in relation to SEND. Training records are held by the SENCo

There a consistent communication policy with all staff across phases or inter-departments in relation to pupils with SEND

Working with pupils and parents/carers of pupils with SEND

Families can access information about the school prior to their child with SEND starting via website / SEN information report / School brochure /Local offer

www.telfordsend.org.uk

There is a clear communication policy with parent/carers for daily, weekly, termly contact as appropriate delivered via communication book; agreed calls; reports; meetings

There are planned meetings across the year with families of pupils with SEND in line with statutory requirements in SEND Code of Practice

Information to families accessible and in a range of formats in line with requirements in accessibility legislation

There a quiet confidential area in school for families to discuss with staff.

There are events that encourage families to visit schools and talk with staff via Inclusion/SEND coffee mornings for parents with external agency support.

All admission documentation may include questions on prematurity; sensory needs; disability; medical needs

The school holds transition meetings and writes transition plans with families to ensure everything is in place to meet the needs of pupils with SEND

There are opportunities for the pupil to express choice; likes and dislikes in school. Records show pupils' opinions and choices in relation to activities and outcomes.

Support is given for pupil's communication both verbal; signing; symbols; OOR; POR-modified language (H.I.); braille/adapted resources (V.I.). Communication needs have been appropriately assessed and support strategies are in place.

Pupils can state what support they receive, what it is for and how it helps them. There is evidence of pupil views in annual reviews and school monitoring files.

Pupils with SEND express their views about their attitudes to learning and safety in school and there is documentation showing response to pupil views.

Pupils with SEND views are supported by a familiar advocate (staff/family member) in documentation and meetings.

Pupils with SEND views are responded to and changes made as appropriate.

Information Link

www.mencap.org.uk

www.contact.org.uk

Assessment and identification

All staff are aware of the SEN Code of Practice

www.gov.uk/government/publications/send-code-of-practice and the four areas of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional, Mental Healthj
- Sensory/Physical Needs

All interventions are evidence based, have impact and are reviewed regularly

The SENCo understands processes for referral to other agencies and professionals.

Resources

Cognition and Learning

www.thedyslexia-spldtrust.org.uk

www.telfordsend.org.uk

www.driveryouthtrust.com

Communication and Interaction

www.thecommunicationtrust.org.uk

www.autismeducationtrust.org.uk

www.autism.org.uk

Social, Emotional, Mental Health

www.severnteachingschool.co.uk Future In Mind

Sensory

www.rnib.org.uk

www.ndcs.org.uk

www.telfordsend.org.uk

link to local Sensory Inclusion Service – further resources on meeting sensory needs in schools

The school has identified pupils with additional needs and placed them within SEN Support. www.gov.uk/government/publications/send-code-of-practice

Is it clear what additional support a pupil is receiving when at SEN Support level in school

Individual plans for pupils clearly identify need of pupil and the plan is appropriate to support. Individual plans for children are consistent across school and there is a quality assurance process.

There is clear information available about a pupil's needs that is consistently and securely shared with all teachers.

The Governors/Board of the school have ensured that the senior managers are carrying out their duties under the guidance for schools on medical needs with reference to guidance Supporting pupils at school with medical conditions December 2015

www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions

There is a medical needs policy in place

On entry to school - All pupils who require one have an individual health care plan agreed with parent/carers and a health professional and there is evidence of minutes of meetings with parent/carer and pupil.

There is clear medical/health reports/letters that link to the Individual Health Care Plan. The individual healthcare plans in place with agreement with parent/carer to share information as required to meet medical needs

The school holds at least an annual review of the Individual Health Care Plan and this can be evidenced through Education/Health liaison records.

There is regular liaison and sharing of information between family, pupil and school to support medical needs

Training as appropriate to pupil's needs is kept updated and advised by health professionals.

Monitoring, tracking and evaluation

Assessment systems for all children are rigorous across school

Assessment identifies children's needs accurately as evidence in moderation files, meeting minutes, whole school progress records with SEND pupils identified with other groups. SENCo progress file shows clear progress

All processes follow the assess – plan – do – review process as in the SEND Code of Practice

The school has a timetable of EHCP reviews so that all timescales are met. Timetable in place and shared with LA.

All agencies involved are notified and invited to review meetings within the correct timescale. The information held on who should be invited is correct and there is evidence that health and social care partners have been invited.

Information sent to families prior to the meeting in an accessible format.

Dates and times agreed with families.

All families are given appropriate notice and information about the EHCP review meetings.

The efficient use of resources

All staff have been offered SEND training. Local and national SEND training/courses are identified. SEND courses attended.

There is a regular schedule of training in SEND for staff Records show. Training attended and implement as appropriate.

SEND training attended by a colleague has been disseminated to other staff.

Training is related to the needs of pupils with SEND currently within school.

The school covers training for additional needs other than those attending the school (prospective pupils).

There a requirement on induction of new staff to complete SEND training.

The impact of the SEND training is monitored across school by SENCo through SLT monitoring walks reports.

