

SELF EVALUATION OF SEN PROVISION

Introduction

The aim of this document is to support schools in the Norfolk School Self Review process.

The process will inform the school development planning cycle and highlight areas for staff training, development and support. It will also help schools to consider a range of evidence in relation to inclusion issues around pupils with special educational needs. This can contribute to your School Self Review and Ofsted S4 form.

Rationale

Evaluation at a whole school level seeks to answer the questions:

- What do we do well?
- What do we do less well?
- What do we want to develop or do differently?

Self evaluation is essentially about outcomes. How well do our pupils make progress? Why is this? What makes it happen? Self evaluation should give an overview of the effectiveness of SEN provision in the school.

The process itself will enhance the effectiveness of provision by encouraging a consistency of understanding and application by all members of the school community. Provision for SEN is the responsibility of every member of staff in the school.

The purpose of using the self evaluation tool is to allow you to prioritise future development action. By recognising what is working well, we can share a sense of achievement. By identifying what is 'ticking over', we can be aware that development of those aspects is not urgent – they can wait their turn. By analysing areas that are not performing well we can prioritise actions. These can then be incorporated into the development planning cycle.

Using the self evaluation materials

The checklists divide SEN into the following sections:

- management,
- provision,
- learning and teaching,
- monitoring and evaluation.

To be most useful and objective the checklists must be completed as a collaborative activity.

- 1 The starting point is a list of *Core Statements*.

To begin with this checklist is completed in order to determine which areas need further scrutiny to inform a judgement. It need not be a time consuming exercise because it initially involves quick, subjective (sometimes impressionistic) judgements. These *Core Statements* are supported by a set of notes to help you.

- 2 There are also more detailed *Additional Statements* under the same headings.

These extra checklists are designed to help you double check whether you have full and clear evidence to inform your judgements. If you do not, then monitoring activities will need to be planned. The *Additional Statements* will lead you into a more detailed analysis of the section under consideration.

In deciding some of your responses, you may be unsure of your evidence, either for things that are working well or poorly. Highlight these. Also highlight any criteria where you could not make a response. These highlighted areas are likely to become a focus for further monitoring activities. Choose monitoring activities that will help you make an evaluation. Keep a record of evaluation evidence.

Your judgements will help form an action plan.

Monitoring and Evaluation Activities

The term 'monitoring and evaluation' is now an accepted piece of educational jargon. It is worth reflecting on the precise meaning of the two key words.

Monitoring is a 'light touch' activity. It is a process through which we check that something we have agreed will happen is actually happening in practice.

For example, it enables you to check whether a policy is being applied. Monitoring should be as simple and as little time consuming as possible in order to answer the question '*is this really happening?*'. It should involve little writing up of findings beyond a few jottings to help you towards a conclusion.

For example: there is an agreement that pupil action records will be filed year by year. Each pupil's file will arranged chronologically with the most recent IEP/review to the front.

Monitoring Activity: In a given week, someone (not necessarily the SENCO) scrutinises a sample of pupils' files to ensure that the agreed protocols are being used. Your monitoring will either confirm that agreed systems are being used, or tell you that this is not happening consistently. If the, latter you will need to decide what to do (not necessarily straightaway). Do you need to remind staff what has been agreed? Do you need to discuss whether the agreed system is actually the best way?

Evaluation is a more complex activity. It asks deeper questions. Not just 'is this happening?' but 'how effective is it? How good is it?' It is about judging quality and using evidence.

Over time, the evaluation evidence that you have gathered will help you to decide what needs to be maintained, what need to be reinforced and what needs to change in order to maximise the learning potential of all pupils. Minor changes can be planned in a departmental or staff meeting or as part of an Inset day. Where major work is needed to bring about necessary changes, this will need to be set out in your development plan for the following year. This will help you to plan and manage the change effectively.

For example: a Dyslexia intervention programme was set up for identified pupils some six months ago. Is the intervention effective?

