Hounslow Primary Schools

Special Educational Needs

Self-Evaluation Form (Draft)

A reflective tool to help schools in Hounslow evaluate their SEN provision

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Context

This document is produced with thanks and reference to the **Norfolk Virtual SEND Team** who worked tirelessly over 2 years on the statements found on the following pages. Statements used within this tool are based on the good practice outlined in the following documents:

Document used	References
OFSTED Handbook 2019	Ref: 205/6, 254, 276 Quality of Education – curriculum, provision for all, teaching and impact Behaviour and Attitudes – attendance, behaviour, exclusions Personal Development – outcomes for pupils Leadership and Management – safeguarding, staff well-being, inclusion
SEND Code of Practice 2014	Section 6 Schools' responsibilities
Equalities Act 2010	With reference to physical and sensory impairments accessibility
Ordinarily Expected Provision	Provision within the four broad areas- Hounslow expectations
Children and Families Act 2014	PART 3 Children and young people in England with special educational needs or disabilities

It is proposed that the SEN SEF is used by an education setting to evaluate its inclusive practice, and to demonstrate compliance against key Hounslow LA expectations, National standards and legislation with regards to SEN practice. Please highlight the statements that apply on the following pages.

1. Culture & Ethos

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
1.1 The setting has strong values and a highly inclusive ethos which is at the heart of everything it does.	The setting has a set of values, but these aren't widely known, understood or adopted by all members of the community	The setting's core values are communicated clearly to all members of the community.	All members of the community are encouraged to contribute to the design and review of the setting's core values, ensuring that there is a sense of genuine ownership and inclusion in the process.	The setting has highly inclusive values which are clearly communicated, understood, owned and adhered to by all members of the setting's community.
1.2: There is a whole setting culture of high expectations and best practice in teaching, learning and behaviour to improve outcomes for *all* learners	Designated responsible staff take lead responsibility for vulnerable learners in isolation from whole school approaches. For example, the SENCo is solely responsible for the teaching & leaning of SEN pupils.	Leaders articulate high expectations for the achievement of vulnerable learners and expect staff to do the same	Leaders model effective practice, coach and mentor colleagues to meet the needs of vulnerable learners	Leaders model effective practice, coach and mentor colleagues to meet the needs of vulnerable learners The setting's Inclusion policy is embedded within self-evaluation and improvement planning.
1.3 Leaders ensure the setting welcomes all CYPs within its community, irrespective of ability, achievement and background. This is communicated through, upheld and at the centre of everything the setting does	Families of vulnerable learners within the locality are made to feel unwelcome & often encouraged to seek placement in an alternative setting.	The majority of vulnerable learners within the locality attend the setting, although a significant minority are encouraged to seek an alternative placement	The setting is the setting of choice for families with vulnerable learners within its locality. Vulnerable learners are welcomed.	Families of vulnerable learners within the locality are welcomed & have trust and confidence in the setting's willingness and capacity to meet their child's needs

