

## SEND Support: Have we got it right?

Special Educational Needs and Disability Support Plans : A Good Practice and Self-Assessment Tool for Local Areas and Educational Organisations (early years settings, schools, academies and further education provision)

This document was created for and with partners from LAs across the LWY, including members of the ADCS (Health and SEND) sub group by the nasen and Whole School SEND Leader for Lancashire and West Yorkshire.

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## Who needs SEND Support?

- Almost 15% of the school age population have SEND.
- Approximately 3% will have their needs set out in an EHCP.
- Therefore around 12% will require SEND Support.

So, on average every mainstream class will have 3 or 4 learners with SEND support needs although not all will require a SEND support plan.



- Check your figures - Have we got our proportions right?
- How effective is the identification of SEND in this organisation/ or across the LA?
- Is there a further training need? (accurate identification of need is key, over identification can be as damaging as under identification).
- Census data informs policy decisions and therefore schools and LAs must be accurate in their identification of primary and secondary SEND needs.

## What is a SEND Support Plan?

A SEND support plan is a document created by the setting to address concerns that a child is making less than expected progress, in relation to their educational progress (attainment), wider development or social needs.

The aim of a SEND support plan is to improve outcomes by:

- removing barriers to learning
- putting effective educational provision in place

There are no national requirements for a SEND support plan. This document is intended as a 'Good Practice' guide to help schools, LA and other parties to establish effective SEND support plans that enable positive parental partnership, acknowledge pupil voice and multiagency working.

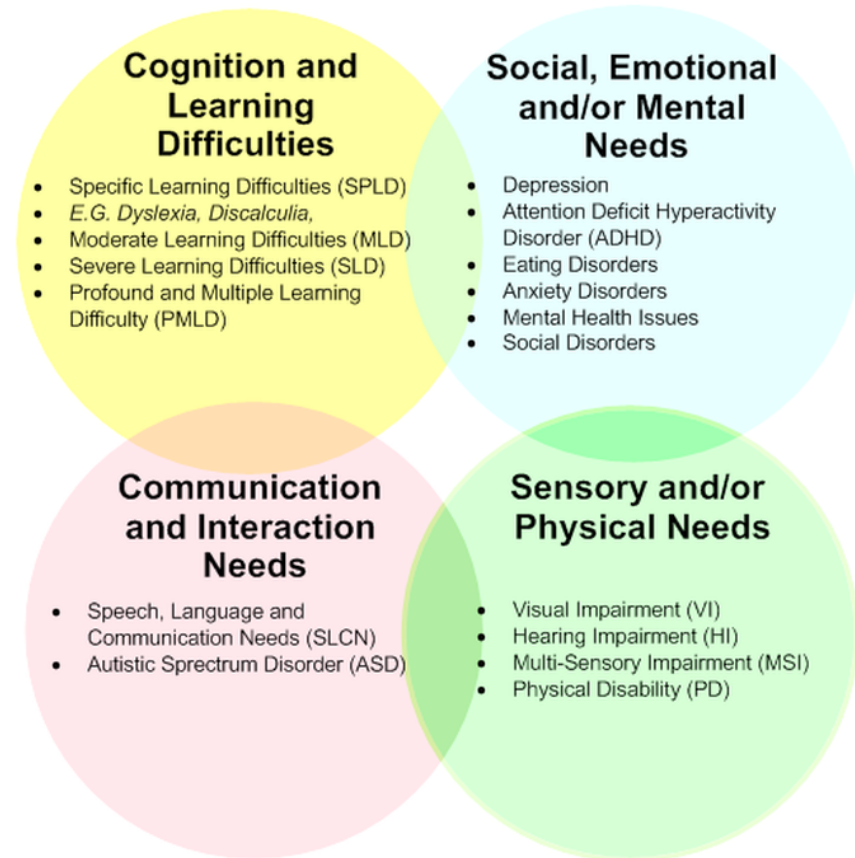


- Are SEND support plans in place? Is a common format used across the organisation and/or the LA?
- Who owns the plan – Child/ class/ subject teacher/ SENCo?
- Who is it written for - Parents/ child/ setting staff/ LA?
- Is the language and tone fit for purpose? I.e. is it written in language the child/ young person and family would clearly understand?
- Does the look and feel of the plan match the age and stage of the child?
- What is it called? Parents of EY children may be alarmed by some terminology, calling it a 'My Plan' or 'My Support Plan' can help.
- Older pupils and students have a right to understand their own needs and benefit from being able to articulate these, a well written plan can support this process.

