SEND REVIEW GUIDE

A school-led approach to improving provision for all

CONTENTS

Introduction to the SEND Review Guide Suite	**3**
Authors' Foreword	**4**
What is a SEND review?	**5**
Taking an evidence informed approach	**6**
The SEND review framework	**7**
Case Study 1	**15**
Case Study 2	**17**
Case Study 3	**18**
Annex 1: School visit and self-evaluation template – mainstream schools	**20**
Annex 2: School visit and self-evaluation template – specialist settings	**27**
Annex 3: School visit and self-evaluation template – sixth form settings	**33**
Annex 4: School visit and self-evaluation template – early years settings	**40**
Annex 5: Reporting template	**46**
Annex 6: Follow-up visit template	**47**
Contributors	**49**
Whole School SEND Resources	**50**

INTRODUCTION TO THE SEND REVIEW GUIDE SUITE

Whole School SEND is a consortium that brings together schools, organisations and individuals who are committed to ensuring that every child and young person with SEND can achieve their potential at school. A key principle underpinning the work of Whole School SEND is the use of SEND reviews to look at how schools and settings provide for learners with special educational needs and disabilities. The findings from SEND reviews can help improve SEND provision and strategy so that learners are appropriately supported to achieve good outcomes.

The benefits of self-evaluation, peer review and reflective practice are widely known and well understood. However, the successful implementation of these approaches can be challenging to achieve in practice. For this reason, Whole School SEND hosts a suite of freely-available SEND review guides that act as a scaffold to support the effective reviewing of SEND at a range of levels from strategic leadership through to individual practitioners.

The intention is for SEND reviews to act as a catalyst for driving change and improving provision, so it is common for reviews to lead to an action plan. The suite of SEND review guides includes:

- SEND Review Guide
- Effective SENCo Deployment Guide
- Demonstrating Inclusion Tool
- Preparing for Adulthood from the Earliest Years Review Guide
- SEND Reflection Framework
- Teaching Assistant Deployment Review Guide
- MAT SEND Review Guide
- Early Years SEND Review Guide
- SEND Governance Review Guide

We recognise that every school or setting is individual and may require a tailored version of the SEND reviews. Therefore, the entire suite of SEND review guides are available in an editable format from the SEND Gateway – www.sendgateway.org.uk.

We very much hope that this suite of SEND review guides is useful in providing a framework of support and challenge to make a difference to children and young people with special educational needs and disabilities.

Adam Boddison
Chair, Whole School SEND; CEO, nasen

Anne Heavey
National Director, Whole School SEND

nasen
Helping Everyone Achieve

WholeSchool SEND

AUTHORS' FOREWORD

This Guide draws on the best practice that already exists within schools and has been produced by teachers and school leaders who deliver excellent provision for children and young people with special educational needs and disabilities (SEND). We recognise that each school is different and that there is no perfect model of provision.

Evidence has shown that purposeful and focused collaboration between schools can improve outcomes for all pupils. The Guide provides a framework for schools to review their current provision and for reviewers to support and challenge the schools that they work with. The case studies illustrate the impact that a review of provision can have on the supported school and also highlight how reviewers and their own schools have benefited from a peer review model.

Reviews are often the beginning of an ongoing dialogue and partnership. These partnerships can be between schools in a variety of different settings and there is much to be learned from mainstream and specialist provisions working together. We hope that the Guide will offer a foundation for schools to collaborate and build communities of practice that place improving outcomes for all children, including those with SEND, at the centre.

The authors are grateful to London Leadership Strategy, the Teaching School Council, NCTL, Challenge Partners, Whole Education, Teaching Leaders, Contact a Family, Council for Disabled Children and the many parents, pupils, schools and school leaders who have given so generously of their time.

David Bartram OBE
Director, Prescient Education

Vijita Patel
Principal, Swiss Cottage School

WHAT IS A SEND REVIEW?

Any school is able to commission or undertake a SEND review in order to evaluate the effectiveness of its provision for pupils with special educational needs and disabilities. This includes mainstream schools, alternative provisions and specialist settings. A SEND review should help to ensure that all children, in all educational settings, achieve their very best, including the knowledge, skills and qualifications that they need for successful transition, further education and employment.

The review process normally takes two to three days. This includes the preparatory work before going into the school, the time needed to collect evidence during the school visit, and the report writing and feedback that takes place after the review. Many schools will establish an ongoing relationship with their reviewer who can provide follow-up support and advice. The timescale for a review would normally be two to three weeks from preparation to reporting. Follow-up visits may vary from intensive weekly visits to visits spread across the academic year.

A SEND review should be led by an experienced, independent system leader who has a track record of improving outcomes for pupils with SEND.

WHAT ARE THE BENEFITS OF COMMISSIONING A SEND REVIEW FROM A SYSTEM LEADER?

Commissioning a SEND review from a system leader, trained in using the SEND Review Guide, means that both the 'supporting' and 'supported' school benefit from working together. The school receiving the review benefits from an experienced practitioner with knowledge and expertise in SEND and a track record of improving outcomes. Reviewers also benefit from the process: they gain experience of schools in different contexts and settings and often learn a great deal from the schools that they work with. It is a rewarding and enriching experience that supports professional development, develops knowledge and inspires new ideas and ways of working. As a result, the opportunity to engage in such work can also offer a powerful retention strategy for schools involved.