1. Culture & Ethos

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
1.4 Leaders place high value on the quality of the setting's curriculum in its intent to provide a quality education for all pupils and in its implementation, by teachers who are confident to plan to meet the needs of all CYPs.	The setting's curriculum does not take into consideration all learners and their needs. Leaders are unsure about the quality of teaching overall and do not support teachers in planning inclusive lessons.	The setting's curriculum takes into consideration most learners and their needs. Leaders have monitoring systems in place, but these do not inform CPD for teachers needing support in planning for all.	The setting's curriculum is good and developing towards outstanding in its intent. Leaders have monitoring systems in place that support teachers in their planning, but this is still in its developmental stage.	The setting's curriculum is outstanding and designed to meet the needs of all learners. Leaders have a clear process for monitoring its implementation and supporting teachers to confidently plan highly inclusive lessons which allow all pupils to progress.
1.5 Leaders monitor behaviour through effective policy which is restorative in nature and reflects the needs of all CYPs. Staff have the skills and are aware of strategies that allow them to be responsive to the needs of all CYPs.	Behaviour incidents may not be monitored effectively. They may be dealt with as they arise, using punitive approaches. Links between behaviour and other policies such as teaching, learning and curriculum are not evident. Staff are inconsistent in their approaches and may be unskilled or lack the confidence to manage behaviour situations. Fixed term (FEX) and permanent exclusions (PEX) are used frequently and are considered a key behaviour management tool. Vulnerable learners are more likely to be excluded than other CYPs.	A behaviour policy is in existence and is mainly penal in nature; it is mentioned in other policy documents but not applied or monitored. Policy is not deployed appropriately or consistently or does not reflect the needs of all CYPs in the setting. FEX and PEX are used regularly and are viewed as an integral part of the behaviour management policy. There is a high level of exclusions among the vulnerable learners, but the setting recognises this and is working to address it.	FEX and PEX are used occasionally. The behaviour management policy reflects the complex nature of the needs and difficulties of any of the most vulnerable learners and is linked with curriculum and teaching and learning policies. Staff understand strategies and have the skills to be responsive to the needs of all CYPs. The exclusion rate is no higher for one CYP group/ cohort than another.	The behaviour policy of the setting is flexible to work for all CYPs in the setting. It is mainly therapeutic in nature and reflected upon regularly using incident data. Setting policies are inextricably linked and staff are consistent in their application and skilled in a range of strategies. Restorative approaches are a way of working in the setting and FEX and PEX are used rarely and are seen as a "last resort". Exclusion rate is low for all CYPs.

1. Culture & Ethos

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
1.6 Effective continued professional development (CPD) enables staff to improve their practice and take responsibility for removing barriers to participation and learning.	Little or no CPD linked to vulnerable learners, their needs or their progress and attainment.	Professional development activities are designed to help staff to respond to learner diversity. Disability, equality education is provided for all staff.	CPD responds to learner need through whole staff skills audit – there are systems in place for effective evaluation. Staff are supported to draw upon relevant research and inspection evidence about teaching and learning in relation to vulnerable learners to improve practice. There is a clear link between CPD/appraisal to learner outcomes.	There is effective dissemination of CPD regularly, throughout the setting, with its impact effectively monitored through a range of data. Staff undertake small-scale practitioner enquiry to identify, develop and rigorously evaluate effective practice in improving outcomes for vulnerable learners.
1.7 Leaders ensure CYPs are effectively safeguarded, and happy and participating members of the setting's community.	Safeguarding is an area of concern for the setting; leaders are working with external partners to address the issues and develop a plan of action.	Safeguarding is an area of development at the setting; leaders have an action plan in place.	The majority of CYPs feel safe and are happy to participate in aspects of the setting's community. Safeguarding is effective.	Safeguarding of pupils is effective; CYPs are happy to participate in all aspects of the setting's community.
1.8 Leaders are committed to the wellbeing of all staff, empowering them to fulfil their roles and responsibilities to all SEN Learners.	Staff wellbeing is an area of concern; absences are at a high level.	Some staff do not always feel supported in their work; there are obvious inconsistencies across the team in understanding their roles and responsibilities to particular groups of CYPs.	Staff feel generally valued and supported; they mostly enjoy coming to work and generally understand their roles and responsibilities to all CYPs.	Staff at the setting feel valued and supported; they enjoy their work and understand their roles and responsibilities to all CYPs.