# What needs can a SEND Support Plan address?

## Four Broad Areas of Need

Support required could reflect one or more of the four Broad Areas of Need:



- All setting and LA staff should be aware that SEND needs can often be multiple and overlapping.
- Staff should always be open to the consideration that social and emotional needs may mask an underlying Cognition and Learning, Communication and Interaction or Sensory difficulty. Accurate assessment of need is crucial.

## The Graduated Approach

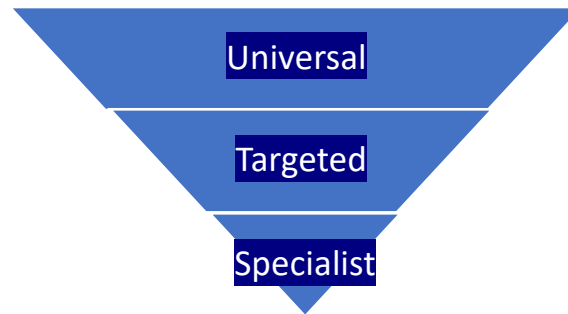
SEND Support Plans should be clearly placed within Graduated approach.

LAs and settings should have a clear understanding of SEND support. SEND support should not be seen as a pathway to an EHCP. The vast majority of children and young people with identified needs will have their needs well met by effective SEND support with no need for an EHCP to be issued.

However, in order to be effective and to reassure children and families the SEND Support process must be sufficiently robust so that children and families are able to trust that the organisation will deliver the support the child or young person requires as agreed.

The graduated approach can be characterized as an inverse pyramid with most learners having their needs met within the universal provision made by the setting, a number of children requiring targeted support as detailed in a SEND support plan and a small number of children with more acute needs requiring specialist SEND support articulated through a more formal Educational Health and Care Plan.

A provision model



Pupils identified as requiring SEND support will have their needs met at either the Universal or Targeted stage of the process.

### Universal (No formal plan)

Universal provision covers all pupils and includes Quality First (High Quality) teaching which differentiates for basic needs. Need which can be met through practical adaptations may also sit at a universal level if the culture of the organisation supports access and removes barriers to learning. The pupil's needs may be described as part of a wider provision map.

### Targeted (SEND Support Plan)

Pupils on a SEND Support Plan will generally require a targeted approach to meet their identified need. Organisations may also choose to use a plan, sometimes at parental request, to clarify or protect the adaptations that are being made for a child or young person.

### Specialist (Education Health Care Plan)

Some pupils will have wide ranging and complex needs requiring an EHCP (around 3% of learners nationally).



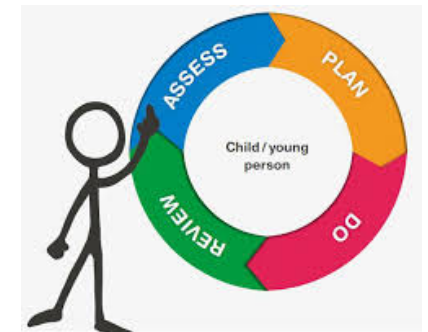
- Some LAs use a similar format for the SEND Support Plan and the EHCP. The advantage is that for children moving onto an EHCP all data is available and there is a good understanding of the layout. However, this may cause confusion for parents ie. *what sort of a plan does my child have?* Some LAs make a clear distinction by having visually different plan.

### The Graduated Approach

The graduated approach follows the 4 elements of Assess, Plan, Do, Review as supported by the SEN Code of Practice.

#### Assess

The class teacher or subject teacher (working with the SENCO) is responsible for carrying out a clear analysis of a child's/young person's needs, drawing on teacher assessments and experience of the pupil.