School-to-school SEND reviews also offer real opportunities for specialist schools and mainstream schools to learn from each other. For example, many mainstream schools have found it helpful to have their SEND provision reviewed by colleagues from specialist settings. Equally, specialist settings can benefit from the expertise found within mainstream.

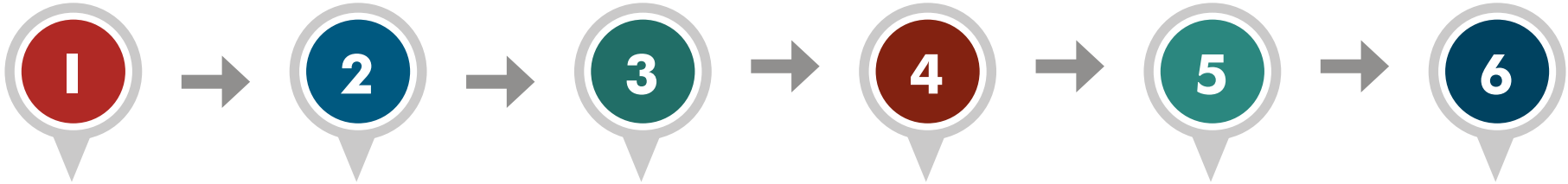
TAKING AN EVIDENCE INFORMED APPROACH

Excellent teaching for pupils with SEND is excellent teaching for all. The Code of Practice[1] emphasises that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Accurate identification of need and early intervention will support high-quality provision to meet the needs of children and young people with SEND. This should include the use of evidence based interventions and approaches. Educational settings, joint commissioning arrangements and local authorities are therefore responsible for ensuring that the best evidence available on interventions and approaches is used to support children and young people.

An uncompromising focus on improvement and recognising what works and what doesn't for those identified with SEND will raise attainment and make a difference to all children. There is a growing and valuable evidence base which helps teachers and leaders make evidence informed decisions about which interventions can maximise impact and provide good value for money, for example the EEF[2], The Communication Trust[3] and NICE[4]. Research from randomised control trials (RCTs) should be used to build the professional judgement and the discretion of teachers, as the most powerful knowledge about what works is informed by each context and the expertise of practitioners, particularly for the SEND sector. Localised and applied research is likely to be most useful for informing strategy and teaching practice. Growing the research literacy of teachers in schools and building localised research of what works will strengthen professional judgement and intelligent, informed decision making to deliver continuous progress for all pupils with SEND.

[1] gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
[2] educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit
[3] thecommunicationtrust.org.uk/whatworks
[4] nice.org.uk

SIX STAGE PROCESS



IDENTIFICATION
Request for a review is made

SELF-EVALUATION
School completes self-evaluation of current provision

PREPARATION
The reviewer requests preparatory information, analyses relevant data and confirms programme

SCHOOL VISIT
The reviewer visits the schools, collects evidence and delivers verbal feedback

REPORTING
The reviewer submits a written report within a timescale agreed with the school

FOLLOW-UP
The school may agree follow-up visits and support

IDENTIFYING SCHOOLS FOR A REVIEW

When should schools commission a review?

Reviews can be commissioned for a variety of reasons including:

- Raising attainment and improving progress
- Improving the quality of provision for pupils with SEND
- Reviewing the quality of inclusive practice at a school
- Increasing attendance and reducing exclusions for pupils with SEND
- Gaining a better understanding of the wellbeing of pupils with SEND
- Identifying SEND as an area for development through self-evaluation
- Wanting a fresh perspective on provision from an experienced system leader
- Significant change in the demographic of the SEND population in the school
- A change in leadership and management at the school
- External validation of a school's evaluation of its SEND provision

IDENTIFYING THE NEED FOR A SEND REVIEW – SOME EXAMPLES

Headteacher Karen Hooker requested a SEND review for Downside Primary School, a large primary school in Luton. The focus of the review was to gain external validation of the school's SEND provision and to support effective implementation of the new Code of Practice (2015). The senior leadership team used the recommendations in the review to inform the school's development plan and to design an innovative support structure that develops teacher expertise in SEND.

Nova Hreod Academy identified SEND as an area for development through self-evaluation. This included addressing low levels of attendance for pupils with SEND. In 2014, Principal Darren Barton and Executive Principal Ben Parnell requested a SEND review as part of a wider strategy to improve outcomes for pupils at the Academy. In 2015, the number of pupils achieving 5+ A*-C GCSEs including English and Maths increased from 31% to 60% and outcomes for all groups of pupils with SEND improved significantly. The attendance of pupils with SEND increased from 89.74% to 92.12%.

Lilian Baylis Technology School is an outstanding secondary school in Lambeth. Headteacher Gary Phillips requested a SEND review to support the new SENCO with the implementation of the (2014) SEND reforms and gain an additional perspective on the provision. SEND practice at the school was recognised as a strength and the school is currently involved in supporting other schools to develop their provision.

In 2014, new Headteacher Rob Shadbolt commissioned a SEND review for Wood Green School in Witney. The school had recently been placed in Special Measures and the progress of pupils with SEND had been highlighted as an area of concern by Ofsted. The review was used to improve outcomes for pupils with SEND and to develop the quality of the school's current SEND provision. In July 2015 Ofsted judged the school to be Good in all categories.

WHO RECOMMENDS THAT A SEND REVIEW SHOULD TAKE PLACE?