2. Parental Engagement, Pupil Voice, Transition

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
2.1 Parents/carers are fully informed and involved in decisions about support and provision.	Parents/carers not informed or involved in decisions about support and provision.	Parents/carers are informed of need and have some involvement in decisions about support and provision.	Parents/carers are informed of need and are often involved in decisions about support and provision.	Parents/carers are fully involved in all stages of assess>plan>do>review decision making process. Processes are in place to work with parents/carers to support the setting's endeavours to make the child/young person as independent as possible.
2.2 The views, wishes and feelings of learners are considered.	CYP voice is not included.	CYP voice is captured but it does not always inform planning.	CYP voice is captured and acted upon to identify what is important to the individual. Due to systems in place in the setting, the CYP becomes increasingly independent.	CYP voice is included at all stages of the assess>plan>do>review decision making process. The setting knows what is important to the CYP and will develop personalised learning and support programmes to accommodate this. The CYP is encouraged wherever possible to take an active role in promoting their own independence.
2.3 Transition between stages of education is effective.	No additional support is provided for transition at key points. Communication between settings is minimal.	Some additional support is provided for transition at key points e.g. extra visits. Communication between settings takes place.	A range of additional support is provided at key points e.g. extra visits; photo books. Communication between settings is effective and most SEN CYPs are supported to be confident about moving to their new setting.	A wide range of additional transition support is available at key points e.g. extra visits; photobooks; wider liaison between providers. Communication between settings is highly effective. All SEN CYPs are supported to be confident about moving to their new setting.

3. Communication & Language

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
3.1 Settings use a screening tool to inform and plan next steps and/or provision for speech, language and communication (SLCN) needs. **e.g. Speech Link; Language Link; WellComm; Communication Friendly Schools. Further details can be accessed at** **https://salt.ecch.org/professionals/screening-intervention/**	The setting has no SLCN screening tools in place.	The setting has SLCN screening tools in place, but they are not acted upon.	The setting has SLCN screening tools in place and their findings are routinely used to inform and plan next steps and/or provision.	The setting has SLCN screening tools in place and they are embedded in the assess>plan>do>review cycle.
3.2 Settings identify learners with speech, language and communication (SLCN) needs and use appropriate strategies and interventions to help learners overcome these barriers.	Teachers and support staff are not able to identify learners with SLCN needs. Staff have had little or no training around SLCN needs.	Teachers and support staff can identify learners with SLCN needs but are not confident with strategies or interventions to help learners overcome these barriers. Staff have been trained and are broadly confident in identifying needs.	Teachers and support staff can identify learners with SLCN needs and are confident in identifying strategies and interventions to help learners overcome these barriers. Staff are trained and are confident in identifying needs and knowing the next steps.	Teachers and support staff can identify learners with SLCN needs and use a wide range of strategies and interventions to help learners overcome these barriers. Staff are trained and confident in identifying need and take action swiftly to remove barriers.
3.3 Settings provide personalised or small group learning opportunities, independently or as advised by external specialists (speech and language therapist, educational psychology support service) e.g. Talk Boost; Elklan; Talkabout; Word Aware.	No programme in place.	Programmes are either emerging or in place but are of limited effectiveness.	Programmes are established. Outcomes are positive and are quantified and are overseen by a designated person who has had SLCN training (TA,SLCN Champion, Teacher, etc)	Programmes are established. Outcomes are positive and are quantified and are overseen by a designated person who has had SLCN training who is seen as an SLCN champion within the setting. Programmes are not seen in isolation, but outcomes inform classroom practice.

3. Communication & Language

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
3.4 Speech and language needs are fully supported through a language rich environment e.g. Word Aware.	The environment is not suited for good listening and attention.	Some adaptations are made to help ensure the environment is supportive for good listening and attention. e.g. seating position; distraction; pre-teaching of vocabulary; thinking and take-up time.	A range of adaptations are made to help ensure the environment is supportive for good listening and attention. e.g. seating position; distraction; pre-teaching of vocabulary; thinking and take-up time. The school is working towards external accreditation e.g. Elklan Communication Friendly Settings or developing a whole school approach e.g. Word Aware.	A range of adaptations are made to help ensure the environment is supportive for good listening and attention. e.g. seating position; distraction; pre-teaching of vocabulary; thinking and take-up time. The school has achieved external accreditation e.g. Elklan Communication Friendly Settings or has embedded a whole school approach e.g. Word Aware.
3.5 Settings seek external advice as appropriate, e.g. speech and language therapist; Access through Technology; educational psychology; Communication Champions; School 2 School support.	Settings do not access external advice and support.	Settings access external advice and support but will wait until assessment before trying any support. Specialist advice is not always acted upon.	Settings access external advice and support having already tried internal intervention first. They act on the advice of specialists.	Settings access external advice and support having already tried internal intervention first. They act on the advice of specialists. Settings are actively engaged with reviewing provision with external specialists.

