

SEN and Disabilities Review Framework

Revised by
School Improvement Service SEN Team

November 2015, [updated March 2018](#)

School: St John's Primary

SEND GUIDANCE

The SEN and Disabilities Framework is to support the leadership and management of SEND leading to improved 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 can evaluate 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 SEND Code of Practice 2014:

Improving outcomes: high aspirations and expectations for children and young people with SEN

6.1 All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Local authorities have a legal responsibility to ensure that the special educational needs of pupils are met. There are now three elements of funding to support pupils with SEN.

Element 1 – A generic amount for each learner on roll i.e. the whole school budget share divided by the number of pupils.

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.

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.

Section 1: Management of Resources

Total number of learners on roll	227
Number of learners at 'SEN Support' level	
Number of learners at 'High Needs' level	2

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
Element 2, notional SEND budget (elements of AWPU, deprivation and low prior attainment)	£133,660
Element 3, also known as High Needs top-up funding for specific learners (Often associated with EHC Plans)	£6,800.52
Early years, where applicable	
Disability Access Fund	0
Inclusion Fund allocations	0
TOTAL SEND FUNDING	£140,460.52

Guidance notes

*The allocation of SEND education funding can be complex:

- Element 2 funding is allocated per financial year, from April to March for LA schools and Sept to August for academies. It does not change during the year because SEND learners leave or start at the school.
- Element 3 funding is a per-year amount for named learners which can start / end at any time during the financial or academic year. The LA agrees the funding per-financial year and adjust it on a termly basis if anything changes for that learner.

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 SEND provision from the funding it receives from the LA (Element 2 notional SEND budget and Element 3 for specific learners with high needs) is identified against the following:	
	£
Please specify in detail below how the notional SEN is spent: SEN support – Resources 1:1 TA Support Supply - release of class teacher for intensive support (2 terms) Remainder of support outlined below EHCP	£133,660 0
Please specify in detail below how the High Needs Top Up is spent: SEN support Resources EHCP 1:1 TA support	£1,800.52 £5000
Other funding (can include delegated budget / grants/ Trust funding)	0
Making any provision, in addition to the above, to meet the requirements of pupils with SEN at SEN support, High Needs top up and EHC Plans.	0
Expenditure total:	£140,460.52

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</i>

including reasonable minor adaptations.

Publications for staff, governors, parents/carers, pupils.

Provision for every pupil to be included in all activities including school trips and out of school clubs.

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.	✓			Data tracking every half term Pupil progress meetings
b.	The school uses a range of diagnostic tools and the expertise of outside agencies to identify and review the specific needs of pupils.	✓			Dyslexia checklist OT pre-screen Links to outside agencies – Educational Psychologist, SALT, OT, CYPS, School Health, Kalmer Counselling, SENTASS, EEAST
c.	Pupils with SEND have their progress reviewed in line with whole school assessment procedures.	✓			Assertive Mentoring meetings every half term Meetings with Inclusion Manager/SEND/CO/PSA/ Class Teachers Meeting Around the Child Impact and Assessment Provision Map
d.	Pupils' additional needs and progress are reviewed at least 3 times a year and changes to provision made as required.	✓			Assertive Mentoring meetings every half term Meetings with Inclusion Manager/SEND/CO/PSA/ Class Teachers Whole school provision map Early Help Plan Meeting Around the Child notes Personal provision maps for identified pupils SEND information recorded on CPOMS Class SEND files for identified pupils Impact and Assessment

