SEN Review Proforma
(based upon January 2014 Ofsted Framework)

School:

Date of Review:

Review carried out by: *Jan Martin (Sensitive Education Consultancy)*

Number of students on SEN record:

% of students on SEN record:

Number of students at School Action:

Number of students at School Action Plus

Number of students with a Statement:

Achievement & Progress: the progress made by disabled students and those who have special educational needs	**1** outstanding	**2** good	**3** Requires improvement	**4** inadequate
Overall statement:				
Ofsted January 2014 Handbook evaluation criteria: ▪ the learning and progress across year groups of different groups of pupils currently on the roll of the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able ▪ pupils' progress in the last three years, where applicable, including that for looked after children, disabled pupils, those who have special educational needs and the most able. ▪ SEN pupils' attainment in relation to national standards (where available) and compared with all schools, based on data over the last three years where applicable, noting any evidence of performance significantly above or below national averages ▪ **Ofsted descriptor for Outstanding for DSEN** : From each different starting point , the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the school or are rapidly approaching them. (Ofsted January 2014 Handbook)				
Evidence:				
Strengths:				
Areas for development:				
Recommendations:				

Teaching & Learning of SEND students	1 outstanding	2 good	3 Requires Improvement	4 inadequate

Overall statement:

Ofsted January 2014 Handbook: Criteria for Teaching & Learning
- teaching engages and includes all pupils, with work that is challenging enough and that meets their individual needs, including for the most able pupils
- pupils' responses demonstrate sufficient gains in their knowledge, skills and understanding, including of literacy and mathematics
- teachers monitor pupils' progress in lessons and use the information well to adapt their teaching
- teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils' learning
- assessment is frequent and accurate and used to set relevant work from the Early Years Foundation Stage onwards
- pupils understand well how to improve their work

Ofsted January 2014 descriptors for outstanding T&L of DSEN students:
- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, those for whom the pupil premium provides support and the most able, are making rapid and sustained progress.
- Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.

Evidence:

Strengths:

Areas for development:

Recommendations:

Behaviour & Safety of SEND students	1 outstanding	2 good	3 Requires Improvement	4 inadequate

Overall Statement:

January 2014 School Handbook evaluation criteria:
- the extent to which pupils' attitudes to learning help or hinder their progress in lessons

- pupils' attitudes to school, conduct and behaviour, during and outside of lessons, their attitudes to other pupils, teachers and other staff, including the prevalence of low-level disruption

- the school's analysis of, and response to, pupils' behaviour over time, for example incident logs and records of rewards and sanctions

- rates, patterns of, and reasons for fixed-period and permanent exclusions , and that they fall within statutory guidance and regulations on exclusions.

- pupils' contribution and response to the culture of the school; how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults; their understanding of how such behaviour contributes to school life, relationships, adult life and work;

- pupils' respect for the school's learning environments (including by not dropping litter) facilities and equipment, and adherence to school uniform policies

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment. This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

- the school's success in keeping pupils safe, whether within school or during external activities through, for instance, effective risk assessments, e-safety arrangements, and action taken following any serious safeguarding incident

- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes homophobic and racist language, and language that is derogatory about disabled people

- the extent to which pupils are able to understand, respond to and calculate risk effectively, for example risks associated with extremism

- the school's response to any extremist behaviour shown by pupils

- overall and persistent absence and attendance rates for different groups

- punctuality over time in arriving at school and at lessons

- the impact of the school's strategies to improve behaviour and attendance

- the number of pupils taken off roll in the last year as a result of factors related to behaviour, safety and attendance

- the views of parents, staff and governors.

Inspectors may look at a small sample of case studies in order to evaluate the experience of particular individuals and groups, such as disabled pupils and those who have special educational needs, looked after children and those with mental health needs

Inspectors must take account of the behaviour and safety of pupils attending off-site, alternative provision.

- **Ofsted Sept.2013 descriptor for Outstanding**: Pupils consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons

Evidence:

Strengths:
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Areas for development:
•
Recommendations:
1.

Leadership & Management of the SEN provision	1 outstanding	2 good	3 Requires Improvement	4 inadequate
Overall statement:				

Ofsted Handbook January 2014 criteria (adapted for SEN provision):

- how well SEN leaders, managers and governors pursue excellence, modelling professional standards in all of their work, for example through:
  - the creation of a culture of high expectations and aspirations for SEN pupils, academically and socially
  - the rigorous implementation of well-focused improvement plans for the SEN provision which are based on robust self-evaluation
  - the consistent application of SEN and school policies and procedures, in particular in relation to reading, writing and mathematics
  - the extent to which SEN pupils, their parents and staff are committed to the vision and ambition of the SEN leaders, managers and governors
- the effectiveness of SEN monitoring and evaluation and the extent to which it is shared with governors
- the use of performance management within the SEN team and effectiveness of strategies for improving teaching of SEN pupils
- how well leaders and managers ensure that the curriculum for SEN pupils:
- focuses on the necessary priorities for ensuring that SEN pupils make excellent progress in reading, writing and mathematics
- is broad and balanced (in the context of the school) and meets the needs, aptitudes and interest of SEN pupils
- how well SEN leaders and managers demonstrate the capacity to bring about further improvement within the SEN provisio
- how effectively the school promotes the confidence and engagement of parents of SEN pupils

Ofsted evaluation criteria for outstanding leadership (January 2014)
The pursuit of excellence in all of the school's SEN provision is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for SEN pupils over a sustained period of time.
All SEN leaders and managers are highly ambitious for the SEN pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance with regard to SEN outcomes, and of staff and SEN pupils' skills and attributes.

Evidence:
Strengths:
Areas for development:
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Recommendations:

What is the overall effectiveness of SEN provision in the school?	1 outstanding	2 good	3 Requires Improvement	4 inadequate
Evaluative statement:				