Southwark SEND Standards

School Self- Assessment Tool

For provision in mainstream schools

This document is designed to help you audit your provision for pupils with SEND. It should be used alongside the Southwark LA SEND Guidance for Schools 2023, which sets out the provision that the local authority expects all educational settings to make to ensure that all learners make progress. Further information on how to use this tool can be found in Appendix 1 at the end of this document.

We’ve indicated whether each question is:

**Statutory:** something you must do, according to the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

**Strongly recommended:** something you should do, according to the SEND Code of Practice

**Best practice:** something our SEND Adviser and SEND Consultants recommend you should do

**Rating and identifying the current position**

The continuum below provides a structure to identify your current position in relation to the **5 Southwark SEND Standards**.

**Standard 1: Ensuring high quality teaching is accessible to all**

**Standard 2: Ensuring high quality teaching is accessible to all**

**Standard 3: Building an ongoing and holistic understanding of need**

**Standard 4: Use targeted support and interventions to supplement high quality teaching**

**Standard 5: Ensuring all schools know and follow the statutory requirements**

1. **Sustaining:** Policies and practices are embedded and expectations are being met. There is consistent best practice across the standard
2. **Implementing:** Leaders of SEND have begun to implement systems and practices for staff and stakeholders to meet the strands of this standard.
3. **Developing:** Leaders of SEND have identified areas which are working well and those which need further development. They have developed plans for how they will meet this strand of the standard.
4. **Identifying:** Leaders of SEND are in the process of identifying the work needed to meet this strand of the standard.

