



## Rationale

This strategy has been written to support all leaders, SENDCos, and teaching staff in their daily work with pupils in all of our schools, who have Special Education Needs and Disabilities (SEND). Our work is centred around the SEND Code of Practice. The SEND Code of Practice contains details of the legal requirements that education professionals must follow without exception and statutory guidance that must be followed unless there is a good reason not to.

The SEND Code of Practice is the official guide for teachers who work with children who have Special Education Needs and Disabilities (SEND) and focuses on a family-centred system of care and education. This spans four broad areas of special educational needs and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional, and mental health
4. Sensory and/or physical needs

Special Educational Needs and Disabilities (SEND) can affect a child or young person's ability to learn. Children with SEND may have difficulties with their:

- behaviour or ability to socialise, for example, they struggle to make friends
- reading and writing, for example, because they have difficulties with their working memory or have a mild learning difficulty such as dyslexia
- ability to understand and process language
- concentration levels, for example, if a child has ADHD
- physical ability

## Vision

The vision of DDAT is that all pupils are fully included within the life of our schools. Our vision is '**to offer children and young people life in all its fullness**' through- *Growing*: providing experiences rooted in faith, hope, and love; *Learning*: ensuring the highest academic standards; *Outward Facing*: valuing their contribution to the community and *Healthy*: providing safe spaces of welcome and belonging. This is so that they can:

- use skills, knowledge and understanding to think for themselves and act for others (Learning)
- experience and enjoy diverse relationships (Outward facing)

- choose to journey in faith (Growing)
- be resilient, confident, and compassionate (Health)

At DDAT we believe that all pupils must have access to an ambitious and knowledge-rich curriculum. We want all our pupils to learn ***‘the best that has been thought and said.’*** This vision applies equally to pupils with and without Special Education Needs and Disabilities (SEND). It is our responsibility to ensure that all pupils with SEND are equipped with the knowledge, skills, experiences and support to enable them to develop as individuals who can lead full and meaningful lives. No ceiling will be put on the expectation of what can be achieved without constraint or cap to their ambition. We want parents and carers to feel supported, listened to and valued and actively choose our schools as they trust us to provide for their children. At all times, we will be reflective of our practice and seek to improve so that we provide the very best education possible for our children and young people.

### **Aims and Principles**

To achieve this vision, we will:

- Ensure all teachers are teachers of SEND.
- Provide termly support for our SENCOs to develop their knowledge, skills, and practice.
- Provide support, training and guidance for all staff so that they can develop their expertise and knowledge.
- Ensure that our curriculums are inclusive and adaptations are made where necessary, so that pupils can fully understand and access the curriculum offer. Expectations will remain high so that all pupils will be able to achieve the best that they can.
- Work in close partnership with the full range of external agencies who can support the individuals and their families, including educational psychologists, speech and language therapists, paediatricians, behaviour support services, etc.
- Ensure that our teaching staff know how to fully include pupils within their classrooms and understand how the learning environment can support and enhance the learning offer.
- Champion the rights of all our young people with SEND so that they know they are listened to, respected and supported to achieve the best that they can.
- Ensure that every member of staff understands that they are a teacher of pupils with SEND in every interaction that is had.
- Constantly strive to seek solutions to problems for pupils with SEND and not give up on the individual.
- Strive to respond to feedback from all stakeholders to continually improve the offer that we provide in our school.
- Constantly support our pupils at all stages of transition and ensure that Post 16 pathways and destinations are decided upon with the pupil.

National and Local Context: Taken from the DFE June 2023 'Special Educational Needs in England.'

**The number and percentage of pupils with SEND has continued to rise. (DFE June 2023)**

**The number of pupils with an EHC plan has increased across all school types**

- In primary, 2.5% of pupils have an EHC plan and 13.5% have SEN support
- In secondary, 2.4% of pupils have an EHC plan and 12.4% have SEN support

The percentage of pupils in receipt of an EHC plan has risen to 4.3% from 4% in 2022. The percentage of pupils on SEN Support has risen to 13% from 12.6% in 2022. Both of these figures show a rise in increases since 2016.

**The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.**

### **Policies:**

The SEND strategy expects the following policies to be available in schools, reviewed annually, and uploaded onto their website.