## Key points from the Code of Practice:

**6.45** *In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.*

**6.46** *This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.*

**6.47** *In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.*



- What does assessment look like? Is there a clear policy and protocol for staff to follow? How often is this reviewed?
- How is information transfer managed on transition? Consider process for in-school, year to year transfer and not just on Nursery to setting, primary to secondary and secondary to FE transitions.
- How are the child's/ young person's views captured and recorded?
- How are parents' views captured and recorded?
- What support is provided to support teachers in the analysis of need? (e.g. Are all staff trained in Quality First/ High Quality Teaching and Learning? Is there a consistent visual classroom management approach to support all learners?)
- How do class teachers and subject leaders know about the other agencies who work with the child/ young person?
- Do leaders create an inclusive culture where staff are prepared to problem solve to reduce barriers to learning?

## Plan

Where it is decided to provide SEND Support, the parents must be notified. All teachers and support staff who work with a child/young person should be made aware of their needs, the outcomes sought, the support needed to achieve the outcomes and any teaching strategies which are required.

### Key points from the Code of Practice:

**6.48** *Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.*

**6.49** *All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.*

**6.50** *The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.*

**6.51** *Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The information set out in 6.39 should be readily available to and discussed with the pupil's parents.*



- Who notifies parents of the need for SEND support? How is this done?  
Best practice would be face to face and not as part of a busy Parents Consultation event!
- How are differences of opinion around the support required managed?
  - How often are Support Plans reviewed? Generally, termly Review is appropriate. However, some interventions should demonstrate impact more rapidly meaning an increased frequency of Review.
  - Are all plans dated and are next and last Review dates clear?



- Does the plan ensure that all staff are aware of needs, outcomes, support and teaching strategies/ approaches?
- Are the plans stored centrally?
- How is the organisation's information management system kept up to date?
- Are support and intervention strategies evidence based? Is the setting conducting their own 'action research' of 'what works?'
- Are staff trained/ qualified to deliver the planned interventions?
- How are parents supported in supporting and implementing strategies?

## Do

The class or subject teacher retains the responsibility for working with the child/young person on a daily basis. They should work closely with any teaching assistants or specialist staff involved to deliver the plan and the SENCO should support the class or subject teacher.

### Key points from the Code of Practice:

*6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.*



- How is the support plan implemented day by day, lesson by lesson? How is this audited and Quality Assured?
- How do support staff access the support plan and engage with teachers to maximise their capacity to support and provide feedback? Settings could consider a simple traffic light approach, RAG rating performance and participation.
- Who delivers what? Who is accountable for ensuring all aspects of the plan are delivered? Best practice would be each teacher in every lesson.
- How well equipped is the SENCO to provide specialist advice? What wider support is available?

## Review

Reviews of the child/young person's response to the support provided should take place and inform feedback into the analysis of their needs.

### Key points from the Code of Practice:

**6.53** *The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.*

**6.54** *The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.*

**6.55** *Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.*



- How does the setting manage the Review process? Who is involved? How are views collected, particular consideration should be given to younger pupils or pupils facing greater cognitive?
- How is impact and the quality of intervention evaluated? How is this information presented in a child and family centred way?
- How are changes communicated to ensure that all staff are working from the most up to date plan?

# What does good SEND support look like?

The document **'SEN support: research evidence on effective approaches and examples of current practice in good and outstanding schools and colleges'** (DfE, 2017) identifies seven ingredients of good SEND support:

## 1. Culture Leadership and Management

Creating an inclusive culture should be a priority for all settings. The research evidence shows:

- *'Strong commitment to SEND as a school/college 'high priority', reflected in inclusion and meeting pupils' and students' needs to achieve positive outcomes*
- *All pupils and students valued and positively reflected*
- *Heads, Principals and senior leaders lead by example*
- *The school ethos and vision based around commitment to inclusion*
- *Thought through staffing structures, delivery model and staff deployment*
- *Transparent and appropriate resource allocation, including allocated time for planning, reviewing, thinking and sharing ideas'*



- How much of a priority is SEND and meeting need?
- Does the organisation publish an accessible and informative SEND Report?
- Is there an inclusion statement? Is this embedded in the aims/ mission and vision and values of the organisation?
- Are children and young people with disabilities positively reflected in images and marketing?
- Do leaders lead by example – what is their interaction like with children and young people (CYP) with SEND and their families?
- Does the staffing structure enable inclusion? Can leaders articulate how? Is time set aside for effective Assessment, Planning, Doing and Reviewing?
- How are SEND resources funded?