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| --- | --- | --- | --- | --- |
| SEND Standard | Question | Statutory/recommended/Best practice | RAG Rating | Required Actions and Next Steps |
| 1 An inclusive setting: providing a positive and supportive environment for all | Do the SLT understand their duties under the SEND code of practice and strategically lead on SEND? | Best practice |  |  |
| Do all staff have high aspirations for pupils with SEND and understand how to eliminate specific barriers a pupil faces to learning? | Best practice |  |  |
| Are teachers empowered to use the information they have to make the next steps for SEND pupils? | Best practice |  | Teacher questionnaire* Assess how well teachers understand pupil passports/EHCPs/IEPs
* Assess how confident teachers feel in making the next steps for pupils with SEND
* Investigate what teachers have currently put in place to support pupils with SEND
 |
| Is the physical environment both inside and outside all classrooms accessible for all? | Strongly recommended |  | * Environmental audit by AST
* Request consultant environmental visit
* Review the accessibility plan
 |
| Is the quality of teaching for pupils with SEND, and the progress made by pupils, a core part of performance management arrangements and the school approach to professional development for all teaching and support staff? | Best practice |  |  |
| Do all staff adopt a pro-active and positive approach to behaviour? | Best practice |  | Schools should use the recommendations from the [Improving Behaviour in Schools Guidance report](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf) |
| Does planning show the curriculum is well sequenced and adapted to meet the diverse needs of all pupils? | Best practice |  |  |
| Do teachers have the skills and knowledge to sequence and adapt the curriculum for pupils with English as an additional language? | Best practice |  |  |
| Is the engagement model fully embedded across the whole curriculum and supported by an appropriate assessment system? | Best practice |  |  |
| Are all staff aware of the mental health needs of pupils and have the knowledge and skills to support them? | Best practice |  |  |
| Do governors understand their duties under the SEND Code of Practice? | Best practice |  |  |
| Does the SEND governor meet with the SENCo every term? | Best practice |  |  |
| Are parents regularly consulted on planning and reviewing SEND provision? | Best practice |  |  |
| 2 Ensuring high quality teaching is accessible to all  | Is HQT embedded into all subject areas, at all levels, across all years and by all teachers? | Strongly recommended |  |  |
| Is the quality of teaching regularly and carefully reviewed including those at risk of underachievement? | Strongly recommended |  | Are you improving teachers’ understanding and delivery of strategies to identify and support SEND pupils? |
| Are pupils with SEND taught with their peers in their mainstream classroom as much as possible? | Strongly recommended |  |  |
| Do all teaching staff understand that they are responsible for the learning of all pupils including those who have SEN? | Strongly recommended |  |  |
| Do staff have the knowledge and skills to identify pupils with SEND and intervene immediately? | Best practice |  |  |
| Are support staff effectively deployed? | Best practice |  |  |
| Do all SEND pupils have equal access to teachers and subject specialists? | Best practice |  |  |
| Does the teaching and learning policy reflect changes in SEND provision? | Best practice |  |  |
| Are all teachers confident in delivering the LA recommended strategies? | Best practice |  | Scaffolding, flexible grouping, explicit instruction, adaptive technology, cognitive and metacognitive strategies |
| Is there robust target setting, tracking and monitoring systems for all pupils? | Best practice |  |  |
| Are there effective ways of measuring progress, specifically for pupils with SEND? What about those with high needs or at engagement model? | Best practice |  |  |
| 3 Building an ongoing and holistic understanding of need | Do SEND leaders use the graduated approach ‘assess, plan, do, review’ as set out in the Code of Practice to fully understand pupils’ learning needs and how best to support? | Strongly recommended |  |  |
| Is there precise knowledge of where children and young people with SEND are in their learning and development? Does this include:Decisions informed by the insights of parents and those of children and young people themselves?Having high ambitions and set stretching targets for pupils with SEND?Tracking their progress towards these goals?Keeping under review the additional or different provision that is made for them?Promoting positive outcomes in the wider areas of personal and social development? Making sure that the approaches used are based on the best possible evidence and are having the required impact on progress? | Stronglyrecommended |  |  |
| Is the provision made for pupils with SEND accurately recorded and keptup to date? | Strongly recommended |  |  |
| How effectively is the preparation for adulthood programme delivered and monitored for SEND pupils? | Best practice |  |  |
| Does the SENCO work with school leaders and teaching staff to identify patterns in the identification of SEND and use these to improve the quality of teaching? | Strongly recommended |  |  |
| Are teachers supported to plan effectively through regular training and designated times to meet with support staff? | Strongly recommended |  |  |
| Do leaders regularly assess the impact of teaching strategies to maximise progress for SEN pupils? | Strongly recommended |  |  |
| Do we talk to parents regularly (at least 3 times a year) to set clear outcomes for pupils and review progress towards these together? | Strongly recommended |  |  |
| Are external assessments purposeful and is advice acted on and regularly reviewed with the team around the pupil? | Best practice |  |  |
| Are parents aware of the SEND information report and the local offer and how to access additional information? | Best practice |  |  |
| Is there a regular review of the breadth and impact of the SEND support offered or accessed? Are other local providers involved to explore ways of meeting pupils' needs effectively? | Strongly recommended |  |  |
| Does the designated teacher for looked after children work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff? | Strongly recommended |  | All maintained schools, academies and free schools must appoint a designated teacher for looked after children. This role may be carried out by the SENCO. |
| Do we support the SENCO and give them sufficient time and resources to fulfil all of their responsibilities? | Strongly recommended |  |  |
| 4 Use targeted support and interventions to supplement high quality teaching | Is the quality of teaching for pupils with SEND, and the progress made by pupils, a core part of professional development for all teaching and support staff? | Strongly recommended |  |  |
| Do teaching and support staff work effectively together? | Best practice |  | Southwark recommends the [‘making best use of TAs’ model’](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) |
| Is there a continuous drive to deliver HQT and reduce the need for tier 2 and 3 support?  | Strongly recommended |  |  |
| Are interventions carefully chosen and well structured? | Strongly recommended |  |  |
| If pupils do spend time away from the class how is this learning revisited or re-enforced in the classroom? | Best practice |  |  |
| Does the SENCo have a strategic overview of SEND and is empowered to make decisions? | Best practice |  |  |
| Are all support staff deployed effectively to support pupils’ learning and progress? Do support staff have regular access to high quality training, including for complex needs. | Best practice |  | Nasen offer a range of online continued professional development and learning (CPDL) for teachers and support staff.<https://nasen.org.uk/page/continuing-professional-development-and-learning-cpdl> |
| 5 Ensuring all schools know and follow the statutory requirements | Do admissions arrangements make sure all children whose education, health and care (EHC) plan name the school are admitted? | Statutory |  |  |
| Do admissions arrangements make sure all applications from parents of children with SEND but who do not have an EHC plan are considered? | Statutory |  | Schools must not refuse to admit a child:* Who has SEND but does not have an EHC plan because they do not feel able to meet needs on the grounds that the child does not

 have an EHC Plan  |
| How is designated funding used to develop SEN provision? Do strategic SEND developments mean the majority of SEN support needs can be met through the funding? | Statutory |  | You must do everything you can to meet the needs of your pupils with SEN |
| Is the SEND policy reviewed regularly with stakeholders? | Statutory |  | It doesn’t have to be published as a separate, stand-alone document. |
| Is the SEND information report on the school website?Is it updated as changes occur and does it include:The SEND information specified in Schedule 1 of the [Special Educational Needs and Disability Regulations 2014](https://www.legislation.gov.uk/uksi/2014/1530/contents/made)The information specified in paragraph 6.79 of the [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)Information as to:Admission arrangements for pupils with disabilitiesThe steps taken to prevent pupils with disabilities from being treated less favourably than other pupilsThe facilities provided to help pupils with disabilities to access the schoolAccessibility plansSee [section 69 of the Children and Families Act](https://www.legislation.gov.uk/ukpga/2014/6/section/69) | Statutory |  |  |
| Does the SEND information report mention accessibility plans and confirm that it covers: Increasing the extent to which pupils with disabilities can participate in the curriculum.Improving the school’s physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services offered.Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities. | Statutory |  |  |
| Is there a policy on supporting pupils with medical conditions? | Statutory |  |  |
| Is there a policy for intimate care? Is it recognised by all staff that providing intimate care is a reasonable adjustment? | Statutory |  |  |
| Does the EHC needs assessment application demonstrate a robust assess, plan, do, review process over time that meets the Southwark SEND Standards? | Statutory |  |  |
| How does school liaise with the LA to review EHC plans annually? | Statutory |  |  |
| Is there a designated teacher responsible for co-ordinating SEND provision (the SEND co-ordinator [SENCO])?  | Statutory |  | The SENCO must:* Be a qualified teacher working at the school
* Achieve a National Award in SEND Co-ordination within 3 years of appointment, unless he/she has previously been a SENCO for a total period of more than 12 months