- SEND policy
- Safeguarding/Child Protection policy
- Part-time timetable policy
- Administration of Medicines policy
- First Aid policy
- Intimate Care
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Local Offer – include a link on the school website
- Accessibility Plan
- SEND Information report
- Positive Handling Policy
- Suspension and Exclusion policy

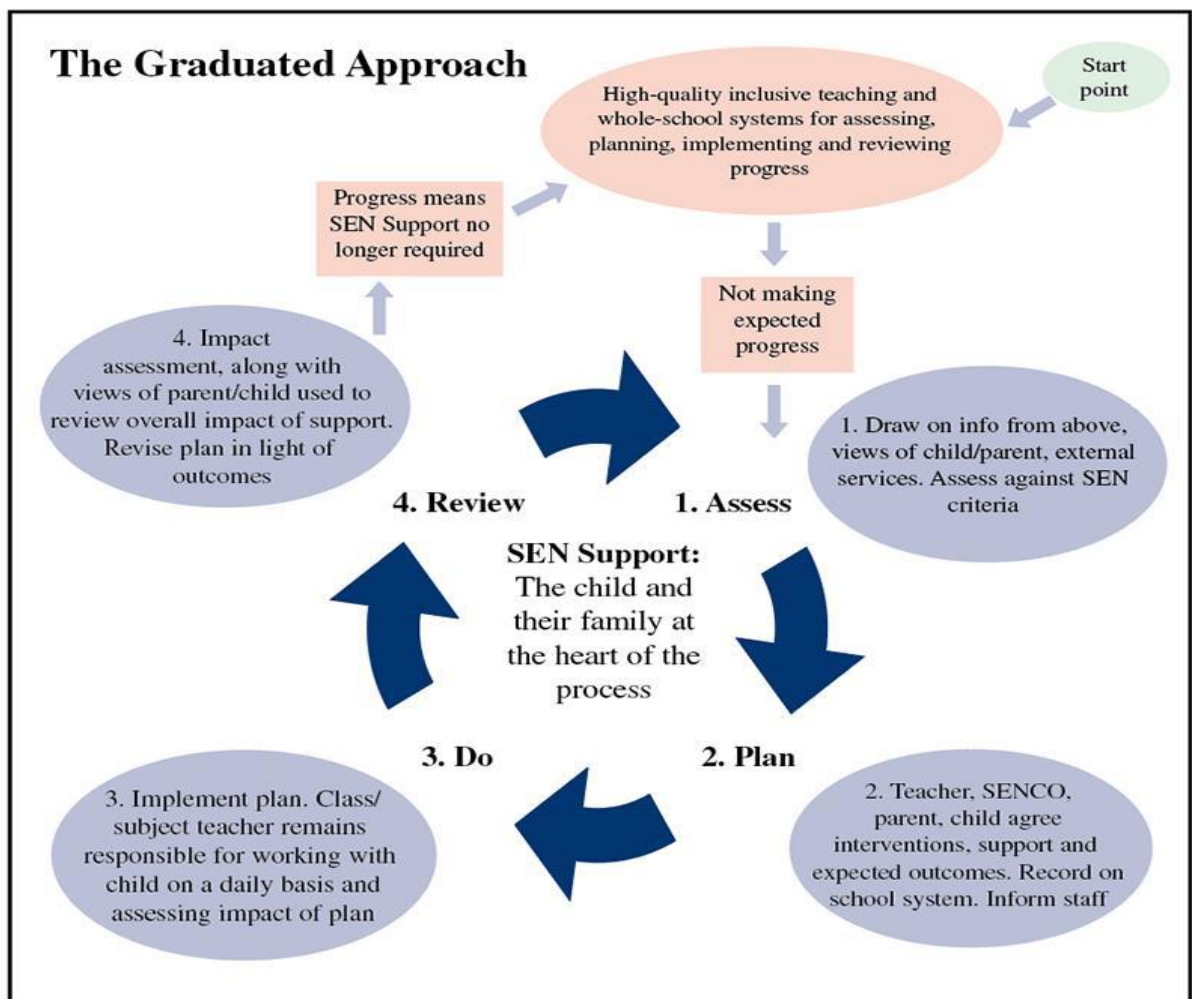
### **Priorities:**

Assessment:

- Ensure accurate and early identification of children and young people's additional needs.

## Provision:

- Ensure the Graduated Response is implemented. The Graduated Approach refers to the system of SEN support within mainstream settings. It is the system by which schools should assess the needs of children and young people and then provide appropriate support. The system should follow four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**. Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support required to help them to secure good outcomes increases.



- Apply for additional funding. The majority of children with SEND can be provided for with the funding already available in the settings, or by the setting applying for inclusion funding.
- Ensure high-quality additional provision that meets targeted pupils' needs for those with significant and long-term educational needs through an Educational Health and Care plan (EHCP). An Education Health and Care (EHC) plan will need to be applied for through the Local Authority.
- Where pupils need additional support, capacity within the hubs, trust and external provision will be investigated to best meet the needs of the pupils.

This may include additional nurture provision, managed moves and external therapies including Forest Schools.

