

SEN/ALN

Self Evaluation Document

December 2010

City and County of Swansea
Dinas a Sir Abertawe

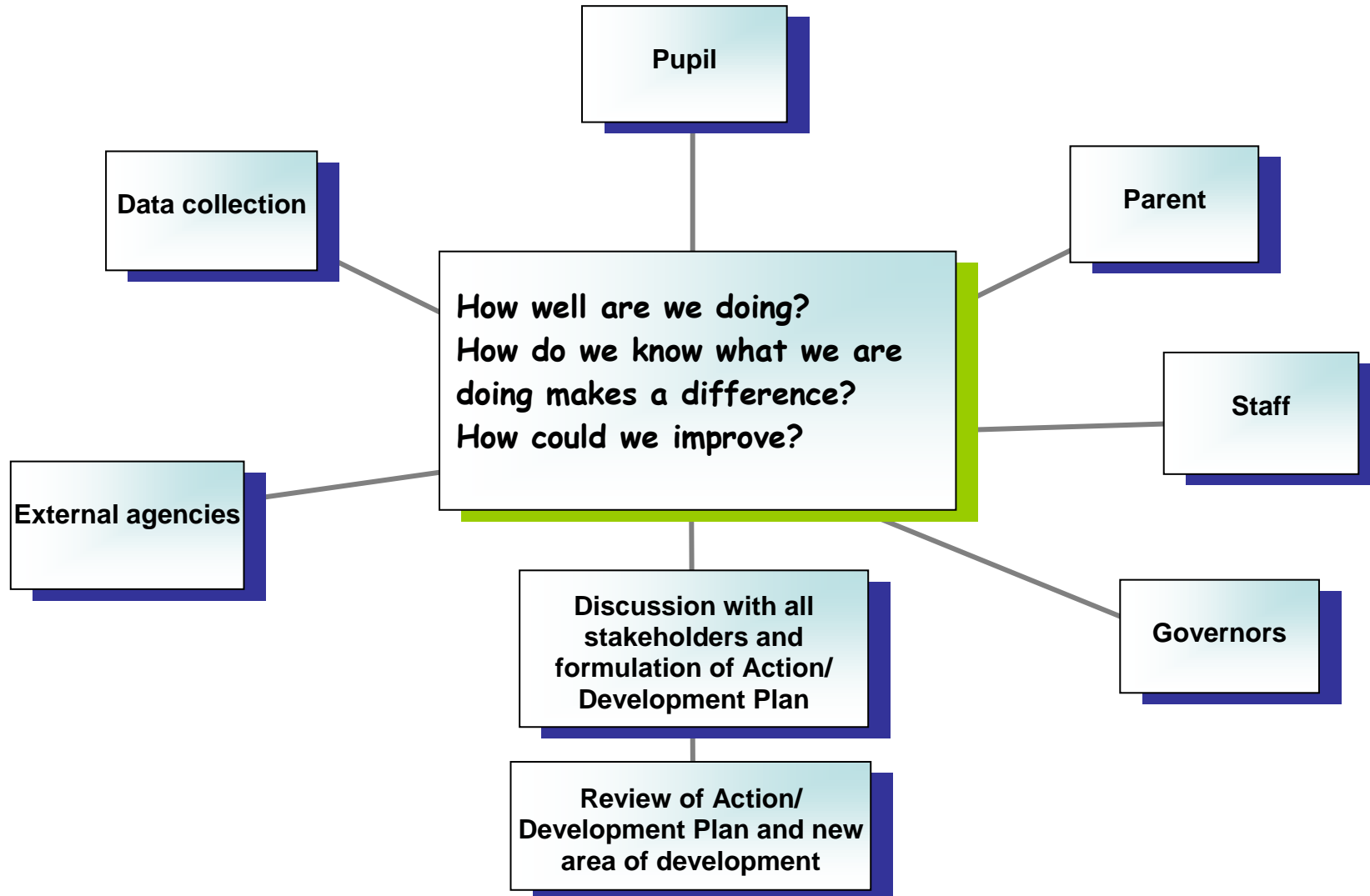


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WHAT IS SEN/ALN SELF EVALUATION?

