



Using the SEND Review in Cumbria

Upcoming CPD events



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SEND review guide

General | 23 Jul 2021

WSS Review Guide

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This guide can be used by SENCOs and other senior leaders to consider how the whole school functions for pupils with SEND. The process can be used in mainstream and specialist settings.

Access is restricted to some members due to the EEF trial, please email Jenny at jennyb@nasen.org.uk if you have any questions.

Suitable for: Assistant Head Teacher, Deputy Head Teacher, Governor, Head Teacher, SENCO, Senior Leader



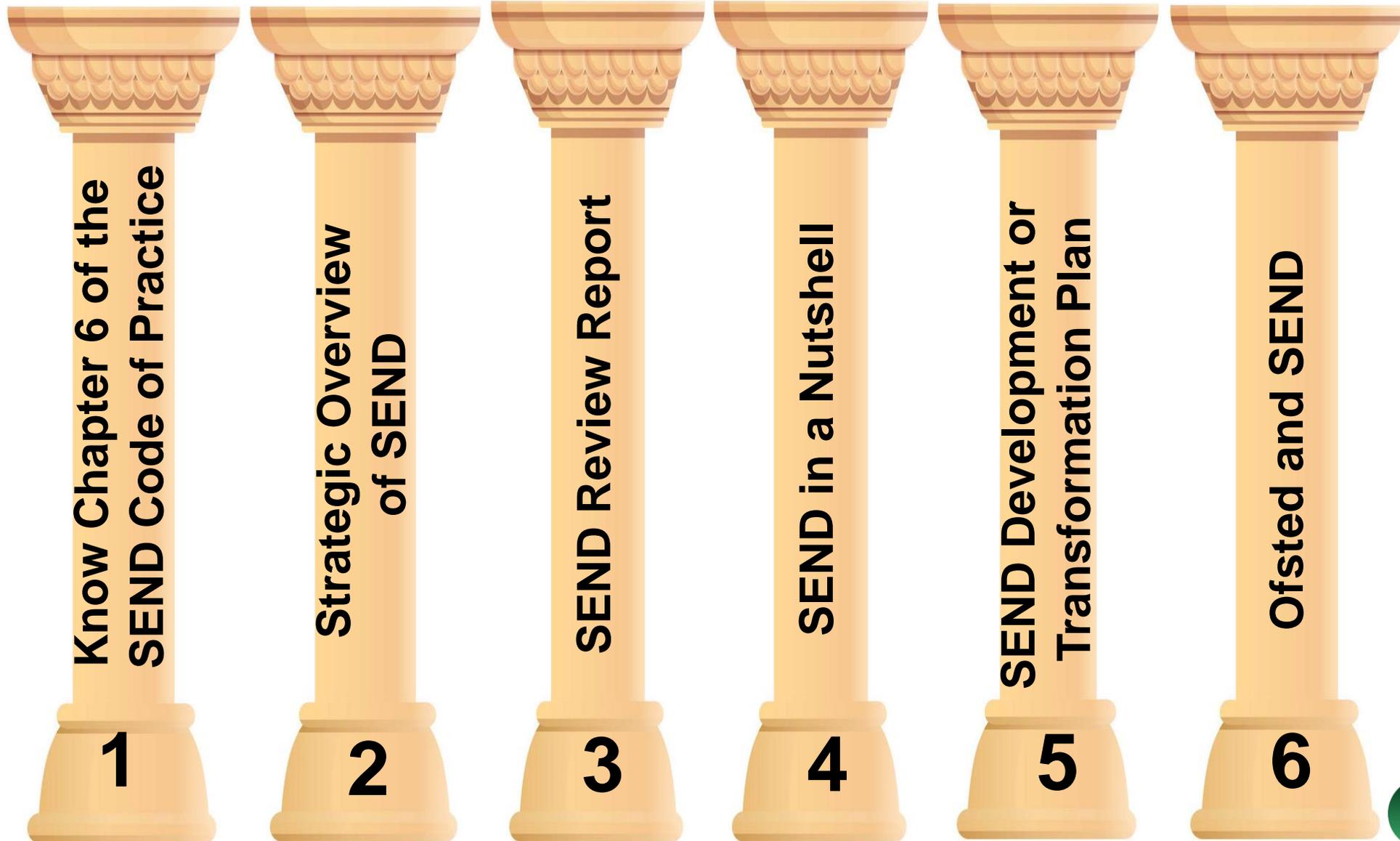
SEND Review Guide Editable 2020



SEND Review guide 2020



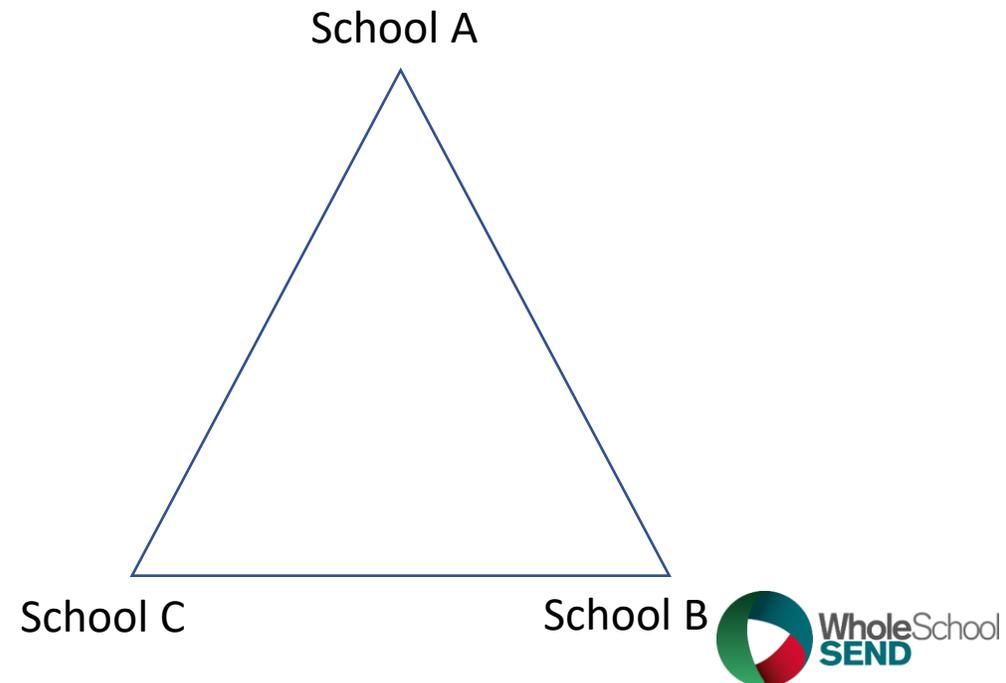
The 6 Pillars of SEND Leadership



Cumbria System Led Approach

Key Dates

- PHA presentation to Headteachers Wednesday 17th November
- CASH presentation to Headteachers Friday 19th November
- SENCO Network Meetings:
 - Tuesday 30th November 3:30pm to 5:00pm
 - Thursday 2nd December 3:30pm to 5:00pm
 - Friday 3rd December 3:30pm to 5:00pm



What is a SEND Review?

A SEND Review is...

Focused on self-evaluation

A practitioner-led process, developed through collaboration

Peer to Peer Support

Trust

Non-Confrontational

A SEND Review is not...

an OFSTED Inspection

to review the capacity of the SENDCo
about gathering evidence against anyone

a judgement of any kind

Community of Practice

*System wide solutions drawn from a diverse pool of practitioners
Sharing best practice - knowledge, ideas, experiences
Supporting collaboration and local networks
Impactful, creative innovation*

Peer Review

*Establishing shared perceptions
Triangulating Evidence
Developing shared vision
Identifying next steps*

Self-evaluation

*Evidence focused and
Non-judgmental
Reflection of current practice
Celebrating strengths
Identifying areas for development*

Introduction to the SEND Review Process

SIX STAGE PROCESS



IDENTIFICATION

REQUEST FOR A REVIEW
IS MADE

SELF-EVALUATION

SCHOOL COMPLETES A
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

Outcomes

- Academic achievements progress and attainment
- Wider outcomes such as attendance, exclusions, key skills and transition data.