- Capacity for alternative provision is to be investigated across the hubs within the Trust, to provide additional support for our most vulnerable pupils.

### **Curriculum and Delivery:**

- All pupils will receive a knowledge-rich curriculum that they can access and achieve positively due to the adaptations that are made.
- A broad and balanced curriculum will be offered that is ambitious and provides pupils with the cultural capital that they will need to succeed in life.
- The curriculum will not be narrowed for the pupils unless there are specific reasons for doing so. The rationale for why this has been undertaken will be communicated to the Trust and where at all possible, all pupils will study the full curriculum.
- The learning environment and resources will be adapted to meet and support the needs of the learners through coproduction, so that pupils with SEND grow in their knowledge, fluency and independence.
- Resources and support are carefully considered, prepared, and matched to the needs of the pupils.
- Interventions provided will be sharp, focused and are not planned at the same time each week. Pupils therefore will not keep missing the same elements of their curriculum. Short, sharp bursts of intense interaction will be provided and when children go back into class, teachers will pick up the learning so that teacher input isn't being missed.
- Where pupils have extreme and complex additional needs, additional provision will be provided. If needed and available, nurture provision will be provided.
- Alternative Provision and Managed Moves will be considered if it prevents the pupils from being excluded in line with Trust policies. Liaison with external agencies, including local authorities will be undertaken to ensure that provision for the individual is accurate.
- The hub and spoke model of provision will be implemented in some named Trust Schools.

### **Staff Development:**

- Continue to embed training for all SENCOs each term to support provision.
- Continue to provide training for teaching assistants who support individuals on a daily basis.
- Provide training for all teaching staff with the skills and knowledge so that pupils with SEND are effectively taught and gain key knowledge and skills.
- School Improvement Officers to support teaching staff and leaders on the implementation of adapted teaching techniques and undertake SEND reviews.

## **Partnerships and Transition:**

- Engagement with external agencies will be continually promoted to meet the needs of the pupils with SEND.
- Build strong relationships with pre-schools, nursery and secondary colleagues to support pupils in their transition.
- Develop strong partnerships with parents to ensure all needs are met.
- Liaise carefully with providers of special education to support the needs of pupils.
- Liaise with providers of alternative provision within the hub, trust and externally to ascertain the best support to meet the needs of our pupils with complex needs.

## **Compliance:**

- Ensure all schools within the Trust comply with all policies that apply to special educational needs including:
  - ✓ Special Educational Needs policy
  - ✓ Safeguarding policy
  - ✓ Part-time timetable policy
  - ✓ Intimate care policy
  - ✓ First Aid Policy
  - ✓ Administration of medicines policy
  - ✓ Behaviour Policy
  - ✓ Anti-bullying policy
  - ✓ Attendance policy
  - ✓ Positive handling policy
  - ✓ Local Offer
  - ✓ Accessibility Plan
  - ✓ SEND information report.
  - ✓ Suspension and exclusion policy
- SEN reviews and visits by Senior School Improvement Officers
- Health Check meetings by the Executive Team

## **Trust Board Assurance**

The DDAT Trust Board actively seek relevant information from the DDAT Central Team to allow Directors to actively and appropriately provide a continuum of challenge and support to ensure that SEND provision is of high quality and matches legal requirements. Directors will seek adequate reassurance on all SEN matters through the provision of accurate and timely information and data from the relevant Senior DDAT Officers. The Trust Board are encouraged to contribute to SEN discussions across all areas of expertise and consideration should be given to SEN matters in all meetings of the Trust Board and its committees.

**Review:** Strategy to be reviewed annually.

**Appendix:**

Strategy principles – Quality First Teaching

The 'C' Principle

Understanding Behaviours

Flow Chart for Exclusion

Pupil Risk Management Plan

Case Study

Part-time table Proforma

SEN review proforma

39 weeks of SEN

**Appendices:****Strategy Principles**

# Quality First Teaching

## The 5-a-day Plate



<b>1</b> Explicit instruction	<i>Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.</i>	
<b>2</b> Cognitive and metacognitive strategies	<i>Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.</i>	
<b>3</b> Scaffolding	<i>When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.</i>	
<b>4</b> Flexible grouping	<i>Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.</i>	
<b>5</b> Using technology	<i>Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.</i>	

