



ROYAL BOROUGH OF

**WINDSOR &
MAIDENHEAD**

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RBWM Leadership of Inclusion (SEND) Quality Mark

test

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Scores



Overall

1

Governors

1.1

The SEND Governor, who has the knowledge and experience to hold this position, is named on the website

Beginning  Excellent

1.2

The Governors have a clear vision for the school's SEND provision and high aspirations for all pupils with SEND, promoting an inclusive culture

Beginning  Excellent

1.3

The Chair of Governors ensures that there is a shared responsibility for SEND by all Governors

Beginning  Excellent

1.4

The SEND Governor is in regular communication with Senior Leadership team, including the Headteacher and SENCo, to provide support and challenge

Beginning  Excellent

1.5

The Governors hold the Headteacher and SENCo to account regarding the implementation of the vision for the SEND provision

Beginning  Excellent

1.6

The SEND policy, information report and equality policy are up to date, regularly reviewed and accessible on the school website. Other policies align with the school's culture for inclusion

Beginning  Excellent

1.7

The Governors have a good understanding of the SEND budget and ensure that this is used to maximise the effectiveness of the SEND provision

Beginning  Excellent

1.8

An accessibility plan is up to date and shared on the website. There is an action plan in place to implement the targets

Beginning  Excellent

1.9

Governors monitor the attainment and progress of pupils with SEND. Challenge is provided where necessary

Beginning  Excellent

2

Headteacher

2.1

The Headteacher has a clear and ambitious vision for creating an inclusive culture and for having an outstanding SEND provision

Beginning  Excellent

2.2

This vision is evident on the school's website. SEND information is easy to find and accessible to families. Reasonable adjustments are made to school policies where appropriate

Beginning  Excellent

2.3

The Headteacher communicates the vision which is adopted by all staff and can be seen consistently in the school's ordinarily available provision. Staff are challenged if non-inclusive practice is evident

Beginning  Excellent

2.4

There is a robust quality assurance framework in place to ensure that the SEND provision is evaluated. Improving the school's SEND provision is embedded in the school development plan

Beginning  Excellent

2.5

The Headteacher ensures that the SENCo is on the Senior Leadership Team and has time to carry out their responsibilities

Beginning  Excellent

2.6

The Headteacher ensures that the school's approach to the curriculum and teaching and learning enables accessibility for all pupils. Systems are in place to ensure that the SENCo, Curriculum lead and Teaching and Learning Lead meet regularly

Beginning  Excellent

2.7

Data demonstrates that progress for pupils with SEND, including academic progress, attendance and exclusions, is at least in line with those pupils without SEND

Beginning  Excellent

2.8

The Headteacher has a good understanding of the SEND budget and ensures that this is used to maximise its effectiveness. This is communicated to members of the Senior Leadership Team

Beginning  Excellent

2.9

The Headteacher has a clear understanding of the most effective deployment of support staff that is underpinned by the latest research

Beginning  Excellent

2.10

The Headteacher works with the site management team to ensure that the physical environment is compliant and this is reflected in the accessibility plan

Beginning  Excellent

3

SENCo

3.1

The SENCo is a qualified teacher, experienced SENCo, holding the relevant mandatory qualification and is a member of the SLT

Beginning  Excellent

3.2

The SENCo has a clear understanding of effective Ordinarily Available Provision (OAP) and works closely with the Schools SLT to ensure an inclusive curriculum

Beginning  Excellent

3.3

The SENCo communicates the expectation that every teacher is a teacher of SEND to all teaching and support staff, providing training and coaching to support its implementation

Beginning  Excellent

3.4

Systems are in place to ensure the earliest possible identification of any barriers to learning. Training and coaching is offered to all staff to support them in the implementation of reasonable adjustments

Beginning  Excellent

3.5

The SEND register is reviewed regularly and families are made aware if their child is put on or taken off the register. Staff know how to access this document

Beginning  Excellent

3.6

Provision maps are in place to ensure that assessments inform interventions. These are regularly monitored and evaluated

Beginning  Excellent

3.7

Systems are in place to ensure that teaching staff are aware of interventions so that skills being taught can be practiced in the classroom

Beginning  Excellent

3.8

The SENCo ensures that the school meets its statutory responsibilities for pupils with an EHCP and pupils on the SEND register

Beginning  Excellent

3.9

The SENCo has an awareness of the latest research regarding pupils with SEND and this is evident in the school. This should include research on the deployment of support staff