Rigorous self evaluation lies at the heart of well managed and effective school improvement. Self evaluation is now a key element of all school inspections and this is a tool which can support improvement. It involves looking in-depth at the school's processes and procedures, and how they impact on all the children including those with differing needs.



SCHOOL SEN/ALN SELF EVALUATION REPORT

Expected – The school recognises that it is at the beginning of a process. The school has started to address some areas for development.

Developing – The school has identified strengths and weaknesses and there is a need for further development to secure and consolidate practices.

Deepening – Many practices are in place and becoming embedded. There has been significant development of the quality of provision and a real impact on standards. There remain some aspects to address to ensure whole school consistency and cohesion.

Transforming – There is whole-school consistency and cohesive practice. Approaches are regularly reviewed and evaluated. These evaluations inform future planning. The school involves a wide range of partners. School routinely compares and shares practices with others. There is clear evidence of the impact of practice on standards and progress.

KEY QUESTION 1 How Good Are Outcomes?

How do you know?

What is the impact on the child?

1.1 Standards

Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
1.1.1 Is core data used to identify all ALN?						
1.1.2 Are children with SEN/ALN able to learn from and improve their own performance?						
1.1.3 How does the school provide purposeful early intervention and support to lift performance of all pupils?						

1.1.4	Do learners with SEN make progress against objectives and targets set?					
1.1.5	What data evidences and indicates progress?					
1.1.6	Are governors involved in the scrutinising of data and progress of pupils with SEN?					
1.1.7	How does the SENCO ensure that all staff are informed of approaches to improve standards?					
1.1.8	Is progress of learners with SEN/ALN fully evaluated and reflected upon by all staff?					
1.1.9	If there is in-school variation between pupils' attainment and across curriculum areas and key stages or departments identified, how is it addressed?					

Evidence may include:

Documents:

- assessment data, including external examination results where applicable
- evidence of pupils' abilities at intake
- the school's self evaluation report
- information about the targets for improvement set by the school
- teachers' assessments and records of pupils' progress and achievement
- parental views as expressed in the questionnaire
- Survey results, S Forbes tracking sheet
- School Profile
- Pupil tracking
- Pupils' marked work
- Core data sets
- Transition planning
- SEN/ALN policy
- CPD for all staff
- Baseline standard data

Observation:

- pupils' work
- observation of lessons, sessions and out-of-class activities
- the effects of the school's policy and practice for equality of opportunity on the standards of achievement
- sharing good practice – class to class; school to school; cluster to cluster

Discussion:

- discussion with pupils
- discussion with staff, visiting specialists and parents
- discussion with governors
- discussion with networks e.g. SENCO Network Meetings etc.
- discussion with parents about IEP and pupil progress
- Professional Learning Communities

1.2 Well-being

Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
1.2.1 How is pupil involvement evidenced?						
1.2.2 Are children with SEN/ALN able to work with others?						
1.2.3 Are pupils with SEN/ALN encouraged to show positive attitudes to learning and given the opportunity and support?						
1.2.4 Is appropriate additional provision made for all pupils at all levels of School Action?						
1.2.5 Are children with SEN/ALN represented on the School Council?						
1.2.6 Are children with SEN/ALN able to access extra-curricular opportunities?						
1.2.7 Is the attendance of children with SEN/ALN monitored?						
1.2.8 Are children with SEN/ALN happy, cared for and supported in school?						
1.2.9 Are health care plans in place for those who need them?						

1.2.10 Are children with SEN/ALN made aware of their rights and responsibilities?						
Evidence may include:						
Documents: <ul style="list-style-type: none"> ➤ school's policy statements, programmes and action plans for personal and social development, including sex education, health education, racial equality, equal opportunities and bullying ➤ the school's procedures for supporting pupils with medical needs, with reference to WO Circular 34/97 Supporting Pupils with Medical Needs in Schools and the associated Good Practice Guide (December 1997) ➤ provision for children looked after by the local authority, including the school's involvement in the production and review of care plans ➤ procedures for assuring and promoting pupils' attendance, well-being, health and safety ➤ school's policy and provision for careers education and guidance including partnership agreements ➤ school's child protection policy and procedures ➤ school's procedures for supporting pupils with medical needs ➤ provision for children looked after by Local Authority ➤ health care plans ➤ pupils' attendance ➤ PSE Policy ➤ teacher's planning 		Observation: <ul style="list-style-type: none"> ➤ class observation of group/paired tasks ➤ responsibilities ➤ extra-curricular activities ➤ pupils' work 			Discussion: <ul style="list-style-type: none"> ➤ parents'/child's views ➤ IEP discussions ➤ discussions with teacher/staff 	

KEY QUESTION 2 How Good is Provision?