1

Leadership

- Profile and vision for SEND
- Whole school responsibilities
- Culture of high expectations and excellence for all
- Role of governors

2

Quality of teaching and learning

- High quality teaching for all
- Understanding of needs to plan and differentiate lessons
- Focused & data-led intervention
- Efficient use of TAs

3

• Working with Pupils, Parents & Carers

- SEN Information Report
- Parental engagement
- Pupil voice

4

Assessment & Identification

- Securing alignment with the Code of Practice
- Accuracy of identification.

5

Monitoring, Tracking & Evaluation

- Data tracking
- Use of whole-school datasets e.g. IDSR, ASP
- Evaluation of intervention
- Monitoring of personalised plans

6

Efficient Use of Resources

- Value for money
- Resource effectiveness.
- CPD for staff
- Deployment of TAs

7

• Developing expertise and provision

- Collaboration with external agencies
- Development of expertise
- Use of research and outward facing

8

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
<p>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.</p> <p>School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.</p> <p>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.</p> <p>Pupils with SEND acquire and apply a wide range of knowledge and skills, in reading, writing, communication and mathematics effectively.</p> <p>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.</p> <p>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.</p> <p>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.</p>			

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
<p>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.</p> <p>School systems promote parent/carer contributions to maximise outcomes for pupils with SEND.</p> <p>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.</p> <p>School records indicate that regular moderation takes place, both internally and with local and/or national partners.</p> <p>The school is engaging with a range of methodologies for preparing pupils for the next stage in their education, training, employment, and independent life.</p> <p>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.</p>			

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
<p>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.</p> <p>School systems promote pupil, parent and carer contributions to maximise outcomes for pupils with SEND.</p> <p>Progress for pupils with SEND in the sixth form is consistently strong and evidence in their work indicates that they achieve well.</p> <p>Pupils with SEND acquire and apply a wide range of knowledge and skills, developing their quality of all types of communication effectively</p> <p>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.</p> <p>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.</p>			

ANNEX 4

Early Years Setting Visit/Self-Evaluation Template

LEADERSHIP OF SEND			
SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The school development plan has clear aims and objectives in place related to SEND. As a result, key priorities are identified correctly.</p> <p>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.</p> <p>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.</p>			

Introduction to the SEND Review Process

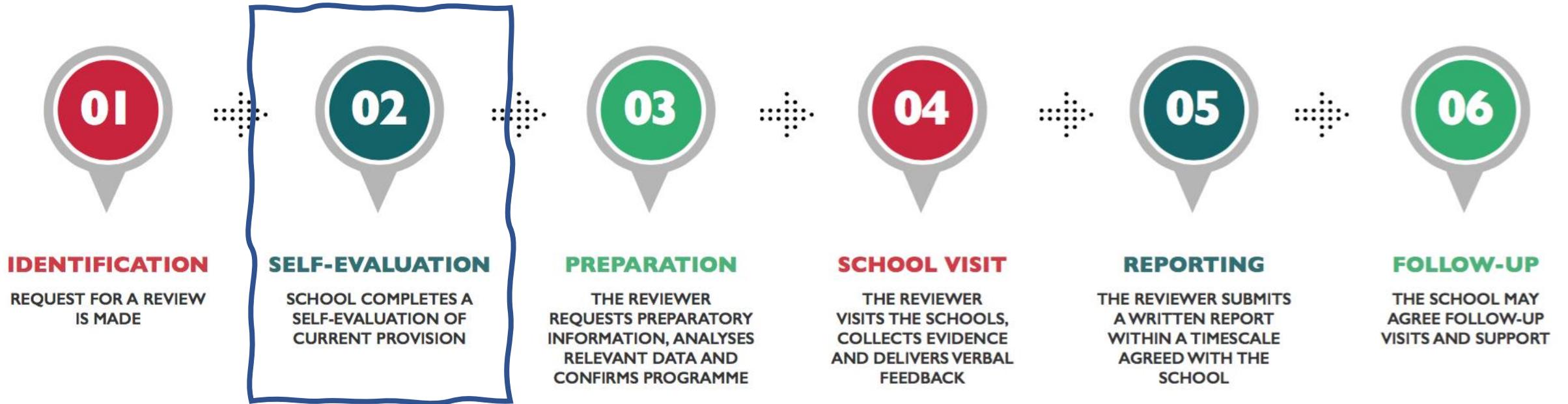
SIX STAGE PROCESS



A school may request a review to...

- Review the quality of inclusive practice at a school
- Identify SEND as an area for development
- Gather a fresh perspective on provision
- Have external validation of a school's self evaluation
- Review provision due to a change in the demographic of the SEND population
- Review provision when there is a change in leadership and management at the school
- Improve the quality of provision for pupils with SEND
- Improve outcomes for pupils with SEND

SIX STAGE PROCESS





Self-evaluation

- Completed by SENDCo and member(s) of SLT
- Includes input from a variety of stakeholders
- Sent to SEND Reviewer in advance of the Review

ANNEX 1 / 2

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
Leadership of SEND	<p>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.</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>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>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 additional needs.</p> <p>A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.</p> <p>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.</p> <p>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.</p>		

Stakeholder input



Sources of Evidence

CPD programme for staff relating to SEND

Induction Timetables for teachers and support staff

Statutory policies relating to SEND

Provision map

School Improvement Plan

Exemplar pupil passports or similar

Staffing Structure

Comparative data for SEND students on attendance, fixed-term exclusions, permanent exclusions, internal isolation against the school, Local Authority, regional and national benchmarks.



Self-evaluation task

Read through the suggested themes and areas to explore of Assessment and Identification – Page 23 or open it on the Word document.

Strengths – Areas for Development – Stakeholder engagement

Take 5 minutes to consider a statement for each – what evidence would you need to secure? Which stakeholders would you use to gather evidence, test your assumptions?

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	STAKEHOLDERS
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Leadership of SEND

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Stages for a SEND Reviewer

SIX STAGE PROCESS



Pre-Review

- Developing Perceptions
- Developing lines of enquiry

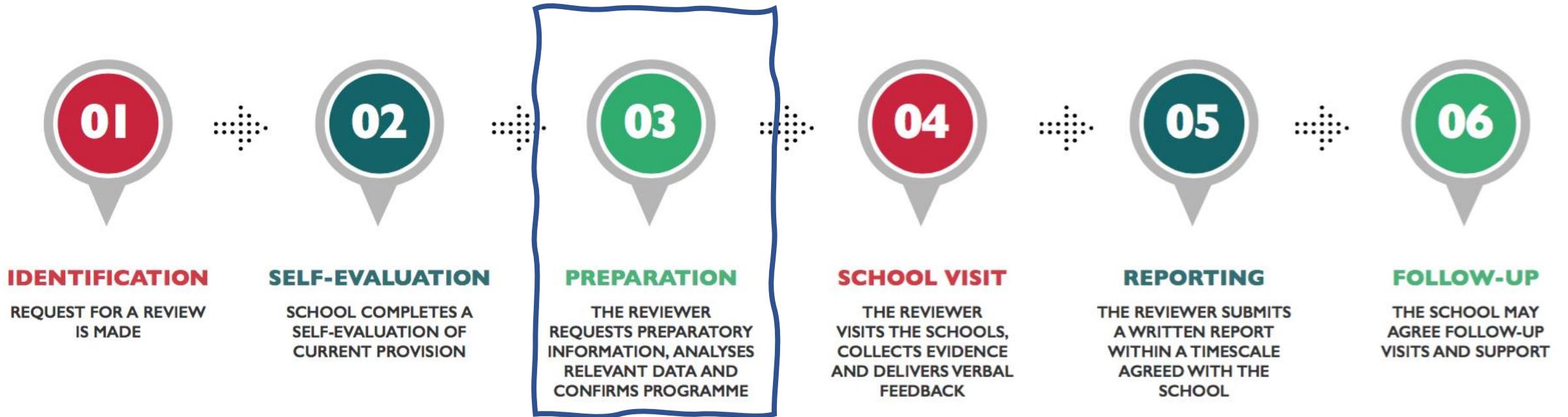
During the Review

- Triangulating evidence
- Establishing shared perceptions

Reporting

- Establishing shared vision
- Developing next steps
- Verbal & written feedback

SIX STAGE PROCESS



Sources of School Information



Information to look at before hand.... Build in time to for this part of the process

- 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
- CPD programme for staff relating to SEND.