A review might be recommended as a result of a peer review process or it can be requested by a number of stakeholder bodies which include:

- A school, including the governing body
- Further Education Colleges
- Independent providers
- Regional Schools Commissioners
- A school's local authority
- A Teaching School Hub
- An organisation involved in running the school such as a Multi-Academy Trust or Diocese.

2

SELF-EVALUATION

A school should take the opportunity to self-evaluate its SEND provision before the review takes place. This can provide useful information to the reviewer and also help the school to focus on what it does well and areas for development. Completing a self-evaluation is therefore a useful way for the school to make the most of their review. This should take into account the context of whole school improvement priorities.

It is recommended that the SENCO and the school leadership team complete this self-evaluation together and then forward it to the reviewer before they arrive on-site.

The school visit/self-evaluation template (Annex 1) can be a useful starting point for schools to think about and reflect on the nature and quality of their current provision and decision making and the impact that it has for children with SEND.

3

PREPARATION

Taking time to collect a range of evidence before the review can provide invaluable information for the reviewer. Reviewers often spend at least a half-day in preparation prior to visiting the school. This can help to identify a particular focus as well as areas of strength and weakness. It is helpful to agree a programme in advance so that the right people are available on the day the review takes place.

Useful information for reviewers might include:

- The SEND information report and school website
- The school's Ofsted report
- Externally validated performance data
- Current progress data, including pre/post intervention data
- The school's Self-Evaluation
- SEND development plan
- A provision map
- An outline of roles and responsibilities within the SEND team
- External reviews or reports
- Statutory policies relating to SEND
- Comparative data for SEND students on attendance, fixed-term exclusions, permanent exclusions and internal isolation against the school, local authority, regional and national benchmarks
- Use of alternative/off-site provision for SEND students and assessment of its effectiveness
- Policy and practice for deployment of teaching assistants – induction and training of same
- Exemplar pupil passports or similar
- CPDL programme for staff relating to SEND.

4

SCHOOL VISIT

During the school visit, reviewers will follow a programme (agreed between the reviewer and the school) that may include gathering the views of a range of stakeholders including:

- Headteacher
- Senior lead for SEND
- Parents/carers
- Pupils
- SEND governor/Chair of governors
- Classroom teachers
- Teaching assistants
- Pastoral staff
- Specialist teachers, for example a speech and language therapist in a resource base for pupils with a specific need.

Reviewers may also find it helpful to gather evidence in a variety of ways including:

- Lesson observation
- Observation of intervention sessions for pupils with SEND
- Assessment systems of all pupils including those with SEND
- A tour of the school
- Paperwork scrutiny
- Learning walks
- Book looks
- Observation of unstructured activities such as breaktime and lunchtime clubs
- Observation of alternative/off-site provision
- Review case studies on pupils.

The school visit/self-evaluation template can provide reviewers with a useful framework that can build on the school's self-evaluation.

5

REPORTING

Reviewers are expected to produce a written report for schools, within an agreed timescale. The report should provide a summary of the strengths and areas for development, and a series of evidence informed recommendations for improving the quality of provision for pupils with SEND. The report will give a summary on the context of the school. This might include the size of the school, levels of fixed-term and permanent exclusions and attendance for pupils with SEND, the percentage of pupils on the SEND register, the distribution of identified need and those that are eligible for the pupil premium. It may be helpful for reviewers to provide some reference to national statistics on special educational needs.

A template has been developed which reviewers may find helpful for structuring their report (Annex 5).

6

FOLLOW-UP

Schools are encouraged to ask the reviewer to return after an agreed period of time to review progress with the recommendations. Schools can also agree packages of support with their reviewer, or the reviewer may be able to direct schools to practitioners or organisations who can provide ongoing support. These regular visits can often help the school to maintain focus on the recommendations. This alignment with the Standard for Teachers' Professional Development is key to securing improvement.

CASE STUDY 1

Purpose

The Oaks Collegiate is a partnership of ten mainstream secondary schools and one special school in Birmingham who work together to improve the quality of teaching and learning in all the Oaks schools.

The partnership approached the London Leadership Strategy to support the sustainable and strategic development of SEND provision across this group of schools.

Priorities

- To develop a model of school-to-school support that ensures all Oaks Collegiate schools have access to high-quality advice and support
- To ensure the model of collaboration is sustainable and builds capacity across the schools involved
- To develop knowledge and expertise in SEND across the partnership and share models of best practice from beyond the partnership.

School-to-School Support

The Oaks Collegiate identified five SEND practitioners from its own schools, to shadow five experienced SEND reviewers from the London Leadership Strategy. These five SEND practitioners worked with the reviewers and in pairs they conducted six visits a year at half-termly intervals to targeted schools across the Oaks Collegiate.

All 10 SEND practitioners received reviewer training and coaching training.

The supported schools completed a self-evaluation based around the eight key areas outlined in this Guide. The SEND practitioners then completed a self-evaluation to ensure that their expertise was targeted at schools where it would have most impact.

CASE STUDY 1 – **IMPACT**

"The project has facilitated our journey to evaluate the status of SEND provision at a whole school level and develop a strategic plan for short and long-term developments in terms of teaching and learning, assessment and the leadership of SEND.

The project has given us a structured framework to reflect on our current practice and given us an opportunity to celebrate the things we do well. It is often too easy to forget the positive things we do in schools to support children. This partnership approach has made us say 'well done' for the many positive things we do but maybe forget or take for granted. I feel we are now in a position to build on these strengths and sharpen our focus on the key aspects of our provision that require further development."