2.1 Learning Experiences

Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
2.1.1 Are targets part of the continuum of curriculum targets set for all learners?						
2.1.2 Do all pupils including those with SEN/ALN have equal access to a broad, balanced and relevant curriculum at appropriate phases?						
2.1.3 Do pupils receive feedback on their progress and attainment?						
2.1.4 Is ICT used effectively to support pupils with SEN/ALN?						
2.1.5 What resources are available to support children with SEN/ALN so that they have positive learning experiences?						
Documents: <ul style="list-style-type: none"> ➤ the school's policy statements ➤ the school's policy and provision for careers education and guidance, including partnership agreements ➤ statements of SEN, individual plans, programmes and review procedures ➤ Parent Partnership Services e.g. SNAP ➤ IEP documentation, including reviews ➤ planning documents – show all staff involvement ➤ provision map ➤ ICT evidence – programmes, pupil's work, communication ➤ relating to day to day planning of work forecasts, 				Observation: <ul style="list-style-type: none"> ➤ the pre-inspection meetings with parents and governors ➤ observation of lessons, including tutor periods, personal and social education lessons and careers education, where applicable ➤ the quality and use of pupils' records ➤ liaison with external agencies and the use of specialist support ➤ level of staffing provision ➤ teaching arrangements and support for these pupils, including use made of support 		Discussion: <ul style="list-style-type: none"> ➤ parents' views as expressed in the pre-inspection parents' meeting ➤ discussion with teachers and pupils where appropriate

<ul style="list-style-type: none"> ➤ lesson plans and notes on individual pupils ➤ job descriptions ➤ school assessment documentation ➤ records of pupils' achievements and reports ➤ timetable for provision ➤ data analysis ➤ evidence of working together of TA and teacher 	<p>teachers and services, learning support assistants, medical, paramedical and nursing specialists, psychologists and other external agencies; collaborative arrangements with other schools, including in the context of the LA's Behaviour Support Plan</p> <ul style="list-style-type: none"> ➤ screening and assessment information and procedures ➤ specialist accommodation, equipment, aids and other resources, the extent of physical access for pupils with disabilities ➤ lesson observation ➤ pupil's work ➤ feedback to parents, pupils, staff 	
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2.2 Teaching						
Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
2.2.1 Do all teachers take responsibility for the needs of learners?						
2.2.2 What is the impact of teaching on the child in the classroom?						
2.2.3 Are all teachers inclusive?						
2.2.4 Is appropriate evidence sent to LEA for referrals for statutory assessment?						
2.2.5 Are all staff are aware of which children have statements and their contents?						

2.2.6	Does teaching take full account of information and targets in IEPs and statements?					
2.2.7	Do all pupils who require them have IEPs?					
2.2.8	Do pupils with SEN have access to the full range of the curriculum and other opportunities provided by the school?					
2.2.9	Is teaching differentiated?					
2.2.10	Are the methods and approaches used matched to the pupils needs, ability and learning styles to facilitate access for all pupils?					
2.2.11	Is teaching well-planned?					
2.2.12	Is there appropriate additional provision made for all pupils at all levels of the Graduated Response?					
2.2.13	Are TAs involved in planning to effectively provide for pupils with SEN/ALN?					
2.2.14	Are there high expectations of what pupils with SEN/ALN can achieve?					
2.2.15	Are teaching arrangements for withdrawing pupils or providing in-class support sufficiently well planned to enable effective learning to take place?					
2.2.16	Is there accurate recording of children with SEN/ALN?					

