

**Self-evaluation Toolkit for SEN provisions:** Work through each set of descriptors (taken from the September 2012 Ofsted Handbook for Schools and adapted to give a DSEN focus) and RAG-rate your provision. From this you should be able to identify the priorities for improvement for the next 12 months.

**Progress & Achievement of DSEN pupils**

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
Taking account of their starting points, the proportion of DSEN pupils making and exceeding expected progress <sup>1</sup> is high compared with national figures.			
DSEN Pupils make rapid and sustained progress across many subjects, including English and mathematics, and learn exceptionally well.			
DSEN Pupils read widely and often across all subjects.			
DSEN Pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or			

<sup>1</sup> Expected progress is defined by the government as two National Curriculum levels of progress between Key Stages 1 and 2 and three National Curriculum levels of progress between Key Stages 2 and 4.

Progress from age-related expectations at the beginning of nursery, to age-related expectations at the beginning of reception, on to the end of reception where they can be compared with Early Years Foundation Stage Profile national figures is likely to represent expected progress during the Early Years Foundation Stage.

Expected progress for pupils attaining below Level 1 of the National Curriculum at the end of Key Stages 1 or 2 is explained in Subsidiary guidance.

employment.			
DSEN Pupils, including those in the sixth form and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.			
The learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well.			
The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.			

**Teaching & Learning of DSEN pupils:**

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
<p>Much of the teaching of DSEN pupils 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 and those for whom the pupil premium provides support, are making rapid and sustained progress.</p>			
<p>All teachers have consistently high expectations of all pupils, including those with DSEN. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.</p>			
<p>Teachers systematically and effectively check DSEN pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</p>			
<p>The teaching of reading, writing, communication and mathematics for pupils with DSEN is highly effective and cohesively planned and implemented across the curriculum.</p>			
<p>Teachers and other adults generate high levels of engagement and</p>			

<p>commitment to learning across the whole school for pupils with DSEN.</p>			
<p>Consistently high quality marking and constructive feedback from teachers ensures that DSEN pupils make rapid gains.</p>			
<p>Teachers use well-judged and often inspirational teaching strategies for pupils with DSEN, including setting appropriate homework that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</p>			

## Behaviour and Safety of DSEN pupils

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
DSEN Pupils' attitudes to learning are exemplary.			
Parents, staff and pupils are unreservedly positive about both behaviour and safety of DSEN pupils.			
DSEN Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.			
DSEN Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.			
Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.			
All groups of pupils feel safe at school and at alternative provision placements at all times.			

They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.			
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**Leadership & Management of DSEN provision**

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
<p>The pursuit of excellence in all providing for DSEN provision is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</p>			
<p>DSEN leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.</p>			
<p>DSEN Governors, or those with a similar responsibility, robustly hold senior leaders to account for all the quality of the DSEN provision</p>			
<p>There are excellent DSEN policies which ensure that DSEN pupils have high levels of literacy, or DSEN pupils are making excellent progress in literacy.</p>			
<p>DSEN Leaders focus relentlessly on improving teaching and learning of DSEN pupils and provide focused professional development for all staff, especially those that are newly qualified</p>			

and at an early stage of their careers.			
The school's curriculum provides highly positive experiences and rich opportunities for high quality learning for DSEN pupils. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.			
The school has highly successful strategies for engaging with parents of DSEN pupils to the benefit of pupils, including those who find working with the school difficult.			
The school's arrangements for safeguarding pupils meet statutory requirements.			
DSEN Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.			
Through highly effective, rigorous planning and controls, governors ensure financial stability for DSEN provision, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of DSEN staff and resources to the benefit of all groups of pupils.			



