



North Tyneside Council

SEN and Disabilities Review Framework

School:

SEND GUIDANCE: INTRODUCTION

The SEN and Disabilities Framework is intended to support the leadership and management of SEND leading to improved outcomes for pupils with SEND.

The framework can assist schools to:

- report on the use of resources;
- support the self evaluation processes;
- report outcomes for pupils with SEND.

The self-assessment is divided into 5 sections. Within each section there is a set of statements against which the school is invited to compare its current practice. The statements cover the range of activities which together help the school to improve its SEND provision. The self-assessment may be completed at a single session or at several over a period of time.

The completed self-assessment allows the school to:

- identify strengths and areas for development
- prioritise actions according to its own judgements

This review framework reflects the principles underpinning the SEND Code of Practice 2014

Local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

MANAGEMENT OF RESOURCES

Local authorities have a legal responsibility to ensure that the special educational needs of pupils are met. Delegating SEN resources to schools makes sense, as it is in school that the majority of special educational needs are met. In April 2013 school funding arrangements changed. There are now three elements of funding to support pupils with SEN.

Element 1 – A generic amount for each learner on roll. Formerly called AWPU.

Element 2 – Any amount from a school's notional budget for SEND across the school, up to a maximum of £6,000 for any learner.

Element 3 – High Needs top-up funding for named learners from the Local Authority central fund.

Parents / carers have a legitimate interest in how resources are used by schools to meet the needs of their children. Schools themselves want to make sure that their spending on SEND is enabling them to fulfil their statutory responsibilities to pupils with SEND and that their spending represents good value for money.

This framework encourages schools to bring together the financial information they hold in broad terms in a more structured way. It also encourages schools to identify in detail the total amount spent on SEND derived from individual interventions and provision maps, both at the end of the financial year and during the financial year. This approach builds up the overall spend on SEND by costing all the activity and interventions provided for individual pupils and groups of pupils.

Other funding sources can also be used to secure the best outcomes for pupils with SEN. For example:

- If a pupil has SEN and is also in receipt of Pupil Premium the available funding can be pooled to meet identified needs.
- Some learners with complex needs and an EHC Plan may be in receipt of Social Care or Health funding to help them achieve educational outcomes.

OUTCOMES

Provision for SEND is best understood as a set of planned interventions aimed at achieving specified outcomes. The growing, published evidence base can help schools identify interventions that are more likely to be effective and against which school outcome may be compared

Evaluation needs to involve a range of measures – quantitative and softer, qualitative measures of outcome. Measures of attainment provide an essential component of outcome evaluation – the primary task of schools is to promote educational achievement, particularly in relation to national curriculum subjects. Measures of inclusion, such as attendance and exclusion, are also important in helping to evaluate impact. Post-school destinations – particularly numbers who are NEET (not in education, employment or training) – can be used to measure the effectiveness of school-based programmes. Pupil perceptions about provision offers essential feedback and should form part of all evaluations.

PROVISION

When schools plan systematically how best to match provision to need they are in a stronger position to evaluate the impact on pupil progress and outcomes. Auditing need, using a range of indicators and data sets as part of the regular cycle of school improvement, enables schools to make strategic decisions about gaps or duplications in provision and how best to deploy resources to maximise learning opportunities for pupils with SEN.

Provision mapping enhances a school's ability to manage resources coherently to target particular patterns of need for individuals and cohorts. It helps school to plan both the staffing and the skills required to meet the needs of pupils with SEN to ensure they make expected progress. Provision mapping should be used alongside effective assessment to support learning and robust target setting procedures to document the additional support provided for pupils with SEN.

Section 1: Management of Resources

Total number of learners on roll	
Number of learners at 'SEN Support' level	
Number of learners at 'High Needs' level	

The next table is designed to help you to describe all of the SEND funding your school receives for mainstream learners from Newcastle or any other LA.

*Education financial resources delegated by the LA for SEND within the school budget:	Total amount
Notional SEND budget April 2014 – March 2015 (identified as 'High incidence low needs' funding within the annual school budget)	£
High Needs top-up funding for specific learners (Often associated with SEN statements or EHC Plans)	£
TOTAL SEND FUNDING	£

Does your school receive any other resources specifically for SEND learners which are not paid for from the finances listed above? Describe those resources here:

The school's spending on SEN provision from the above funding is identified against the following:	
	£
<i>Providing staff (teaching, teaching assistant) and resources to meet the need for additional and different provision for pupils at SEN support.</i>	
<i>Providing staff (teaching, teaching assistant) and resources to meet the need for additional and different provision for pupils with High Needs top up funding.</i>	
<i>Providing staff (teaching, teaching assistant) and resources to meet the need for additional and different provision for pupils with SEN statements / EHC Plans.</i>	
<i>Making any provision, in addition to the above, to meet the requirements of pupils with SEN at SEN support, High Needs top up,</i>	