## 2. High Quality Teaching

The research indicates that high quality (or Quality First) teaching is most effective when teaching staff:

- *'Are knowledgeable and well informed about supporting individual needs*
- *Are adept at adapting and differentiating whole class teaching to meet individual needs*
- *Use the graduated approach across the entire SEND cohort, that ensures the 'right' pupils and students are on SEN support, and receive appropriately tailored support*
- *Can propose, implement and oversee interventions to ensure they have the desired impacts*
- *Take responsibility for all pupils' progress including those with SEND'*



- How well equipped are staff to identify barriers to learning, match needs to appropriate support and effectively monitor and review progress? What does induction for new staff look like?
- What is the quality of whole class teaching, are needs well differentiated for the most and least able?
  - How knowledgeable are staff about the graduated approach? Are the 'right' children identified for the 'right' reasons?
  - How well do staff know the impact of the interventions they have put in place?
  - Do teaching staff own all their pupils and their progress?

## 3. Use of expertise

The research shows that schools and colleges best use expertise when they have:

- *'A range of staff across teams who are knowledgeable about SEND so that capacity is not just concentrated amongst a few staff*
- *Staff delivering and overseeing support (teaching, pastoral, leaders and assistants) who are trained so they are skilled and equipped to do so*
- *Professional development that is continuous, comes from various sources, and covers theory as well as practice*
- *High quality expertise that is readily available and reactive to need*
- *Clear processes (and the appropriate knowledge) for how and when to work with specialists, both those within the school and*

external

- A SENCO and SEN or Learning Support team who are being used as consultants, to advise and support all staff



- Do you value your internal expertise? How well have internal skills been audited?
- What is the SEND CPD strategy? What universal SEND CPD is available? How are specialists used? Do local special settings have a SEND offer?
- Are roles and responsibilities clear? Is training and expertise commensurate with role?
- Are staff trained in evidence-based research and how to measure impact?
- Has the setting got access to range of specialists to cover the 4 Broad Areas of Need?
- Are there local cluster arrangements to share expertise across groups of settings?

## 4. Personalisation

The research indicates that highly effective schools and colleges have:

- *Individually tailored packages of high quality support that address the whole range of a child/young person's needs*
- *Staff who have developed a thorough understanding of their pupils' and students' needs*
- *High expectations for pupils and students in terms of progress, achievements and outcomes*
- *Pupils and students supported to develop independence and transition smoothly between settings and into adulthood*
- *Understanding and celebration of pupils' and students' strengths, abilities and successes rather than just their needs and barriers*
- *Pupils and families who are treated as partners, with their contribution to the development and implementation of support respected and valued and the role of the wider family unit in pupils' and students' success appreciated*



- Are SEND support plans holistic, addressing all areas of need?
- Are expectations for SEND learners high in terms of outcomes, progress and achievement?
- Are independence, inclusion, future employment and health prioritised from EYFS to adulthood?
- Are transitions well supported both in and between organisations?
- Does the organisation focus on and value strengths and successes?

- How strong and effective is parental partnership? Is there a deep understanding of the parent as the primary educator?
- Are parents treated as 'experts'?
- How well does the organisation ensure that it listens, and responds, to children?

## 5. Flexible use of evidence-based strategies

Schools and colleges included in the research used the following strategies to promote personalisation:

- *'Practitioners implementing the graduated approach*
- *Strategies chosen for a specific purpose*
- *Support packages based on barriers to learning being developed, reviewed and revised at an individual level*
- *Delivery by trained staff with need, focus, delivery and desired outcomes all being clearly understood*
- *Strong processes for monitoring progress and impact*
- *Minimal withdrawal from and disruption to mainstream learning'*



- Do Staff implement the Assess, Plan, Do, Review as outlined in the graduated approach?
- Do staff apply a range of strategies linked to assessed needs, outcomes and agreed measures of success?
- Are staff confident in making revisions to plans to ensure that they are specific to an individual, not a given condition?
- Are staff well trained for delivery?
- How are progress and impact monitored?
- Is withdrawal from whole class education balanced against the needs of the specific needs of the individual child?