Pre-Review

- Developing perceptions
- Developing lines of enquiry

Activity: Data Review

What does the information tell you about the school?

Identify lines of enquiry (questions/themes) to follow-up if you were reviewing that school.



What government documents and information should you reflect on whilst completing a SEND Review?



Key Guidance: The Special Educational Needs and Disability Code of Practice: 0-25 years (2014, updated 2015)

The Code of Practice provides statutory guidance on the duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and the SEND Regulations. It applies to all maintained settings, academies and free schools in England. The SEND Code of Practice is available here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

It provides you with a guide to the legislation that enables you to understand the assessment and identification of need and the procedures that should be in place to enable children and young people to reach their full potential and be included in their setting.

Key Legislation: The Equality Act (2010)

The Equality Act 2010 brought together a range of previous acts including: the Sex Discrimination Act 1975, the Race Relations Act 1976, the Disability Discrimination Act 1995 and the Equality Act (Sexual Orientation) Regulations 2007. The Act is available here:

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

The Equality Act (2010) – Key principles

- Schools have a responsibility not to discriminate
- Provision for disabled pupils is closely connected with the regime for children with special educational needs
- Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities
- Direct discrimination or failure to make a reasonable adjustment for a disabled person cannot be defended as justified.

Key Legislation

Key Legislation: The Children and Families Act (2014)

Part 3 of The Children and Families Act (2014) provides the legal framework for many of the systems and processes for supporting children and young people with SEND. It is available here:

<http://www.legislation.gov.uk/ukpga/2014/6/contents>

This legislation provides the legal framework for a range of regulations and guidance, in particular the Special Educational Needs Regulations (2014) and Code of Practice (2014 and updated 2015). It also links closely with the Equality Act (2010). The Act sets out duties on local authorities, education settings and other partners.

Key principles of The Children and Families Act (2014)

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in the decision making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood.

The Children and Families Act (2014) – The SENCO

The Act states that ‘the SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision...’

The Act does not require you to be a member of the Leadership Team, but it implies that you should be. It states that SENCOs ‘...will be most effective in that role if they are part of the school leadership team.’

The Children and Families Act (2014) – Duties for educational settings

In addition to supporting the duties of the Local Authority, schools and early years settings also have legal duties, including:

- to prepare a report containing SEN Information
- to use its best endeavours to secure that the special educational provision called for by the pupil’s or student’s special educational needs is made
- to designate a member of staff at the school (to be known as the “SEN co-ordinator”) as having responsibility for co-ordinating the provision for pupils with special educational needs
- must inform the child’s parent or the young person that special educational provision is being made for the child or young person.



Current Ofsted Framework

'We want inspection to contribute to an inclusive education system that can accommodate, and cater for, the needs of all learners of all ages.'

'Ofsted intends to be a force for improving the education available for all learners with SEND'.

p.153 Before making the final judgement on overall effectiveness, inspectors must consider the spiritual, moral, social and cultural development of pupils at the school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

p.77 Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Grade Descriptor – Quality of Education:

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.



National Data

SEND Code of Practice:

6.4 The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of this whole school approach have been piloted by Achievement for All – for further details and links to other sources of training and support materials, see Annex 2: Improving practice and staff training in education settings.

6.5 The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

Headline facts and figures - 2020/21

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/985162/Special_educational_needs_Publication_May21_final.pdf

Summary

EHC plans/Statements of SEN (percent)

3.7

Up from 3.3% in 2020

[▶ What is this?](#)

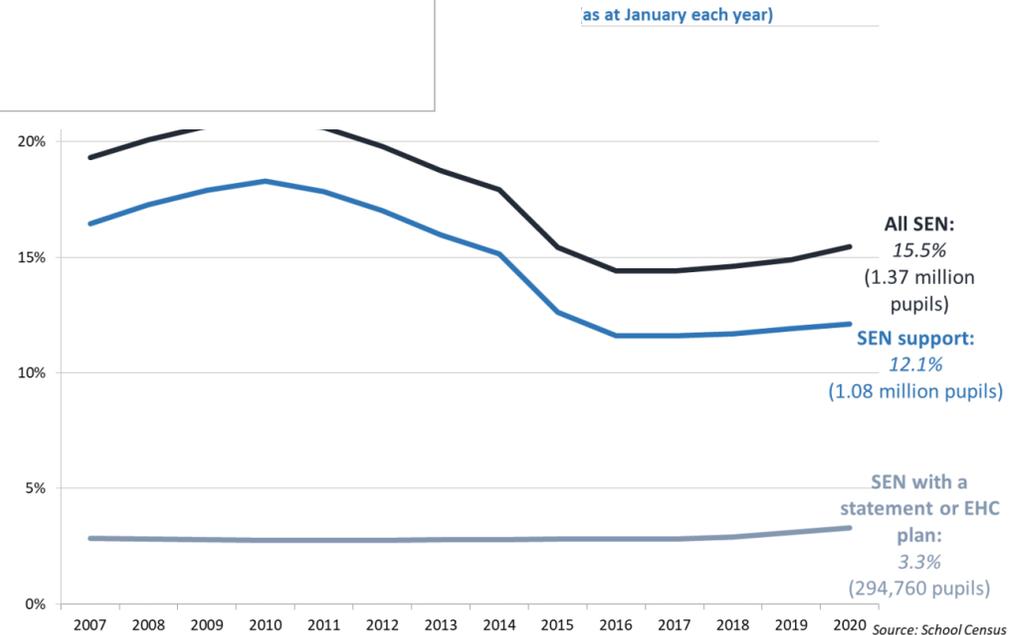
SEN support (percent)

12.2

Up from 12.1% in 2020

[▶ What is this?](#)

- The percentage of pupils with an Education, Health and Care (EHC) plan has increased to 3.7%, continuing a trend of increases since 2017.
- The percentage of pupils with SEN but no EHC plan (SEN support) has increased slightly, from 12.1% to 12.2%, continuing an increasing trend.
- The most common type of need for those with an EHC plan is Autistic Spectrum Disorders and for those with SEN support, Speech, Language and Communication needs.



SEN is most prevalent at age 10

The percentage of pupils who have SEN increases with age, reaching a peak of 19% of pupils at age 10. This then steadily declines to 15.8% at age 15.

SEN support decreases from age 10

The initial increasing trend is driven by SEN support, which increases in primary ages to 15.0% until age 10, before decreasing through secondary ages to 11.6% at age 15.

The percentage of EHC plans grows with age peaking at age 11

The percentage of pupils with an EHC plan increases with age until reaching 4.6% at 11, before decreasing to 4.2% at 15. The percentage of those with an EHC plan at age 15 is higher than last year which was 4.0%.

SEN is more prevalent in boys than girls

73.1% of pupils with an EHC plan are boys, unchanged from last year. 64.2% of pupils with SEN support are boys, however this has been decreasing slowly in recent years.

Accessing you underlying school data

<https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics#dataDownloads-1>

Open data

The open data files contain all data used in this release in a machine readable format.

Learn more about the data files used in this release using our [data files guide](#).

You can browse and download individual open data files from this release in our data catalogue.

[Browse data files](#)

Create your own tables

You can view featured tables that we have built for you, or create your own tables from the open data using our table tool.