Evidence may include:**Documents:**

- the school's policy statements, programmes
- procedures for assuring and promoting pupils' attendance, well-being, health and safety
- statements of SEN, individual plans, programmes and review procedures
- Parent Partnership Services e.g. SNAP
- IEP documentation, including reviews
- planning documents – show all staff involvement
- provision map
- ICT evidence – programmes, pupil's work, communication
- relating to day to day planning of work forecasts, lesson plans and notes on individual pupils
- job descriptions
- school assessment documentation
- records of pupils' achievements and reports
- timetable for provision
- data analysis
- evidence of working together of TA and teacher

Observation:

- the pre-inspection meetings with parents and governors
- observation of lessons, including tutor periods, personal and social education lessons and careers education, where applicable
- the quality and use of pupils' records
- liaison with external agencies and the use of specialist support
- level of staffing provision
- teaching arrangements and support for these pupils, including use made of support teachers and services, learning support assistants, medical, paramedical and nursing specialists, psychologists and other external agencies; collaborative arrangements with other schools, including in the context of the LA's Behaviour Support Plan
- screening and assessment information and procedures
- specialist accommodation, equipment, aids and other resources, the extent of physical access for pupils with disabilities
- lesson observation
- pupil's work
- feedback to parents, pupils, staff

Discussion:

- parents' views as expressed in the pre-inspection parents' meeting
- discussion with teachers and pupils where appropriate

2.3 Care, Support and Guidance

Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
2.3.1 Do all pupils who require them have IEPs?						
2.3.2 Are IEP targets for all stages completed at least twice a year?						
2.3.3 Are pupils with SEN involved in the review and target setting for their IEP?						
2.3.4 Do staff, parents and children have ownership of IEPs?						
2.3.5 Are IEPs friendly and SMART?						
2.3.6 Do IEPs show progression?						
2.3.7 Are there arrangements in place to ensure that pupils with disabilities are not treated less favourably?						
2.3.8 Is the information relayed accessible to those with disabilities?						

2.3.9	Do all pupils experience enriching activities both on and off site?						
2.3.10	Are pupils with statements, SEN/ALN involved in the annual review and target setting for their IEP?						
2.3.11	Are all children involved in the IEPs and their views heard and included in the document?						
2.3.12	Are children encouraged to take part in decision-making and attend all reviews?						
2.3.13	Does the review and evaluation of IEPs lead to next actions?						
2.3.14	Is placement on the SEN/ALN register regularly reviewed?						
2.3.15	Is the SEN Register monitored?						
2.3.16	Are there effective transition arrangements at key points in pupils' education?						
2.3.17	Are there suitable courses available to meet the needs of SEN/ALN pupils?						
2.3.18	Is there support available for pupils to make choices for the next step of their learning?						
2.3.19	Is there support available for pupils with SEN/ALN to take part in work opportunities?						

2.3.20	Are there effective transition arrangements in place for children with SEN/ALN?					
2.3.21	Are there clear procedures for the identification, assessment and intervention of SEN/ALN and are they used by all staff?					
2.3.22	Are whole school assessment tools used for early intervention?					
2.3.23	Is information relayed systematically to all staff who teach them from IEPs and statements?					
2.3.24	Is follow-up advice implemented from external agencies?					
2.3.25	Are there procedures in place to enable staff to effectively identify individual learning needs?					
2.3.26	How does the school offer support and guidance for pupils taking account of their social, ethnic, educational and linguistic background?					

Evidence may include:

<p>Documents:</p> <ul style="list-style-type: none"> ➤ policy statements ➤ statutory procedures including Child Protection ➤ compliance with Disability Discrimination Act ➤ Disability Equality Scheme in operation and up to date ➤ provision map ➤ IEP documentation and reviews ➤ handbook/prospectus accessible to all parents/ community etc. ➤ data regarding attendance and performance ➤ updated register/ list of pupils need extra provision 	<p>Observation:</p> <ul style="list-style-type: none"> ➤ of lessons ➤ use of pupils records ➤ liaison with outside agencies ➤ detailed documentation of how support staff used to provide for pupils ➤ specialist equipment etc. used 	<p>Discussion:</p> <ul style="list-style-type: none"> ➤ parents', pupils' views ➤ planning meeting with TA/teacher involved with pupils with SEN/ALN
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KEY QUESTION 3 How Good Are Leadership And Management?