3. Communication & Language

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
3.6 Settings make reasonable adjustments to the learning environment e.g. appropriate seating; individual workstation; use of timers; visual timetables; transition arrangements; sensory circuits; safe space; computer resources; alternative means of communication.	No reasonable adjustments are made.	Some reasonable adjustments are in place but may not be consistent.	A range of reasonable adjustments are in place and are used consistently.	A range of reasonable adjustments are regularly reviewed and adapted in the light of environmental audits. e.g. consideration of noise, movement and visual stimulus.
3.7 Settings deliver programmes of support to develop social communication skills, e.g. small groups; negotiation; role-play; turn-taking; sharing; social stories; comic strip conversations; Lego therapy.	No programmes in place.	Programmes are starting to be developed but their effectiveness is not measured.	Programmes are in place and their effectiveness is evaluated.	A range of programmes are in place and their effectiveness is evaluated. Schools meet standards for an external audit e.g. the Autism Competency Framework.

4. Cognition & Learning

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
4.1 Differentiation & personalised learning is used to ensure the development of literacy, numeracy, expressive language and communication skills and to minimise behaviour and emotional difficulties.	Teachers do not routinely differentiate in the classroom.	Differentiation is evident but not consistent.	Differentiation is evident across the curriculum and consistent.	Differentiation is applied creatively across the curriculum and is embedded in planning and delivery.
4.2 Adults in the setting are skilled and experienced in supporting CYPs with general and specific learning difficulties.	Adults lack the necessary knowledge, skills and experience.	Adults have some knowledge, skills and experience but are not always able to meet learners' needs.	Adults have the knowledge, skills and experience and the school is able to meet the needs of the overwhelming majority of learners.	Adults have the knowledge, skills and experience and the school is able to meet the needs of the overwhelming majority of learners. There is strong collaboration between SEN and teaching and learning teams to put effective policy into effective practice.
4.3 Settings make reasonable adjustments to the learning environment e.g. appropriate seating; individual workstation; use of timers; transition arrangements; sensory circuits; safe space; ICT resources; alternative means of communication.	No reasonable adjustments are made.	Some reasonable adjustments are in place but may not be consistent across the setting.	A range of reasonable adjustments are in place and are used consistently across the setting.	A range of reasonable adjustments are regularly reviewed and adapted in the light of environmental audits e.g. consideration of noise, movement and visual stimulus.

4. Cognition & Learning

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
4.4 The setting has effective approaches or provision for students with specific learning difficulties.	No provision in place.	Provision is in place or emerging but not evidenced based.	Provision is evidence based e.g. EEF and progress can be quantified.	Provision is evidenced based e.g. EEF and progress can be quantified. Learners routinely with specific learning difficulties are seen to make progress in a range of ways.

5. Social, Emotional and Mental Health

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
5.1 There are systems in place to ensure early identification of Social, Emotional and Mental Health (SEMH) issues.	Staff in the setting lack awareness of the early signs of poor mental health and are unsure what to do if they think they have identified a developing issue.	Some staff in the setting have an awareness of the early signs of poor mental health and know what to do if they think they have identified a developing issue, but this is not consistent.	Staff in the setting have an awareness of the early signs of poor mental health and know what to do if they think they have identified a developing issue.	All staff in the setting are secure in their awareness of the early signs of poor mental health and there are clear systems in place to ensure concerns are addressed quickly.
5.2 The setting has identified staff who lead on issues surrounding mental health.	There is no designated person.	A named person has been identified.	There is an identified mental health champion who is trained.	There is an identified mental health champion who is trained. Training is continually cascaded to other staff.
5.3 In the setting, positive mental health is viewed as the responsibility of all members of staff. Staff model emotional literacy and this is incorporated within a CYP's behaviour management strategy.	Mental health issues are seen as the responsibility of others e.g. pastoral staff. There are no individual behaviour plans for CYPs, or, plans are in place but not upheld or used.	Staff have an awareness of mental health but will refer issues to the pastoral team or designated champion. Behaviour plans are in place but may be of poor quality. They are not applied consistently.	Staff have an awareness and see their role as the first stage in a support process before referring to the pastoral team or designated champion. Behaviour plans are in place and are devised in collaboration with CYPs and parent/carers. They are mostly adhered to by staff.	Mental health awareness is fully embedded in the curriculum and seen as everyone's responsibility. The mental health champion drives training and effectively coordinates responses. Behaviour plans have been created in collaboration with CYPs, parents and carers. Staff apply these consistently and they are used dynamically in response to changing needs and strategies.