					Provision Map
e.	Regular moderation of teacher assessment takes place, both internally and with local partners.	✓			Within school staff moderate work and within Key Stages WEST cross moderation within year groups Year 6/2 moderations with advisors
f.	From their different starting points pupils make expected progress. Internal as well as local authority and national data sets are used to evidence this.	✓			SEF
g.	Significant variation in the progress measures of pupils with SEND when compared with non-SEND pupils is identified and addressed.	✓			SEF Attendance is monitored for vulnerable groups
h.	The school evaluates effectively the impact of interventions with cohorts of pupils.	✓			Data tracking Lesson observations/work scrutiny/English/Maths clinics with Head Teacher/ Assistant Head Teacher's Pupil Progress Analysis Pupil Progress Meetings
i.	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.	✓			Attendance is monitored for vulnerable groups First day response with parents and PSA/Attendance Officer Meetings with parents School/Statutory monitoring
j.	The list of pupils with SEND is regularly updated and distributed.	✓			Updated every term and shared with staff Information on SIMs regularly updated GH/JM
k.	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.	✓			SALT/OT programmes Specific learning focused interventions Provision maps Impact and Assessment Provision Map
l.	Documentation shows a logical sequence of assess, plan, do and review.	✓			AM meetings Provision maps Early Help Plans Impact and Assessment Provision Map
m.	Annual reviews (for pupils with EHCPs / statements) are carried	✓			RM Year 5

	out in line with national and local guidance.				
n.	Pupils and parents / carers are informed of the purpose of the additional provision that is being made to meet identified needs.	✓			AM meetings COP (Code of Practice SEN Support) form signed by parents/carers so they are aware that child is on SEN register
o.	Pupils are encouraged to be actively involved in all aspects of their targets / annual reviews and their contributions are valued and recorded.	✓			AM meetings with child EHP/TAF includes child's views EHCP parent/carer/child views
p.	Pupils making transitions into post-16 or post-19 EET are supported and their outcomes are tracked (in liaison with Connexions).				N/A

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.	✓			TA record of interventions Teacher's planning AM files
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.	✓			TA record of interventions Teacher's planning AM files SALT/OT/Educational Psychologist interventions/reports
c.	All pupils receive their full entitlement to a broad, balanced and differentiated curriculum.	✓			Teachers Planning
d.	Provision is planned on the basis of an annual audit of the needs of the pupils resulting in a whole school provision map.	✓			School provision map updated every half term
e.	Pupils with EHC Plans / statement: provision addresses expected outcomes of the EHC Plan / statement.	✓			RM Yr 5 Provision map in place
f.	Pupils receiving high needs top up funding: provision addresses identified needs.				N/A
g.	Pupils at SEN support: provision addresses identified needs.	✓			Assertive Mentoring meetings every half term with class teachers High needs children have Impact and Assessment Provision Map Personal Provision map Meeting Around the Child notes
h.	The school has a range of appropriate interventions for literacy, language and numeracy and other specialist teaching resources, including ICT.	✓			Lessons differentiated to match pupil's needs TA's trained and experienced to deliver interventions
i.	All staff are aware of the nature and location of resources	✓			Beat Dyslexia programme in place

	including ICT and these are accessible.				with identified pupils Staff tailor resources to meet specific needs
j.	There is an identified area within the school for use as a quiet / time out / low arousal space.	✓			Headteacher's/ Assistant Headteacher's office at breaks times and lunch times. Also time out during the school day Support offered by other members of staff Class teachers offer time and space for children within the classroom to calm down A number of areas are available in school: training room, conservatory, conference room
k.	There are effective systems in place for the transfer and induction of pupils. Pupils are central to this process.	✓			Welcome meeting with new families Inclusion Manager/PSA liaise closely with transition schools
l.	Pupils are prepared for the next stage of their education, training, employment and independent living.	✓			Year 6 Transition work at High School WEST Health and Well Being Day June 2018 for all Year 6 pupils
m.	There is effective liaison with external agencies.	✓			Effective working relationship with a wide range of agencies
n.	Pupils can access appropriate personal support.	✓			Headteacher/Assistant Headteachers/Class Teachers/ PSA/Inclusion Manager-SEND CO Kalmer Counselling
o.	Appropriate documentation is in place and reviewed annually <ul style="list-style-type: none"> • Accessibility Plan • SEND policy • SEN information • Compliance with Equality Act 2010 	✓			Available on website and regularly updated