## The C Step Principle

# \*C-STEP Principle\*

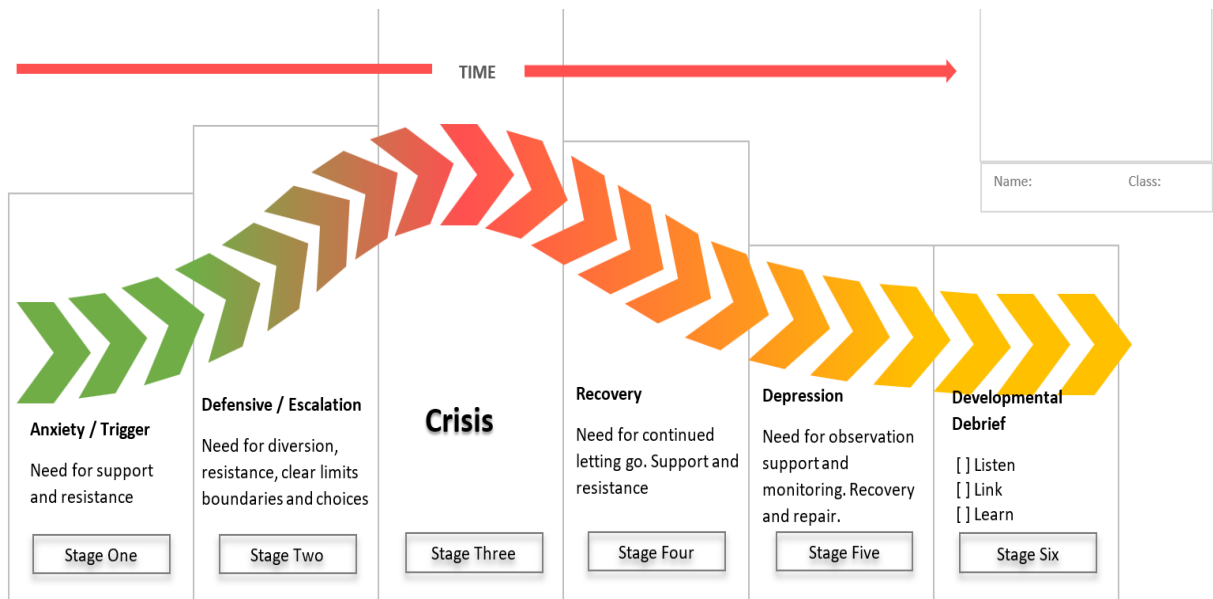


We can make learning accessible to all students and adapt our teaching using the **C-STEP** Principle. Take time when planning to think how we **communicate** and consider the **space, task, equipment** and how **people** can support a student to take part and achieve in the lesson / activity.

## Understanding Behaviours

### The 6 stages of crises

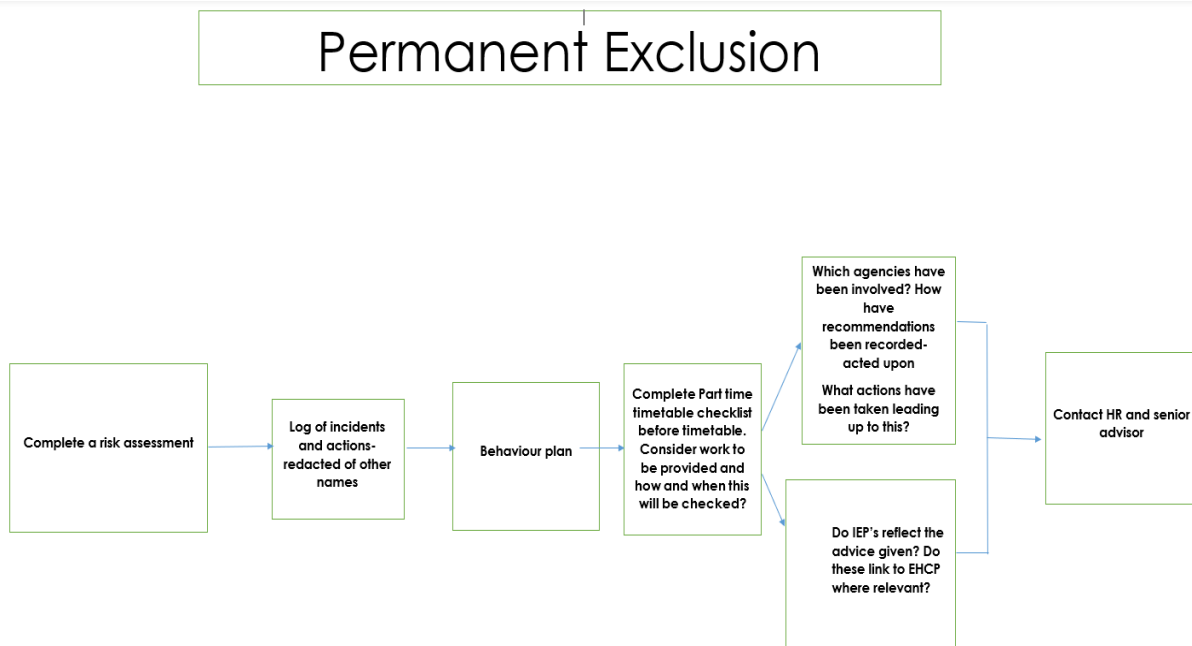




Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	<b>Low Level</b> Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	<b>Low Level</b> Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	<b>Medium Level</b> Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...', 'Go away' etc. May try to run/escape.	<b>Medium Level</b> Continue to use level one strategies + state desired behaviours clearly, offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'.. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	<b>High Level</b> Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	<b>High Level</b> Continue to use level 1 and 2 de=escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.