Evaluation activity: Arrange for a sample of intervention sessions to be observed. Agree the observation criteria in advance. You will also need to analyse pupils' assessment data.

SEN Provision: Development Planning

Once you have completed the **Core Statements** and used the **Additional Statements** to refine your judgements, or provide further evidence, you will be in a position to confirm strengths and prioritise areas for your SEN Development Plan.

This may be a stand-alone document if completed during the year, or more likely it will be built into the whole school development planning cycle so as to influence the SIDP. It is important to choose a limited number of priority areas, if possible combining strategic management, staff development and learning and teaching issues. A sample **SEN Development Plan** has been included as an illustration.

The overall sequence is therefore:

1. Use the **Core Statements** to gain an initial impression
2. Use the **Additional Statements** to refine judgements and confirm evidence base
3. Complete any **Monitoring and Evaluation Activities** to fill in gaps or support evidence
4. Prioritise objectives and draw up the **SEN Development Plan**

SELF EVALUATION OF SEN PROVISION

	CORE STATEMENTS	<i>Fully in place</i>	<i>Partly in place</i>	<i>Not plac</i>
A	MANAGEMENT: Strategic Management			
<i>a</i>	The school's SEN policy clearly reflects a whole-school vision of full access and curriculum entitlement			
<i>b</i>	The governing body is fully involved in the development, monitoring and evaluation of the school's SEN policy and has a named governor for SEN			
<i>c</i>	SEN, Behaviour, Child Protection and DDA Access Management Policies are in place and regularly reviewed			
<i>d</i>	Known areas of development in SEN provision are addressed in the School Improvement and Development Plan			
<i>e</i>	Senior Management liaises with the SENCO who participates in decision making (including financial) relating to SEN			
<i>f</i>	External agencies, including those provided by the LEA, are effective in supporting the school			
B	MANAGEMENT: Resources			
<i>a</i>	There is a systematic recording and evaluation of the use of all funding targeted at SEN provision			
C	MANAGEMENT: Staff Development			
<i>a</i>	The school has systems in place to audit staff needs against TTA standards and DfES Guidance and respond to development needs			
D	PROVISION			
<i>a</i>	Annual Reviews (for pupils with statements) are carried out efficiently and on time and in line with recommendations in the SEN Code of Practice			
<i>b</i>	Provision for individual pupils reflects requirements expressed in statements and IEPs			
<i>c</i>	Staff are deployed effectively and in the best interests of pupils with SEN			
<i>d</i>	There are structures and systems in place that are aimed at engaging and involving parents. Feedback is used to inform practice.			
<i>e</i>	There are structures and systems in place that are aimed at engaging and involving pupils. Feedback is used to inform practice.			
E	LEARNING AND TEACHING			
<i>a</i>	The Learning and Teaching policy, and/or equivalent policies, identify the need for all teachers in all lessons to set suitable learning challenges for all pupils			
<i>b</i>	Teachers' planning (and other evidence such as direct observation) shows that a range of strategies for differentiation is in use			
<i>c</i>	Provision described on IEPs is additional to and different from the normal classroom differentiation expected of class teachers			
<i>d</i>	TAs are well briefed for all activities and work confidently in a range of styles in mainstream classrooms and/or intervention programmes			
<i>e</i>	Staff awareness is good. Staff meetings and internal INSET regularly focus on SEN. Local and national guidance is effectively disseminated			
F	MONITORING AND EVALUATION: Pupil Progress			
<i>a</i>	The school has effective systems for the identification and assessment of special and additional needs			
<i>b</i>	The school can demonstrate that pupils with SEN make adequate progress as defined in the SEN Code of Practice			
G	MONITORING AND EVALUATION: Provision in the school			
<i>a</i>	There is a clear and systematic structure, linked to the SIDP, for planning and evaluating SEN provision			
<i>b</i>	The governor for SEN liaises with the SENCO and discusses the SENCOs monitoring and evaluation of SEN			
<i>c</i>	There is an evaluative report of SEN provision in the Governors Annual Report to Parents			