p.	Reasonable adjustments are made to ensure access of all pupils and participation rates are recorded for pupils with SEND.	✓			Disabled access to building Disabled Toilet Ramp from Hall to top playground Access to middle playground if required Access to Turf Access to bungalow All children included in all activities
q.	Induction programmes / procedures are in place, to inform new and supply staff about the needs of identified learners		✓		GH to see staff about setting up a Class SEN summary including Health Care Information
r.	Learners with SEN have confidence in the procedures to address issues of bullying.	✓			Anti-bullying week PSHE sessions to meet needs of children PSA staff briefing informs staff of family issues Cpoms information
s.	The school can show evidence of intervention and consistent practice for bullying or racist behaviour	✓			Cpoms
t.	Medical policy updated in line with the statutory guidance 'Supporting pupils at school with medical conditions' (2014).		✓		PSA check
u.	Procedures re medical interventions are clear, effective and reviewed regularly with medical representatives.		✓		PSA check
v.	Health care plans are in place for learners with physical and/or medical needs. Staff are aware of these and confident in implementing them	✓			Folder First Aiders with Lead First Aider in post Information shared with staff
w.	Systems are in place to give pupils a voice, i.e. school council, peer supporters and Mentor/ Buddy schemes. Circle Time and emotional literacy activities are used as appropriate.	✓			PSHE House Captains elected Pupil questionnaires
x.	Clear and effective risk assessment procedures are in place for identified learners who	✓			Evacuation plans when necessary Behaviour policy

	may be at risk or present a risk to others.				Behaviour chart linked to rewards Planning Room: behaviour management strategy
y.	There are procedures in place to help identify and support issues of mental health within the school	✓			Kalmer counselling PSA SENDCO/Inclusion Manager CYPs referrals Educational Psychology Service referrals AM meetings
z.	The school behaviour and attendance policies (or equivalent) promote good practice and informs the development of positive relationships with pupils with SEN.		✓		PSA check policies: Behaviour and Anti-Bullying Policy December 2017 Attendance policy-update to include SEN pupils
aa.	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.	✓			Cpoms Behaviour and Anti-Bullying Policy Early Help Plans

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.	✓			AM meetings Planning and Progress meetings Impact and Assessment Provision Map
b.	Teachers' planning (and other evidence such as direct observation) takes account of pupils' identified needs and shows that a range of strategies for differentiation is in use.	✓			Impact and Assessment Provision Map
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.	✓			Class SEN files Cpoms Staff training Experienced staff Experienced SENDCo/PSA Feedback meeting with outside agencies Meeting Around the Child notes
d.	Teachers and TAs are involved in curriculum planning and review.	✓			TA close liaison with class teachers/SENDCO TA intervention files Planning and Progress meetings
e.	TAs and support staff receive regular, high quality CPD.	✓			TA attend all staff directed time/training TA Performance Management Cycle Training opportunities offered
f.	Systems are in place to monitor the quality of teaching.	✓			Lesson observations every term Planning and Progress Meetings
g.	The effectiveness of quality first teaching is taken into account before assuming a pupil has SEN.	✓			Lesson observations every term Planning and Progress Meetings Discussions with HeadTeacher/SENDCO/PSA

h.	TAs are well briefed for all activities and work confidently in mainstream classrooms and / or intervention programmes.	✓			Close liaison with TA and Class Teachers/SENDCO Experienced TA's
i.	The deployment of support staff is regularly reviewed and evaluated for impact.	✓			TA Performance Management review cycle Lesson observations every term SENDCO observation of TA interventions
j.	Outcomes from interventions are integrated into classroom teaching.	✓			TA intervention files Close liaison with Class Teacher/TA
k.	All staff have easy access to current targets / outcomes for pupils they teach or support.	✓			AM system generates pupil targets for reading, writing, maths Targets generated from external agencies AM files Class SEN files
l.	Staff meetings and INSET regularly focus on SEN and inclusion. Local and national guidance is effectively disseminated.	✓			SENDCO/PSA regularly update staff Cpoms Training as necessary Specific training from outside agencies
m.	Pupils show positive attitudes towards the provision made for them and can talk about their learning.	✓			AM meetings with pupil and Class Teacher/parent/carer