## 6. Progress Tracking

The following best practice with regard to progress tracking was evident in the schools and colleges researched:

- *Data regularly being collected to facilitate the early identification of need*
- *Assessments providing a full rounded picture of a specific child's needs*
- *Progress being appropriately collated, monitored and used to underpin decisions*
- *Clear systems of accountability for progress of pupils and students with SEND*
- *Classroom teachers being accountable for the attainment and support of pupils on SEN support*
- *Robust systems in place for: using data to identify, assess and review impact/progress; detailing all the strategies being used (from individual to cohort to whole school level); and accountability for providing and using these data and strategies '*



- Is data for SEND learners regularly collected and analysed? (please note that for compliance with the new Ofsted EIF, September 2019 general data collection should be no more than 3 times per year. However, to assess intervention impact pre and post intervention data collection is advisable. Efforts should always be made to make such data capture as efficient as possible to reduce unnecessary teacher workload.
- Are assessments capturing the child's holistic needs? What if anything is missing?
- How well does the setting use progress data? Does this data inform strategic decisions at a child and whole setting level?
- Has the setting clarified who 'owns' a child's data? Are subject leaders held to account in respect of progress for their learners with SEND needs? Are Heads of Department /Faculty held accountable for all the pupils in their care?
- Are class teachers able to describe the progress of SEND learners and are they making decisions to actively address any shortfalls?
- Does the data management system enable setting staff at all levels to capture the information they have and support them in using this information to identify and design interventions? Does the system allow leaders able to hold staff to account?

## 7. Communication and Collaboration

Evidence from the schools and colleges studied in the research identify that collaboration and communication are likely to be good when:

- *'All staff (internal and external), other agencies, children and young people, and families share information and form trusted and supportive relationships*
- *Everyone who is working with the child or young person focused on the same goals '*



- How well is information shared (all information sharing processes must be GDPR compliant)? Is organisational culture leading to the development of supportive relationships, particularly with our children/ young people and their families?
- Are we all working for the child with a common purpose of improving outcomes? Do we make hard choices that are in the best interests of the child/ young person and their family?



## SEND Support Evaluation Matrix

This matrix is intended to support organisations within Local Areas in self-evaluating their approach to SEND support and action planning for improvement.

	Emerging	Developing	Embedded
<b>Culture, Leadership and Management</b>	<p>The organisation does not yet have a whole setting response to inclusion.</p> <p>Outcomes for pupils with SEND are not well understood or evaluated.</p> <p>Pupils with SEND do not yet have a shared voice.</p> <p>Senior leaders have a limited understanding of SEND learners and their outcomes.</p> <p>Resources, including human resources could be used more effectively.</p>	<p>The organisation has joined the nasen/ WSS Community of Practice and is developing a whole setting approach to inclusion.</p> <p>Pupils SEND outcomes are good either in term of progress or achievement.</p> <p>Pupils with SEND feel happy and safe.</p> <p>Senior leaders show an interest in the outcomes of SEND learners.</p> <p>Resources, including human resources, are used effectively.</p>	<p>The organisation has an inclusive culture embodied in the vision, values and ethos.</p> <p>Marketing for the school/ setting and imagery around the building present inclusion in a positive light. The setting is an active member of the nasen/ WSS Community of Practice.</p> <p>Pupils/ students with SEND have positive outcomes across holistic measures.</p> <p>All pupils and students feel valued.</p> <p>Senior leaders lead by example and take a deep interest in the inclusion and outcomes of SEND learners.</p> <p>Resources, including human resources, are targeted to</p>

			ensure transparency and value for money.
<b>Assess</b>	<p>Practice does not match the settings stated policies. Staff have limited knowledge of how to assess SEND and assumptions are made that are not supported by assessment data.</p> <p>Staff are unfamiliar with Quality First/ High Quality Teaching and Learning.</p> <p>Multi agency working is variable and the school is not yet taking a lead role.</p> <p>Transition is adhoc and not yet rooted in best practice principles. There is no expectation that parents and/or pupils should contribute to the assessment process.</p>	<p>The organisation has policies and protocols but these are infrequently reviewed so there may be a mismatch between policy and practice.</p> <p>The setting identifies SEND under the 4 broad categories of need but staff may lack confidence in their assessment judgements. Staff have an awareness of Quality First/ High Quality Teaching and Learning, but this is not consistently applied.</p> <p>Staff are aware of multiagency working but systems around this are not robust.</p> <p>Transitions are well thought out but focus more on new pupils entering the setting or on leavers moving to new destinations.</p> <p>Some pupils and parents' views are captured during assessment.</p>	<p>The organisation has regularly reviewed, clear policies and protocols relating to the assessment of SEND.</p> <p>The organisation has accurately identified pupils with SEND needs against the 4 Broad Areas of Need and staff know these 4 areas.</p> <p>The settings' analysis of need is broadly in line with national data.</p> <p>Staff are confident and well supported in their assessment decisions. They have been trained in Quality First/ High Quality Teaching and Learning. Classroom management protocols are supportive of SEND learners.</p> <p>Information is well managed so that all staff have access to a system which identifies other agency involvement.</p> <p>Transitions within the setting and between organisations</p>

			<p>are seamless and well managed.</p> <p>Pupils' and parents' views are effectively captured during assessment.</p>
<b>Plan</b>	<p>Plans are not consistently in place. Storage has yet to be considered. Interventions are not evaluated or monitored and there is little accountability for these.</p> <p>Staff training in SEND lacks co-ordination so that planning is restricted to a small number of known approaches.</p>	<p>Planning is very school led.</p> <p>Review dates are not always set and the process can lack pace. Most staff are aware of plans but storage systems do not readily support access for all.</p> <p>Intervention has impact but staff are not always able to articulate how or why this is the case.</p> <p>Staff are trained, but this is often through a process of quick demonstration rather than quality CPD time with built in reflection.</p>	<p>Planning involves pupils' families, key staff, and a co-production process. Planning is solution focussed and 'can do'. Plans are dated and the next and last Review dates are clear.</p> <p>Plans are stored centrally on a live information management system so that all staff are aware of needs, outcomes, support and teaching strategies/ approaches.</p> <p>Staff adopt support and intervention strategies that are evidence based and have impact. Staff engage in action research and are inquisitive about 'what works?'</p> <p>Staff are well trained/ qualified to deliver the planned interventions.</p>

			Parent are well supported to improve outcomes at home.
<b>Do</b>	Plans have limited effectiveness and are used by a minority of staff. No monitoring or QA of plans is taking place. Support staff and teachers do not discuss Support Plans and implementation. Expertise in school is not well captured and external experts are used on an ad hoc basis.	Staff meet basic needs effectively at set times of day but the support plan is not embedded in the delivery of the wider curriculum. Interventions are largely successful but there is no QA or monitoring in place. There is no time 'formally' set aside for teachers and support staff to discuss the plan or implementation. Although staff do try to engage in this process. The school does seek expert advice but generally from a single source so there may be waiting lists.	Staff are creative in their approach to meeting need. Support plans are implemented day by day, lesson by lesson, by trained staff. Interventions are monitored and quality assured as part of a wider analysis of Teaching and Learning. Support staff and teachers have dedicated time to access the support plan and engage with teachers to maximise their capacity to support. The organisation has developed a simple feedback system for teachers and support staff to share progress against goals. Each teacher in every lesson follows the plan. The SENCo is well equipped to offer specialist advice for support planning. There is a wider network of available support provided by other

			agencies including LA, Teaching Schools and System Leaders and local special schools.
<b>Review</b>	Plans are infrequently reviewed. Parents and pupils are not involved in Reviews of Support Plans.	There is no official review process but plans are reviewed. Other stakeholders are invited but no action is taken to support their attendance at Review. Some children and young people struggle to engage with the Review. Impact data is available for Review although staff may be unclear on the details. Assessment information is not generally accessible to parents and pupils. Plan storage is ad hoc.	The setting has established a protocol for SEND Support Plan Review involving staff, parents and pupils. The setting has carefully considered how younger pupils or pupils facing greater cognitive challenges can meaningfully participate. Impact and quality of intervention is evaluated using a baseline and post intervention assessment. Assessment information is presented in an accessible form. Plans are stored centrally on a live information management system so that all staff are aware of changes and all are working from the most up to date plan.
<b>High Quality Teaching</b>	Staff are largely untrained. Most teaching is whole class	Staff have had some training but are not well supported to	Staff are well equipped and trained to identify barriers to