[Create tables](#)

Other files

All other files from this release are listed for individual download below:

▼ List of other files

[School level underlying data - class sizes - 2020/21](#) (csv, 11 Mb)

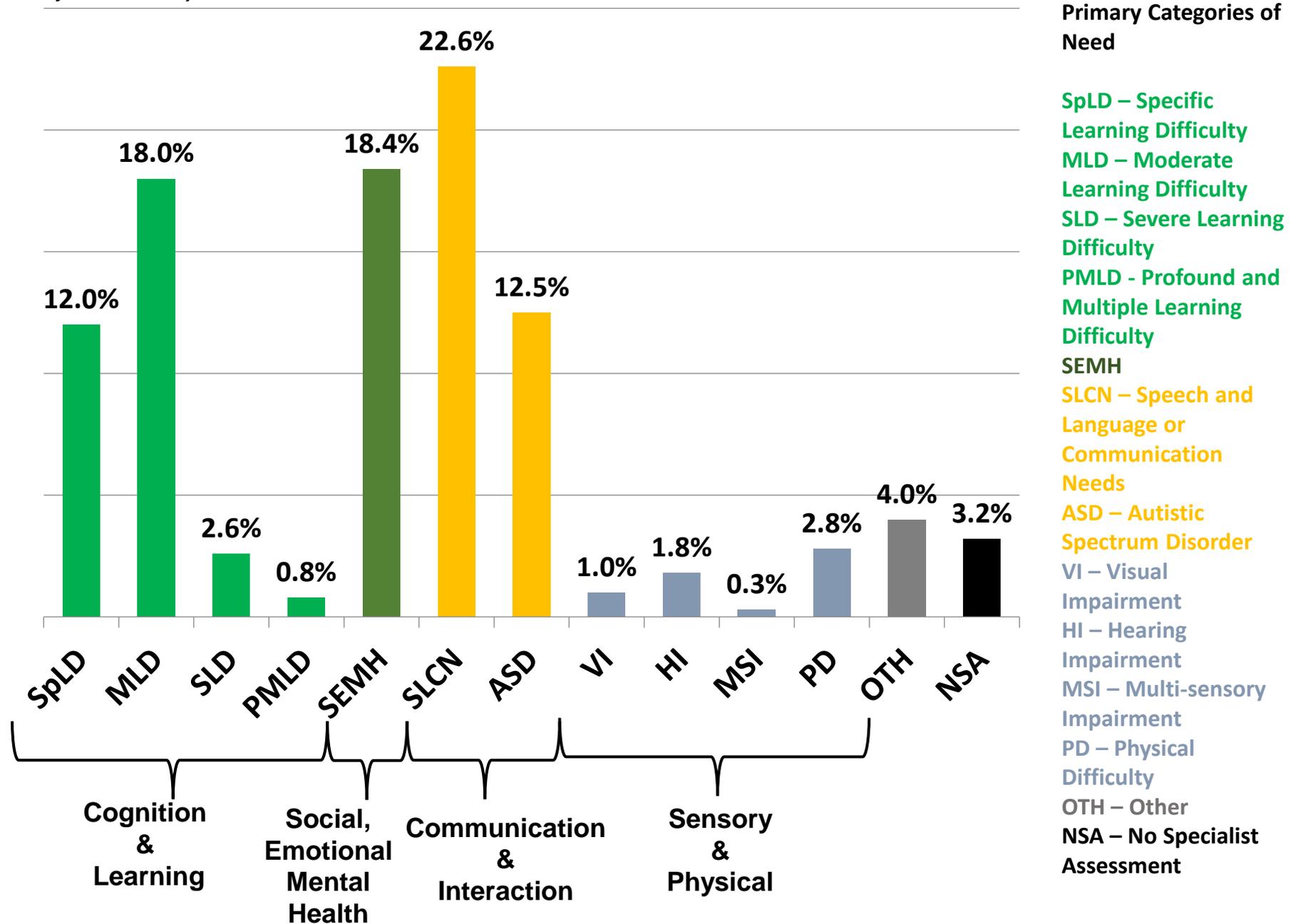
▶ [More details](#)

[School level underlying data 2020/21](#) (csv, 21 Mb)

▶ [More details](#)

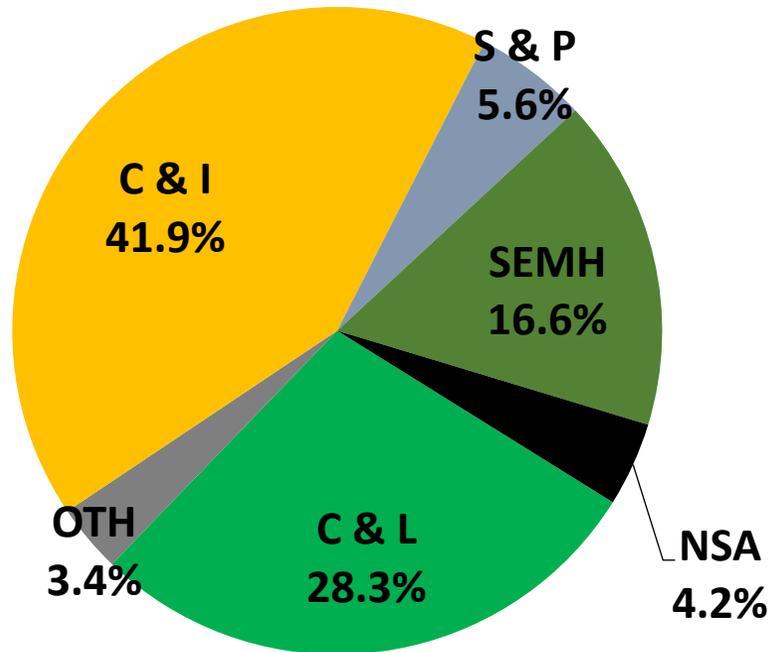
Broad Areas & Primary Categories of SEN in England in 2021 (All Phases)

source: DfE census January 2021



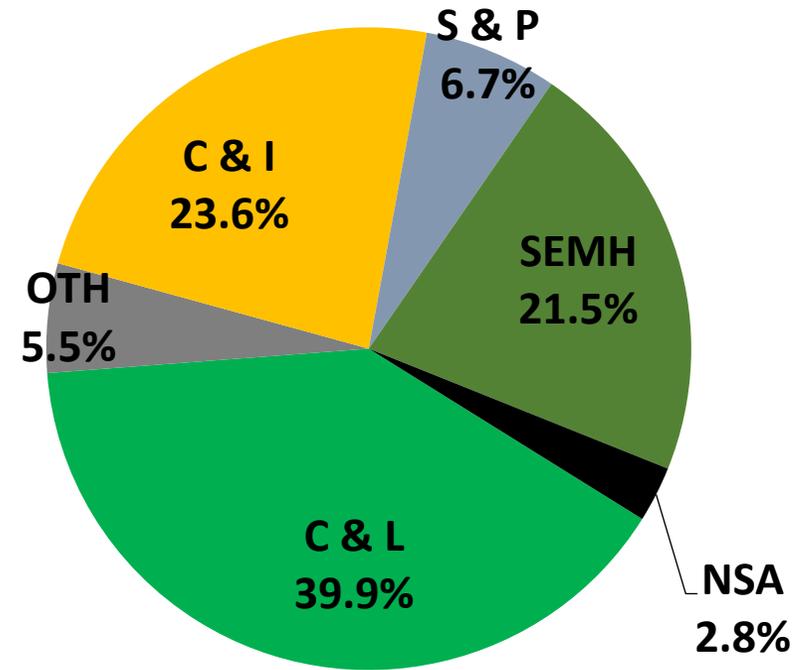
The Broad Areas of SEN in Primary and Secondary schools in England in 2021

PRIMARY PHASE



What's the pattern in your school?

SECONDARY PHASE



What is your service?

Where is your expertise?

NSA/Other codes

The use of the NSA (No specialist assessment)/Other codes should be kept to a minimum. Reasons schools give to explain using the NSA (No specialist assessment)/Other code include:

- The pupil has not received a formal assessment - if an area of need has been identified by school and support is being provided in relation to this, the corresponding code should be used for the January Census. A formal assessment by an external specialist isn't required to identify the primary area of need code on the SEN Register
- A pupil has several needs that are identified and supported by the school. The primary need should be identified and this is the code that should be used for the January Census
- A pupil has arrived shortly before the January Census date and you have not had time to decide on a primary need but the pupil requires support.

Aim to avoid or minimise the use of these codes.

Analyse School Performance (ASP) and Inspection Data Summary Report (IDSR)

Primary	Secondary
<ul style="list-style-type: none">• EYFS (GLD)• Phonics (ES, GD)• KS1 (ES, GD, progress)• KS2 progress and attainment (ES, GD) R,W, M, combined	<ul style="list-style-type: none">• Progress 8• Attainment 8• % grade 4+ and 5+ E and M• % entering /achieving Ebacc• Destinations



Pre-Review

- Developing perceptions
- Developing lines of enquiry

Activity: Data Review

With a partner, or in clusters, reflect on the IDSR / ASP summaries
(Primary / Secondary):

What does the information tell you about the school?

Identify lines of enquiry (questions/themes) to follow-up if you were reviewing that school.