Stage description	Need for	Behaviours	Positive handling responses
4. Recovery	Co-ordinated letting go and reassurance.	<b>Recovery behaviours</b> May cry, go into a confined space, curl up into a ball. Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	<b>Recovery positive handling responses</b> Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5. Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	<b>Depression positive handling responses</b> Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6. Follow up	Listening and learning.	<b>Follow up</b> Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	<ul style="list-style-type: none"> <li>Listen to views of child</li> <li>What can be learned from this?</li> <li>Keep appropriate record of incident and responses</li> <li>Share reports as appropriate – child's file</li> <li>Appropriate professionals meet to discuss plan/risk assessment/care and control plan.</li> </ul>

## Exclusion Flowchart



## Pupil Risk Management

### Pupil Risk Management Plan

<b>Name of Pupil:</b>	
<b>DOB and age:</b>	
<b>Class:</b>	
<b>Class Teacher:</b>	
<b>Other Key Staff:</b>	

Photo

### Concerns contributing to risk:

<b>Substance misuse:</b>	<b>Self-harm/injury:</b>
<b>Vandalism/damage to property:</b>	<b>Online risk-taking:</b>

<b>Sexualised behaviour/risk-taking:</b>		<b>Verbally abusive:</b>
<b>Theft/dishonesty:</b>		<b>Physically abusive:</b>
<b>Absconding/'flight risk':</b>		<b>Other, please state:</b>

**Specific Incidents/Information Shared:**

<u>Date:</u>	<u>Details:</u>	<u>Information provider (Name and role)</u>

**Risk assessment indicate levels of risk to:**

<u>Who/What?</u>	<u>High</u>	<u>Medium</u>	<u>Low</u>
<b>Self</b>			
<b>Other pupils</b>			
<b>Staff</b>			
<b>Visitors</b>			
<b>Buildings, equipment, etc.</b>			

**Behaviour Profile:**

<p><b>Do incidents occur under specific circumstances?</b> <i>If yes, provide details:</i></p>	
<p><b>Do incidents occur in specific rooms/spaces?</b> <i>If yes, provide details:</i></p>	
<p><b>Do incidents take place with other identifiable learners?</b> <i>If yes, provide details:</i></p>	
<p><b>Do incidents take place with identifiable staff?</b> <i>If yes, provide details:</i></p>	
<p><b>Are there identifiable triggers?</b> <i>If yes, provide details:</i></p>	

<p><b>How long has this behaviour been prevalent?</b></p>	
<p><b>What support strategies have been implemented to date?</b></p>	

**Strategies to manage risk:**

What?	How?	Who?

**Details of parties involved in this plan:**

<b>This plan was completed by:</b>	<b>Staff Name(s):</b>	<b>Date:</b>
<b>Reviewed and approved by DSL:</b>	<b>Staff Name:</b>	<b>Date:</b>
<b>Explained/discussed with pupil:</b>	<b>Pupil Name:</b>	<b>Date:</b>
<b>Explained/discussed and agreed by Parent(s):</b>	<b>Parent(s) Name:</b>	<b>Date:</b>
<b>Pupil Profile updated and shared with staff, please list:</b>	<b>Staff Name:</b>	<b>Date:</b>
<b>Scanned to Safeguarding MIS:</b>	<b>Staff Name:</b>	<b>Date:</b>
<b>This plan will be reviewed:</b>	<b>By:</b>	<b>On:</b>

## CASE STUDY OF A PUPIL WHO IS VULNERABLE GROUP ()

A case study of a potentially vulnerable child to assess the effectiveness of the care, guidance, and support/curriculum adjustments for individual pupils

<b>Pupil</b>	
<b>Date of placement on Intervention/ support provision</b>	
<b>Year group:</b>	<b>Class</b>
<b>Pen Portrait including area(s) of need/barriers to learning</b>	
<b>External agencies who have been involved</b>	
<b>PROVISION OVER TIME / ARRANGEMENTS OVER TIME</b>	
<b>How the skills of staff have been developed to address needs</b>	
<b>Progress Summary</b>	
<b>QUALITATIVE OUTCOMES FOR PUPIL / SCHOOL</b>	