Steven Connor-Hemming
Deputy Headteacher, Hillcrest School

"Supporting another school has had an immense impact on me as a practitioner.The coaching dialogue with colleagues has always aimed to be pragmatic, positive and empowering, resulting not only in reflection about other schools' practice, but also on the nature of SEND practice in my own setting. This has brought about ongoing refinements and evaluations in my own school to help make provision and outcomes for pupils even better."

Maria Constantinou
Deputy Headteacher and SEND Leader,
St Mary's Primary School

"This partnership working has given me the opportunity to develop my leadership at a strategic level as well as strengthening my knowledge and understanding surrounding the new SEND framework. I have made improvements in my own school to policy, procedure and practice and shared good practice with schools across the Oaks Collegiate."

Lisa Bowker
Assistant Headteacher, Selly Park School

CASE STUDY 2

Purpose

The outcome of an Ofsted Inspection in May 2013 identified Cambridge School (a maintained special school) as moving from Outstanding to Requires Improvement. Swiss Cottage School, Development and Research Centre was approached to provide school-to-school support.

Priorities

- Senior Leadership: Peer-to-peer review process to introduce and embed a data-driven self-evaluation process; strategic action planning; mentoring-coaching on managing numerous short-term and medium-term priorities; curriculum developments.
- Middle Leadership: Strategic leadership responsibilities; use of data to inform strategic planning; monitoring the quality of provision; developing robust planning and moderation systems.
- Teaching and Learning: Relevant pedagogy for a changing population of learners with complex SEND; maximising the effectiveness of teaching assistants; shifting towards personalised learning; using data to inform differentiation; use and purpose of questioning, marking and feedback; tracking pupil progress.

The headteacher and senior leadership team changed during the programme, leading to an additional priority of supporting a new senior leadership team.

School-to-School Support

The programme of support was developed collaboratively between the schools and was underpinned by a coaching process to promote practitioner-led developments. It was informed by an initial audit which highlighted strengths whilst confirming key areas for development. The programme included:

- NLE and SLE deployment
- Peer-based model of support (for example, a middle leader from Swiss Cottage School supporting a middle leader at Cambridge School) to embed understanding of strategic leadership personalised to the area of leadership
- Training and workshops took place at Cambridge School within the context of their learners, including best practice observations with reciprocal visits for teachers to demonstrate pedagogical approaches. The supported schools completed a self-evaluation based around the eight key areas outlined in this Guide.

CASE STUDY 2 – **IMPACT**

An Ofsted Inspection in May 2015 identified the school as moving from Requires Improvement to Good.

CASE STUDY 3

Purpose

Foxfield Primary School was placed in the Ofsted category of Special Measures following an inspection during May 2014, which found the school to be Inadequate in all areas.

Recently appointed Executive Headteacher Rob Carpenter commissioned a SEND review as part of a whole school strategy to improve the quality of class teaching for all pupils and to improve outcomes for pupils with SEND.

Priorities

Key priorities for the school were identified as:

- Ensuring class teachers take greater responsibility for meeting the needs of SEND pupils and ensuring SEND pupils make better progress during lessons.
- Reviewing the SEND register so that it accurately reflects the need and provision for learners at Foxfield Primary School.
- Developing effective provision mapping across year groups and tracking the impact of specific interventions to ensure pupils make better progress.
- Increasing the level of teaching assistant expertise in key areas including:
  - Cognition and learning
  - Communication and interaction
  - Social, emotional and mental health.

School-to-School Support

The review was led by two experienced practitioners, from mainstream and specialist settings. The reviewers collected a range of evidence before their visit, and then spent a day on-site observing lessons and talking to staff, pupils and parents. This included a review of the school's additional resource provision for pupils with ASD.

Verbal feedback was given to the Executive Headteacher and Head of School at the end of the day. A written report containing strengths, areas for development and recommendations then followed.

The school used the report in the following ways:

1. The school completed a whole school review of SEND leadership and appointed an assistant headteacher with responsibility for SEND. An Inclusion Strategy Board was set up so that the tracking and monitoring of SEND provision was more systematic and rigorous.
2. Provision mapping across the school was reviewed which led to amending the mid-term and weekly planning formats. This placed greater emphasis on class teachers identifying specific children within planning so that learning was personalised to individuals' needs.
3. The school introduced a new SEND tracking system so that fine-tuned learning steps could be tracked and charted.
4. SEND provision became a whole school improvement planning priority for 2014/2015. Teaching assistants received training, guidance and support in delivery of specific SEND learning interventions and class teacher INSET focused on using assessment strategies to ensure high-quality corrective teaching closed achievement gaps.

CASE STUDY 3 – **IMPACT**

In September 2015 Foxfield Primary School was one of only five schools in the country to move from Inadequate to Outstanding.

The quality of teaching moved from Inadequate to Outstanding because of a sharp focus on ensuring all pupils received high-quality learning experiences tailored to individual needs.

KS2 pupils receiving SEN Support added greater value than all others in reading and writing. Pupils receiving SEN support made good progress in all subjects, especially in reading and writing.

13 pupils receiving SEN support averaged APS of 26.8 across reading, writing and mathematics.

KS1 pupils receiving SEN support made good progress in reading, writing and mathematics. Average progress for SEND pupils was 6.9 points in reading, 5.9 points in writing and 6.7 points in mathematics.