Year	Number of pupils	Number of exclusions	Number of repeat exclusions	Number of exclusions	Number of repeat exclusions	Number of exclusions	Number of repeat exclusions	Number of exclusions	Number of repeat exclusions
Y2	58	10/15/10	33/39/37	15/4/11	28	24	2	21	21
Y3	64	11/17/9	29/33/37	24/14/18	25	26	2	21	21
Y4	60	11/16/12	32/36/41	17/8/7	28	29	2	22	22
Y5	65	3/3/3	37/46/45	23/14/15	34	30	3	21	21

There is nothing significant or exceptional to highlight for total fixed period exclusions in 2018/19, therefore no data.

Nothing to highlight for repeat fixed period exclusions in 2018/19, therefore no data.

Nothing in 2018/19.

Nothing in 2018/19. The national average for this year was close to zero. There were no exclusions over two years either.

Nothing for pupil groups will only appear for the pupil groups disadvantaged and other categories. Sentences are generated for FSM, SEND and EAL. They will be displayed for the whole school. Exclusions, phonics and EYFS pupil groups will not appear in this report.

Nothing for progress in mathematics (2.9) was significantly **above** national and in the lowest 20% as well as in 2018 and 2017. Key stage 2 attainment of the expected standard (2.9) was significantly **above** national in 2019, as well as in 2018 and 2017. Key stage 2 attainment (100+) in mathematics (92%) was significantly **above** national in 2019, as well as in 2018 and 2017.

Nothing for special educational needs (4.7%) was in the **lowest** 20% of all schools in 2019.

Prior attainment Guidance

Well above national Well below national In line with national Small cohort

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading			-	-	-	-
Writing			-	-	-	-
Mathematics			-	Above	-	-

SEND characteristics Guidance

Type of resourced provision:

Number of pupil with SEND who are also disadvantaged: 28

	SEND primary need						SEND Support (58)						EHC Plan (2)					
	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6	Y1	Y2	Y3	Y4	Y5	Y6
Specific Learning Difficulty			2	0	0	0			0	0	0	0			0	0	0	0
Moderate Learning Difficulty			5	1	2	5			0	0	0	0			0	0	0	0
Severe Learning Difficulty			0	0	0	0			0	0	0	0			0	0	0	0
Profound & Multiple Learning Difficulty			0	0	0	0			0	0	0	0			0	0	0	0
Social, Emotional and Mental Health			0	6	9	5			0	0	0	0			0	0	0	0
Speech, Language and Communication Needs			0	0	7	4			0	0	0	0			0	0	0	0
Hearing Impairment			0	0	0	1			0	0	0	0			0	0	0	0
Visual Impairment			0	0	0	0			0	0	0	0			0	0	0	0
Multi-Sensory Impairment			0	0	0	0			0	0	0	0			0	0	0	0
Physical Disability			0	0	0	0			1	0	1	0			0	0	0	0
Autistic Spectrum Disorder			0	0	0	0			0	0	0	0			0	0	0	0
School Support NSA			0	0	0	0			0	0	0	0			0	0	0	0
Other Difficulty/Disability			0	11	0	0			0	0	0	0			0	0	0	0
Year group totals			7	18	18	15			1	0	1	0			0	0	0	0

Primary



Areas to investigate

KS2 attainment

- In 2017, reading attainment of the expected standard was at or above national for the middle prior attainment group.
- Mathematics attainment was in the bottom 20% for at least two years for all pupils.

Phonics in 2017

- The vast majority of pupils (97%) met the phonics expected standard in year 1.

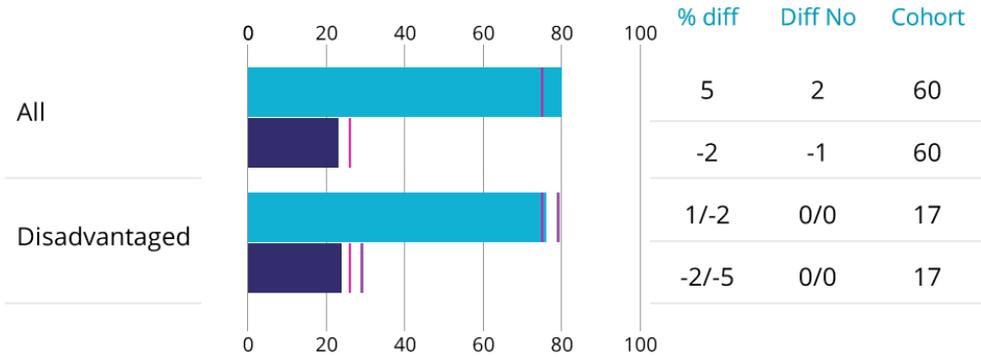
Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 1	31	36	49	19	19	48	21	13	12	1
Year 2	29	45	49	28	22	28	21	21	14	1
Year 3	31	45	49	39	26	29	21	10	15	0
Year 4	30	53	49	37	28	40	21	13	16	1
Year 5	29	62	49	55	30	45	20	17	16	0
Year 6	25	36	49	52	31	24	20	32	17	1