Section 5: Leadership and Management

		Yes	To some extent	No	Actions / comments
a.	The school pays due regard to the SEND Code of Practice (2014). The school has published its SEN information report online includes links to the Local Offer, to meet statutory requirements.	✓			On school website and updated
b.	The SEN information report is on school website and is reviewed annually in the light of feedback from parents / carers.	✓			On school website and updated
c.	SEND is included in the School Development Plan.	✓			Regularly updated

d.	There is an action plan for SEN / Inclusion and this is regularly reviewed as part of an internal evaluation cycle.	✓			Termly SEN Audit
e.	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.	✓			Staff needs identified through Performance Management review cycle
f.	A new SENCO (from Sept 2009) has achieved or is studying for the NASC award.	✓			Experienced SENDCO/Inclusion Manager in place
g.	The SENCO liaises with the Leadership Team and contributes to the decision making process, including financial, relating to SEN.	✓			SENDCO/Inclusion Manager part of Leadership Team
h.	There is a systematic record and evaluation of the use of all SEN funding.	✓			Headteacher/Business Manager
i.	There are regular meetings between the SEN governor and the SENCO.	✓			Regular meetings
j.	The governors hold the school to account on the effectiveness of resources in relation to SEND.				
k.	The SEND link governor has attended appropriate training.		✓		Further training required
l.	The SENCO liaises with the Designated Teacher where a looked after pupil also has SEN.	✓			Cpoms
m.	The school has systems to monitor the effectiveness of provision.	✓			Termly SEN Audit
n.	There is positive feedback from parents / carers and any issues are dealt with effectively.	✓			Inclusion Manager/SENDCo regular meetings with parents/carers Meeting Around the Child notes WEST SENCo parents questionnaires
o.	Support staff are well deployed to make teaching work more effectively.	✓			TA Performance Management cycle Close liaison between Class Teachers/TA
p.	Pupils with SEN are able to participate fully in the life of the school.	✓			

q.	<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 monitors the behaviour code and reviews it (modifying it if necessary) on a regular basis.</p>	✓			
r.	<p>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.</p>	✓			<p>PSA Attendance office School Administrator</p>

Section 6: Parent / Carer Partnerships

		Yes	To some extent	No	Actions / comments
a.	Parents/carers are provided with appropriate SEN information including SENDIASS and how to find the Local Offer.		✓		SENDIASS (Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service) information is passed to parents during the EHCP process WEST SENCo parent questionnaires GH to meet parents/carers to offer support to navigate the Local Offer
b.	The school recognises the role parents/carers have in their child's education and fully involves them from when there are initial concerns about possible SEND.	✓			AM meetings Inclusion Manager/SENCO/PSA meetings with parents/carers
c.	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.	✓			COP (Code of Practice SEN Support) form signed by parents/carers so they are aware that child is on SEN register AM meetings Meeting Around the Child notes
d.	The school maintains regular contact with parents/carers in sharing successes and concerns.	✓			AM meetings Meeting Around the Child notes Impact and Assessment Provision Map EHCP reviews Early Help Plans
e.	Parents/carers are fully involved in transition arrangements from one school to another.	✓			Inclusion Manager/SENDCo/PSA meetings with parents/carers
f.	The school recognises the differing needs of parents/carers themselves, (i.e. a disability or communication or linguistic	✓			Welcome meeting with new families School admission form Language Line EAL

	barriers) and takes steps to address these to enable the parents/carers to participate fully in their child's education.				AM meetings PSA/SENDCO/all staff good relationships with families MH Year 1 mum given copies of paperwork in enlarged font (poor vision) Cpoms
g.	Parental surveys/questionnaires reflect positive experiences for parents.	✓			Annual survey Results on school website
h.	The school actively seeks to reduce any barriers to admission that may arise from a pupil's disability, individual needs or history.	✓			All children welcome

Mrs Howden Inclusion Manager/Mrs Lishman Parent Support Advisor/Mrs Bartley
Business Manager 14.5.18