## Part-Time Timetable Checklist

<p><b>Why a part-time timetable?</b> <i>Have the child's needs been fully considered? EHCP? Behaviour plans? Social care involvement? Health?</i> <i>What has been done up to this decision? How has this been logged?</i> <i>Have you consulted external agencies for support?</i> <i>Have you implemented nurture strategies?</i> <i>Have you considered a staggered timetable?</i> <i>Have resources and staffing been considered?</i> <i>How have you involved parents in the provision?</i> <i>Have you sought support from other schools in the trust?</i></p>
<p><b>Meeting</b> <i>Convene a meeting between the Headteacher, SENCO, the pupil's parents, and relevant LA/Trust professionals to discuss the appropriateness of a part-time timetable. The class teacher will be involved should this be necessary.</i></p>
<p><b>Part-time timetable planning and consent form</b> <i>Rationale</i> <i>Objectives and timescales, review dates</i> <i>Plan for phased return</i> <i>Support identified</i> <i>Written approval from parents</i></p>
<p><b>Sharing with professionals</b> <i>Complete the Derby City/ Derbyshire PTT forms:</i> <i>Notification</i> <i>Update</i> <i>Closure</i> <i>Governors</i></p>
<p><b>Review meetings</b> <i>Recorded on My Concern/ CPOMS/ School own system</i></p>
<p><b>Chronology</b> <i>Record fortnightly meetings</i></p>
<p><b>Safeguarding</b> <i>Pupil signs in and signs out</i> <i>Give consideration to the safeguarding implications of the pupil being away from the school site for a longer period of time</i></p>

## SEND review template

### SEND Review

School context including key SEND statistics, for example % of pupils with SEND, % with EHCP, % SEN Support, primary need analysis.

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p><b>1.Outcomes for pupils with SEND (impact)</b></p>	<p>1.1 From their different starting points, pupils with SEND make at least good progress and achieve the best possible outcomes.</p> <p>1.2 Pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.</p> <p>1.3 Pupils with SEND develop the knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <p>1.4 Pupils with SEND are effectively building their learning towards specified end points.</p> <p>1.5 Outcomes for pupils with SEND are improving as the result of the different or additional provision being made for them; including outcomes in communication and interaction, cognition and learning, physical health and development, social, emotional and mental health.</p> <p>1.6 School systems promote parent and carer contributions to maximise outcomes for pupils with SEND.</p> <p>1.7 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>1.8 Pupils with SEND develop and apply a wide range of skills, in reading, writing, communication and mathematics effectively.</p> <p>1.9 The school is engaging with a range of methodologies to prepare pupils with SEND for the next stage</p>		

	<p>in their education, training or employment. This is evidenced by the tracked outcomes following transition and their destination data.</p> <p>1.10 There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.</p> <p>1.11 The school uses a range of data to identify barriers to learning. This includes monitoring the types, rates and patterns of bullying and levels of attendance for pupils with SEND.</p> <p>1.12 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> <p>1.13 Use of alternative or part-time provision is appropriate to the needs of the pupils leading to positive impact a shown through monitoring and quality assured processes</p> <p>1.14 Rates of and reasons for pupils moving out of the school at points other than end of key stage are consistent with good provision for pupils.</p>		
AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p><b>2.Leadership of SEND (intent)</b></p>	<p>2.1 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 and ambition for all children.</p> <p>2.2 School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.</p> <p>2.3 School leaders are knowledgeable on SEND policy and practice. The school is implementing the Children and Families Act, the Code of Practice and the Equality Act effectively.</p>		

