**SCHOOL SEND AUDIT**

 

 

**SCHOOL NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ COMPLETED BY \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Focus Area** | **Details** | **Evidence of Strengths** | **Evidence of Areas for Development** |
| --- | --- | --- | --- |
| **1. Leadership and Management** | 1.1 The school has a culture of high aspirations for all children. The school has a clear vision of the education and desired outcomes for pupils with SEND and which is reflective of the Kirklees Vision. This vision is shared by all staff. **Kirklees Vision** http://intranet.kirklees.gov.uk/getattachment/99c233c5-7c09-48d8-83cb-682f3fc1c1bd/1.%20SEND%20vision%20poster.aspx.  |  |  |
|  | 1.2 The school has an ethos of diversity and respect; all children feel valued and included in the whole school community. Disabled children and young people and those with SEN are not treated less favourably than others and are prevented from being at a substantial disadvantage.  |  |  |
|  | 1.3 The leadership team have created a culture and ethos that actively welcomes pupils with SEND, their parents and carers and any other agencies involved with them. |  |  |
|  | 1.4 The leadership team is knowledgeable on SEND policy and practice. The school is implementing the SEND reforms and the Equality Act effectively.  |  |  |
|  | 1.5 The SEND governor is well equipped to support and challenge the school’s work with pupils with SEND, in order to have a positive impact on their outcomes.  |  |  |
|  | 1.6 Roles and responsibilities are appropriately aligned across all vulnerable groups to ensure appropriate joint assessment, identification and planning e.g. SENCo, DSL, Inclusion Manager. |  |  |
|  | 1.7 The SEND development/improvement plan is in place and informs the whole school plan, to ensure that clear and appropriate aims and objectives for SEND are included. |  |  |
|  | 1.8.1 The SENCo is part of the leadership team who work closely together to ensure there is a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities for pupils with additional needs.1.8.2 The SENCo has sufficient time and support to carry out the role effectively, including monitoring and supporting staff development. |  |  |
|  | 1.9 There are stringent safeguarding measures in place to ensure that pupils with SEND are safe in school and know how to keep themselves safe elsewhere: this is reflected in the school’s SMSC curriculum. |  |  |
|  | 1.10.1 The school’s performance management policy takes into account the outcomes for pupils with SEND1.10.2 The school’s performance management policy includes TAs1.10.3 The school’s performance management policy supports CPD for all staff to improve their practice for pupil’s with SEND |  |  |
|  | 1.11.1 The leadership team can identify how the notional SEN budget is allocated and how it improves outcomes for pupils with SEND.1.11.2 The leadership team can demonstrate how Pupil Premium is used to improve outcomes for pupils with SEND. |  |  |
| **2. Quality of Teaching, Learning and Assessment** | 2.1. Comprehensive assessment supports accurate identification of need and informs classroom practice. More frequent assessments and specific assessment tools/techniques are used when appropriate. Parents are fully involved in discussions with the school on identification and assessment. |  |  |
|  | 2.2 Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupil’s individual needs. Homework can be shown to improve learning.  |  |  |
|  | 2.3 The SENCo together with the rest of the leadership team support class teachers in delivering Quality First Teaching for all pupils including those with SEND, including advice and guidance on differentiation, personalised learning and flexible provision and curriculum development. |  |  |
|  | 2.4 Teachers are fully aware of pupils’ SEND and can demonstrate how they provide for these in lesson planning and delivery. |  |  |
|  | 2.5.1 Strategies for supporting pupils with SEND are fully informed by parents/carers. 2.5.2 Strategies for supporting pupils with SEND are consistently used throughout school. |  |  |
|  | 2.6 Learning walks, work scrutiny and lesson observations demonstrate a range of questioning techniques used to assess pupils’ understanding and provide high quality feedback.  |  |  |
|  | 2.7 TAs have a clear understanding of their role in the classroom and how to support learning. The deployment of TAs is regularly evaluated and adjusted accordingly. |  |  |
|  | 2.8 Pupils with SEND understand where they are with their learning and what they need to do to make progress. |  |  |
|  | 2.9 Parents/carers are given a clear understanding of how to support their children’s learning. |  |  |
|  | 2.10 Assessment data is regularly used to modify or refine approaches for pupils with SEND. |  |  |
|  | 2.11 Evidence based interventions are used where possible. The efficacy of any interventions is regularly evaluated. |  |  |