Notes to Accompany the Core Statements

A Management: Strategic Management

- a The school's SEN policy clearly reflects a whole school vision of full access and curriculum entitlement*
- Complies with Code of Practice for SEN and DDA
 - Reflects school's current practice
 - All staff share in the school's vision of the development of SEN
- b The Governing Body is fully involved in the development, monitoring and evaluation of the school's SEN policy and has a named governor for SEN*
- Governing Body meeting minutes reflect discussion
 - Annual review of policy takes place
 - Reports go to governors about monitoring and evaluation activities
 - SENCO attends Governing Body meeting once a year
 - Named governor is in receipt of up to date training
- c SEN, Behaviour, Child Protection and DDA Access Management Policies are in place and regularly reviewed*
- Policy evidence
- d Known areas of development in SEN provision are addressed in the School Improvement and Development Plan*
- SEN action plan is clearly integrated into SIDP
- e Senior Management liaises with the SENCO who participates in decision making (including financial) relating to SEN*
- SENCO aware of SEN budget
 - SENCO is part of SMT or has regular liaison with SMT
- f External agencies, included those provided by the LEA, are effective in supporting the school*
- Regular contacts occur with external agencies
 - External agencies are responsive to child specific issues
 - The school takes steps to improve liaison

B Management: Resources

- a There is a systematic recording and evaluation of the use of all funding targeted at SEN provision*
- The distribution of SEN funding is reviewed on an annual basis
 - Funding for SEN is clearly accounted for

C Management: Staff Development

a The school has systems in place to audit staff needs against TTA standards and DfES Guidance and respond to development needs

- Staff development needs are audited in relation to the profile of pupil needs
- Audit is methodical and regular at individual and team levels

D Provision

a Annual Reviews (for pupils with statements) are carried out efficiently and on time and in line with recommendations in the SEN Code of Practice

- Sample of pupil files shows reviews regularly carried out
- Full paperwork on file for each pupil sampled
- Audit of annual review timetable shows reviews have been carried out on time

b Provision for individual pupils reflects requirements expressed in statements and IEP targets.

- Take a sample of pupil action records, including some for pupils with statements and at least the last two IEPs and reviews. Check that the requirements of the statements are matched in the support timetable and IEP arrangements. Check that there is a match between IEP targets and provision
- As a further check, or where the evidence is unclear, have a follow up discussion with either the pupil or/and a key TA
- Where appropriate, check that the planning information for support activities matches the requirements expressed in the statement

c Staff are deployed effectively and in the best interests of pupils with SEN

- Clear criteria for staff deployment agreed and regularly reviewed
- Staff are asked for their opinions about gaps in support provision

d There are structures and systems in place that are aimed at engaging and involving parents

- Annual review attendance data
- IEP review attendance data
- Information is user friendly
- Parental opinions sought periodically through a systematic process

e There are structures and systems in place that are aimed at engaging and involving pupils

- Pupil opinions sought periodically through a systematic process
- IEP process involves pupils at an appropriate level

E Learning and Teaching

- a The Learning and Teaching policy, and/or equivalent policies, identify the need for all teachers in all lessons to set suitable learning challenges for all pupils*
- Clear principles of shared responsibility in all documents
- b Teachers' planning (and other evidence such as direct observation) shows that a range of strategies for differentiation is in use*
- SMT scrutiny of planning
 - Lesson observations. Observers should be asked to feedback information on the range of strategies for differentiation to the SENCO.
- c Provision described on IEPs is additional to and different from the normal classroom differentiation expected of class teachers*
- Teacher planning shows range of strategies for differentiation
 - IEPs clearly additional to and different from classroom differentiation
- d TAs are well briefed for all activities and work confidently in a range of styles in mainstream classrooms and/or intervention programmes*
- Ask staff involved in lesson observation to check, and provide feedback to the SENCO, on the extent to which TAs are well briefed for the activities they are undertaking
 - Someone other than the SENCO (e.g. RDA) could ask TAs, either individually or in a group discussion, to reflect on how well they believe they are briefed for the activities they undertake
 - Use independent, anonymous, questionnaires for feedback from TAs
- e Staff awareness is good. Staff meetings and internal INSET regularly focus on SEN. Local and national guidance is effectively disseminated*
- Audit staff meeting and Inset agendas for the last year. To what extent did inset and staff discussion focus on SEN issues?
 - Lesson observation. Discussions with visiting professionals. Discussion during and after lessons should establish quality of staff awareness