	<p>and resources are not adapted to learner need. Staff are not yet aware of the graduated approach. The setting culture is that children with SEND are the responsibility of the SENCo.</p>	<p>apply this knowledge. There is evidence of some differentiation. Staff are aware of the graduated approach although this is not fully embedded. The SENCo is required to provide operational support for teachers. Understanding of the impact of interventions is limited.</p>	<p>learning, match needs to appropriate support and effectively monitor and review progress. New staff are well inducted. Whole class teaching is high quality and needs are well differentiated for the most and least able. Staff are knowledgeable about the graduated approach and ensure the 'right' children identified for the 'right' reasons. Staff own their pupils and actively seek to maximise progress. They can articulate the impact of the interventions they have put in place.</p>
<p><b>Use of Expertise</b></p>	<p>Staff expertise in SEND is largely unknown. There are gaps in the settings capacity to support all of the four broad areas of need. School staff have little or no opportunity to develop their specialist knowledge.</p>	<p>Staff expertise in SEND is generally known and understood. The setting can access support to address need for all the four broad areas of SEND. There is little opportunity for school staff to develop their specialist</p>	<p>The setting has made a full audit of the skills and experience of all staff in relation to SEND and this is used to target expertise to support need. The setting has invested in bringing skills in-house to</p>

	<p>Referrals are not always made and the school may not always be able to source a suitably qualified and experienced expert. SEND CPD is targeted at the SENCo and Learning Disability team.</p> <p>Policy does not provide clarity on roles and responsibility and support staff are often left with responsibility for differentiation of the curriculum.</p>	<p>knowledge. Referrals can take some time. SEND CPD tends to be targeted at the SENCo or Learning Support team.</p> <p>Roles and responsibilities are defined in policy but this is not also evident in practice. The setting has limited external support to meet SEND.</p>	<p>address higher incidence needs in the 4 Broad areas of need to improve speed of referral and access to expert support.</p> <p>There is a clear SEND CPD strategy. All staff have access to the universal offer and there are many opportunities for staff to specialise. Where there are gaps the setting is well networked to other providers to ensure a rapid response to meeting emerging needs.</p> <p>Roles and responsibilities are clear and training and expertise are commensurate with roles</p> <p>Staff are trained in evidence-based research and how to measure impact.</p> <p>The setting engages in local cluster arrangements to share expertise across groups of settings.</p>
<b>Personalisation</b>	SEND support plans do not address holistic need.	SEND support plans address key areas of need although	SEND support plans are holistic, addressing all areas

	<p>Support staff have a limited understanding of the need to develop independence. Transitions between and in setting lack coherence and therefore important information has the potential to be lost.</p> <p>Parents are not fully engaged in their children's learning.</p>	<p>there may be a tendency to focus on the academic. Independence is encouraged although support staff are not necessarily well trained in how to support independence. Transitions between organisations are effective but some information may be lost at in-setting transition where there are no formal protocols. Parents are engaged and 'listened to' but the setting leads the personalisation process.</p>	<p>of need. Expectations for SEND learners are high in terms of outcomes, progress and achievement. Independence is prioritised from EYFS to adulthood. Transitions are well supported both in, and between, organisations. The organisation focuses on and values strengths and successes. Parental partnership is effective and there is a deep understanding of the parent as the primary educator. For low incidence conditions parents are recognised as 'experts'.</p>
<p><b>Flexible use of evidence-based strategies</b></p>	<p>Staff are largely unaware of the graduated approach. Interventions and strategies are ad hoc and lack co-ordination. Support staff are responsible for the delivery of support plans with some SENCo oversight.</p>	<p>Staff are aware of the graduated approach although this is not fully embedded. Interventions and strategies tend to be condition rather than learner specific. Delivery of support plans is managed by the SENCo with limited support from teaching and support staff.</p>	<p>Across the organisation all staff implement the graduated approach, staff can reliably define this as Assess, Plan, Do and Review. Interventions and strategies are bespoke to the child/young person's needs. Staff are confident, creative and ambitious in seeking</p>