|  | 2.12 There are clear links made between intervention outcomes and classroom teaching. |  |  |
| **3. Personal Development, Behaviour and Welfare** | 3.1.1 Wider outcomes for pupils with SEND are met as pupils are supported to take part in enrichment and extra-curricular activities.3.1.2 Parents are fully involved in identifying and planning to meet their children’s broader outcomes. |  |  |
|  | 3.2 There are opportunities for pupils with SEND to become involved in pupil voice. For example, pupils with SEND are represented on the school council.  |  |  |
|  | 3.3 There are regular checks to show that pupils with SEND are not disproportionately represented in the school’s bullying log or attendance, exclusion and behaviour records |  |  |
|  | 3.4 Pupils with SEND can say that they feel safe and happy in school. They can also explain how they keep themselves safe elsewhere. |  |  |
|  | 3.5.1 There are policies in place to assess and meet the language skills of students who are new arrivals to the country.3.5.2 Pupils with EAL are carefully tracked to ensure that their language needs are not disguising any SEND. |  |  |
| **4. Outcomes for pupils with SEND** | 4.1 The ‘assess, plan, do, review’ cycle is firmly embedded in the school’s practice for pupils with SEND, ensuring high aspirations and fully involving the pupil and parent at each stage.  |  |  |
|  | 4.2.1 There are monitoring and tracking systems in place to demonstrate the progress that each pupil with SEND makes from their starting points.4.2.2 Where pupils with SEND are not making expected progress there are swift response practices. This information is collectively used to inform the development/improvement plan.  |  |  |
|  | 4.3 Pupils with SEND are supported to make the transition to the next stage of their education. Parents/carers are fully involved with this. |  |  |
|  | 4.4 There is appropriate and timely referral to external agencies for help and support for pupils with SEND. e,g. where a pupil continues to make little or no progress or where they continue to work at substantially low levels despite evidence based SEN support delivered by appropriately trained staff.  |  |  |
|  | 4.5 There are systems in place to show how support, resources and interventions are allocated and evaluated. |  |  |
|  | 4.6 Systems are in place to allow parents and carers to provide regular feedback and to meaningfully contribute to shaping the quality of support and provision. |  |  |
| **5. Overall Effectiveness** | 5.1 The School’s SEN Information Report and SEN Policy is easy to find on the school web-site. It is regularly up-dated and links to the Local Offer. |  |  |
|  | 5.2 The LA guidance for identifying, assessing and meeting SEN and the more detailed guidance across each of the broad areas of need is utilised to support the school in fulfilling its statutory responsibilities to identify, assess and meet the SEN of its pupils. **Overarching guidance -** [http://intranet.kirklees.gov.uk/getattachment/62f1f04d-ed2a-43ca-b970-39f352770b2e/1.%20Guidance%20–%20Identifying,%20assessing%20and%20meeting%20SEN%20in%20Kirklees%20mainstream%20schools%20–%20December%202016.aspx](http://intranet.kirklees.gov.uk/getattachment/62f1f04d-ed2a-43ca-b970-39f352770b2e/1.%20Guidance%20%E2%80%93%20Identifying%2C%20assessing%20and%20meeting%20SEN%20in%20Kirklees%20mainstream%20schools%20%E2%80%93%20December%202016.aspx) **C&I guidance –** <http://intranet.kirklees.gov.uk/getattachment/4840f515-7f5b-43e9-b88c-c71f701c119d/2.%20Guidance%20for%20schools%20-%20Graduated%20Approach%20-%20Communication%20and%20Interaction.aspx> **SEMH guidance –** <http://intranet.kirklees.gov.uk/getattachment/2622728c-5768-4013-b89d-5c8ea88c054e/3.%20Guidance%20for%20Schools%20-%20Graduated%20Approach%20-%20SEMH.aspx>  |  |  |
|  | 5.3.1 The SEN register is up-dated at least termly.5.3.2 Pupils on SEN Support all have personalised targets that are reviewed with them and their parents at least termly.5.3.3 A person centred, aspirational, outcome focussed and graduated approach to meeting SEND is firmly embedded within school’s practice.5.3.4 My Support Plans are in place for pupils at SEN Support who are not making progress with the school’s own planning approach ie. provision maps/IEP/ANP.  |  |  |
|  | 5.4.1 Appropriate and timely requests are made for statutory EHC needs assessment and the full information requested is provided to the LA ie. evidence of relevant and purposeful action already taken. 5.4.2 There is regular monitoring and review of progress for pupils with EHC plans, and including an annual review of the EHC Plan. 5.4.3 Smaller step targets towards meeting the outcomes are set, agreeing arrangements for monitoring progress and setting new targets, and for involving the family in this process. Progress is considered in the light of the longer term outcomes in the EHC Plan.  |  |  |
|  | 5.5 Individual teachers, curriculum departments and the senior leadership team regularly reflect on and evaluate their SEND practice. |  |  |