ANNEX 1

School Visit/Self-Evaluation Template

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

OUTCOMES FOR PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
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. School systems promote parent and carer contributions to maximise outcomes for pupils with SEND. 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. Pupils with SEND acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively. 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. 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. 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.			

ANNEX 1

School Visit/Self-Evaluation Template

LEADERSHIP OF SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
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. School leaders and governors have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. School leaders and governors are knowledgeable on SEND policy and practice. The school has implemented and embedded the 2014 SEND reforms and the Equality Act effectively. 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. 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. The school development plan has clear aims and objectives in place related to SEND. 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 the progress of 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.			

ANNEX 1

School Visit/Self-Evaluation Template

THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
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. 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. The individual needs of pupils are communicated effectively to all staff. Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs. Evidence from observations shows the teaching of interventions is considered to be consistently good or better. Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.			

ANNEX 1

School Visit/Self-Evaluation Template

WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The SEND information report provides a comprehensive summary of provision at the school. Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision. The school and parents/carers 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. 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. 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 the SEND Information, Advice and Support Service (SENDIASS).			

ANNEX 1

School Visit/Self-Evaluation Template

ASSESSMENT AND IDENTIFICATION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Comprehensive assessment supports accurate identification of need and informs classroom practice. The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND. The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed. The SEND register is accurate and reviewed at least termly. Parents and carers are fully involved in discussions with the school on identification and assessment.			

MONITORING, TRACKING AND EVALUATION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly. Interventions follow a cycle of Assess, Plan, Do, Review. Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly. 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.			

ANNEX 1

School Visit/Self-Evaluation Template

THE EFFICIENT USE OF RESOURCES			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
SEND has a high profile in staff Continued Professional Development and Learning. 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. 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. There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed. 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. Highly effective administrative support allows staff with responsibility for SEND to work strategically.			

ANNEX 1

School Visit/Self-Evaluation Template

THE QUALITY OF SEND PROVISION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
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 utilised 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.			

ANNEX 2

Special School, PRU, AP, ARP School Visit/Self-Evaluation Template

Context of the school/setting, for example number of pupils attending the provision, profile of pupils, staffing

OUTCOMES FOR PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
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. School systems promote parent/carer contributions to maximise outcomes for pupils with SEND. Progress for pupils, across year groups and with differing SEND needs, is consistently strong, with evidence available through analysis of a range of sources of both quantitative and qualitative information. School records indicate that regular moderation takes place, both internally and with local and/or national partners. The school is engaging with a range of methodologies for preparing pupils for the next stage in their education, training, employment, and independent life. 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.			

ANNEX 2

Special School, PRU, AP, ARP School Visit/Self-Evaluation Template

LEADERSHIP OF SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The school has a clear vision for the education of all pupils on its roll. The school has a culture of high aspirations for all pupils irrespective of the complexity of need. School leaders and governors have created a culture and ethos that actively welcomes and engages parents/carers of pupils with SEND. The school critically analyses its ability to meet the needs of all pupils equally. 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. Governors hold the school to account in order to have a positive impact on the outcomes for all pupils. There is a clear strategic plan for the relationship between education and therapeutic provision.			

ANNEX 2

Special School, PRU, AP, ARP School Visit/Self-Evaluation Template

THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Senior and middle leaders work closely alongside class teachers to support differentiation and curriculum development. The quality of teaching is reviewed in regular cycles. Staff have a clear understanding of pupil need and personalised strategies are informed by parent/carer partnership. These are consistently applied throughout the school. Effective teaching strategies, including setting homework where appropriate, are well matched to pupils' individual needs. Evidence from observations shows the teaching of all pupils is considered to be consistently good or better. There are effective systems in place for supporting the transition of pupils between classes, phases and beyond the school. There is a comprehensive, whole school Continued Professional Development and Learning programme.			

ANNEX 2

Special School, PRU, AP, ARP School Visit/Self-Evaluation Template

WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The SEND information report provides a comprehensive summary of provision at the school. The school recognises the role pupils, parents, carers, and advocates have in co-production and can demonstrate this. Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision. The school asks for feedback from parents and carers on the quality of support and provision. Pupils are provided with the opportunity to express their views on the education they receive in a meaningful way through appropriate communication methods. Pupils representing the full range of SEND within the school become involved in pupil voice, both within and beyond the school. Pupils have access to an equitable offer of meaningful enrichment activities, lunchtime clubs, and wrap-around activities. 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).			

ANNEX 2

Special School, PRU, AP, ARP School Visit/Self-Evaluation Template

ASSESSMENT AND IDENTIFICATION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Comprehensive assessment supports accurate identification of need and informs classroom practice. The school scrutinises behaviour, exclusion and attendance data to ensure all needs are addressed effectively. Parents and carers are fully involved in discussions with the school on identification and assessment.			

MONITORING, TRACKING AND EVALUATION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Pupils have personalised plans that are reviewed with parents and carers at least termly. Classroom practice is rigorously evaluated. Adjustment to the nature of the provision is only made when based on carefully considered evidence. 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. The school uses externally validated data to inform school improvement.			

ANNEX 2

Special School, PRU, AP, ARP School Visit/Self-Evaluation Template

THE EFFICIENT USE OF RESOURCES			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
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. Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high-quality Continued Professional Development and Learning. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed. 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			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The school is appropriately staffed and resourced in order to ensure high-quality provision and that pupils have their statutory needs met. Multi-agency support is engaged appropriately and utilised effectively. The school has developed a broad range of balanced provision and pupils can access a wide range of support. The school has a high degree of expertise; it is aware of its strengths and areas for developing further. The school is outward facing and engages critically with developments in practice.			