	<p>Much teaching is whole class with little use of evidence-based intervention.</p> <p>Impact and outcomes are unclear.</p>	<p>Impact and outcomes are not fully understood.</p> <p>Interventions frequently take place in withdrawal sessions.</p> <p>The impact of this on the child's learning experience may not have been fully evaluated.</p>	<p>solutions, applying a range of strategies linked to assessed needs, outcomes and agreed measures of success. Support packages based on barriers to learning are being developed, reviewed and revised at an individual level.</p> <p>Delivery of support plans is led by staff who have been upskilled in their roles. Impact is measurable and outcomes are clearly understood.</p> <p>Wherever possible children and young people are included in mainstream lessons. Any withdrawal from mainstream learning is purposefully designed to better meet individual need.</p>
<b>Progress Tracking</b>	<p>There is insufficient advice to staff with regard to progress tracking and therefore the system is ad hoc and of limited use. Assessment is not holistic. There is little or no moderation of SEND progress.</p>	<p>Data is collected on a more ad hoc basis and because this is not strategically streamlined there may be an unnecessary workload burden placed on some staff. Assessments may not provide a sufficiently</p>	<p>Data is regularly collected to facilitate the early identification of need. (This work is streamlined to ensure that undue burden is not placed on staff workload.) Assessments provide a full</p>

		<p>holistic view of the child/ young person and their needs. Progress information is not yet used to maximum effect and accountability is not clear to all staff.</p> <p>Systems are in place but could be developed to monitor and track SEND learners progress more effectively.</p> <p>Moderation of SEND progress is limited.</p>	<p>rounded picture of a specific child's needs.</p> <p>Progress information is appropriately collated, moderated, monitored and used to underpin decisions at an individual and whole organisational level. Clear systems of accountability for progress of pupils and students with SEND are embedded.</p> <p>Leaders and Classroom teachers are accountable for the attainment and support of pupils on SEN support.</p> <p>Robust, accessible systems are in place for: using data to identify, assess and review impact/progress; detailing all the strategies being used (from individual to cohort to whole setting level); and the accountability for providing and using these data and strategies is clear.</p>
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			The progress of SEND learners is monitored at all levels across the setting.
<b>Communication and Collaboration</b>	<p>Communication is weak and parents may report dissatisfaction with the school's approach to meeting SEND needs. There may be a positive relationship between parents and the SENCo but this is not reflected in interactions with other staff across the school.</p> <p>Families are unlikely to be open in their sharing of information.</p>	<p>Communication is effective but partnerships are not always based on mutual trust which can reduce the support the school provides to the child/young person and their family.</p>	<p>All staff (internal and external), other agencies, children and young people, and families share information in a manner which is GDPR compliant and form trusted and supportive relationships</p> <p>Everyone who is working with the child or young person focused on the same goals and works for common purpose.</p>
<b>SEND Support Plans (documentation)</b>	<p>Staff design their own plans and these are applied in an ad hoc manner. Review is infrequent.</p> <p>Staff write plans for parents and the LA. The language used is largely professional and adult. Plans have targets and strategies but there is sometimes confusion over which is which.</p>	<p>Staff generally follow a common planning format but have not been trained to write, review or implement plans so there is some variance in approach.</p> <p>Ownership of plans may be unclear although efforts are made to include pupil and family views.</p> <p>Some plans are written in 'pupil speak' whilst others are</p>	<p>A common format is used across the organisation. The proforma includes key dates. Staff are trained in how to write, implement and review plans. Reviews are scheduled, regular and person-centred. Pupils and students own their plans which they can personalise. The language used reflects their age and stage of development.</p>

	Plans cover key skills in core subjects.	more professional. Plans are largely positive in tone but may focus on a narrow set of skills. Plans reference the support required.	Plans are goal orientated, Plans exemplify what good support looks like. Plans are holistic covering the full range of needs.
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