3.1 Leadership

Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
3.1.1 Is there a clear and shared vision for SEN/ALN?						
3.1.2 If there is a disapplication, is suitable alternative provision made?						
3.1.3 Are the requirements of the Disability Code of Practice being implemented?						
3.1.4 Is there effective liaison with SEN Governor, Governing Body, SMT and the SENCO?						
3.1.5 Does all documentation have reference to inclusion?						
3.1.6 Are all policies up to date and implemented? <ul style="list-style-type: none"> - SEN/ALN - MAT - Inclusion - Behaviour - Accessibility - Disability and Equality scheme - EMLAS - Admissions 						

3.1.7	Is there is an evaluative report about SEN provision in the governors' annual report to parents including a development plan for SEN/ALN?					
3.1.8	Are the CPD needs linked to the School Improvement/ Development Plan?					
3.1.9	Is SEN provision monitored for effectiveness?					
3.1.10	Does the SEN policy conform to the Code of Practice checklist?					
3.1.11	Is placement on the SEN/ALN register regularly reviewed?					
3.1.12	Is the SEN Register monitored?					
3.1.13	Are annual reviews of statements held in accordance with the Code of Practice?					
3.1.14	Are LA referrals for statutory assessment made?					
3.1.15	Does the SENCO conform to the role in the Code of Practice?					
3.1.16	Do all staff have access to information including IEPs and Behaviour Support Plans, Health Care plans for the pupils they teach?					

3.1.17	Do all those involved in SEN/ALN have clearly defined roles relating to aspects of SEN/ALN? e.g. job description					
3.1.18	Are roles and responsibilities to all children with SEN clear and well understood by all staff?					
3.1.19	Are school leaders ensuring that there are effective monitoring and evaluation practices to ensure positive outcomes for pupils with SEN/ALN?					

Evidence may include:

<p>Documents:</p> <ul style="list-style-type: none"> ➤ school prospectus, staff handbook (if available), school website (if available) school development plan including targets, aims, objectives and policies, agendas and minutes of meetings including staff and of governing body meetings ➤ staffing policy, the existing staffing structure and the rationale for future developments and job descriptions ➤ information about school policies and budget management arrangements, including arrangements for allocating funds to budget heads, and charging policies ➤ information gained throughout the inspection, including lesson observation, of the management, quality, deployment and use of the school's resources of staff, time, learning resources and accommodation ➤ data analysis ➤ IEP documentation/reviews/ statutory assessments ➤ CPD needs for all staff linked to School Improvement Plan 	<p>Observation:</p> <ul style="list-style-type: none"> ➤ observation of the school in operation, including meetings 	<p>Discussion:</p> <ul style="list-style-type: none"> ➤ discussions with the governing body, headteacher, staff, support staff and pupils ➤ pre-inspection information received from parents
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3.2 Partnership Working

Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
3.2.1 Are Teaching Assistants supported in their role?						
3.2.2 Are outside agencies appropriately used? - Access to Learning e.g. Education Psychologist - Social Services e.g. team around the child - Education Effectiveness e.g. Advisors - Youth/Play work						
3.2.3 How are outcomes from outside agencies evidenced?						
3.2.4 Are there clear referral processes to communicate and involve outside agencies including feedback mechanisms?						
3.2.5 Does the SEN policy have a clear section on identification, monitoring, evaluation and liaison with outside agencies?						
3.2.6 How is parental involvement evidenced?						

3.2.7	How is information on pupil progress shared with parents? How often and by what methods is this done?					
3.2.8	Are all parents/carers made aware of the LA's Parent Partnership Service and is Dispute Resolution Service used when appropriate e.g. SNAP?					
3.2.9	Are pastoral and curricular links with other schools effective?					
3.2.10	Does the Governing Body understand its responsibilities in regard to SEN/ALN?					