ANNEX 3

Sixth Forms School Visit/Self-Evaluation Template

OUTCOMES FOR PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
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. School systems promote pupil, parent and carer contributions to maximise outcomes for pupils with SEND. Progress for pupils with SEND in the sixth form is consistently strong and evidence in their work indicates that they achieve well. Pupils with SEND acquire and apply a wide range of knowledge and skills, developing their quality of all types of communication effectively The school uses a range of data to identify barriers to learning. This includes, for example, monitoring the types, rates and patterns of behaviour and levels of attendance for pupils with SEND. In the sixth form, rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are appropriate. There are no informal or unofficial exclusions.			

ANNEX 3

Sixth Forms School Visit/Self-Evaluation Template

LEADERSHIP OF SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The school has a clear vision for the education of all pupils with SEND in the sixth form. The sixth form has a culture of high aspiration for all children. Sixth form leaders and governors have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. Sixth form leaders and governors are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively. The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils, including in the sixth form. The SEND governor 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, including sixth form, response to SEND. Sixth form leaders ensure that all teachers are aware of their responsibilities to pupils with SEND. The school development plan has clear aims and objectives is in place related to SEND, including in the sixth form. As a result, key priorities are identified correctly. Roles and responsibilities for SEND provision are clear. As a result, all teachers in all phases understand and accept they are responsible for the progress of all pupils. The school has a successful track record of supporting the transition of pupils with SEND from other settings. For example, the school successfully integrates pupils with SEND from outside settings into the sixth form. The sixth form curriculum allows for pupils with SEND to access meaningful learning, appropriate to their aspirations, prior learning and their learning needs.			

ANNEX 3

Sixth Forms School Visit/Self-Evaluation Template

THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND IN THE SIXTH FORM			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Senior and middle leaders with responsibility for SEND work closely alongside sixth form teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all sixth form pupils. Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer and pupil partnerships. These are consistently applied throughout the school. The individual needs of sixth form pupils are communicated effectively to all staff. Teachers use assessment information to plan and differentiate lessons effectively. This includes setting independent learning that is matched to pupils' individual needs. Evidence from observations shows the teaching of targeted interventions is considered to be consistently good or better. Outcomes from targeted interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.			

ANNEX 3

Sixth Forms School Visit/Self-Evaluation Template

WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The SEND information report provides a comprehensive summary of provision across all phases at the school including the sixth form. Systems are in place to allow parents, carers and pupils to meaningfully contribute to shaping the quality of support and provision. The school, parents, carers, pupils and all stakeholders work in partnership to achieve genuine co-production, for example parent/carer forums and workshops, and structured conversations for pupils with SEND. Sixth form 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. There are opportunities for pupils with SEND in the sixth form to become involved in pupil voice. For example, pupils with SEND are represented on the school council. Pupils with SEND are involved, use and lead on wrap-around activities; they are supported and lead through a variety of enrichment activities, lunchtime clubs, out of hours support and work experience. 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) and this is evaluated for impact.			

ANNEX 3

Sixth Forms School Visit/Self-Evaluation Template

ASSESSMENT AND IDENTIFICATION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Comprehensive assessment supports accurate identification of need and informs classroom practice in the sixth form. The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND. The school scrutinises behaviour, exclusion and attendance data in the sixth form to ensure additional learning needs are not missed. The SEND register is accurate and reviewed at least termly. Pupils, parents and carers are fully involved in discussions with the school on identification and assessment. Access arrangements are identified in the sixth form for new and existing pupils and pupils are given support in how to use them successfully.			

MONITORING, TRACKING AND EVALUATION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Pupils with SEND in the sixth form have personalised plans that are reviewed with pupils, parents and carers at least termly. Interventions follow a cycle of Assess, Plan, Do, Review. Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly. Leaders and pupils with SEND in the sixth form have a good understanding of how they achieve with individual teachers and across their subjects over time.			

ANNEX 3

Sixth Forms School Visit/Self-Evaluation Template

THE EFFICIENT USE OF RESOURCES IN THE SIXTH FORM			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
SEND has a high profile in whole school Continued Professional Development and Learning. Sixth form teaching 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. 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 targeted pupil achievement and outcomes. Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact. Highly effective administrative support allows staff with responsibility for SEND to work strategically. Interventions and support resources are coordinated and deployed effectively and strategically.			

THE QUALITY OF SEND PROVISION IN THE SIXTH FORM			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The school is appropriately staffed and resourced in order to ensure high-quality provision and that sixth form pupils with SEND have their statutory needs met. Outside agency support is engaged appropriately and utilised effectively in the sixth form. The sixth form has developed a holistic approach to SEND and provision is responsive to the needs, development and wellbeing of all pupils. The sixth form has a high degree of expertise in Post-16 SEND; it is aware of its strengths and areas for developing further. The sixth form is outward facing and engages critically with developments in practice in Post-16 SEND.			