5. Social, Emotional and Mental Health

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
5.4 The setting uses data from screening tools to identify need and consider a response. e.g. Strengths and Difficulties Questionnaire; Boxall Profile; Thrive.	No screening tools in place.	Screening tools are in place but there is a lack of awareness on how to act on the data.	Screening tools are in place and feed into provision e.g. nurture group or other pastoral support.	Screening tools are in place and feed into provision e.g. nurture group or other pastoral support and it is evaluated to measure impact and feed into next steps.
5.5 Settings have effective behaviour management strategies which support the wellbeing of staff and learners. **Staff are emotionally literate and model this consistently to CYPs.**	No clear link between policy and procedure. Behaviour management is variable between staff and lacks consistency. Some staff may be emotionally literate but not all; this is not something that is established as a way of working and being.	Clear policy and procedures are in place but are not always consistently applied. Emotional literacy is taught at times as a standalone intervention/lesson rather than a way of working and being.	Clear policy and procedures. Behaviour management is positive and generally applied consistently across the setting. Staff and CYPs have an awareness of emotional literacy and staff model this particularly at times of disruption, restoration or crisis.	Clear policy and procedures. Behaviour management is positive, applied consistently across the setting. Approaches are evaluated at a pupil level and adapted accordingly. Staff are emotionally literate and have expectations that all CYPs will become self-aware and able to explain their feelings, deploying strategies that enable self-regulation and manage anxiety.

5. Social, Emotional and Mental Health

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
5.7 Settings seek support from specialists as appropriate, e.g. Child and Adolescent Mental Health Services (CAMHS); Early Help; counselling/therapeutic support; Hounslow Healthy Child Programmes etc	Settings do not access external advice and support.	Settings access external advice and support but will wait until assessment before trying any support. Specialist advice is not always acted upon.	Settings access external advice and support having already tried internal intervention first. They act on the advice of specialists.	Settings access external advice and support having already tried internal intervention first. They act on the advice of specialists. Settings are actively engaged with reviewing provision with external specialists where appropriate.

6. Sensory & Physical

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
6.1 The setting considers learning space management logistics, e.g. seating position; background noise; ease of access to the room; height adjustable tables; decluttering; print size.	No alterations to the learning space or wider setting environment are made to accommodate needs.	There may be some alterations to the learning space or wider environment, but these are ad hoc and are made on a case-by-case basis.	The setting plans proactively to meet the physical and sensory needs of learners. This may include tactile signage; trailing routes; clear blocks of colour.	The setting plans proactively to meet the physical and sensory needs of learners. This may include tactile signage; trailing routes; clear blocks of colour. Classroom teachers are confident in adapting their own classroom to meet individual needs.
6.2 The setting has clear plans to support accessibility.	There is no accessibility plan or there may be one, but it has not been personalised for the setting.	There is an accessibility plan which is tailored to the setting, but it is not well used and/or understood by the wider staff in the setting.	The accessibility plan is tailored to the setting. Staff understand it and consider it in their day-to-day work.	The accessibility plan is tailored to the setting. Staff consider it in both their day to day work and are involved in reviewing and updating it.
6.3 Settings seek support from specialists as appropriate, e.g. school nurse, occupational therapist; Specialist Sensory Support (SENSS); physiotherapy; health services; Portage; speech and language therapists (SALT) for eating and drinking needs (as appropriate).	Settings do not access external advice and support.	Settings access external advice and support but will wait until assessment before trying any support. Specialist advice is not always acted upon.	Settings access external advice and support having already tried internal intervention first. They act on the advice of specialists.	Settings access external advice and support having already tried internal intervention first. They act on the advice of specialists. Settings are actively engaged with reviewing provision with external specialists.
6.4 The setting support pupils with medical needs in line with national guidance: supporting pupils with medical conditions at school https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3 **and Hounslow guidance on supporting pupils with medical conditions in Hounslow schools.**	Settings are not aware of statutory guidance.	Settings are aware of statutory guidance on supporting pupils with medical conditions at school. Individual health plans are in place but not always kept up to date.	Settings have consistent polices in place in line with statutory guidance. There are clear systems in place to review individual health plans.	Settings have consistent polices in place in line with statutory guidance. There are clear systems in place to review individual health plans. Information on medicals needs are shared with appropriate staff (as necessary) in an effective way.