	<p>2.4 Senior leaders understand the implementation and impact of the curriculum for pupils with SEND.</p> <p>2.5 All governors are aware of their statutory duties relating to pupils with SEND.</p> <p>2.6 There is a SEND governor who 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>2.7 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>2.8 The school from an evidence based position securely knows its strengths and areas for development in relation to SEND.</p> <p>2.9 A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly. The plan is regularly monitored. SEND development is clearly reflected in the whole school development plan.</p> <p>2.10 Roles and responsibilities for SEND provision are clear.</p> <p>2.11 Subject leaders have taken responsibility for adapting, designing or developing their subject to ensure it is ambitious and meets the needs of pupils with SEND. They know the impact it has in developing their knowledge, skills and abilities and can do with increasing fluency and independence.</p> <p>2.12 There is effective engagement with external agencies across education, health and social care. The SENCO ensures that, where appropriate, advice is implemented.</p> <p>2.13 The school has a successful track record of supporting the transition of pupils with SEND between phases and provisions.</p> <p>2.14 Leaders make sure staff are aware of the additional vulnerabilities of pupils with SEND in relation to safeguarding.</p> <p>2.15 The SEND policy is up to date and has been approved by Governors</p> <p>2.16 The SEN Information Report is updated at least annually, is</p>		
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	<p>compliant, ratified by the FGB and on the school website.</p> <p>2.17 The Equalities Statement is updated annually and there are suitable equalities objectives which cover 4 years.</p> <p>2.18 There is a published Accessibility Plan which is covers a 3 - year period.</p> <p>2.19 There is a Supporting Pupils with Medical Needs policy which is updated annually.</p> <p>2.20 The SENCo has completed or is undertaking the mandatory qualification.</p> <p>2.21 The local authority's "local offer" is signposted on the website</p>		
AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p><b>3. The quality of teaching and learning for pupils with SEND (intent, implementation)</b></p>	<p>3.1 Pupils with SEND have access to a broad and balanced curriculum.</p> <p>3.2 All teachers understand and accept they are responsible for the teaching, learning and progress of pupils with SEND.</p> <p>3.3 Quality first teaching is the first response to meet the needs of pupils with SEND.</p> <p>3.4 The curriculum is effectively developed and adapted so that it is coherently sequenced to all pupils' needs, starting points and aspiration for the future.</p> <p>3.5 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.</p> <p>3.6 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.</p> <p>3.7 The individual needs of pupils are communicated effectively to all staff.</p> <p>3.8 Pupils with EHCP and IEPs are receiving provision that is consistent with their plan.</p> <p>3.9 Teachers use assessment information to plan and differentiate lessons effectively. This includes</p>		

	<p>setting homework that is matched to pupils' individual needs.</p> <p>3.10 Teaching and support staff work effectively together.</p> <p>3.11 Detailed and appropriate provision mapping is in place for all areas of SEN, is up to date, costed and evaluates impact</p> <p>3.12 The school uses evidence based interventions</p> <p>3.13 Evidence from observations shows the teaching of interventions is considered to be consistently good or better.</p> <p>3.14 Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.</p>		
AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p><b>4. Working with pupils and parents/carers of pupils with SEND (implementation)</b></p>	<p>4.1 The SEND information report provides a comprehensive summary of provision at the school and is easily accessible to parents/carers.</p> <p>4.2 Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.</p> <p>4.3 The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHC plans.</p> <p>4.4 Person-centered approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEND</p> <p>4.5 Staff involve pupils in the planning of their SEND provision</p> <p>4.6 Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.</p> <p>4.7 There are opportunities for pupils with SEND to become involved in pupil voice. For example, pupils with SEND are represented on the school council.</p> <p>4.8 Pupils with SEND are equally involved in wrap-around activities; enrichment activities, clubs and out of hours support.</p> <p>4.9 Pupils, parents and carers are made aware of local and national services that provide impartial</p>		

	advice and support such as the SEND Information, Advice and Support Service (IASS)		
AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>5. Assessment and Identification (implementation)</b>	<p>5.1 Comprehensive assessment supports accurate identification of need and informs classroom practice.</p> <p>5.2 The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.</p> <p>5.3 The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.</p> <p>5.4 The rationale for placing pupils on the SEND register is appropriate, consistent and regularly reviewed. The rate of identification is proportionate to the school's context.</p> <p>5.5 Analysis is undertaken of the percentages on the SEN Register compared to national.</p> <p>5.6 Parents and carers are fully involved in discussions with the school on identification and assessment.</p>		
AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>6. Monitoring, tracking and evaluation (implementation and impact)</b>	<p>6.1 Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.</p> <p>6.2 Targets on pupils' plans are consistently SMART.</p> <p>6.3 Interventions follow a cycle of Assess, Plan, Do, Review.</p> <p>6.4 The school has robust target setting, tracking and monitoring systems.</p> <p>6.5 The school has effective record keeping systems that all staff are involved in</p> <p>6.6 Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.</p> <p>6.7 The school uses effective ways of measuring the progress of pupils</p>		