Evidence may include:

<p>Documents:</p> <ul style="list-style-type: none"> ➤ school development plan and, where appropriate, departmental or subject development plans ➤ agendas and minutes of meetings including staff and governing body meetings ➤ school and departmental policies relating to self evaluation, and documents emanating from the implementation of these policies ➤ job descriptions and plans for professional development ➤ TA involvement in planning documents, outside agency input – programmes and plans e.g. health care plans ➤ documents to show links with cluster schools etc. ➤ provision map to show clear structure of identification, provision, monitoring 	<p>Observation:</p> <ul style="list-style-type: none"> ➤ observation of the school in operation, including meetings 	<p>Discussion:</p> <ul style="list-style-type: none"> ➤ discussions with the governing body, headteacher, staff, support staff and pupils
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3.3. Quality Improvement

Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
3.3.1 Are the recommendations from previous inspections being implemented in regard to SEN/ALN?						
3.3.2 Is there sharing of effective practice which enables all learners to benefit from high quality inclusive practice?						
3.3.3 Are the INSET needs of the SENCO and staff identified and met?						
3.3.4 Does provision mapping take place reflecting a graduated response to need?						
3.3.5 Are there early intervention programmes set up?						
3.3.6 What are the outcomes of the early intervention programmes?						
3.3.7 How are lessons learned from best practice within and beyond the school?						
3.3.8 Are support staff well trained so that standards for all the children are improved?						
3.3.9 Are all staff appropriately trained to meet the needs of the pupils they work with?						

3.3.10	Has the SENCO attended the Graduate Diploma course 'Implementing and Managing the Code of Practice' which is a qualification for SENCOs?					
3.3.11	Are training needs for all staff identified and linked to Performance Management?					
3.3.12	Does the school self evaluation process lead to plans for improvement which demonstrate the efficient use of resources and delivers value for money?					

3.4 Resource Management

Questions to ask	Expected	Developing	Deepening	Transforming	SOURCE OF EVIDENCE/EVALUATION	ACTION/DEVELOPMENT
3.4.1 Is financial management of each aspect of SEN funding effective?						
3.4.2 Is the school's <u>delegated</u> budget for SEN managed effectively?						
3.4.3 Does the SENCO have the time and resources to do the job and able to influence policy making?						
3.4.4 Is there sufficient non-contact time for the SENCO to undertake essential coordination of SEN/ALN?						

3.4.5 Are support staff well deployed and managed?						
3.4.6 Does the school make good use of community and voluntary resources?						

Evidence may include:

<p>Documents:</p> <ul style="list-style-type: none"> ➤ documentation on staffing, including School Information Form, staff handbook (if available), policy for professional development, job descriptions and timetables ➤ minutes of governors' meetings ➤ provision map ➤ self evaluation document to monitor effectiveness ➤ inspection reports –self evaluation document 	<p>Observation:</p> <ul style="list-style-type: none"> ➤ inspection of all available accommodation and facilities, including the condition, appearance and use of buildings and school grounds and the quality of displays ➤ inspection of available learning resources, including library provision, and access by pupils and staff to an appropriate range of books, information and communications technology resources, practical equipment and audio-visual materials to support learning and teaching both during and outside school hours ➤ use of out-of-school resources, such as residential facilities, educational visits and community resources ➤ observation of lessons 	<p>Discussion:</p> <ul style="list-style-type: none"> ➤ with all stakeholders: <ul style="list-style-type: none"> - parents - pupils - outside agencies - teachers - support staff - community - governors
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ACKNOWLEDGEMENTS

The original SEN self evaluation document was developed in response to requests from colleagues for a tool that would help them to evaluate the provision and support for children with special needs. It has proved to be a success with schools especially for inspection purposes. Therefore it was important that the document was updated to stay in line with the new Common Inspection Framework (CIF). The CIF concentrates on the school's self evaluation and from that uses the document to formulate lines of enquiry.

We recognise that there are a number of self evaluation proformas available but offer this as a tool for guidance in the process of review and self evaluation in the school.

This document also has links with the School Effectiveness Framework (SEF) using pertinent questions to support the areas of the SEF e.g. intervention and support.

In updating this document we wanted to enable teachers to ask the right questions, analyse data and recognise the range of evidence that might be drawn on to support their evaluation. We have drawn the questions from a number of sources and acknowledge that this work is an amalgamation of statements from a wide range of material.

This document is the result of the work completed by SEN self evaluation group highlighted below.

SEN Self Evaluation Group Members

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