7. The Role of the SENCo, Senior Leadership, Graduated Response & SEN Governor

	INEFFECTIVE	TAKING ACTION	EFFECTIVE	LEADING
7.1 The SENCo & Senior Leaders understand the importance of the role and statutory requirements of the SENCo role.	The SENCo & Senior Leaders have little awareness of the SEN Code of Practice 2015. The role is primary viewed as an admin role.	The SENCo & Senior Leaders have some awareness of the requirements of the SENCo role. The SENCo & Senior Leaders do not access CPD in relation to the SENCo role and wider SEN training.	The SENCo & Senior Leadership Team have a good understanding of the statutory requirements of the SENCo role and the SEN Code of Practice 2015. They access regular CPD and training including the SENCo Network and wider SEN training.	The SENCo & Senior Leadership team have a strong and robust understanding of the SENCo role and the SEN Code of Practice 2015. They access CPD and training including the SENCO network and wider SEN training. They take a leading role in sharing practice & cascading knowledge with other SEN professionals in the local area.
7.2 Leadership has a strong understanding of the Graduated Response to SEN and the SENCo contributes to strategic decisions on SEN within the setting.	The SENCo has little awareness of strategic decision making with regards to SEN. There is little focus on the Graduated Response to SEN within the setting. Leadership decisions on support are heavily linked to LA funding decisions and there is little understanding of the notional budget.	The SENCo has some awareness of strategic decision making with regards to SEN. There is some focus on the Graduated Response to SEN within the setting. There is some limited investment in whole-school SEN Support for individual pupils but this is linked to applications for statutory assessment of needs.	The SENCo contributes to strategic decision-making with regards to SEN. There is a strong focus on SEN Support within the setting and the Graduated Approach to SEN. Leadership decision-making on whole school SEN support and investment in provision from core and delegated funds as well as other sources is in development for key areas of need within the school.	The SENCo contributes to strategic decision-making with regards to SEN. There is a robust Graduated Approach to SEN within the setting. Leadership decisions on support for individual pupils are firmly embedded in wider school investment of SEN provision from core & delegated funds as well as other sources.
7.3 The SEN Governor/Committee works with the setting to oversee the provision for SEN.	There is no allocated SEN Governor overseeing SEN provision at the setting.	There is a SEN Governor allocated to the setting. There is no mechanism in place for the SEN Governor to gain an understanding of SEN in the setting.	There is a SEN Governor allocated to the setting. There are clear systems in place for the SEN Governor/Committee to gain an understanding of SEN within the school e.g. SEN features in the HT report.	There is a SEN Governor and Deputy SEN Governor allocated to the setting. There are regular meetings between the SENCo, Senior Leaders and SEN governor to provide a strong understanding, support & challenge of SEN within the setting.

Documentation in place	Accessible to parents	Up to date	On school website
SEN Information Report			
SEN Policy			
Accessibility Report			
Information on the Specialist Units (Centres/Resourced Provisions only)			

My Action Points…..