F Monitoring and Evaluation: Pupil Progress

- a The school has effective systems for the identification and assessment of special and additional needs*
- Assessment is regarded as a continuous process
 - Assessment information available on pupils at entry is used to inform teaching

- Pupils needing additional help are identified by class teachers at an early stage
- Does analysis of assessment result in appropriate intervention?

b The school can demonstrate that pupils with SEN make adequate progress as defined in the SEN Code of Practice

- Systems and structures in place which measure progress made by individual pupils, with reference to Code of Practice descriptors on defining adequate progress

G Monitoring and Evaluation: Provision in the School

a There is a clear and systematic structure, linked to the SIDP, for planning and evaluating SEN provision

- Self evaluation cycle in place integral to school development planning

b The governor for SEN liaises with the SENCO and discusses the SENCOs monitoring and evaluation of SEN

- Regular meetings between SEN Governor and SENCO
- Minutes of meeting made and circulated
- Monitoring and evaluation activities discussed

c There is an evaluative report of SEN provision in the Governors Annual Report to Parents, written by governors

- The success of the SEN Policy
- Significant changes in the policy
- How resources have been allocated to pupils with SEN over the year
- Is it evaluative or descriptive?
- Check against Code of Practice (Section 1: Principles and Policies)

Self Evaluation of SEN Provision: Additional Statements

F = Fully in Place; P = Partly in Place; D = Area for Development

A	<u>MANAGEMENT: Strategic Management</u>	<i>F</i>	<i>P</i>	<i>D</i>	Location and Nature of Evidence
					<i>How do you know this?</i> <i>How could you show someone else?</i>
1	Effective child protection co-ordination is in place				
2	A co-ordinator for children in the public care is in place				
3	SEN is a regular agenda item for Gov Body Meetings				
4	Governors visiting the school understand how their observations can contribute to the monitoring and evaluation of SEN issues				
5	SEN, Behaviour, Child Protection and Access Management Policies are reviewed and evaluated on an annual basis				
6	Outcomes of meetings with the SENCO form the basis of the report by the governor for SEN				
7	Development planning for SEN is regularly reviewed as part of an internal evaluation cycle				
8	The SENCO has adequate administration time in relation to the numbers of SEN pupils requiring support and provision				

Identified areas of significant strength

Area(s) for priority attention and timescales

<i>B</i>	MANAGEMENT: Resources	<i>F</i>	<i>P</i>	<i>D</i>	Location and Nature of Evidence <i>How do you know this?</i> <i>How could you show someone else?</i>
<i>1</i>	The SENCO and Governor for SEN are notified of resources delegated for SEN within the school budget, at the earliest opportunity, against the following headings:				
<i>a</i>	Through formula				
<i>b</i>	Through audit and/or individual allocation				
<i>c</i>	Through other additional funding				
<i>d</i>	Through enhanced or specialist provision				
<i>2</i>	The school's spending on SEN provision is identified against the following:				
<i>a</i>	Providing training in SEN to ensure that staff expertise reflects the TTA standards				
<i>b</i>	Providing staff and resources to meet the requirements of statements				
<i>c</i>	Providing staff and resources to meet the need for identified individual or small group provision and in class support				
<i>d</i>	The deployment of any additional funding				
<i>3</i>	The school provides a SENCO in line with the expectations of the Code of Practice (2001), the TTA standards (1998) on the role of the SENCO with regard to SENCO time and allowance, from its main budget.				

