Provision for SEND

Suggested Questions

**Policy:**

• Does the school have a clear approach to identifying and supporting students with SEND?

• Does the school have a SEND policy?

• Is the policy updated annually and published on the school website?

• Does the school produce an annual SEND information report and publish this on its website?

• Does the school publish admissions arrangements for disabled pupils?

• How is the school meeting the requirements of the Equality Act 2010?

• Does the school have an accessibility plan and has this been updated recently?

• Does the school have a governor or committee that is responsible for overseeing SEND?

**Data:**

• How many pupils are currently on an EHCP or are in the application process?

• How many pupils have specific needs relating to communication and interaction?

• How many pupils have specific needs relating to cognition and learning?

• How many pupils have specific needs relating to physical health and development?

• How many pupils have specific needs relating to social, emotional and mental health?

• What does our current data tell us about the progress and achievement of SEND pupils?

• Which groups are making good progress?

• Which groups are making weaker progress compared to their peers?

• What is being done to narrow any gaps?

• Is the data showing any changes over time? (N.B. During an Ofsted inspection, inspectors will not ask for specific data.)

• Are there any gaps between SEND pupils and their peers? If so, what is being done about this?

• Are appropriately detailed records kept regarding SEND provision?

**Identifying and meeting needs:**

• What processes does the school have for identifying pupils with SEND?

• What measures has the school taken to ensure that the curriculum meets the needs of all pupils, including those with SEND?

• Does the school work with any external partners to ensure that the needs of SEND pupils are met? Who do they help and how do they help them?

• Which specific interventions do you offer to SEND pupils? What impact are these having and how do you know?

• What additional measures does the school take to safeguard pupils with specific vulnerabilities?

• Are students with SEND supported to access extracurricular and enrichment activities?

• What arrangements are in place for students with specific medical needs?

• What steps have been taken to ensure that disabled pupils are not treated less favourably?

**SENDCo:**

• Does the SENDCo hold the National Award for Special Educational Needs Qualification and, if not, is there a plan for them to get this within three years of appointment to the SENDCo role?

• Has the SENDCo had other relevant training to enable them to support students with specific needs?

• Does the SENDCo have an appropriate amount of time to complete paperwork and keep up-to-date records?

• How does the SENDCo keep up to date with changes in policy and guidance?

• Is the SENDCo networking with other schools and organisations to share and learn from good practice?

• Is the SENDCo clear on their role and supported with this by leaders?

**Staff training and awareness of SEND:**

• How well do staff know the individual needs of their pupils? Is this consistent?

• What training have staff received to enable them to meet the needs of SEND pupils?

• For those pupils with specific needs, have the staff who have regular contact with them received appropriate training?

• What has been done to improve the quality of teaching and learning for SEND pupils? Where can we see evidence of this?

• How effectively are staff implementing the SEND training they have received?

**Involving parents:**

• Are the parents of SEND pupils involved in planning for their education?

• How frequently does the school meet with parents of SEND pupils?

• Is information regarding the school’s SEND provision easily accessible to parents and pupils?

• Does the school work with other schools/partners to pool resources where appropriate?

**Finances:**

• How is SEN funding allocated and spent? Are the right people involved in making decisions on this?

• How are SEND pupils supported by specific funding streams (pupil premium, PE and Sports funding, catch up funding, etc.)?

• Are funds spent on SEND pupils having the desired impact? How do you know?

**The future:**

• How is the school preparing SEND pupils for the next stages in their education?

• Are SEND pupils provided with careers support in an accessible way?

• How is the school helping SEND pupils to prepare for their adult lives?

**General:**

• What are the school’s strengths and areas for development in its SEND provision