



ROYAL BOROUGH OF

**WINDSOR &
MAIDENHEAD**

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SEND Evaluation - 2026

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Scores



Overall

1

Inclusive Leadership

1.1

Leaders ensure SEND is a collective responsibility, central to the school's vision, ethos and improvement priorities.

Beginning  Excellent

1.2

Leaders and governors set ambitious targets for learners with SEND and ensure that all staff are ambitious for the academic attainment of all learners, regardless of starting points.

Beginning  Excellent

1.3

SEND is represented on the senior leadership team, ensuring leaders are well informed on the impact of SEND provision.

Beginning  Excellent

1.4

Governors both support and hold leaders to account for the effective implementation of the school's vision and strategic intent for pupils with SEND.

Beginning  Excellent

1.5

A positive culture of respect and inclusion ensures pupils with SEND are active participants in the wider life of the school.

Beginning  Excellent

1.6

Leaders allocate resources and training effectively; pupils with SEND do not work disproportionately with less qualified staff.

Beginning  Excellent

1.7

Policies (curriculum, behaviour, safeguarding, admissions) are inclusive, consistently applied, and monitored for impact.

Beginning  Excellent

1.8

Funding for SEND is transparent and allocated judiciously.

Beginning  Excellent

1.9

The SENCO has the expertise, knowledge and qualifications to lead SEND and ensure provision is effective.

Beginning  Excellent

1.10

SEND provision is continuously improving and aligned with best practice.

Beginning  Excellent

2

Curriculum and Teaching

2.1

Leaders with responsibility for SEND are involved in reviewing the quality of teaching and helping teachers improve.

Beginning  Excellent

2.2

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, increasing their fluency and independence.

Beginning  Excellent

2.3

Pupils with SEND access the full curriculum and make strong progress.

Beginning  Excellent

2.4

Teachers have good knowledge of the subject(s) and courses they teach and how to adapt them for pupils with SEND.

Beginning  Excellent

2.5

Teachers use assessment well to identify gaps and celebrate progress.

Beginning  Excellent

2.6

Classroom practice consistently meets the needs of pupils with SEND.

Beginning  Excellent

2.7

Leaders ensure reasonable adjustments are made so pupils with SEND participate fully in school life.

Beginning  Excellent

2.8

Statutory documentation is in place, reviewed regularly and of high quality.

Beginning  Excellent

2.9

There are effective systems in place for supporting the transition of pupils between classes, phases and beyond the school.

Beginning  Excellent

3

Achievement and Impact

3.1

Pupils with SEND achieve well from their starting points, with outcomes comparing favourably to national benchmarks.

Beginning  Excellent

3.2

Pupils with SEND read widely and apply mathematical knowledge appropriately. Where pupils find this more difficult, they receive the support they need to reach their potential.

Beginning  Excellent

3.3

Gaps in achievement between pupils who have SEND and pupils who do not have SEND are narrowing over time.

Beginning  Excellent

3.4

Interventions lead to measurable improvements in learning, confidence and independence.

Beginning  Excellent

3.5

Pupils with SEND are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

Beginning  Excellent

3.6

Pupils with SEND behave well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Beginning  Excellent

3.7

Rates, patterns of, and reasons for suspensions and permanent exclusions of pupils with SEND are not disproportionate. There are no informal or unofficial exclusions.

Beginning  Excellent

3.8

Persistent absence and attendance rates for pupils with SEND are similar to or better than other pupils nationally.

Beginning  Excellent

4.1

Leaders and governors know the SEND profile well, and how this compares to others schools nationally.

Beginning  Excellent

4.2

Comprehensive assessment across the four broad areas of need supports accurate identification and informs classroom practice.

Beginning  Excellent

4.3

The SEND register is accurate and reviewed regularly.

Beginning  Excellent

4.4

Identification considers the effectiveness of classroom teaching.

Beginning  Excellent

4.5

Outside agencies are used appropriately to support identification.

Beginning  Excellent

4.6

High quality assessment and identification leads to teachers being better informed about pupil need and, in turn, improving outcomes for learners with SEND.

Beginning  Excellent

4.7

The school uses a wide range of data, including behaviour and attendance data, to ensure additional learning needs are not missed.

Beginning  Excellent

4.8

Teachers and support staff recognise when a pupil may need to be assessed for SEND.

Beginning  Excellent

5

Monitoring, Tracking and Evaluation

5.1

Leaders and governors use accurate data, pupil/parent voice, and external challenge to evaluate provision.

Beginning  Excellent

5.2

A whole-school provision map provides a comprehensive summary of SEND provision.