Identified areas of significant strength	Area(s) for priority attention and timescales

<i>C</i>	MANAGEMENT: Staff Development	<i>F</i>	<i>P</i>	<i>D</i>	Location and Nature of Evidence <i>How do you know this?</i> <i>How could you show someone else?</i>
1	There is a process in the school for the induction of a new SENCO				
2	Induction processes for all staff include SEN issues				
3	The SENCO makes use of CPD opportunities as part of their professional development				
4	All TAs have professional development opportunities that include SEN				
5	All teachers have professional development opportunities that include SEN				
6	The school creates opportunities for the SENCO to network with SENCOs in other schools and compare practice				
7	Audit trails show impact of SEN training and PD on pupil outcomes and practice				

Identified areas of significant strength	Area(s) for priority attention and timescales

<i>D</i>	<i>PROVISION</i>	<i>F</i>	<i>P</i>	<i>D</i>	<i>Location and Nature of Evidence</i> <i>How do you know this?</i> <i>How could you show someone else?</i>
<i>1</i>	There is a statement describing SEN provision in the school prospectus				
<i>2</i>	There are clear, time limited criteria for any withdrawal activities and these are consistently applied				
<i>3</i>	Parents understand targets set for their children and feel fully involved and valued as partners in the learning process				
<i>4</i>	There are structures in place to deal with parental complaints about the effectiveness of the provision made for their child				
<i>5</i>	Complaints data is recorded, analysed, evaluated and acted upon				
<i>6</i>	Pupils understand their own targets and feel fully involved and valued as partners in the learning process				
<i>7</i>	Pupils contribute to the review of their IEPs				
<i>8</i>	The school has effective and productive relationships with support services				
<i>9</i>	External support informs practice and enables the school to be more effective				
<i>10</i>	Good links are maintained at points of transition for the pupil				
<i>11</i>	Annual reviews reflect CoP protocols and provide a balanced and accurate evaluation of the pupils strengths and ongoing needs				

Identified areas of significant strength

Area(s) for priority attention and timescales

<i>E</i>	<i>LEARNING AND TEACHING</i>	<i>F</i>	<i>P</i>	<i>D</i>	Location and Nature of Evidence <i>How do you know this?</i> <i>How could you show someone else?</i>
1	Effective differentiation is evident in planning for all specialist subject areas				
2	Effective differentiation is evident in classroom practice				
3	All staff who require them have access to IEPs for those pupils they teach or support				
4	IEPs are seen as working documents				
5	IEP targets are reflected in teachers planning, as appropriate				
6	IEP targets are SMART and jargon free				
7	IEP outcomes are used to inform future planning				
8	IEPs outline teaching strategies to be used				
9	IEPs have clear success and/or exit criteria				
10	There is clear teamwork between teachers and TAs based on planned activities and programmes, with TAs able to contribute to planning and recording				

Identified areas of significant strength

Area(s) for priority attention and timescales

<i>F</i>	MONITORING AND EVALUATION: Pupil Progress	<i>F</i>	<i>P</i>	<i>D</i>	Location and Nature of Evidence <i>How do you know this?</i> <i>How could you show someone else?</i>
1	Assessment systems encourage and enable early intervention				
2	A list of planned regular review dates for IEPs is maintained and adhered to				
3	Documentation shows a logical sequence of IEP, review, IEP, review, etc				
4	Reviews have clear judgements on the adequacy of progress made against targets via evidence collected				
5	Provision for each pupil is evaluated				
6	Pupils show positive attitudes towards the provision made for them				
7	Targets reflect a broader range of non-academic needs				
8	Tracking systems are in place to monitor pupil progress up to and including statements and whether they need to be maintained.				
9	Pupil achievements are recorded and celebrated				

Identified areas of significant strength	Area(s) for priority attention and timescales

G	MONITORING AND EVALUATION: Provision in the school	<i>F</i>	<i>P</i>	<i>D</i>	<i>Location and Nature of Evidence</i> <i>How do you know this?</i> <i>How could you show someone else?</i>
<i>1</i>	The school has in an effective internal cycle of monitoring and evaluation of SEN provision				
<i>2</i>	The school uses its RDA and other visiting professionals to support the monitoring and evaluation process				
<i>3</i>	Outcomes of any external moderation, e.g. LEA funding moderation, are acted upon.				