The National Award must be a postgraduate course accredited by a recognised higher education provider.  |
| Do staff who are teaching classes of pupils with sensory impairments hold an appropriate qualification approved by the secretary of state? | Statutory |  | Teaching staff who are supporting pupils in an advisory capacity should also hold an appropriate qualification. |
| Is there due regard to the duty to promote disability equality? | Statutory |  | This means complying with the Public Sector Equality Duty. You're required to have due regard to the need to':* Eliminate discrimination and other prohibited conduct
* Advance equality of opportunity between people who share a protected characteristic and those who don't
* Foster good relations between people who share a protected characteristic and those who don't
 |
| Does the school liaise with the local authority (LA) about its local offer? | Statutory |  |  |
| Are parents informed when special educational provision is made for their child? | Statutory |  | Parents should have been involved in the assessment of the pupil's needs before a decision to provide SEND support is made. |
| Is an annual report for parents on their child’s progress provided? | Statutory |  |  |
| Do we make sure that children and young people with SEND engage in the activities of the school alongside those who do not have SEND? | Statutory |  |  |
| Is the DSL trained in recognising the additional risks that children with SEND face? | Statutory |  |  |

Appendix 1

How To Use the Southwark SEND Standards

School Self- Assessment Tool

For provision in mainstream schools

**There are many ways this tool can be used to audit your provision and prioritise actions. Below are a few suggestions:**

**Whole School SEND Provision Audit**

If you have not completed a SEND review or audit in the last 3 years then this is probably a good place to start. It will provide an holistic picture of SEND provision, highlight the strengths and areas for development and inform strategic planning for the year. This audit will need to be carefully planned and agreed with SLT. A member of the leadership team should also be actively involved in the audit.

Read through the different SEND Standards and questions and think about what evidence you may need to gather, which members of staff you need to involve and any observations you could make. Draft a review timetable and have this agreed at SLT. Set a date and make sure all people involved understand the purpose and process.

Use the continuum 1- 4 (sustaining, implementing, developing, identifying) to rag rate each question. Use the actions/next steps to make notes on what you find and what you intend to do next.

Once completed share the findings with SLT and agree next steps. It may be that you decide to focus on one particular SEND Standard as a school or select priorities across different Standards.

It is recommendable to then create an action plan detailing more specifically the steps you will take, who is responsible and when they are to be completed by. This action plan should be reviewed at regular intervals.

The SEND Consultant allocated to your school can support with this and provide external quality assurance to the process.

**SEND Standard Provision Audit**

If you have conducted a full SEND provision audit in the last 3 years and feel confident and knowledgeable about the school’s strengths and areas of development, you may find completing an audit around one SEND Standard is more appropriate. Select the Standard you wish to focus on and read through the statements and questions, thinking about what evidence you need to gather and what you need to do to capture an accurate picture.

Make sure SLT have agreed your rationale and are part of the audit. Devise a programme or timetable. It may be over half a day or a series of mini activities planned across a week. Use the audit tool to guide you through the process. Use the continuum 1- 4 (sustaining, implementing, developing, identifying) to rag rate each question. Use the actions/next steps to make notes on what you find and what you intend to do next.

Once completed share the findings with SLT and agree next steps. It may be that you decide to focus on one particular aspect of a SEND Standard as a school or select priorities across the whole Standard.

It is recommendable to then create an action plan detailing more specifically the steps you will take, who is responsible and when they are to be completed by. This action plan should be reviewed at regular intervals.

The SEND Consultant allocated to your school can support with this and provide external quality assurance to the process.

**Drilling Down on one aspect of SEND Provision**

You may already have clearly identified the area of SEND provision you wish to focus on. Find the Standard(s) this area is aligned to and use the audit questions to help you evaluate strengths and next steps. You may wish to break down a question into smaller sub sections allowing for a more forensic examination of a particular area. An example is below:

|  |  |  |  |
| --- | --- | --- | --- |
| SEND Standard | Statutory | Rag Rating  | Required Actions and Next Steps |
| **Does the EHC needs assessment application demonstrate a robust assess, plan, do, review process over time that meets the Southwark SEND Standards?**Checklist:Review SEN policy for guidelinesQA recent applications Review guidance to parents on the processInvite parents to give their views on the processInvite a sample of pupils to give their views and experiencesReview IEP processes and its effectivenessConduct some sample lesson observationsTrack a couple of children at different stages of the processReview assessment data and books |  |  |  |