Beginning  Excellent

5.3

The school's provision map gives a clear link between provision and pupil progress.

Beginning  Excellent

5.4

Provision follows a graduated approach (Assess, Plan, Do, Review), with earlier decisions revisited and refined. This leads to a growing understanding of the pupil's needs and the support required for them to make good progress and secure good outcomes.

Beginning  Excellent

5.5

Provision is comprehensive, balanced, and reflects pupil needs.

Beginning  Excellent

5.6

Interventions are carefully selected with strong evidence of impact.

Beginning  Excellent

5.7

Interventions and classroom practice are rigorously evaluated and adjusted. Adjustments to provision are then made accordingly.

Beginning  Excellent

5.8

Progress of learners with SEND is reviewed regularly; data is used to target support.

Beginning  Excellent

6

Personal Development and Engagement with Families

6.1

Leaders listen to and act on the views of pupils with SEND.

Beginning  Excellent

6.2

Pupils with SEND feel empowered, confident, safe and valued, and participate fully in extra-curricular, cultural and community activities at rates comparable to peers.

Beginning  Excellent

6.3

Pupils with SEND have personalised plans that clearly set out their individual needs, short-term outcomes and long-term objectives which are 'above and beyond' the standard curriculum offer in the school.

Beginning  Excellent

6.4

Pupils with SEND benefit from adapted PSHE and RSE, developing age-appropriate knowledge of relationships, health, safety and financial literacy, which they can apply in daily life.

Beginning  Excellent

6.5

Pupils with SEND speak highly of the support they receive, particularly in developing life skills, independence and readiness for their next stage.

Beginning  Excellent

6.6

Bullying and discrimination incidents are rare and dealt with swiftly. Pupils with SEND report that they feel safe and included.

Beginning  Excellent

6.7

Leaders create a culture that welcomes and engages parents/carers, with strong participation in reviews, workshops and SEND forums that improve home-school collaboration.

Beginning  Excellent

6.8

Parents/carers are fully involved in discussions, planning and reviewing provision, contributing to improved confidence in their child's future.

Beginning  Excellent

6.9

Parents/carers contribute to the SEN Information Report and wider SEND systems, ensuring transparency and co-production that strengthens trust and accountability.

Beginning  Excellent

7

Effective Deployment of Teaching Assistants

7.1

Teaching assistants (TAs) are deployed strategically, reviewed against evidence of impact.

Beginning  Excellent

7.2

TAs are not used solely as a SEND resource but across the attainment range.

Beginning  Excellent

7.3

TAs have a visible role in teaching and are part of lesson planning.

Beginning  Excellent

7.4

TAs have dedicated non-contact time to liaise with teachers.

Beginning  Excellent

7.5

Teachers receive training on working effectively with TAs.

Beginning  Excellent

7.6

TAs receive regular, high-quality CPD.

Beginning  Excellent

7.7

TAs deliver structured, evidence-based interventions that complement classroom learning.

Beginning  Excellent

8

Preparing for Adulthood

8.1

The school ensures that all children aspire to have a sense of belonging to their local community and that there are opportunities for pupils to contribute to their communities in a way that reflects their abilities and uniqueness.

Beginning  Excellent

8.2

All pupils have access to an embedded programme of impartial careers education and guidance that is known and understood by pupils, parents, all teachers, governors (and employers). This includes opportunities to experience / visit a range of workplaces and to interact with people from their local community including employees

Beginning  Excellent

8.3

Additional support is available to help young people to understand how and why we use language to interact with people we know such as asking for help or saying how they are feeling.

Beginning  Excellent

8.4

Additional support is available to help young people to understand how and why we use language to interact with people we don't know such as people from our local community including local employees

Beginning  Excellent

8.5

All teaching staff understand and know how to create opportunities for independent learning within lessons, including the deployment of additional adults.

Beginning  Excellent

8.6

Pupils have access to additional information and support to enable young people to travel independently, as well as an understanding about a range of living arrangements and personal financial management.

Beginning  Excellent

8.7

All pupils understand the need to maintain a healthy body through nutrition and exercise and additional support is available to support young people to positively engage with a range of professionals to manage a medical condition.

Beginning  Excellent

8.8

All pupils understand how to maintain their emotional well being through taught strategies which includes how and where to ask for help.

Beginning  Excellent

8.9

Additional help and guidance is available to support young people navigate the complexities of friendships and relationships in general, including the use of social media.

Beginning  Excellent

8.10

Young people and their families can access support to provide them with the confidence and resilience to manage the challenges that they may face at key transition points.

Beginning  Excellent