Primary

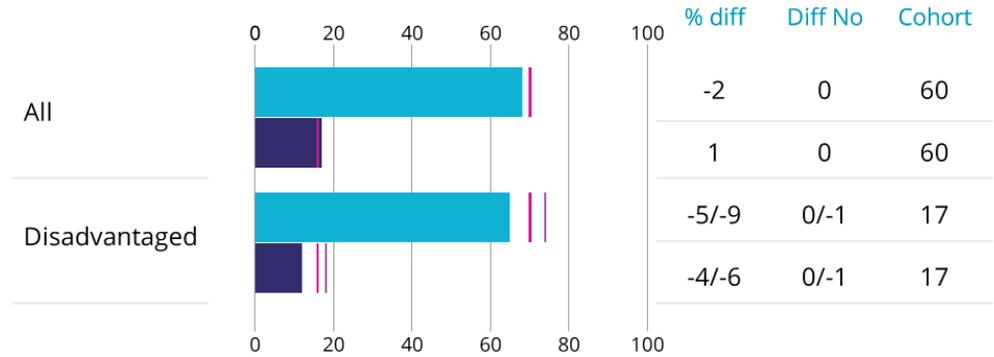
Reading

Expected+ % Greater depth % National for all pupils Other national



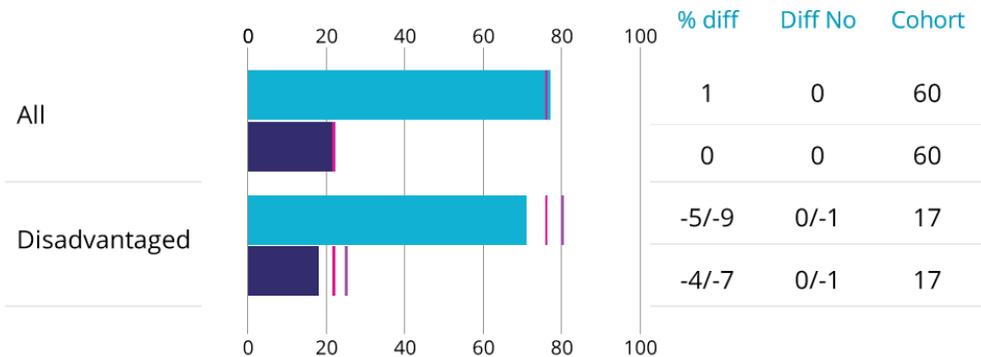
Writing

Expected+ % Greater depth % National for all pupils Other national



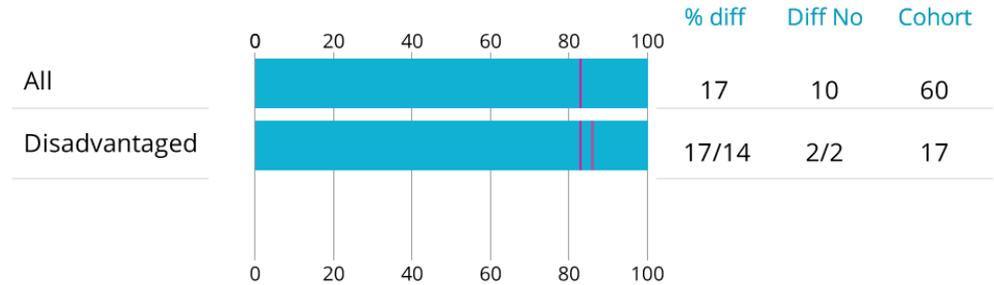
Mathematics

Expected+ % Greater depth % National for all pupils Other national



Science

Expected+ % National for all pupils Other national



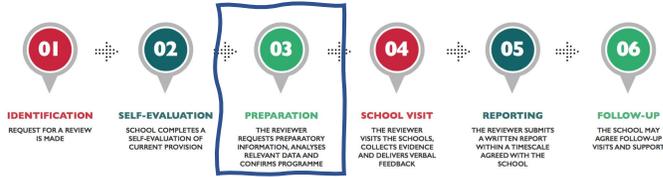
Primary

		2016				2017				2018				
		School			National	School			National	School			Camden	National
		Cohort	% expected	Diff no.	% expected	Cohort	% expected	Diff no.	% expected	Cohort	% expected	Diff no.	% expected	
All pupils		56	70%	2	65%	55	58%	-4	68%	60	68%	0	71%	68%
SEN	All SEN pupils	5	40%	1	20%	3	0%	0	21%	9	22%	0	28%	21%
	No identified SEN	51	73%	0	74%	52	62%	-7	77%	51	76%	0	80%	77%
SEN category	SEN Support (K)	4	50%	1	22%	3	0%	0	23%	9	22%	0	31%	23%
	Statement / EHCP (S&E)	1	0%	0	9%	0	-	0	9%	0	-	0	15%	9%
SEN primary need	Speech, language + communications needs	4	50%	1	23%	2	0%	0	24%	0	-	0	31%	24%
	Autistic spectrum disorder	0	-	0	21%	0	-	0	21%	0	-	0	22%	21%
	Social, emotional + mental health	2	100%	1	29%	0	-	0	34%	3	33%	0	34%	34%
	Sensory + physical disability	0	-	na	-	0	-	na	-	3	33%	na	58%	-
	Learning difficulty	1	0%	na	-	1	0%	na	-	1	0%	na	0%	-
	Other / NSA	1	0%	na	-	0	-	na	-	2	0%	na	33%	-
Term of birth	Autumn	17	82%	1	73%	23	48%	-7	76%	19	84%	1	79%	76%
	Spring	18	67%	0	66%	10	80%	1	69%	21	62%	-1	67%	69%
	Summer	21	62%	0	58%	22	59%	0	61%	20	60%	0	66%	61%
Nursery experience	None	2	50%	na	-	0	-	na	-	0	-	na	#DIV/0!	-
	Yes	54	70%	na	-	51	63%	na	-	0	-	na	#DIV/0!	-
	Unknown	0	-	na	-	4	0%	na	-	0	-	na	#DIV/0!	-
First Language	Other than English	10	50%	-1	64%	8	38%	-2	67%	12	67%	0	71%	67%
	English	46	74%	3	66%	47	62%	-3	69%	48	69%	0	70%	69%
Mobility / Stability	Mobile	4	50%	na	-	6	50%	na	-	3	100%	na	59%	-
	Stable	52	71%	na	-	49	59%	na	-	57	67%	na	72%	-

Primary

		2016				2017				2018				
		School			National	School			National	School			Camden	National
		Cohort	% expected	Diff no.	% expected	Cohort	% expected	Diff no.	% expected	Cohort	% expected	Diff no.	% expected	
All pupils		56	86%	5	74%	55	78%	1	76%	60	80%	2	77%	76%
SEN	All SEN pupils	5	60%	1	30%	3	67%	1	31%	9	44%	1	36%	31%
	No identified SEN	51	88%	3	82%	52	79%	-2	84%	51	86%	1	86%	84%
SEN category	SEN Support (K)	4	75%	1	32%	3	67%	0	34%	9	44%	0	41%	34%
	Statement / EHCP (S&E)	1	0%	0	14%	0	-	0	14%	0	-	0	17%	14%
SEN primary need	Speech, language + communications needs	4	75%	1	31%	2	50%	0	33%	0	-	0	39%	33%
	Autistic spectrum disorder	0	-	0	30%	0	-	0	30%	0	-	0	19%	30%
	Social, emotional + mental health	2	100%	1	46%	0	-	0	47%	2	50%	1	40%	47%
	Sensory + physical disability	0	-	na	-	0	-	na	-	3	100%	na	67%	-
	Learning difficulty	1	100%	na	-	1	100%	na	-	1	0%	na	9%	-
	Other / NSA	1	0%	na	-	0	-	na	-	2	0%	na	38%	-
Term of birth	Autumn	17	88%	1	80%	23	65%	-4	82%	19	79%	0	84%	82%
	Spring	18	89%	2	74%	10	100%	2	76%	21	76%	0	73%	76%
	Summer	21	81%	2	68%	22	82%	2	70%	20	85%	3	74%	70%
Nursery experience	None	2	100%	na	-	0	-	na	-	0	-	na	#DIV/0!	-
	Yes	54	85%	na	-	51	80%	na	-	0	-	na	#DIV/0!	-
	Unknown	0	-	na	-	4	50%	na	-	0	-	na	#DIV/0!	-
First Language	Other than English	10	80%	1	70%	8	50%	-1	72%	12	58%	-1	76%	72%
	English	46	87%	5	75%	47	83%	2	77%	48	85%	4	79%	77%
Mobility / Stability	Mobile	4	75%	na	-	6	100%	na	-	3	100%	na	62%	-
	Stable	52	87%	na	-	49	76%	na	-	57	79%	na	79%	-

Secondary



Areas to investigate

Overall Progress 8

- Progress 8 was in the bottom quintile (20%) for at least two years for all pupils, low prior attainers and disadvantaged pupils.
- In 2017, Progress 8 was significantly* below average and in the lowest 10% for the following groups of pupils: low prior attainers and disadvantaged.
- Progress 8 was significantly* below the national for disadvantaged pupils for at least two years for the following groups: overall disadvantaged, disadvantaged low, disadvantaged middle.
- Progress 8 for SEN support low prior attainers was significantly* below the national for all pupils over the last two years.

Year group data

	Number on roll	% girls	Nat	% FSM	Nat	% EAL	Nat	% SEN	Nat	Number of CLA
Year 7	224	52	49	32	31	5	16	17	15	0
Year 8	237	51	49	29	30	8	16	13	14	1
Year 9	224	46	49	29	28	7	16	6	13	2
Year 10	177	45	49	27	28	8	16	17	13	0
Year 11	210	48	50	30	26	7	16	16	12	7



Secondary

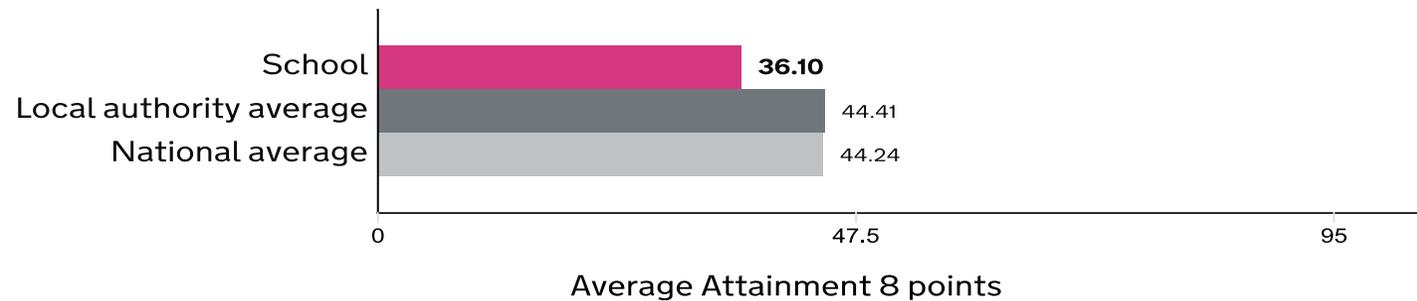
Progress 8

School	-0.60
Confidence interval	-0.78 to -0.43
Number of pupils	197
National average	-0.03
School compared to national average	Well below average

- Well above average
- Above average
- Average
- Below average
- Well below average