ANNEX 3

Sixth Forms School Visit/Self-Evaluation Template

PREPARING FOR ADULTHOOD			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The school is engaging with a range of methodologies to prepare sixth form 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. The sixth form has a culture of high aspirations for all pupils and gives a high priority to preparing pupils for post sixth form. The school promotes the participation of sixth form pupils in decision making about their options post sixth form. Preparation for post sixth form is differentiated, personalised and based on a holistic assessment of pupils' strengths and needs. The development of independent learning and life skills are given a high priority where appropriate. Teachers regularly evaluate outcomes to ensure that all pupils in the sixth form are working toward their long-term aspirations. The school supports sixth form pupils to develop skills in monitoring their own progress towards their post sixth form goals.			

ANNEX 4

Early Years Setting Visit/Self-Evaluation Template

LEADERSHIP OF SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
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. School leaders, including EYFS leadership, and governors have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND. All school leaders and governors are knowledgeable on SEND policy and practice. The school is implementing and embedding the key principles of the SEND reforms and the Equality Act effectively. The SEND governor and whole Governing Board 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. The SENCO works closely alongside the headteacher and other senior leaders, including EYFS leaders, to develop a whole school response to SEND. The school ensures that all teachers and all leaders are aware of their responsibilities to pupils with additional needs. The EYFS leader ensures staff engagement at all levels to facilitate effective early identification of SEND, productive working partnerships with parents/carers and appropriate referral to access external expertise. The school development plan has clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly. Roles and responsibilities for SEND provision are clear. As a result, all leaders and all teachers understand and accept they are responsible for the progress of 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.			

ANNEX 4

Early Years Setting Visit/Self-Evaluation Template

THE QUALITY OF TEACHING AND LEARNING FOR PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Senior and middle leaders work closely alongside class teachers to support adaptive teaching and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils. 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. The individual needs of pupils are communicated effectively to all staff. Teachers use assessment information to plan and adapt lessons effectively, this includes setting homework that is matched to pupils' individual needs. In Reception, teachers use assessment information, including all pre-school evidence, to provide quality learning experiences in an effective Early Years environment which responds to the interests and needs of children with SEND. Evidence from observations shows the teaching of interventions is consistently good or better. Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole class and small group teaching.			

ANNEX 4

Early Years Setting Visit/Self-Evaluation Template

WORKING WITH PUPILS AND PARENTS/CARERS OF PUPILS WITH SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The SEND information report reflects current practice and provision, is reviewed annually and pupils and parents/carers of pupils with SEND are involved in developing the report. Systems are in place to enable parents/carers to meaningfully contribute to shaping the quality of support and provision. In the Early Years, strong partnerships with parents/carers are established to ensure ongoing effective parental engagement. The school and parents/carers 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. Pupils with SEND communicate positively about the support they receive. Where appropriate, they articulate how the support they have had from the school has made a real difference. Staff use a variety of approaches to understand and act upon the views and wishes of children with SEND in the Early Years in order to positively impact on their learning and development. Pupils with SEND are proportionally represented in all opportunities for shared decision making at a whole school level. 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 and their parents/carers are made aware of services that provide impartial advice and support such as the SEND Information, Advice and Support Service (SENDIASS).			

ANNEX 4

Early Years Setting Visit/Self-Evaluation Template

ASSESSMENT AND IDENTIFICATION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Comprehensive assessment supports accurate identification of need and informs classroom practice. The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND. The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed. The SEND register is accurate and reviewed at least termly. Parents/carers are fully involved in discussions with the school on identification and assessment.			

MONITORING, TRACKING AND EVALUATION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Pupils with SEND have personalised plans that are reviewed with parents at least termly. Interventions follow a graduated approach cycle of Assess, Plan, Do, Review. Interventions are closely monitored and rigorously evaluated. Adjustment to the provision is then made accordingly. The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects, including across the prime and specific areas of the Early Learning Goals in the Early Years. The SENCO uses all available data, including externally validated data, to inform the planning of interventions.			

ANNEX 4

Early Years Setting Visit/Self-Evaluation Template

THE EFFICIENT USE OF RESOURCES			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
SEND has a high profile in whole school staff Continued Professional Development and Learning. 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. 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 evidence informed, routinely reviewed and evaluated for impact. There is a graduated approach to interventions. Class, group and individual support is balanced appropriately. Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed. 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. Highly effective administrative support allows staff with responsibility for SEND to work strategically.			

ANNEX 4

Early Years Setting Visit/Self-Evaluation Template

THE QUALITY OF SEND PROVISION			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The school is appropriately staffed and resourced in order to ensure high-quality provision and that pupils with SEND have their statutory needs met. The early years is appropriately staffed and resourced in order to ensure effective early intervention, high-quality provision and engagement with parents for children with SEND. Outside agency support is engaged appropriately and utilised effectively. The school has developed an effective 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 which is resulting in widespread and consistent positive impacts for pupils with SEND. The school is aware of its strengths and areas for developing further. The school is outward facing and engages critically with developments in practice.			

ANNEX 5

Reporting Template

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

FOCUS	STRENGTHS	AREAS FOR DEVELOPMENT	RECOMMENDATIONS
Outcomes			
Leadership			
The quality of teaching and learning for pupils with SEND			
Working with pupils and parents			
Assessment and identification			
Monitoring, tracking and evaluation			
Efficient use of resources			
The quality of SEND provision			
What is the vision for SEND provision at the end of the review process? What will have improved?			