Beginning  Excellent

3.10

There is a comprehensive training and coaching schedule in place to ensure that all staff are aware of responsibilities to meet the needs of pupils with SEND

Beginning  Excellent

4

Teaching and Learning Lead

4.1

The curriculum Intent demonstrates the school's ambition to be inclusive

Beginning  Excellent

4.2

Curriculum leaders work closely with the SENCo. The curriculum demonstrates the school's understanding of its cohort and this is apparent in the curriculum offer

Beginning  Excellent

4.3

Subject leaders work closely with the SENCo to ensure that the curriculum is specifically adapted, designed and developed to be ambitious to meet the needs of all pupils

Beginning  Excellent

4.4

The curriculum reflects the importance of preparing for pupils for the next phase of their education and this supports with transition

Beginning  Excellent

4.5

Subjects leaders take responsibility for ensuring that ordinarily available provision is embedded in all curriculum areas. The monitoring and evaluation cycle is in place to ensure continued development

Beginning  Excellent

5.1

Teachers create a culture within their classroom in which all pupils have a strong sense of belonging

Beginning  Excellent

5.2

Teachers build relationships with pupils which are positive and respectful

Beginning  Excellent

5.3

Teachers have a strong understanding of the school's Ordinarily Available Provision (OAP) and their responsibility to deliver this

Beginning  Excellent

5.4

Teacher are confident in identifying any barriers to learning

Beginning  Excellent

5.5

Teachers understands the Assess Plan Do Review (APDR) process and the referral system if a pupil is still struggling to make progress

Beginning  Excellent

5.6

Teachers deliver high quality adaptive teaching

Beginning  Excellent

5.7

Teachers attend training on their responsibilities regarding SEND including the school's responsibility to remove barriers to learning

Beginning  Excellent

5.8

The environment is inclusive and supports all children to engage effectively with the learning

Beginning  Excellent

5.9

Communication with parents/ carers is two way

Beginning  Excellent

6

Support Staff

6.1

Support staff build relationships with pupils which are positive and respectful

Beginning  Excellent

6.2

Clear understanding of their role to support young people's learning and how to do this

Beginning  Excellent

6.3

Have a clear understanding of the need to support independent learning 'least help first'

Beginning  Excellent

6.4

Training is available for support staff to gain 1.Knowledge about how pupils learn 2.Knowledge about how to support learning 3. Knowledge of the support required for a specific barrier or for a specific pupil

Beginning  Excellent

6.5

Support staff have sufficient time to ensure that there is effective communication with the teacher

Beginning  Excellent

6.6

Performance management systems are in place to ensure that support staff feel support and are held accountable for their responsibilities

Beginning  Excellent

7.1

Families feel that their child is welcomed, safe and has a sense of belonging in the school

Beginning  Excellent

7.2

Families feel listened to and have a “voice” about their child’s needs

Beginning  Excellent

7.3

Communication with the school is good, families know where to go if they have a concern and are kept up to date about their child’s progress. Key information about the procedures regarding pupils with SEND is readily available

Beginning  Excellent

7.4

The school provides opportunities for families to be involved in the coproduction of targets in annual reviews. For those on the SEND register families are equally involved in target setting

Beginning  Excellent

7.5

The school website has a range of information available to support the families of pupils with SEND, including a link to the RBWM Local Offer and sign posting to other services such as the parent/ carer forums

Beginning  Excellent

7.6

The school offer opportunities for families to seek support from other families

Beginning  Excellent

7.7

The SENCo makes themselves available to the families through two way communication

Beginning  Excellent

8

Children and Young People

8.1

The school is welcoming and pupils feel safe and a sense of belonging to the school

Beginning  Excellent

8.2

Relationships among pupils and staff reflect a positive and respectful culture which ensures that pupils know who to speak to if they need help

Beginning  Excellent

8.3

Pupils with SEND feel listened to on an individual level and as a collective

Beginning  Excellent

8.4

A range of effective communication methods are used to foster positive relationships and inform practice

Beginning  Excellent

8.5

Co-production of targets is evident

Beginning  Excellent

8.6

Systems are in place within the school to enable pupils to receive support from their peers and to offer support to their peers

Beginning  Excellent

8.7

Pupils with SEND are included in all school activities including all extra curriculum activities. This is monitored so that the school is aware if this is not happening

Beginning  Excellent

8.8

Pupils with SEND are represented on school forums. The school has a young person rep on the inclusion ambassadors forum if appropriate

Beginning  Excellent

8.9

Pupils feel listened to and are able to challenge discrimination if this occurs

Beginning  Excellent