	<p>with SEND and has a good understanding of how they achieve with individual teachers and across subjects.</p> <p>6.8 The SENCo uses externally validated data such as the IDSR to inform the planning of interventions.</p>		
AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<p><b>7. The efficient use of resources (implementation)</b></p>	<p>7.1 The SEN notional, locality and high needs block funding is appropriately developed to ensure positive outcomes for pupils.</p> <p>7.2 SEND has a high profile in staff continued professional development and learning to support improved pupil outcomes</p> <p>7.3 The SENCO is closely involved with professional development of staff so that all staff improve their practice and take responsibility for removing barriers to participation and learning</p> <p>7.4 Staff engage in high quality continued professional development and learning to support improved pupil outcomes.</p> <p>7.5 Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality continued professional development and learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes.</p> <p>7.6 Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact.</p> <p>7.7 There is a graduated approach to interventions. Class, group and individual support is balanced appropriately.</p> <p>7.8 Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed and the impact they are having.</p> <p>7.9 Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map.</p> <p>7.10 Highly effective administrative support allows staff with responsibility for SEND to work strategically.</p> <p>7.11 SENCO clearly identifies notional SEN Funding and supports the organisation of resources to facilitate the best possible outcomes for pupils with SEND</p>		

	7.12 The school is outward facing and engages critically with developments in practice.		
Summary Evaluation		KEY STRENGTHS	KEY AREAS FOR DEVELOPMENT

## Appendix 1

### IDENTIFICATION OF NEED

Pupils receiving SEN Support

<u>Category of need</u>	EYFS				Key Stage 1				Key Stage 2								Totals: Prime Need
	Nursery		FS		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
<b>Cognition &amp; Learning</b>																	
Specific Learning Difficulty																	
Mild/Moderate Learning																	
Social, Emotional and Mental Health																	
<b>Communication &amp; Interaction</b>																	
Speech, Language & Communication																	
Autistic Spectrum Condition																	
<b>Physical/Sensory Impairment</b>																	
Visual Impairment																	
Hearing Impairment																	
Multi-Sensory Impairment																	
Physical																	
Other Sensory Impairment																	
Totals: prime need by year group and gender																	
<b>Pupils supported through SEN Support: TOTAL NUMBER</b>																	

## Appendix 2

### PUPILS WITH A STATUTORY EHC PLAN

P = No. of pupils with this as Prime need

A = No. of pupils with this as Additional need

<b>EHCP</b>																		
<u>Category of need</u>	<b>EYFS</b>				<b>Key Stage 1</b>				<b>Key Stage 2</b>						<b>Totals: Prime Need</b>			
	Nursery		FS		Year 1		Year 2		Year 3		Year 4		Year 5			Year 6		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		M	F	
<b>Cognition &amp; Learning</b>																		
Specific Learning Difficulty	P																	
Mild/Moderate Learning	A																	
Social, Emotional and Mental Health	P																	
A	A																	
<b>Communication &amp; Interaction</b>																		
Speech, Language & Communication	P																	
A	A																	
Autistic Spectrum Condition	P																	
A	A																	
<b>Physical/Sensory Impairment</b>																		
Visual Impairment	P																	
A	A																	
Hearing Impairment	P																	
A	A																	
Multi-Sensory Impairment	P																	
A	A																	
Physical	P																	
A	A																	
Other Sensory Difficulties	P																	
A	A																	
Totals: prime need by year group and gender																		
<b>Pupils supported through EHCP: TOTAL NUMBER</b>																		

### Appendix 3

#### IDENTIFIED GROUPS OF PUPILS

Use to identify vulnerable groups of pupils, and record where SEN details overlap. You may wish to use the blank boxes to add to the categories, e.g. by adding other vulnerable groups relevant to your school, e.g. Services pupils, Pupils working on P scales, etc.

Need	Total number in school	SEN Support	EHCP
Pupil Premium (disadvantaged)			
LAC (Looked After Children)			
CP register (Child Protection register)			
Children in Need (CIN)			
EAL (English as an Additional Language)			
Ethnic Minorities Traveller			
Pupils out of Year group			
Gifted, Able & Talented pupils			
Poor attenders below 95%			
Persistent Absentees below 85%			
Number of pupils with medical needs (Health Care Plans/Toileting Plans)			
Service Children			

#### **Exclusions:**

For this Academic Year

	Non-SEN Pupils	Pupils receiving SEN	Pupils with EHCPs
Number of Fixed term exclusions			
Number of Permanent exclusions			
Number of Managed transfers			
Number of Managed moves			
Number on Part-time Timetables			

## Appendix 4

### SUMMARY OF SEN RESOURCES

#### Income

- Use this table to identify all the SEN related income
- Insert additional rows if required

Income	£	Comments
<b>Itemised SEN Funding</b>		
Funding within Schools Block through AWPU (Element 1)		
Delegated SEN Funding (Element 2)		
Top up funding for individual children (Element 3)		
Other (please specify)		
<b>Total income</b>		

*This SEND self-evaluation tool has been developed with reference to the NASEN audit tool, Derby City audit tool, The Key SEND Audit, the Ofsted Education Inspection Framework and examples on a range of Local Authority websites.*

39 weeks of SEN – [Link to the document on google drive to be added when approved](#)