Following training, staff receive mentor/coaching in practice for working with pupils with SEND. Senior staff trained in mentoring/coaching skills.

Observations by SLT ensure that training is implemented and has impact on progress.

Resources

www.severnteachingschool.co.uk

www.wholeschoolsend.co.uk

www.oln.nasen.org.uk

Focus on SEND – NASEN online free training

The quality of SEND provision

All parts of the school are accessible or there are plans to achieve accessibility. Evidenced by:

- Accessibility legislation
- School accessibility plan
- Communication friendly school audit
- ASD friendly school audit
- Sensory audit materials available in Autism Education Trust materials
- HI/VI learning environment audits

The signage in school is clear

A sensory audit been undertaken in relation to the needs of pupils with ASD – lighting; colours; defined spaces. Liaison with professionals; physiotherapists and occupational therapists – to seek advice.

Multi-sensory teaching and learning is evident in all classrooms. Seating pre-planned in classroom. Evidence in learning walks, observations.

The needs of the children been planned for – corridors; space for chairs; space to manoeuvre; space to store specialised equipment – such as searing standing frames

The seating of children with additional needs in the classroom in relation to sensory needs has been met. Access support from advisory teachers HI/VI/MSI e.g. functional vision skills checklist.

Assessment of the learning environment has taken place in terms of hearing/vision. Policy; risk assessment evacuation plans in place and up to date.

Health and safety Policy is in place with risk assessments and evacuation plans in place.

The SENCo is a qualified teacher

The SENCo has or is training for the National Award for SENCos

The school has a SEND Policy which covers all requirements

The school has a SEN Information report which is published on the school website.

Resource examples for SEN information reports

www.sendgateway.org.uk/r/sen-information-report

There is a governor responsible for SEND

The Governor (SEND) has attended SEN training www.sendgov.co.uk

The SEND Governor meets with the SENCo regularly to provide support and challenge

There a regular schedule of SEND monitoring visits

The school keeps a working list/register of pupils with SEND

There a whole school approach to identifying pupils' communication needs

The school/SENCo clearly define what is meant by SEN Support and it is accessible format for families

All safeguarding policies and procedures are in place within the school

The school has a policy for pupils with medical needs and it is clear who has overall responsibility for the implementation of this policy

The SENCo can summarise the assessments used and procedures to use them for pupils with SEND

The SENCo can talk competently about the progress and attainment of pupils with SEND to professionals

The senior management of the school track progress of pupils with SEND by cohort to inform planning and provision

All interventions used in school are related to an audit of pupil needs

All interventions have clear baselines and regular reviews over time and evidence of impact is clear

All interventions are research evidence based showing impact

Specific interventions have consistent and clear records

Whole school provision maps clearly show provisions and impact over time

Information can be drawn from whole school provision map to inform individual costs/impact

Provision Maps for pupils with EHCPs are in place demonstrating cost/impact of personal provision

A System is in place for all intervention/extra work to be recorded in subject books

Support for differentiation or personalisation within the curriculum is evident across school. The SENCo provides support and monitors the process of personalisation/differentiation.

External advice/moderation is sought to support judgements on progress

Senior management liaise with the SENCo to review the impact of provision

Evidence based strategies and interventions – EEF –

www.educationendowmentfoundation.org.uk

www.sendgateway.org.uk/resources.sen-support-research-evidence

Professional advice is accessed at a whole school level such as training and advice on learning environment, www.telfordsend.org.uk, www.severnteachingschool.co.uk

There is planned training from professionals to meet the needs of current and/or potential pupils. Professional reports are evident in school and all relevant staff have used them for planning

There are specific confidential areas for professionals to work and then feedback to the family, pupil as appropriate, teacher and key staff

When professional assessments and advice is sought it contributes to whole class/subject teaching and practice/strategies

All interventions followed are evidence based.

When specific interventions are recommended by professionals these are these linked to the curriculum content

When interventions are followed there is a set date for the professional to review their advice

Families are involved in giving information and gaining feedback from the professional

The SENCo is aware of how to access additional information and advice for pupils with sensory needs HI/VI/MSI

There is a consistent timetable of transition meetings and visits are planned across the school year

There is a clear procedure for transition on entry to school from home and transport and information is available to families and is accessible on the school website.

Families have clear information about entry to school and work with school to ensure transition is a positive process for pupil and there is liaison with families to understand the needs of the pupil prior to entry and plan support

Transitions across the school are well supported at a personal level for pupils

Transitions across phases are planned for and information is shared in a timely and secure manner

All statutory guidelines are followed in dealing with exclusions and no pupil excluded as a result of their SEN not being met (IPSEA guidance)

No discrimination exists in regard to a pupil's SEN. There is no evidence of parent/carers being asked to keep/take pupils with SEND home without proper notification

The school has accessed all forms of local support to meet needs of children with SEND. For example the Inclusive School Forum

The school is aware of all procedures to access support via FAP and PRU provisions

No informal exclusions occur in school for pupils with SEND as these are unlawful

Modified timetables are agreed with parent/carers and reviewed regularly in liaison with the LA. Modified timetables are used as short term interventions.