ANNEX 6

Follow-up Visit Template

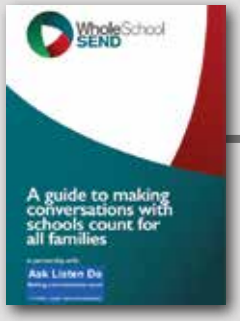
REVIEWER:	SUPPORT SCHOOL:	DATE:
Summary of visit		
Action points for the school		
Action points for the reviewer		
What is the vision for SEND provision at the end of the visit? What will have improved?		
Date of next visit		

CONTRIBUTORS

Douglas Archibald, Director, Whole Education
Gary Aubin, SENCO, Future Academies, Westminster
Andre Bailey, The Bridge AP Academy, Hammersmith & Fulham
Bethany Barnsley, SENCO, Devonshire Junior Academy, Smethwick
Dr Penny Barratt, Executive Headteacher, The Bridge School, Islington
Darren Barton, Principal, Nova Hreod Academy, Swindon
Amanda Batten, CEO, Contact a Family
Alison Beane, Headteacher, Mary Rose Academy, Portsmouth
Dave Beards, Director, The Oaks Collegiate
Michelle Bolton, SENCO, Lambeth Academy, Lambeth
Cassie Bryson, SENCO, Dunraven School, Lambeth
Andy Buck, Dean of the Leadership Faculty, Teaching Leaders
Rob Carpenter, Executive Headteacher, Foxfield School, Greenwich
Katie Causon, SENCO, Montgomery Primary School, Birmingham
Stephen Chamberlain, CEO, Challenger Multi-Academy Trust, Bedford
Anne Constable, SENCO, Heathfield Community School, Taunton
Maria Constantinou, Deputy Headteacher, St Mary's Primary School, Barnet
Lesley Cox, HMI, Ofsted
Laura Cunningham, Education Consultant
Steve Davis, Headteacher, Lampton School, Hounslow
Amanda Desmond, SEND Teacher, Southfields Academy, Wandsworth
Kat Dockery, SENCO, Greenwood Academy, Birmingham
Susan Douglas, CEO, The Eden Academy, Middlesex
Simon Faull, Project Director, Somerset Challenge
Sally Garratt, Headteacher, The Ashley School, Suffolk
Hilary Gawden-Bone, SENCO, Fulbridge Academy, Peterborough
Mark Goodchild, Managing Director, Challenge Partners
Jean Hawksworth, SENCO, Fulbridge Academy, Peterborough
Chris Holmwood, Senior Deputy Headteacher, Shenley Brook End School, Milton Keynes
Karen Hooker, Headteacher, Downside Primary School, Luton
Lara Hughes, Assistant Headteacher, Frank Wise School, Oxon
Dame Sue John, Executive Director, Challenge Partners
Angela Kendall, SENCO, Pakefield High School, Suffolk
Anita Kerwin-Nye, Managing Director, London Leadership Strategy
Bethlyn Killey, SEND and Parent Governor
Simon Knight, Deputy Headteacher, Frank Wise School, Oxon
Emily Martin, Assistant Headteacher, Ecclesfield School, Sheffield
Terry Molloy, Headteacher, Claremont High School, Brent
Margaret Mulholland, Director of Development and Research, Swiss Cottage School, Camden
Sarah Naylor, Vice Principal, Ash Field Academy, Leicester
Jarlath O'Brien, Headteacher, Carwarden House Community School, Surrey
Natalie Packer, SEND Consultant
Matthew Parker, Deputy Headteacher, Woodfield School, Brent
Gary Phillips, Headteacher, Lilian Baylis Technology School, Lambeth
Charlotte Rains, Project Manager, London Leadership Strategy
Malcolm Reeve, Executive Director SEND & Inclusion, Academies Enterprise Trust
Diane Reynard, Principal, East Specialist Inclusive Learning Centre, Leeds
Rob Shadbolt, Headteacher, Wood Green School, Witney
Jacquie Smith, Director of Teaching School, Lampton School, Hounslow
Philippa Stobbs, Assistant Director, Council for Disabled Children
Claire Taylor, Associate Principal, Oasis Academy Mayfield, Southampton
Rob Webster, Institute of Education, London
David Woods CBE, Chair, London Leadership Strategy

External Evaluation carried out by Professor Philip Garner, Northampton University

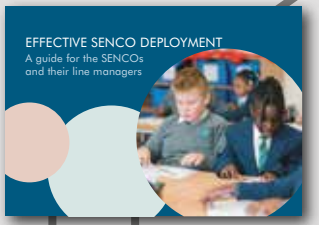
WHOLE SCHOOL SEND RESOURCES



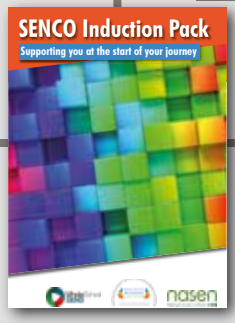
For Parents

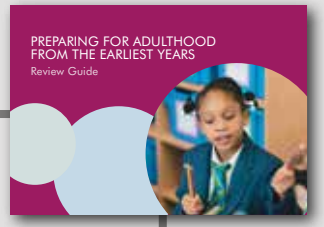
For Headteachers, Executive Headteachers and Trustees

For Governors in all schools



For Headteachers





For SENCOs and other Senior Leaders

Condition-Specific Introductory Videos for NQTs

For individuals or whole staff in schools

Design by Christina Newman, Black Dog Design, Buckingham

Photography by Alexis Stavrides

The next update is due by September 2024

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info@wholeschoolsend.com

020 3925 3596

01827 311500

www.sendgateway.org.uk

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