<i>Statements and EHC Plans.</i>	
	<i>Expenditure total:</i>

The school provides the following from its delegated budget:

<i>Providing a SENCO/Inclusion Manager in line with the expectations of the SEND Code of Practice (2014)</i>
<i>Providing pastoral and management time in addition to that of the SENCO</i>
<i>Providing additional staffing aimed at reducing class sizes in such a way as to benefit identified groups of pupils with SEND</i>
<i>Providing training in SEND/Inclusion for Governors</i>
<i>Capital and recurrent expenditure on specific areas for additional educational needs including reasonable minor adaptations.</i>
<i>Publications for staff, governors, parents/carers, pupils.</i>
<i>Provision for every pupil to be included in all activities including school trips and out of school clubs.</i>

Section 2: Achievement and Standards

		Yes	To some extent	No	Actions / comments
a.	Whole-school assessment procedures are used as a tool for the early identification of pupils with SEN.				
b.	The school uses a range of diagnostic tools and the expertise of outside agencies to identify and review the specific needs of pupils.				
c.	Pupils with SEND have their progress reviewed in line with whole school assessment procedures. Pupils' additional needs and progress are reviewed at least 3 times a year and changes to provision made as required.				
d.	The school evaluates effectively the impact of interventions with cohorts of pupils.				
e.	Significant variation in the value-added scores of pupils with SEND when compared with non-SEND pupils is identified and addressed.				
f.	Significant variation in the attendance rates of pupils on the SEND record compared to the rates for other groups of pupils is identified and addressed.				
g.	The list of pupils with SEND is regularly updated and distributed.				
h.	Provision is focused on pupils and reflects that which is additional and different beyond quality first teaching and the				

	standard differentiation expected of class teachers.				
i.	Documentation shows a logical sequence of target setting and review.				
j.	Annual reviews (for pupils with statements / EHC Plans) are carried out in line with national and local guidance.				
k.	Pupils and parents / carers are informed of the purpose of the additional provision that is being made to meet identified needs.				
l.	Pupils are encouraged to be actively involved in all aspects of their targets / annual reviews and their contributions are valued and recorded.				
m.	Pupils making transitions into post-16 or post-19 EET are supported and their outcomes are tracked (in liaison with Connexions).				

Section 3 : Provision, Access and Support

		Yes	To some extent	No	Actions / comments
a.	There are clear entry and exit criteria for additional and different support, either in class or on a withdrawal basis, and these are consistently applied.				
b.	Baseline measures of pupil performance are recorded prior to the start of any new intervention and are included in regular reviews of pupil progress.				
c.	All pupils receive their full entitlement to a broad, balanced and differentiated curriculum.				
d.	Provision is planned on the basis of an annual audit of the needs of the pupils resulting in a whole school provision map, which may be costed.				
e.	Pupils with Statements / EHC Plans: provision addresses expected outcomes of the Statement / EHC Plan.				
f.	Pupils receiving high needs top up funding: provision addresses identified needs.				
g.	Pupils at SEN support: provision addresses identified needs.				
h.	The school has a range of appropriate interventions for literacy, language and numeracy and other specialist teaching resources, including ICT.				
i.	All staff are aware of the nature and location of resources including ICT and these are accessible.				
j.	There is an identified area within the school for use as a quiet / time				

	out / low arousal space.				
k.	There are effective systems in place for the transfer and induction of pupils.				
l.	There is effective liaison with external agencies.				
m.	Pupils can access appropriate personal support.				
n.	Appropriate documentation is in place and reviewed annually <ul style="list-style-type: none"> • Accessibility Plan • SEND policy • Compliance with Equality Act 2010 • SEN Information Report/Local Offer 				
o.	Reasonable adjustments are made to ensure access of all pupils and participation rates are recorded for pupils with SEND.				
p.	Induction programmes / procedures are in place, to inform new and supply staff about the needs of identified learners				
q.	Learners with SEN have confidence in the procedures to address issues of bullying.				
r.	The school can show evidence of intervention and consistent practice for bullying or racist behaviour				
s.	Medical policy updated in line with the statutory guidance 'Supporting pupils at school with medical conditions' (2014).				
t.	Procedures re: medical interventions are clear, effective and reviewed regularly with				

	medical representatives.				
u.	Health care plans are in place for learners with physical and/or medical needs. Staff are aware of these and confident in implementing them				
v.	Mentor/ Buddy schemes, Circle Time and emotional literacy activities are used as appropriate.				
w.	Clear and effective risk assessment procedures are in place for identified learners who may be at risk or present a risk to others.				
x.	There are procedures in place to help identify and support issues of mental health within the school				
y.	The school behaviour and attendance policies (or equivalent) promote good practice and informs the development of positive relationships with pupils with SEN.				
z.	The school seeks to minimize exclusions and can demonstrate that all reasonable steps have been taken before exclusion is used. Early assessment and intervention are actively applied.				
aa.	Pupils are central to the planning process through transition.				
bb.	Systems are in place to give pupils a voice, i.e. school council, peer supporters, buddies, etc.				