Attainment 8

Number of pupils = 207



Secondary

Progress 8 by pupil group

Breakdown	Cohort	Overall Progress 8		English element		Maths element		English Baccalaureate element		Open element	
		School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark	School	National benchmark
All pupils	197	-0.60	-0.03	-0.49	-0.03	-0.26	-0.02	-0.60	-0.03	-0.91	-0.04
Male	104	-0.69	-0.24	-0.61	-0.43	-0.14	0.03	-0.66	-0.18	-1.14	-0.34
Female	93	-0.51	0.18	-0.35	0.38	-0.39	-0.07	-0.54	0.13	-0.67	0.27
Disadvantaged	61	-1.10	0.11	-0.95	0.11	-0.63	0.12	-1.05	0.13	-1.56	0.09
Other	136	-0.38	0.11	-0.28	0.11	-0.09	0.12	-0.40	0.13	-0.62	0.09
Ever 6 FSM	61	-1.10	0.10	-0.95	0.10	-0.63	0.11	-1.05	0.12	-1.56	0.08
Children looked after	5	-0.43	-0.02	-0.19	-0.02	0.06	-0.01	-0.40	-0.02	-0.93	-0.03
SEN with statement or EHC plan	9	-0.73	-0.03	-0.35	-0.03	-0.29	-0.02	-0.68	-0.03	-1.32	-0.04
SEN support	24	-0.41	-0.03	-0.51	-0.03	0.05	-0.02	-0.23	-0.03	-0.82	-0.04
No SEN	164	-0.63	0.06	-0.50	0.07	-0.30	0.04	-0.65	0.07	-0.90	0.07
On roll in years 10 and 11	192	-0.58	-0.01	-0.47	-0.02	-0.25	0.00	-0.58	0.00	-0.89	-0.02
English first language	192	-0.65	-0.03	-0.52	-0.03	-0.29	-0.02	-0.66	-0.03	-0.95	-0.04
English additional language	5	0.94	-0.03	0.67	-0.03	0.93	-0.02	1.49	-0.03	0.57	-0.04

Secondary



Percentage achieving grade 5 or above in English and maths by pupil group

Percentage achieving grade 5 or above in English and maths			
Breakdown	Cohort	School %	National benchmark %
All pupils	207	25	42
Male	109	30	39
Female	98	18	45
Disadvantaged	62	8	49
Other	145	32	49
Ever 6 FSM	61	8	49
Children looked after	6	0	42
SEN with statement or EHC plan	9	11	42
SEN support	24	13	42
No SEN	174	27	47
On roll in years 10 and 11	199	26	43
English first language	194	25	42
English additional language	13	23	42



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School or college name

Location (postcode, town, street)

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Agreeing an Agenda



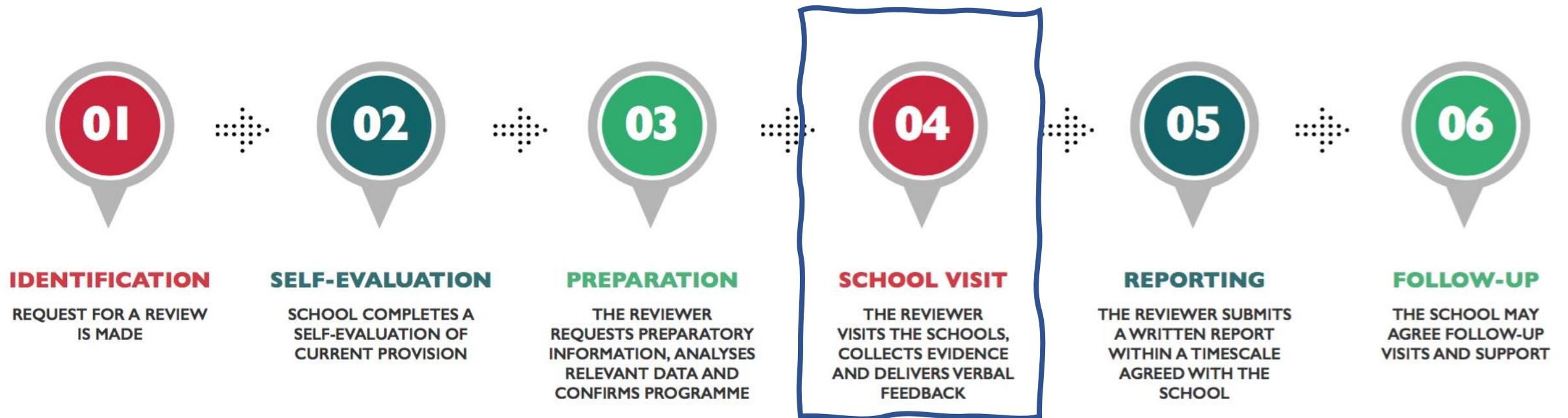


Triangulating Evidence

- Arrival, introduction and tour of the school
- Discussions with a range of stakeholders e.g. Headteacher, SLT, SEND Governor, teachers, teaching assistants, specialists, pupils
- Learning walks / Particular pupil observation in lessons and in intervention sessions / observation of unstructured activities such as break time or lunchtime clubs / observation of off-site provision – sampling remote learning
- Book looks / work sampling / reviewing online portfolios and other documents
- Discussion about the self-evaluation template resulting overview and the current SEND provision; identifying strengths and areas for development.

During the Review

SIX STAGE PROCESS



Outcomes

- Academic achievements progress and attainment
- Wider outcomes such as attendance, exclusions, key skills and transition data.

1

Leadership

- Profile and vision for SEND
- Whole school responsibilities
- Culture of high expectations and excellence for all
- Role of governors

2

Quality of teaching and learning

- High quality teaching for all
- Understanding of needs to plan and differentiate lessons
- Focused & data-led intervention
- Efficient use of TAs

3

Working with Pupils, Parents & Carers

- SEN Information Report
- Parental engagement
- Pupil voice

4

Assessment & Identification

- Securing alignment with the Code of Practice
- Accuracy of identification.

5

Monitoring, Tracking & Evaluation

- Data tracking
- Use of whole-school datasets e.g. IDSR, ASP
- Evaluation of intervention
- Monitoring of personalised plans

6

Efficient Use of Resources

- Value for money
- Resource effectiveness.
- CPD for staff
- Deployment of TAs

7

Developing expertise and provision

- Collaboration with external agencies
- Development of expertise
- Use of research and outward facing

8



Triangulating Evidence

Pre-Review

- Developing perceptions
- Developing lines of enquiry



During the Review

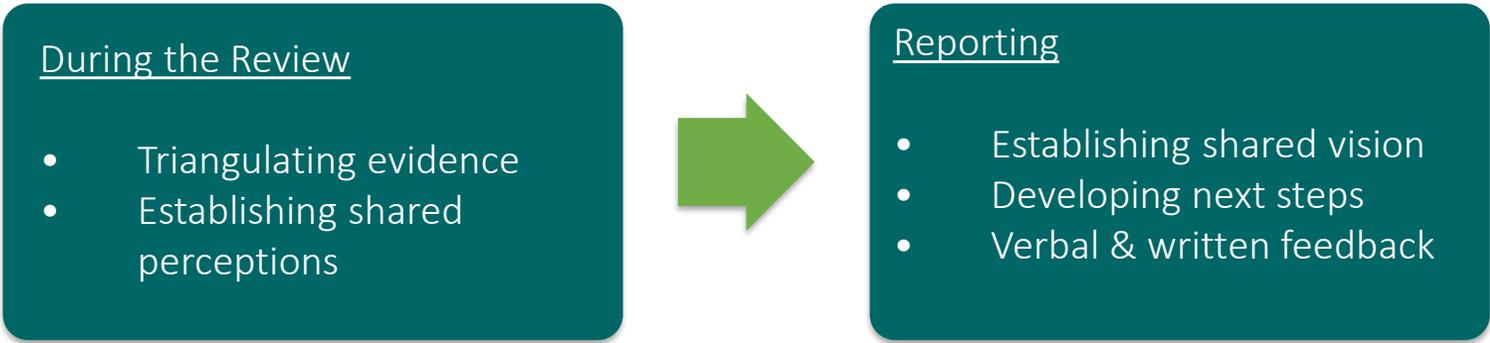
- Triangulating evidence
- Establishing shared perceptions

Considerations:

- It is a lot of information to process on the day, remember to:
 - Book in time on the day to reflect on your observations and conversations
 - Follow your timetable - stick to the timings as listed on the agenda
- Every school is different, keep the school's context in mind.
- Keep notes as you go, so that you can reflect later. You can scaffold this with the eight areas of focus or use your lines of enquiry.



Triangulating Evidence



What considerations do you think will be necessary to ensure the review is successful?

Would it be useful to establish any protocols before the visit?

Are there any other potential practical challenges / solutions?

SIX STAGE PROCESS



IDENTIFICATION

REQUEST FOR A REVIEW IS MADE



SELF-EVALUATION

SCHOOL COMPLETES A 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



After the Review



Learning Improvement Service

System Led SEND Review Record

School			
--------	--	--	--

DfE number		Date of review	
------------	--	----------------	--

SENCO		Other contributing school staff	
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Reviewer		Peer to Peer	Y/N	ASENDA / Lead SENCo	Y/N
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Evidence reviewed					
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<p>Current school context</p> <p>Including key SEND statistics – eg % of pupils with SEND, % of pupils with an EHCP. For PRU/special schools – number of pupils attending the provision, profile of pupils, staffing.</p>					
--	--	--	--	--	--

Impact of previous SEND Review on outcomes for pupils (if applicable)					
---	--	--	--	--	--

Areas of strength					
1					
2					
3					

Agreed next steps	
1	
2	
3	

Feedback by area of focus		
Focus	Strengths	Areas for development
Outcomes for pupils with SEND		
Leadership of SEND		
The quality of teaching and learning for pupils with SEND		
Working with pupils and parents/carers of pupils with SEND		
Assessment and identification		
Monitoring, tracking and evaluation		
Efficient use of resources		
The quality of SEND provision		
Preparing for adulthood (post-16 settings)		



SIX STAGE PROCESS



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REQUESTS PREPARATORY
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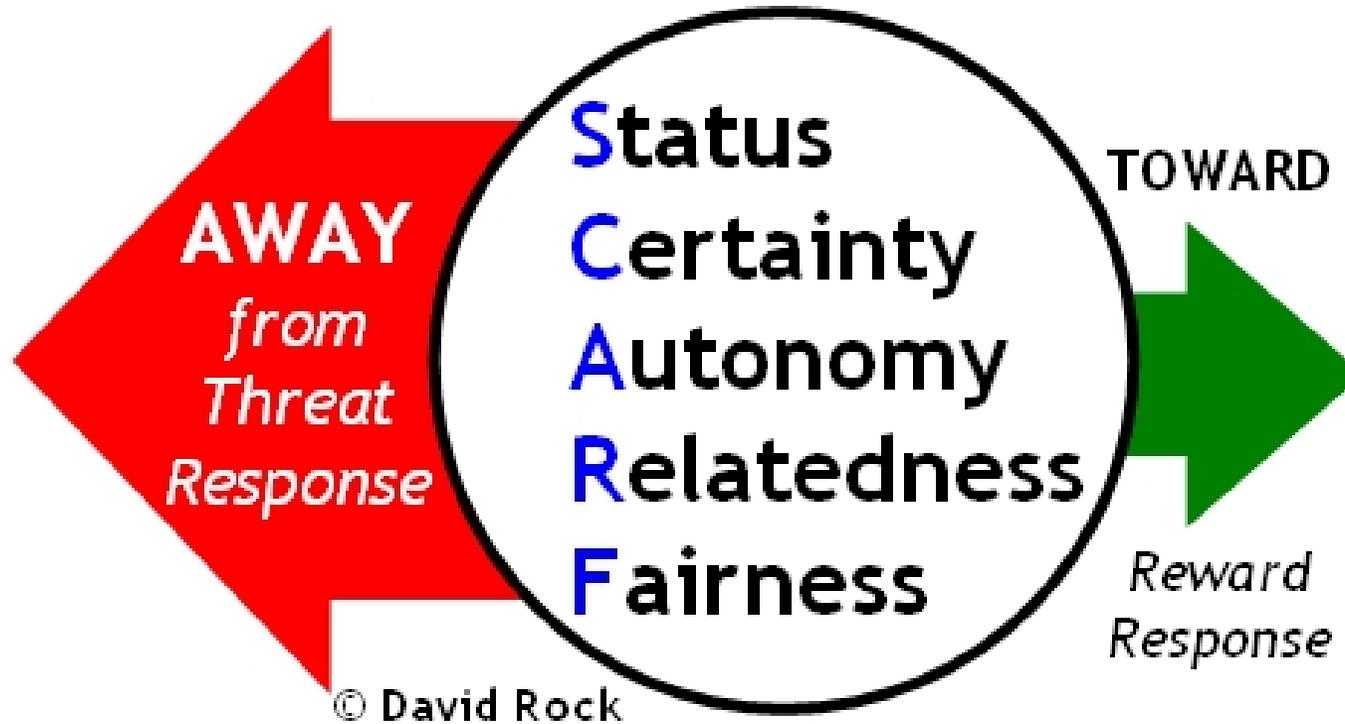
REPORTING

THE REVIEWER SUBMITS
A WRITTEN REPORT
WITHIN A TIMESCALE
AGREED WITH THE
SCHOOL

FOLLOW-UP

THE SCHOOL MAY
AGREE FOLLOW-UP
VISITS AND SUPPORT

SCARF Model of Social Threats and Rewards



SEND Review – Peer Collaboration

- S** • **STATUS** Relates to how we perceive our position in relation to others we have a relationship with such as our boss, peers, direct reports, friends and family. It can include job titles, public and private forms of recognition or criticism, salary and any other aspects associated with status.
- C** • **CERTAINTY** Relates to how sure we feel about events/people/situations that affect us. The higher the level of uncertainty, the more likely a threat state will be created.
- A** • **AUTONOMY** Relates to the level of control we have over the decisions that affect us. The more autonomous we feel, the more engaged, confident and satisfied we tend to be.
- R** • **RELATEDNESS** Concerns the quality of our relationships with others/our sense of belonging. Generally speaking, people like to feel "part of the group".
- F** • **FAIRNESS** Relates to our sense of justice and right and wrong. Our perception of whether we have been dealt with fairly can motivate and keep us engaged or it can move us towards a threat state where we are more likely to respond in a defensive way.

SEND Review – Peer Collaboration

Five Domains of Human Social Experience (Drivers of Our Behavior)				
	How We Activate the Reward State in Others	Results of Reward State	How We Activate a Threat State in Others	Consequences of Threat State
Status: sense of our personal worth—where we are in relation to other people	Positive feedback, public acknowledgement, allow staff to provide feedback to themselves in performance reviews	<ul style="list-style-type: none"> • More cognitive resources available to us • More insights • More ideas for action • Fewer perceptual errors • A wider field of view—more open 	Critique, unsolicited advice	<ul style="list-style-type: none"> • Released stressor hormones • Reduced resources for our brain—less oxygen and glucose available for brain function • Decreased cognition • Reduced working memory, which impacts linear, conscious processing • Inhibits the brain from perceiving the subtler signals required for solving nonlinear problems involved in the insight or “aha!” experience
Certainty: sense of what the future holds for us	Clear expectations, setting clear goals, realistic project schedules		Lack of transparency, dishonesty, unpredictability	<ul style="list-style-type: none"> • We generalize more easily, which increases the likelihood of erring on the safe side and shrinking from
Autonomy: sense of control over our lives	Providing choices, delegation, self-responsibility, empowerment		Micromanagement, constant authoritative leadership	

<https://childcareta.acf.hhs.gov/systemsbuilding/systems-guides/leadership/leading-ourselves/scarf-model>

Video to watch

<https://www.youtube.com/watch?v=PKYP3S92RqU>

Whole School SEND's free *Online SEND Reviewer Training* course, powered by Real Training

Free to access, and open to all education professionals

In order to improve the skills and confidence of the schools' workforce in supporting the delivery of high-quality SEND provision to pupils, Real Training and Whole School SEND have developed an online version of SEND Reviewer Training. This will enable more people within the schools' workforce to conduct quality reviews of SEND provision and empowering settings to improve their practices.

To benefit from this course, please complete your details below and we'll send you log-in details to our virtual learning environment, Campus Online.



<https://realtraining.co.uk/online-send-reviewer-training>

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By registering you are also agreeing to us sharing your information with the Department for Education via its agent NASEN (holders of the Whole School SEND contract) so that we can report on the use of public money to design and deliver the course.

First name

Last name