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|  | Focus | Examples of Evidence | Met? |
| Governors | Ensuring clarity of vision, ethos and strategic direction. | Website: Local offer, Headteacher’s welcome and curriculum statement |  |
| Holding the HT to account for the progress made by C&YP with SEND | Named SEND Governor with relevant experience and knowledge.GB ensured that there is enough Training / CPD opportunities to support the inclusion of C&YP with SEND Scrutinises SEND report to Governors including progress data for C&YP with SEND.CPD opportunities are monitored to ensure that staff have the relevant knowledge and skills to support C&YP with a range od SEND. |  |
| Overseeing the financial performance of the school in relation to C&YP with SEND. | Ensure the appropriate recruitment of support staffIs aware of the use on notional SEN funding and provides challenge. |  |
| Headteacher | The school has a clear vision for inclusion which is evidenced in key documentation | Headteacher’s welcome on website School Development PlanCurriculum statement and Teaching and Learning policy etcSEND, Equality statement and Accessibility Plan  |  |
| A culture is created and promoted which ensures that all C&YP feel welcome and have a sense of belonging.  | SEND department has a high profile within the school and its effectiveness is welcomed and celebrated.HT models inclusive practice and challenges inequality through everyday practice.  |  |
| The curriculum is designed to ensure that all students needs are met.  | The curriculum enables all C&YP to succeed.The SENCo is involved in curriculum planning |  |
| Quality First Teaching  | Barriers to learning are challenged and not tolerated. This is a focus of Learning Walks and other forms of quality assurance  |  |
| Exclusion data | C&YP are not excluded at a rate higher than their peers without SEND.Behaviour plans are reviewed an updated following a fixed term exclusion. |  |
| Attendance of pupils with SEND. | The attendance of C&YP with SEND is at least as good as their peers without SEND. |  |
| Offers support to SENCo | Supervision / regular meetings with SLT.Protected time to do the job of SENCo. Status. CPD opportunities. |  |
|  | Attainment and Progress data | The school’s attainment data is good.The school can demonstrate that pupils with SEND make similar progress to their peers.  |  |
| SENCo | Is able to influence practice and hold staff to account | Is SENCo qualified or getting qualified? SENco’s JD and TTHas sufficient time to do the job.Is on the SLT |  |
| Communication  | Evidence of effective two way communication with SLT teaching staff, with Support staff, with parents and carers.  |  |
| Coordinates the monitoring and effectiveness of intervention strategies. | Systems tracking interventions: Assess, Plan. Do and review.  |  |
| Training and building capacity within the school. | Training opportunities empowers others and supports their problem solving |  |
| Statutory responsibilities. | SENCo understands and ensures that all statutory requirements are met.SENCo ensures that all staff aware of these too.Supports parents/ carers understanding of these.  |  |
| Transition | Has time to support this process: time to visit and liaise with feeder schools and also collating information and time to liaise with schools that C&YP are moving on to.Embedded systems for Preparation for Adulthood  |  |
| Teachers  | Assess | Early identification is a priority and informs all future planning. Teachers recognise that this is their responsibility and not the SENCos.The views of C&YP and their families are a part of this process. |  |
| Plan | Planning for C&YP with SEND is at the heart of all planningClassroom support staff play an important part in this planning.It is recognised that as well as planning the academic content of the lesson, thought needs to be given to the needs recognised by Maslow’s hierarchy of need. All staff are aware and have contributed towards the creation of IEPs and PSP etc |  |
| Do | All C&YP feel welcomed in the classroom and feel that they are equally valued Differentiation is the norm Reasonable adjustments are welcomed by staff and C&YP Classroom support staff are not a barrier between the C&YP and teacher. Their support enhances independence and does not create a culture of dependency.Supply staff are made aware of C&YP with SEND. The classroom environment reflects the needs of C&YP with SEND  |  |
| Review | Regular reviewing of progress informs future planningThe views of C&YP and their families are a part of this processAll appropriate staff involved in reviewing IEPs etc  |  |
| Support staff | Encourage independence and do not create a dependency culture | Create positive / professional relations with C&YP based on mutual respect and trust.Do not create a barrier between C&YP and the teacherUse positive language when communicating to C&YP as well as their families and carers |  |
| Communication with teaching staff | Two-way communication is evident: involved in teacher’s planning and informs teacher re assessments and barriers. Support staff feel supported by teaching staff and they feel listened to when discussions are held regarding the needs of C&YP with SEND |  |
| Solution Focused | There is a culture of wanting to overcome barriers. |  |
| Other support staff | All staff across the school accept their responsibility to support C&YP with SEND. All support staff know how to deescalate a situation where are C&CP are in a heightened state. |  |
| Parents carers | Parents /carers are supported in making a choice regarding a school for their C&YP with SEND | School offers impartial advice. Parents / carers made to feel welcome even if the school cannot meet needsSchool sign posts to support groups including PaCiP. |  |
| Involvement in SEND provision. | The school encourages and supports the Co-production of the EHCP  |  |
| Transition | The school welcomes parents/ carers with SEND who want to know more about the SEND offer within the school.  |  |
| C&YP | Pupil voice | C&YP with SEND are represented on school forums. |  |
| No barriers to opportunities.  | All efforts are made to ensure that no C&YP with SEND are excluded from an activity due to their SEND |  |
| Involved in decision making re their SEND provision  | The voice of the C&YP is actively sought to contribute to the creation and review of their EHCP and other SEND interventions. (Age appropriate) |  |
| C&YP are empowered to challenge unfair behaviours related to their SEND. | C&YP know where to go if support is needed. They feel listened to and able to challenge discrimination if this occurs.  |  |