Identified areas of significant strength	Area(s) for priority attention and timescales

SELF EVALUATION OF SEN PROVISION

Sample Sources of Evidence

- Annual Reviews
- Data on parental attendance at Annual Reviews
- Pupil tracking systems
- Staff handbook information
- CPD records
- Cluster activities
- Staff Induction records
- School Development Plan
- Classroom observations
- Scrutiny of work
- Discussions with random sample of SEN pupils
- Discussions with random sample of parents of pupils with SEN
- Parent and pupil surveys
- Governing Body meeting minutes
- Subject Schemes of Work
- Lesson plans
- SATs results and the school's analysis, records and target setting information
- Number of pupils with SEN and the type and range of support offered
- SEN Policy (and any other connected and/or relevant policies)
- Governors Annual Report to Parents
- Statements of SEN pupils
- IEPs
- School Accessibility Action Plan
- Meetings with, and use made of, external professionals
- Screening and assessment information
- SEN pupils' files

Glossary

- DDA Disability Discrimination Act
- TTA Teacher Training Agency
- SIDP School Improvement and Development Plan
- SMT Senior Management Team
- TA Teaching Assistant
- CPD Continued Professional Development
- PD Professional Development
- CoP Code of Practice (SEN)
- SMART Specific, measurable, achievable, relevant, time related
- RDA Review and Development Adviser

SAMPLE SEN Development Plan

<i>Objective</i>	<i>Action</i>	<i>Who? When?</i>	<i>Resourcing</i>	<i>Monitoring/Evaluation</i>	<i>Success Criteria</i>
To increase the involvement of parents of pupils with SEN	<p>Rewrite parents leaflet and SEN letters so that readability level is <9 yrs.</p> <p>Set up frequent links with home through phone calls, positive letters (min once per term), etc.</p> <p>Adjust arrangements on Parent Evenings to make SENCO more available to parents.</p>	<p>SJ by June 04</p> <p>SJ in liaison with class teachers from Sept 04</p> <p>HT in liaison with SJ from Sept 04</p>	<p>Printing £100</p> <p>Postage £50</p>	<p>SENCO to involve SEN Gov and parent govs in feedback on new leaflet; 10% parent sample opinion to be sought.</p> <p>SENCO to monitor records termly in SEN files.</p>	<p>95% attendance by parents/carers at annual reviews: 60% at IEP reviews.</p> <p>Responses to parental concerns to be within 48hrs</p> <p>Parent survey shows >75% satisfaction rating.</p>
To ensure effective differentiation in teachers' planning.	<p>SENCO to lead x3 staff meetings on the range of approaches to differentiation.</p> <p>SENCO to lead development day on use of IEPs.</p>	<p>SJ second half of summer term</p> <p>SJ January 05</p>	<p>X3 staff meetings</p> <p>January development day</p>	<p>Classroom monitoring to focus on differentiation.</p> <p>SENCO to meet with each subject co-ordinator during the summer term 05 to review planning.</p>	<p>Classroom observation shows differentiation in practice.</p> <p>Planning documentation shows clear development of differentiation.</p> <p>IEPs are only used to show provision which is 'additional to' or 'different from' normal classroom differentiation.</p>
To improve gov body involvement in the monitoring and evaluation of SEN provision.	<p>SENCO to meet with SEN Gov once per term.</p> <p>SEN Gov to report back to full gov body after each meeting.</p>	<p>SJ and SEN Gov</p> <p>SEN Gov</p>	X3 meetings	SEN is an agenda item on each full governing body meeting agenda.	<p>SEN Gov better involved; gov body better informed.</p> <p>Govs able to write an evaluative report for the Govs Annual Report to Parents</p>