Section 4 : Teaching and Learning

		Yes	To some extent	No	Actions / comments
a.	Teachers follow the cycle of assess, plan, do and review as outlined in the graduated response.				
b.	Teachers' planning (and other evidence such as direct observation) shows that a range of strategies for differentiation is in use.				
c.	Systems are in place to ensure the awareness among staff of the particular needs of pupils and an understanding of practical ways of meeting those needs in the classroom.				
d.	Teachers' planning takes account of pupils' identified needs.				
e.	Teachers and TAs are involved in curriculum planning and review.				
f.	Systems are in place to monitor the quality of teaching.				
g.	TAs are well briefed for all activities and work confidently in mainstream classrooms and / or intervention programmes.				
h.	All staff have easy access to current targets / outcomes for pupils they teach or support.				
i.	Staff meetings and INSET regularly focus on SEN and inclusion. Local and national guidance is effectively disseminated.				
j.	Pupils with SEN understand the targets set for them and feel involved in the learning process.				

k.	Pupils show positive attitudes towards the provision made for them.				
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Section 5 : Leadership and Management

		Yes	To some extent	No	Actions / comments
	The school has published its SEN Information/Local Offer report online and shared it with the LA to include in the Local Offer, to meet new SEND Code of Practice requirements.				
a.	SEND is included in the School Development Plan.				
b.	There is an action plan for SEN / Inclusion and this is regularly reviewed as part of an internal evaluation cycle.				
c.	There is a strategic approach to continuing professional development (CPD) which ensures that all staff are effective in meeting the needs of pupils with SEND.				
d.	A new SENCO (from Sept 2009) has achieved or is studying for the NASC award.				
e.	The school has used the Inclusion Quality Framework (IQF) to evaluate inclusive policy and practice.				
f.	The SENCO liaises with the Leadership Team and contributes to the decision making process, including financial, relating to SEN.				
g.	There are regular meetings between the SEN governor and the SENCO.				
h.	The SENCO liaises with the Designated Teacher where a looked after pupil also has SEN.				
i.	The school pays due regard to the SEN Code of Practice (2014): The SEN policy is legal, up-to-date and				

	reflects the requirements of the Equalities Act 2010.				
j.	The school has systems to monitor the effectiveness of provision. This should include the number and percentage of children who make expected or exceeding expected progress.				
k.	There is a systematic record and evaluation of the use of all SEN funding.				
l.	There is positive feedback from parents / carers and any issues are dealt with effectively.				
m.	The SEN Information Report/Local Offer is on the school website and is reviewed and evaluated annually in the light of feedback from parents / carers.				
n.	Support staff are well deployed to make teaching work more effectively.				
o.	Pupils with SEN are able to participate fully in the life of the school.				
p.	<p>The school has a behaviour policy and guidance. Teaching and non-teaching staff apply sanctions and rewards consistently and build trust with pupils with SEND.</p> <p>SLT monitor behaviour codes and review these (modifying if necessary) on a regular basis.</p> <p>An explicit link is made between these policies and the SEND policy (in line with OFSTED requirements following the Serious Case Review 2009).</p>				
q.	Connexions support and involvement.				

	All pupils with SEN in year 8 and above have a Transition Plan in place that is reviewed annually. A person-centred approach is used, in consultation with parents and carers, to inform transition plans which identify interests, strengths, aspirations as well as needs.				
r.	The school, in conjunction with the Local Authority, identify pupils missing education and ensure that pupils remain on the roll of the school until admission to another setting is confirmed.				

Section 6 : Parent / Carer and Stakeholder Partnerships

		Yes	To some extent	No	Actions / comments
a.	Parents/carers are provided with appropriate SEN information including how to find the Local Offer.				
b.	The school has a system for informing parents/carers when special educational provision is going to be made for their child and seeks their permission before referring to other agencies. In transition cases this may involve more than one school / provision.				
c.	The school involves parents/carers from when there are initial concerns about possible SEND.				
d.	The school maintains regular contact with parents/carers in sharing successes and concerns.				
e.	SLT monitor the dissemination of information to parents/carers of children with SEND, parental involvement and school responses to parental concern.				
f.	The school recognises the differing needs of parents/carers themselves, (i.e. a disability or communication or linguistic barriers) and takes steps to address these to enable the parents/carers to participate fully in their child's education.				
g.	Parental surveys/questionnaires reflect positive experiences for parents.				
h.	The school actively seeks to reduce any barriers to admission that may arise from a pupil's disability, individual needs or history.				

Use this area to record any additional information: