



**Secondary**  
*National Strategy*  
for school improvement

*Promoting inclusion and tackling underperformance*

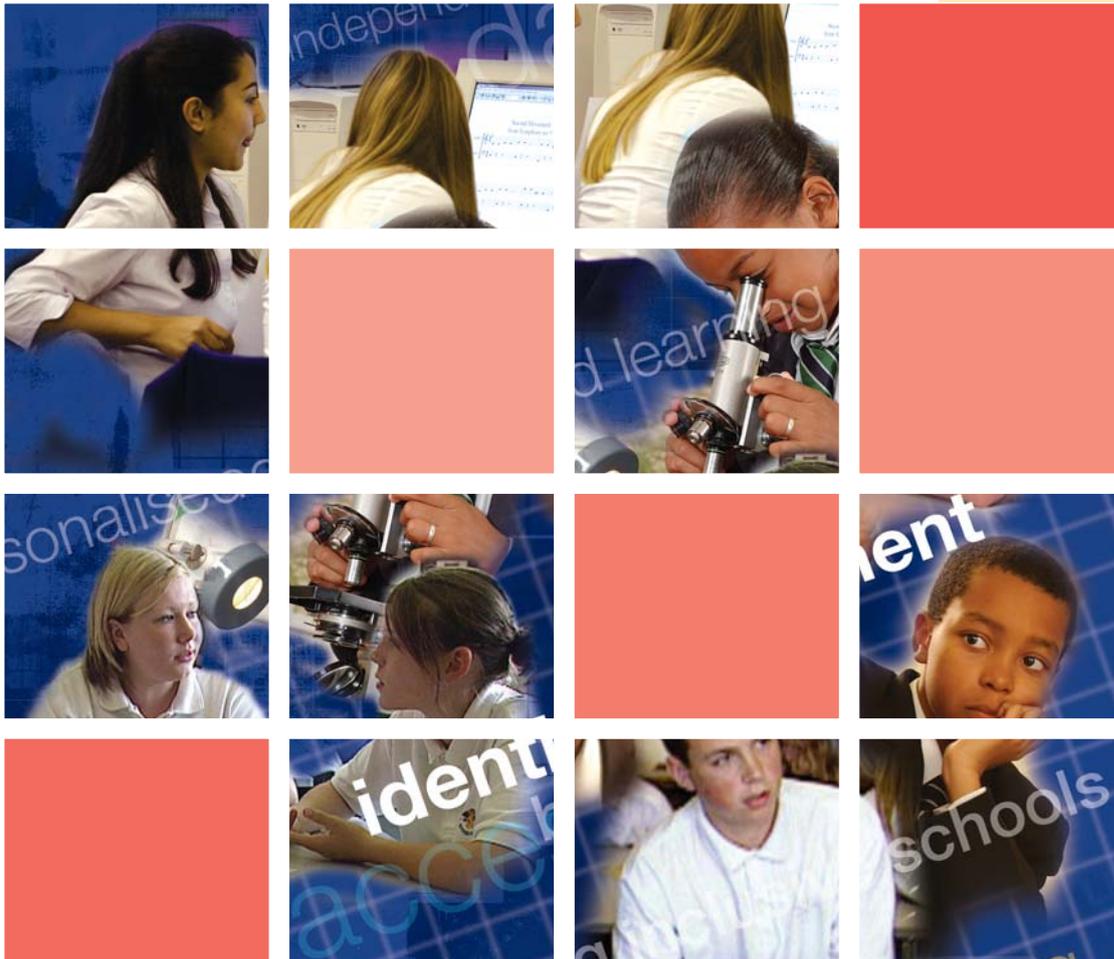
# Effective leadership: Ensuring the progress of pupils with SEN and/or disabilities

**Guidance and good practice case studies for senior leadership teams, SENCOs, school strategy managers and inclusion managers**

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# Effective leadership: Ensuring the progress of pupils with SEN and/or disabilities

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## Introduction

The Government's agenda for transforming secondary education builds on high expectations and a commitment to meeting the needs of every child by supporting their progress and attainment. The aim is to further develop and create inclusive schools which promote equity and equality for all pupils through appropriate support and intervention.

Promoting inclusion and tackling underperformance are important aspects of the Secondary Strategy for school improvement. Underperforming pupils are all those at risk of not achieving their potential. For pupils with SEN and/or disabilities, the opportunity to succeed is paramount. As with their peers, their life chances depend on a good education and schools have a crucial role to play in enabling them to access learning to the best of their ability.

*'All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach pupils with special educational needs (SEN) and all schools should play their part in educating children from their local community, whatever their background or ability.'*

*Removing Barriers to Achievement, DfES 0117-2004*

There have been increasing opportunities for pupils with SEN and/or disabilities to access their education in mainstream schools. Rights and responsibilities regarding these pupils are set out in the *SEN Code of Practice (2001)* and in the *Disability Rights Commission Code for Schools (2001)*.

A range of government statutory policy and non-statutory guidance influences the way in which schools are expected to support all pupils, including those with SEN and disabilities. In addition to *Removing Barriers to Achievement*, examples of statutory and non-statutory documents are the *Education Act 1996*, the *SEN Code of Practice (2001)* and the *Disability Discrimination Act 1995*.

There is an increasing expectation on schools to make a commitment to including all pupils fully in the life of the school. This may mean making changes to school organisation, the curriculum, accommodation or teaching methods. However, HMI's report *SEN and Disability: Towards inclusive schools (2004)* found that while there is a growing awareness of the benefits of inclusion and most schools are committed to meeting special educational needs, 'only a minority met such needs very well' (HMI, 2004).

Under Part 4 of the *Disability Discrimination Act 1995* schools must develop and implement accessibility plans to improve the accessibility of schools for disabled pupils and make reasonable adjustments to prevent discrimination against disabled pupils.

The *Disability Discrimination Act 2005* introduces a new duty on the public sector to promote equality of opportunity for disabled people. The Disability Rights Commission published a Code of Practice on the new duty in December 2005 and further guidance will be published in spring 2006 explaining the duties for schools.

The White Paper *Higher Standards, Better Schools For All (October 2005)* asserts that 'some children who have fallen behind have special educational needs.' It continues that '65% of pupils aged 11 who do not attain the expected level in English and 55% of pupils who do not attain the expected level in maths, are identified as having SEN'. At the end of Key Stage 2 the percentage of pupils working below level 3 in English in 2004 was 7.1% compared to 6.3% in 2005. In mathematics the percentage of pupils achieving below level 3 in 2004 was 6.2% compared to 5.8% in 2005. Although this indicates an improvement secondary schools still need to consider whether pupils with SEN are making at least adequate progress in line with their ability having regard for their specific SEN. A further consideration is the individual pupils' starting points in different subjects at the beginning of Key Stage 3.

In addition, it is of concern that some pupils with SEN are more likely to be excluded from school, losing valuable days of learning that will have an impact on their progress and attainment. 'Pupils with statements of SEN are almost four times more likely to be excluded from school than the rest of the school population' (HMI, 2004).

Effective provision to raise achievement and promote inclusion tends to focus on:

- developing a shared understanding of what is meant by inclusion;
- raising awareness of statutory and non-statutory guidance relating to SEN and/or disabilities;
- rigorous analysis of data including the links between attainment, SEN and/or disabilities, behaviour and attendance;
- the effective deployment of all resources.

A key function in raising achievement and addressing the needs of pupils' with SEN, whether these pupils have statements or not, rests with the person or persons appointed to carry out the SENCO function. The additional post of inclusion manager is a relatively new role and in some schools encompasses not only the monitoring of pupils with SEN and/or disabilities but also the progress of pupils from minority ethnic groups. This guidance recognises that the SENCO role may be fulfilled by people with a variety of titles. Nonetheless, it is important to ensure that SEN has the right profile within schools and that the person or persons appointed to carry out the SENCO functions has a central and important role.

## SENCOs

When appointing a SENCO, headteachers and governing bodies **must** have regard to the SEN Code of Practice (2001).

As detailed in the Code of Practice, the SENCO should have responsibility for:

- overseeing the day-to-day operation of the school's SEN policy;
- liaising with and advising teachers;
- managing the SEN team of teachers and additional adults;
- coordinating provision for pupils with SEN and/or disabilities;
- overseeing the records on all pupils with SEN and/or disabilities;
- liaising with parents/carers of pupils with SEN and/or disabilities;
- contributing to the in-service training of staff;
- liaising with external agencies.

It would also normally be expected that the SENCO is a member of the senior leadership team within a school, thereby demonstrating the importance attached to SEN. In some schools the SENCO function may be part of a broader 'inclusion' remit.

The actual decision as to which person or persons to appoint to the SENCO role rests with the headteacher and governing body. In making the appointment, the headteacher should take into account factors such as:

- the skills and experience required in connection with the role, and the extent to which the candidate has demonstrated these or could acquire them;
- the range and complexity of SEN represented in the school;
- practical issues such as authority (credibility) in relation to members of the teaching staff, parents/carers and external parties.

When the SEN Code of Practice was published in November 2001, the general assumption – albeit not explicitly stated – was that the role of SENCO would normally fall to a teacher. Provided that the school has paid attention to the advice in the SEN Code of Practice and given due consideration to the nature of the role and the ability of the individual concerned to fulfil it, there is no legal obstacle that would prevent a headteacher giving elements, or indeed all, of the SENCO role to teaching assistants or other members of support staff.

## The Purpose of this Guidance

This guidance will enable schools to take a more strategic approach to managing the inclusion of pupils with SEN and/or disabilities as part of a focus on whole-school improvement; tackling underachievement and ensuring pupils' progress.

This guidance will support senior leaders in:

- reviewing key aspects of whole-school improvement, for example management systems, school policies, teaching and learning, intervention, the deployment of additional adults, effective consultation with parents/carers and learners and whole-school ethos;
- reviewing the performance of all pupils and identifying those pupils or groups who may be underperforming;
- using the review findings to inform whole-school improvement to ensure the inclusion of all pupils;
- monitoring and evaluating the implementation of interventions to track and maintain pupils' progress.

## How to use this guidance

Before using this guidance senior leaders will need to:

- complete the accompanying **self-evaluation** document;
- identify key priorities for action;
- agree a time line for tackling the identified priorities.

The guidance is divided into three sections:

**Section A:** Using and analysing data to track and monitor pupils' progress

**Section B:** Managing the deployment of additional adults

**Section C:** Reviewing other areas of school improvement in relation to the progress of pupils with SEN and/or disabilities.

In addition, a range of case studies have been included to exemplify various aspects of effective practice.

## School self-evaluation: a management tool

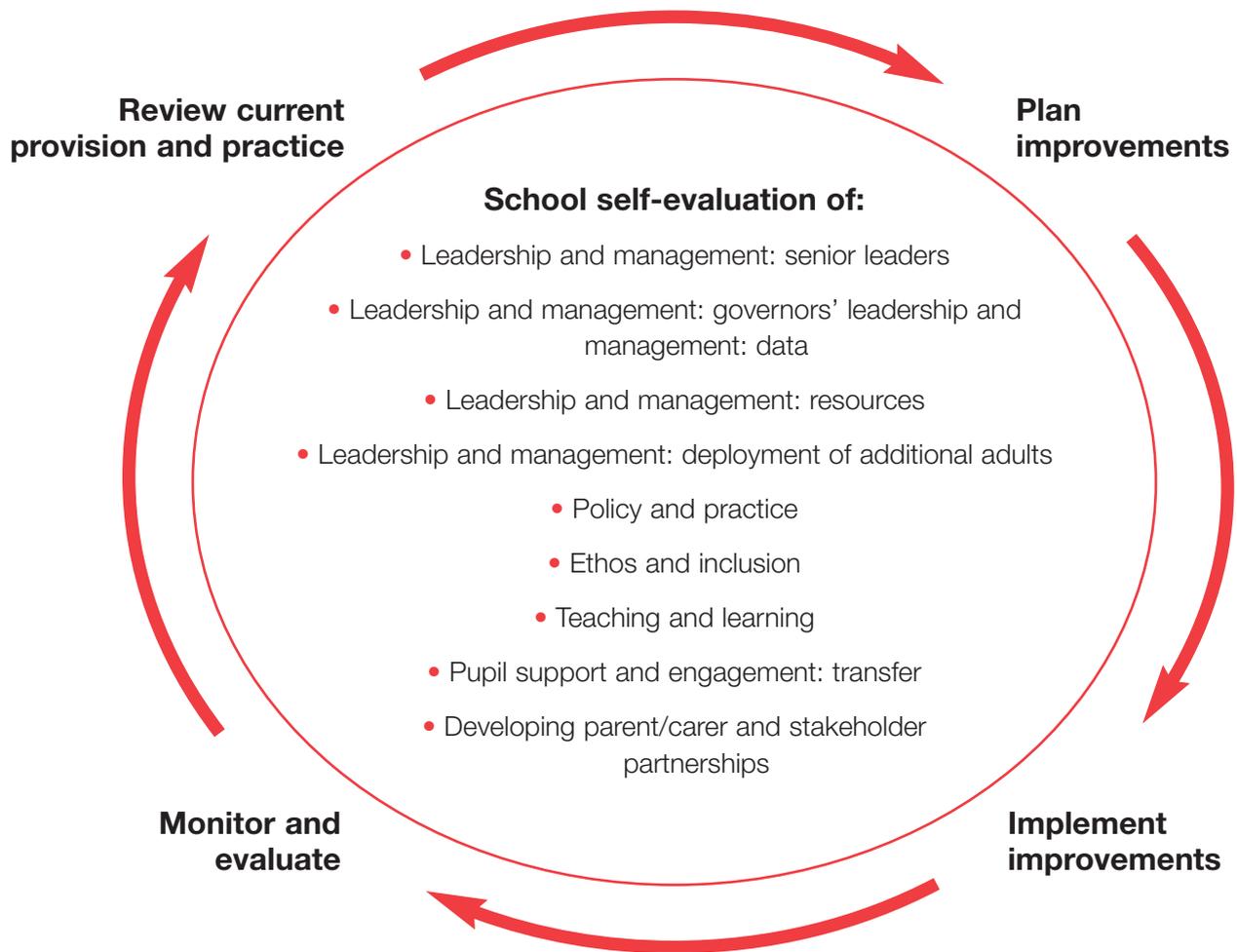
'Ofsted recognises the importance of self evaluation as a continuous process'.

'The quality and use made of school self evaluation is a good indicator of the calibre of management' (*Ofsted Framework for Inspection, 2005*).

## The school improvement cycle

The 2005 *Ofsted Framework for Inspection* puts a 'strong emphasis on school self improvement through the use of the school's own self evaluation including regular input from pupils, parents/carers and other stakeholders as the starting point for inspection and for the school's internal planning and development.'

The diagram below represents a typical cycle of school improvement: **review, plan, implement, monitor and evaluate**. The guidance shows how this process can be used to tackle identified areas for development and how these can be evaluated and monitored over time.



**The school self-evaluation document appears as a separate photocopiable booklet in this folder.**

## Section A: Using data to track and monitor pupils' progress

This section offers guidance on the improved use of data to identify, monitor and track the attainment of all pupils not making progress. It then supports staff in identifying the barriers to learning that prevent progress, including the progress of pupils with SEN and/or disabilities. In order to comply with the statutory framework and have regard to the SEN Code of Practice (2001) it is necessary for schools to:

- identify learning targets for individual pupils with SEN and/or disabilities;
- plan additional or different provision from the differentiated curriculum offer for all pupils;
- review provision in the light of pupil outcomes.

**Appendix A** provides guidance for planning and monitoring provision for individual pupils, including alternatives to individual education plans (IEPs). We recommend that you refer to this guidance when reviewing provision for pupils with SEN and/or disabilities. There are two case studies accompanying this document that provide exemplars of alternatives to individual education plans.

The starting point for any school is a whole-school tracking system for all pupils. An effective whole-school tracking system will identify those pupils who are underperforming and not making the expected progress. Schools will typically collect data on prior and current attainment, progress and attendance and include other data such as exclusions, rewards and sanctions and the perceptions of pupils and parents/carers. Typically data will be analysed by subject, by year and by class and this will be used to inform future plans. Further guidance on this may be found in *Tracking for success* (DfES 1545-2005FLR-EN).

Having completed the relevant section of the self evaluation document senior leadership teams will have an informed view of how data is currently used at senior and middle management levels to support staff in the classroom to ensure the progress of pupils with SEN and/or disabilities.

This advice follows the review, plan, implement, monitor and evaluate cycle described in the diagram on page 5. The following processes will help to ensure an appropriate focus on pupils identified as having SEN and/or disabilities.

## Step 1: Review

A thorough review of the prior attainment and progress of pupils with SEN and/or disabilities will identify groups or individuals who are not making expected progress over time. In order to do this, the following data should be collected and analysed subject by subject, year by year and class by class:

- prior and current attainment and progress data;
- attendance data;
- other data including exclusion or other incidents and rewards and sanctions.

The following processes will help ensure effective review and analysis of data.

### Senior and middle leaders including the SENCO and/or inclusion manager to:

- analyse the data by type of SEN and/or disability, ethnicity and gender and decide how well pupils with SEN and/or disabilities are doing in each year group;
- compare the performance of pupils with SEN and/or disabilities in individual subjects and teaching groups and identify relevant significant differences;
- evaluate the effectiveness of the interventions and other targeted support;
- share feedback and analyse collated evidence of pupils' progress and attainment.

### Middle leaders with the support of the SENCO and/or inclusion manager to:

- discuss the analysis of the results and any further evidence about the attainment and progress of pupils with SEN and/or disabilities, for example, curricular targets, additional adults' notes and observations, intervention records, specialist assessments and advice;
- undertake lesson observations and work sampling to evaluate the progress of some selected pupils;
- collect a sample of the views of pupils with SEN and/or disabilities and their parents/carers.

The results of this review will help senior leaders including the SENCO and/or inclusion manager to plan appropriate actions to redress any underperformance that has been revealed.

## Step 2: Plan

The following actions will support senior leaders in establishing a plan to tackle the underperformance of pupils with SEN and/or disabilities identified in the review process.

### Senior leaders including the SENCO and/or inclusion manager to:

- plan, discuss and agree a coordinated whole school approach to intervention;
- coordinate all group and individual curricular targets;
- agree key elements of the intervention plan, for example, the use of different access strategies or materials, the deployment of additional adults, academic tutoring, improving parental/carer engagement, advice or support from external specialists;
- agree necessary resources, cost and time implications;
- ensure that the intervention plan is aligned to other whole school initiatives, for example assessment for learning, and matched to pupils' needs;
- clarify expected outcomes and how and when monitoring and evaluation of intervention plans will take place.

### Subject leaders with the support of the SENCO and/or inclusion manager to:

- review content, focus and target groups for intervention within their subject;
- plan a coordinated approach to intervention and the deployment of additional adults;
- ensure that schemes of work provide the appropriate level of challenge and support to meet the needs of pupils with SEN and/or disabilities;
- support staff in revising targets for groups and individual pupils in their subject.

## Step 3: Implement

### Senior leaders including the SENCO and/or inclusion manager to:

- support subject leaders or year teams to work collaboratively to ensure that agreed actions in the intervention plans are implemented to enable effective support for pupils with SEN and/or disabilities;
- ensure that the effective deployment of resources, including the deployment of additional adults, is making a significant contribution to the progress of pupils with SEN and/or disabilities.

### **Middle leaders with the support of the SENCO and/or inclusion manager to:**

- engage departmental colleagues in tailoring teaching plans to meet the needs of pupils with SEN and/or disabilities;
- ensure that teachers set and share appropriate group and pupil curricular targets;
- ensure that pupils know and recognise the attainment levels they are aiming for and, more importantly, how to achieve them;
- include parent/carers in knowing and understanding how they can support their children in making progress;
- consistently gather and share information in order to maintain an overview of the support provided for groups and individuals from the target pupil groups.

Having established these interventions, it is important that they are kept under review in order to ensure maximum and continuing impact.

## **Step 4: Monitoring and evaluation**

### **Senior leaders including the SENCO and/or inclusion manager to:**

- work with all middle leaders to evaluate group and pupils targets and, where appropriate, revise them to ensure that they are sufficiently challenging;
- ensure that progress is closely monitored both within subjects and within the intervention programme;
- work with all middle leaders to ensure that an efficient system is in place for gathering and sharing information on the progress being made by target pupils;
- work with all middle leaders to monitor the implementation of revised schemes of work through sampling plans, lesson observations and talking to pupils;
- arrange review meetings with middle leaders to collate feedback on progress and discuss the impact of agreed actions subject by subject, year by year, class by class and pupil by pupil;
- work with middle leaders to ensure effective communication with parents/carers about progress and target setting.

### **Middle leaders with the support of the SENCO and/or inclusion manager to:**

- work with subject and year teams to ensure that individual pupil and curricular targets are reviewed termly and followed up appropriately;
- regularly review with staff the progress of pupils with SEN and/or disabilities;
- keep plans and schemes of work regularly under review through lesson observation, work scrutiny and discussion with teachers, additional adults, pupils and parents/carers;
- continually collect and analyse attainment data of pupils with SEN and/or disabilities to ensure that they are making good progress in line with their ability and having regard for their specific SEN.

### ***Pause for reflection***

What more needs to be done in your school to ensure that all staff have a thorough understanding of data related to pupils with SEN and/or disabilities?

What plans are in place to provide opportunities to review curriculum content and curricular targets to support and ensure the progress of pupils with SEN and/or disabilities?

How is the progress of pupils with SEN and/or disabilities monitored, including the rigorous analysis of data, to support staff in planning the next steps for these pupils?

What more can you do to ensure that pupils and parents/carers are involved in contributing to the monitoring and evaluation of progress?

## Section B: Managing the deployment of additional adults

This section highlights some of the issues in reviewing the effective deployment of resources including staffing to support pupils with SEN and/or disabilities.

The number and variety of terms in use to describe additional adult support varies between schools. In some cases the terms 'teaching assistants', 'learning support assistants' and 'learning mentors' are used interchangeably. Increasingly, other support staff in schools such as mid-day supervisors, office staff, administrators and caretakers all have a role in ensuring the inclusion of all pupils. To make their provision for all pupils most effective, schools need to ensure that all additional adults have well-defined roles and responsibilities that do not overlap. Additional staff should be involved in all areas of policy developments in order to maximise ownership of the values, principles and beliefs agreed by the whole school community to ensure the consistent delivery of the school's vision.

Some pupils will have specific, targeted support written into their statements of SEN. This may involve not only the use of in-school resources but also external services and therapists. In the latter case, it is particularly important that external personnel are involved in planning how to transform the advice they offer into programmes and interventions that support the progress of pupils in attaining their targets.

Attached to this document are two case studies exemplifying innovative practice in the deployment of additional adults, including the recruitment of volunteers from the local community.

### Making the best use of additional support in the classroom

School policies on inclusion have increasingly relied on the employment of additional adults in order to support pupils with SEN and/or disabilities.

The role of additional adults is to help ensure that pupils with SEN and/or disabilities are actively included in lessons and benefit from learning alongside their peers. Some additional adults may be employed specifically because of pupils' personal care or complex health needs or to provide access to the school and/or the curriculum. In order to make the most effective use of additional adults in class, schools should consider:

- giving copies of the programmes of study, schemes of work, curricular targets and any specifically targeted intervention materials to additional adults;
- directly involving additional adults in planning lessons and in any adaptations to, or production of additional materials required for specific groups or individuals;
- briefing additional adults about their role in the lesson, being clear about lesson objectives and learning outcomes and how they can support pupils in making progress.

Additional adults are often used to support individual or small groups of low-attaining pupils, and pupils with SEN and/or disabilities may sometimes become reliant on this

support and as a result become excluded from classroom activities. It is important to ensure that the supporting adult does not take responsibility for pupils' work but reinforces the learning in the lesson and encourages independence.

Schools with effective inclusion policies have some of the following features:

- teachers plan tasks to ensure the inclusion of all pupils so that they can take part in all activities;
- teachers plan with additional adults to ensure the right balance so that pupils can work independently and with support where appropriate;
- teachers plan with additional adults to ensure that targeted intervention outside the classroom creates sufficient opportunities for contact with the teacher and with peers;
- learning outcomes include strategies for ensuring progress toward maximum independent learning, as appropriate;
- teachers plan opportunities for all pupils to participate in plenaries and feedback.

In effective schools it is common for additional adults to be assigned to a particular department rather than to individual pupils. Where additional adults are attached to a subject, they have greater opportunity to become part of the department's information flow and training. They are also more likely to be familiar with curricular targets and to understand the next steps in learning related to progress in that particular subject area. Where individual support for a pupil is specified, detailed and quantified in a statement it is important to ensure that such support is assigned to the pupil.

Additional adults have a vital role to play in supporting pupils' access, engagement and independence in a whole range of lessons. Schools will need to have effective systems in place to manage the deployment of additional adults, to monitor their work in classrooms and to support their continuing professional development (CPD).

Additional adults have a huge positive impact in the classroom and contribute significantly to the learning of all pupils. However, in some cases the role may not be as well developed as it could be, and the skills and knowledge that additional adults have in relation to pupils with SEN and/or disabilities may not be used most effectively. The following quotations relate to some of the challenges that additional adults face.

*I like it in the lesson if I am leading a group through an activity. I don't like it when I end up mostly copying notes for the pupil. It doesn't feel like I'm really helping them to learn.*

*Pupils sometimes have to be encouraged to think for themselves and be independent. I think some of them like it when we do the work for them!*

*Ultimately, our job is to help the pupils learn for themselves, not for us to do it for them.*

*I would like to be able to develop my role so that I'm not just helping pupils to 'keep up' with the rest of the class by doing the work for them but I am not sure how to broach this with the teacher.*

*I love it when teachers give us some responsibility and we are able to work with a group. The time flies by and I feel a sense of achievement.*

### Pause for reflection

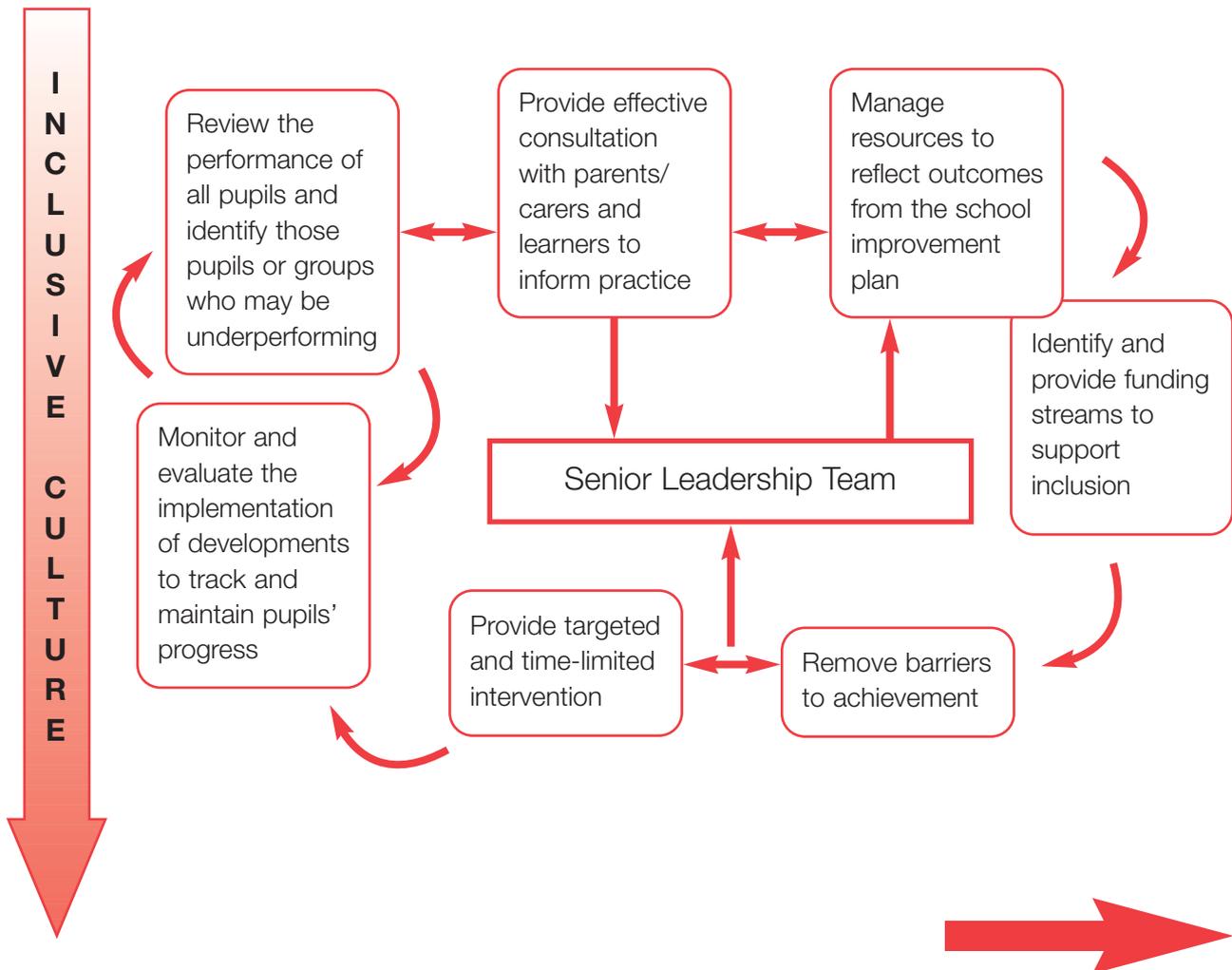
Are the roles and responsibilities of the additional adults in your school clearly defined and explicit?

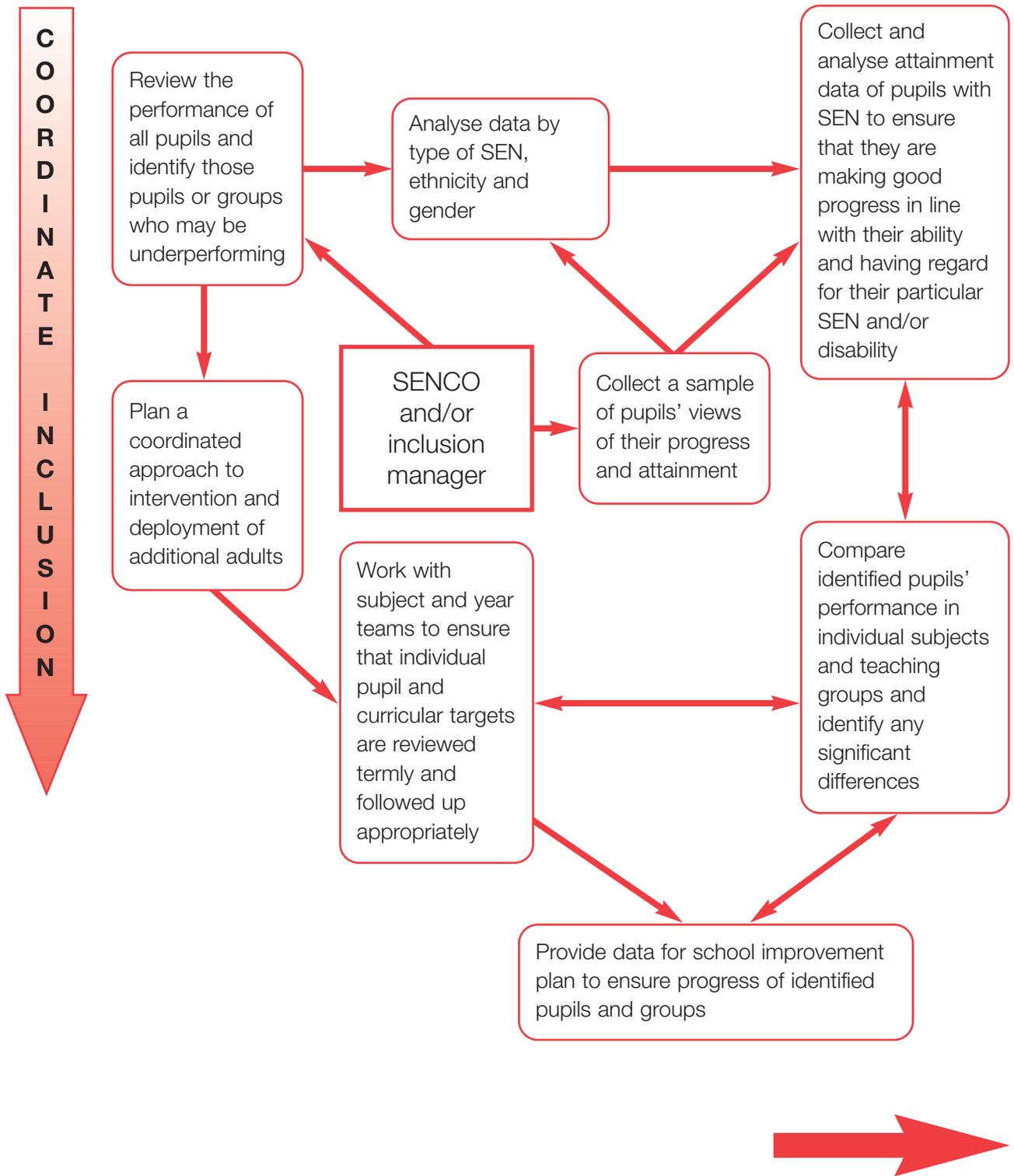
Are the additional adults in your school fully involved in the development of school policies?

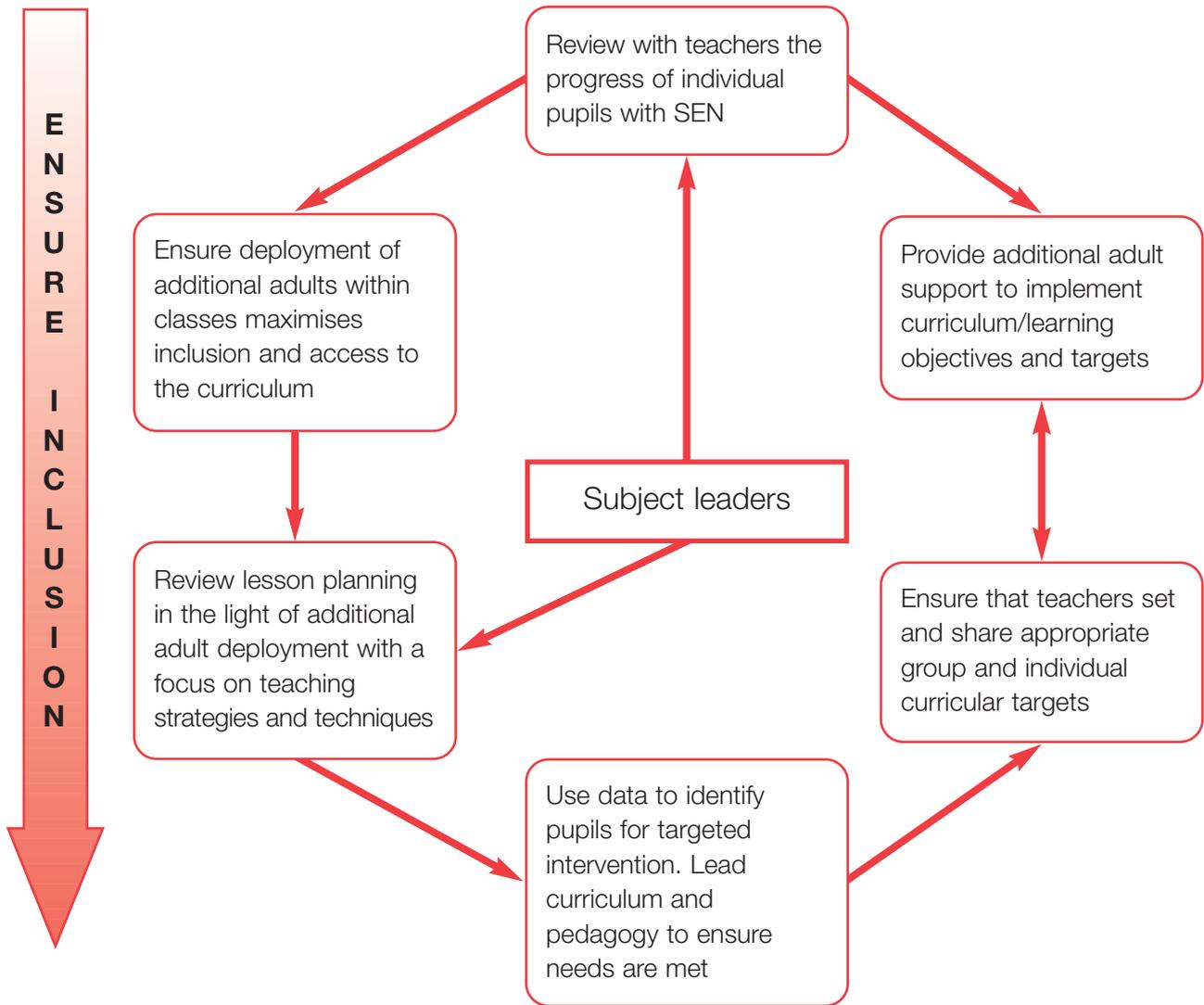
How often are additional adults working in your school invited to contribute to current developments? Can this be improved? How?

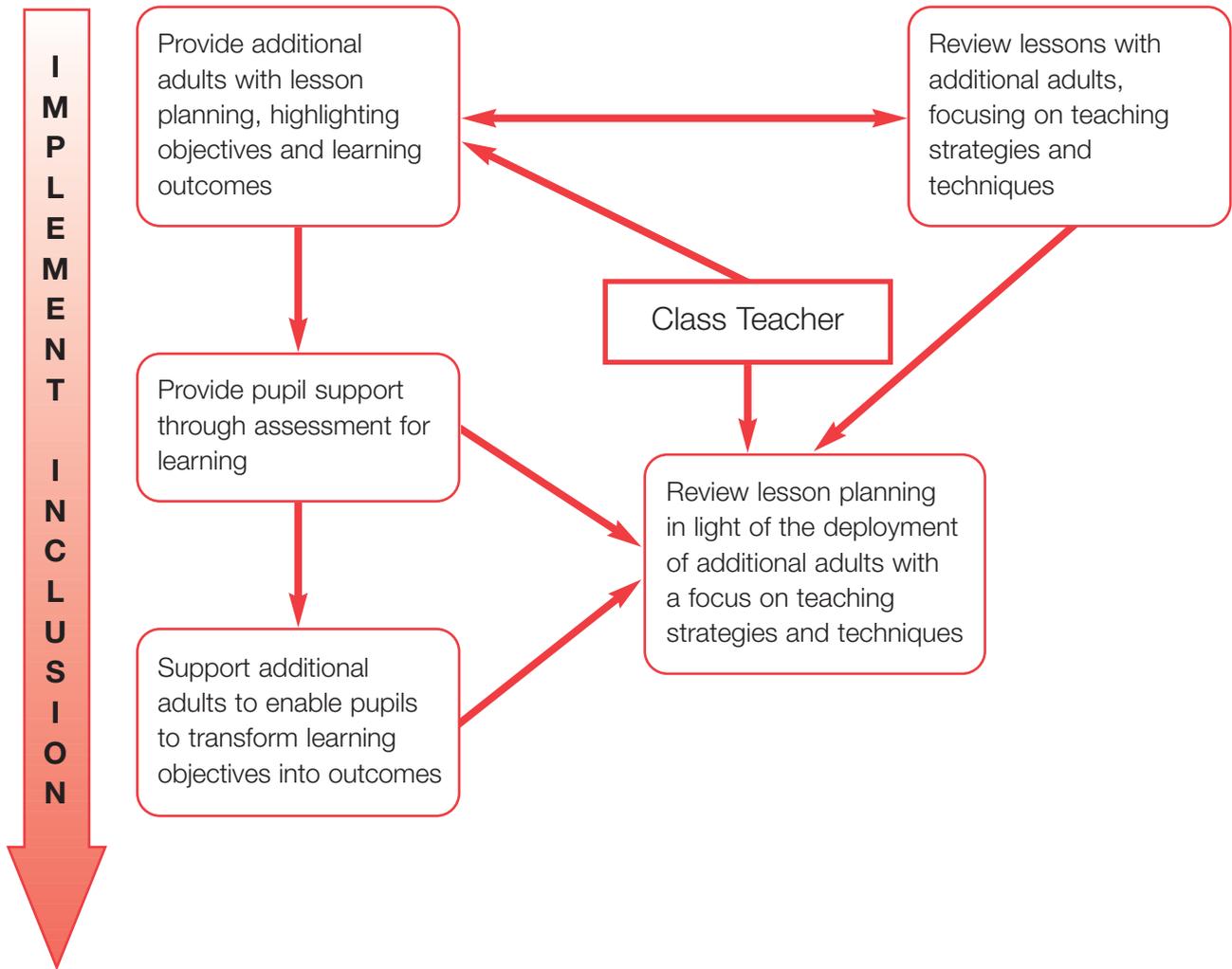
### Managing the deployment of additional adults to support pupils with SEN and/or disabilities

The diagram below shows how the relationship between the roles and responsibilities of all staff can be plotted to ensure that all pupils are included.









## Section C: Reviewing other areas of school improvement in relation to the progress of pupils with SEN and/or disabilities

This section highlights some of the other key areas for review when considering school systems and policies in relation to the achievement of pupils with SEN and/or disabilities. You may have identified some areas for development through the initial self-evaluation process. It could be that those areas are not identified in the following examples. Nonetheless, the process can be replicated. For example, is the school clear about the role of the governors and are all governors trained in statutory and non-statutory guidance with regard to pupils with SEN and/or disabilities?

It is recommended that senior leaders carefully prioritise the revision of school policies to ensure that they include references that promote inclusion and provide guidance to ensure the progress of pupils with SEN and/or disabilities.

The improvement cycle of **review, plan, implement, monitor and evaluate** is useful to apply in all of these areas.

### Culture and ethos

To improve the culture and ethos of the school in relation to the inclusion of all pupils the following should be reviewed.

#### Senior leaders including the SENCO and/or inclusion manager should review:

- the school's core values, principles and beliefs to ensure that the needs of all pupils including those with SEN and/or disabilities are addressed;
- the strategies the school has in place to secure the five outcomes of *Every Child Matters* for all pupils;
- all school policies to check that they are an accurate reflection of the school's core values, principles and beliefs and actively promote the inclusion of all pupils;
- all school policies to ensure that they take into account the emotional health and well-being of the whole school community;
- whether practice follows policy through effective monitoring of all pupils' achievement and welfare;
- the effectiveness of the processes used to ensure the participation of pupils and parents/carers in all meetings including annual reviews.

### **Middle leaders and all staff should:**

- support and work with pupils so that they understand the importance of school policies and their impact on learning;
- canvass the views and opinions of all pupils about all aspects of school life;
- model the kinds of behaviours that support learning and demonstrate positive interactions.

### ***Pause for reflection***

What methods are already in use to canvass the views of pupils and parents/carers in all aspects of school life?

## **Teaching and learning**

To improve the teaching and learning of pupils with SEN and/or disabilities the following areas should be reviewed.

### **Senior leaders including the SENCO and/or inclusion manager should review:**

- the levels of expectation and challenge reflected in schemes of work and lesson plans;
- the appropriateness of pupils' targets;
- teachers' expectations, the grouping of pupils and the level of support planned in lessons;
- whether the deployment of additional staff is appropriate to support and stretch pupils' learning;
- whether the use of additional curriculum resources is appropriate to support pupils' learning;
- whether the use of ICT and other tools and resources is appropriate to give pupils access to learning;
- whether the use of assessment for learning enables pupils to take responsibility for their own learning and progress.

### ***Pause for reflection***

How often are lesson plans reviewed at departmental level to ensure that resources are appropriately deployed and assessment informs planning for progress?

## **Pupils' engagement and support**

To improve the engagement and involvement of pupils with SEN and/or disabilities the following areas should be reviewed.

### **Middle leaders and all staff should review:**

- the number of supported pupils who are currently identified on the gifted and talented lists and/or involved in extracurricular activities, for example school council, clubs;
- additional support given to identified pupils on transfer to the school;
- additional support given to pupils 'at risk', including looked-after children;
- class groupings and peer support, for example buddy or mentor systems;
- opportunities for supported pupils to discuss their abilities, strengths and areas for development;
- the choice, advice and options provided for pupils with SEN and/or disabilities at Key Stage 4 including academic, vocational and alternative pathways.

### ***Pause for reflection***

Senior leaders should consider whether additional support leads to sustained improvement. What is the impact of peer support/buddy or mentor systems for pupils with SEN and/or disabilities? How can this be developed to ensure further progress for pupils with SEN and/or disabilities?

How does the senior leadership team ensure that the information gathered as a result of canvassing pupils and parents/carers is fed back to the whole school community ensuring that the voice of pupils with SEN and/or disabilities and their parents/carers is heard and acted upon?

## Collaboration with parents/carers

To improve the partnership with parents/carers, including their engagement and involvement with school, the following areas should be reviewed. There is a case study in this guidance that provides an exemplar of providing information to parents/carers to support improved home/school communication.

### Senior leaders including the SENCO and/or inclusion manager should:

- review the accessibility of all staff by parents/carers;
- enhance and ensure positive communication with parents/carers;
- review strategies to improve the attendance of parents/carers of pupils with SEN and/or disabilities at parents' evenings and social events.

### Pause for reflection

What more can you do to involve parents/carers of pupils with SEN and/or disabilities in the social and academic life of the school?

## Developing multi-agency and/or locality team provision

To improve effective collaboration with other services and ensure coordinated and targeted support for pupils with SEN and/or disabilities the following areas should be considered. This document contains a case study providing one example of how effective relationships with external agencies works for one 11–16 mixed comprehensive school.

### Senior leaders, the SENCO and/or inclusion manager should:

- ensure that regular multi-agency and/or locality team meetings are actioned with appropriate means to share follow-up information;
- ensure that multi-agency and/or locality team meetings include all agencies that are likely to contribute to securing the five outcomes of *Every Child Matters* for all pupils;
- develop protocols to guide the effective use of other agencies with a view to ensuring accountability and maximum impact.

To be successful, multi-agency/locality teams working in schools should have a clear set of outcomes agreed at the outset which are focused on pupils' needs. Effective communication is essential to successful multi-agency/locality team relationships and should involve regular contact between the school, its partners and other agencies. School partners need to know about:

- emerging challenges;
- strategic responses;
- recent successes;
- analysis of successes and areas for improvement and development.

Pivotal to the effective relationship between schools and other agencies is the need to present information on SEN and/or disabilities in a way that is:

- consistent;
- coherent;
- truthful;
- positive.

## Next steps

Having reviewed selected areas of school policy which are particularly relevant to ensuring the progress of pupils with SEN and/or disabilities, we suggest that senior leadership teams:

- plan *how* and *when* the impact of such revisions are to be monitored;
- embed the monitoring and evaluation of all policies, including those recently revised, in the school calendar.

## Appendix A

### Planning and monitoring provision for individual pupils with SEN

The SEN Code of Practice (2001) reflected common practice in describing individual education plans (IEPs) as one method by which the process of target setting, planning provision and review could be carried out.

Many schools and LAs are confused about the status of IEPs and whether or not they are always necessary. IEPs can be an area where there is unnecessary paperwork and duplication.

An IEP is a teaching and planning tool with:

- no more than three or four targets;
- appropriate strategies;
- a record of the outcomes.

IEPs are not a statutory requirement. Where schools have a policy of individual planning and recording for **all** pupils then the pupil with SEN should not need an IEP. The National Strategies provide examples of how to record interventions as part of class lesson plans with a record of the pupil's progress – the outcomes of the intervention – being recorded in the same way as for all other pupils.

*The Management Guide for Primary SENCOs* (DfES 0465/2002) and *Maximising progress: ensuring the attainment of pupils with SEN* (DfES 0104-2004 G) – provide advice on when it is appropriate not to use IEPs. On Teachernet there are two flow charts derived from these materials which will help schools to consider their options.

Further delegation of funds at School Action Plus and for high incidence SEN mainstream statements is an effective way of planning and costing resources.

Provision mapping at LA level can be used as a method of fulfilling LAs' legal duty under The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001 to explain:

*'the element of special educational provision for children with special educational needs (but without statements) which the local education authority expect normally to be met from maintained schools' budget shares and that element of such provision that the authority expect normally to be met from funds which it holds centrally.'*

Where provision mapping is linked to recording outcomes for all pupils or other locally devised systems and personalised learning initiatives are in place, they should gradually replace IEPs for most if not all pupils while still providing the reassurance and accountability to parents/carers that is so important.

Many schools are setting targets and recording outcomes for all pupils, and where the pupil has SEN linking it to the provision mapping process.

A school-based system of provision mapping should:

- identify additional or different provision and its costs;
- link provision to individuals;
- record individual pupils' targets;
- record individual pupils' outcomes;
- monitor and review provision and pupils' targets.

## School self-evaluation: The achievement of pupils with SEN and/or disabilities

	Fully in place	Partly in place	In need of development
<b>Leadership and management: senior leaders</b>			
1. The headteacher provides an active lead on ensuring the attainment of disabled pupils and those with SEN.			
2. The school improvement plan has clear objectives and strategies for the use of resources to raise the attainment of pupils with SEN and/or disabilities.			
3. The senior leadership team (SLT) ensures a whole-school approach to maximising the attainment of disabled pupils and those with SEN.			
<b>Leadership and management: governors</b>			
4. A lead governor for SEN has been identified and is regularly briefed (by the SENCO or appropriate member of the SLT) on progress in relation to the target group of pupils.			
5. The governing body ensures that the school meets the statutory requirements of Part 4 of Education Act 1996 the SEN Regulations (Annex A of the SEN Code) and the SEN Code of Practice (2001). It also monitors progress toward securing the five outcomes of <i>Every Child Matters</i> .			
6. Governors have had training to develop their knowledge, skills and understanding in relation to meeting the needs of pupils with SEN and/or disabilities.			
<b>Leadership and management: data</b>			
7. The school has a specific timetable for the collection and analysis of data.			
8. The school collects a range of data analysed by type of SEN, gender and ethnicity and prior attainment to ensure an accurate picture of progress and attainment across all years.			
9. The headteacher, SLT, SENCO and identified governor analyse the attainment data and identify trends in target pupils in relation to subjects, teachers, key stages, year groups, and ensure that targeted action is taken as a result.			
10. The school has clear systems for communicating findings from data analysis to staff, pupils and parents/carers.			
11. Targets are set for the attainment of pupils with SEN and/or disabilities overall and progress is rigorously monitored against these targets.			
12. The school ensures that CPD is provided so that senior and middle managers are skilled and confident in interpreting and using data effectively.			

Continued

	Fully in place	Partly in place	In need of development
<b>Leadership and management: resources</b>			
13. The use of ICT is planned to meet the needs of all pupils with SEN and/or disabilities.			
14. Specialist programmes and interventions are in place and appropriate to support the learning of pupils with SEN and/or disabilities.			
15. Appropriate Secondary National Strategy materials are used to support the learning of pupils with SEN and/or disabilities.			
<b>Leadership and management: deployment of additional adults</b>			
16. Deployment is aimed at increasing target pupils' inclusion in the learning of the peer group (and should not result in isolating them further).			
17. It is common practice in the classroom that the teacher and additional adults work with a small group of pupils as part of lesson design.			
18. Support is discreet so that pupils are not overwhelmed or embarrassed.			
19. Support is selective and used at particular times for specific purposes in the lesson, linked to learning and withdrawn for some of the time.			
20. Support is focused on maximising target pupils' independence through engaging them and building confidence.			
21. Support is planned wherever possible and the teacher and additional adult will, at least, have shared planning or discussed the lesson and their roles beforehand.			
22. Support is informed and delivered by adults who understand the pupils' individual needs, know pupils' targets, the learning objectives and learning outcomes, and how to support pupils achieve them.			
23. Support is skilled, i.e. it is delivered by trained adults who have a good understanding of the subject and teaching and learning strategies employed.			
24. Additional adults are alert to the class teacher's agreed 'ground rules', e.g. for talk in the classroom.			
25. Additional adults are able to contribute towards the assessment for learning of particular pupils through observation and feedback to the teacher and pupil.			

Continued

	Fully in place	Partly in place	In need of development
<b>Policy and practice</b>			
26. Policies of particular relevance to the attainment of pupils with SEN and/or disabilities are fully operational and their effectiveness is monitored, e.g. policies for out of school visits, managing medicines, behaviour, attendance, rewards and sanctions. Schools must have an SEN policy that complies with the Education (SEN) (Information) (England) Regulations 1999 and a Disability Access Plan.			
27. The school's CPD cycle includes regular revision of training at all levels related to the achievement of pupils with SEN and/or disabilities, including training for the SLT, middle leaders, NQTs and additional adults.			
28. The performance management system includes targets for the inclusion and improved attainment of pupils with SEN and/or disabilities.			
29. The school monitors option choices, work experience placements, vocational choices and the provision of appropriate pathways and accreditation.			
30. The school effectively deploys additional funding to support the achievement of pupils with SEN and/or disabilities.			
31. The SLT have a sound knowledge and understanding of SEN and disability legislation and the school's statutory requirements and responsibilities.			
32. The SLT have the confidence and knowledge to deal effectively with issues relating to pupils' disabilities or SEN.			
<b>Ethos and inclusion</b>			
33. The school has a code of conduct that details clear expectations of behaviour for all pupils and staff based on agreed values, principles and beliefs.			
34. The classrooms and corridor displays reflect the experiences of pupils with SEN and/or disabilities.			
35. The school ensures that all pupils are aware of the inclusion and anti-bullying policies.			
36. Pupils with SEN and/or disabilities take a pride in their school and are represented in all aspects of school life.			
37. Pupils with SEN and/or disabilities state that they feel valued, respected and have a sense of belonging to a wider school community.			
38. The school creates opportunities to hear the views of pupils with SEN and/or disabilities, e.g. via focus groups, advocacy, pupil questionnaires, school council.			
39. Relationships between pupils with SEN and/or disabilities and others are positive.			

Continued

	Fully in place	Partly in place	In need of development
40. Incidents of discrimination; bullying and name calling are immediately addressed and closely monitored, and effective systems are in place to ensure that pupils do not feel threatened or marginalised.			
<b>Teaching and learning</b>			
41. Lesson observations indicate that pupils with SEN and/or disabilities are expected to achieve at the highest appropriate level and are actively engaged in their learning and making progress.			
42. The assessment of pupils with SEN and/or disabilities is appropriate and pupils are aware of their next steps in learning.			
43. Additional adults are appropriately deployed to support classroom learning and to encourage maximum independence.			
44. The advice of specialist therapists is incorporated into the intervention programme for identified pupils and rigorously monitored.			
45. Strategies are in place to ensure that the progress of pupils with SEN and/or disabilities is in line with their ability and has regard for their specific SEN.			
46. Appropriately challenging targets are set for all pupils with SEN and/or disabilities and their progress towards these is effectively monitored.			
47. Pupils with SEN and/or disabilities are represented across learning sets appropriately.			
48. Subject department resources and schemes of work are adjusted to support the learning needs of pupils with SEN and/or disabilities.			
<b>Pupil support and engagement</b>			
49. Disabled pupils and those with SEN are supported in developing a positive identity and have opportunities to discuss issues around disability and difference.			
50. The school makes quality provision for gifted and talented pupils with SEN and/or disabilities.			
51. Career and vocational guidance encourages disabled pupils and those with SEN to aim high but to make realistic, well-informed choices.			
52. Attendance of pupils with SEN and/or disabilities at key enrichment activities, such as homework and revision clubs, is actively encouraged and monitored and appropriate action is taken to address non-attendance.			

Continued

	Fully in place	Partly in place	In need of development
53. The school behaviour and attendance policies promotes good practice and informs the development of positive relationships with pupils with SEN and/or disabilities.			
54. Vulnerable children with SEN and/or disabilities, including looked-after children, have been identified and appropriate provision made for them.			
55. All staff build trust by listening to pupils with SEN and/or disabilities allowing them to voice frustrations and difficulties.			
<b>Pupil support and engagement: transfer</b>			
56. The school collects and uses a range of information from primary schools, parents/carers and other agencies in order to ease and maintain the learning progress of pupils with SEN and/or disabilities at secondary school.			
57. The school creates opportunities to ensure that parents/carers of pupils with SEN and/or disabilities are equipped to support their child's secondary education.			
58. The school provides a range of support, e.g. additional adults, buddy systems, learning mentors, academic tutors for pupils identified as 'at risk' of underachieving during the transfer from primary to secondary school.			
<b>Developing parent/carer and stakeholder partnerships</b>			
59. The school has a policy on working with and engaging parents/carers.			
60. Relationships between school staff and parents/carers are generally positive.			
61. There is regular and timely contact between parents/carers and teachers about the progress and attainment of pupils with SEN and/or disabilities so that action can be taken if pupils fail to make the expected progress.			
62. The school develops opportunities to hear the views of parents/carers of pupils with SEN and/or disabilities and responds quickly and positively to concerns raised.			
63. The school is proactive in ensuring that parents/carers of pupils with SEN and/or disabilities are well informed about different school developments and are engaged in a wide range of school activities.			
64. The school develops active links and effective partnerships with LA services, local special schools and local voluntary groups serving the needs of pupils with SEN and/or disabilities and their families.			
65. The school has developed multi-agency provision in the context of <i>Every Child Matters</i> as well as for identified pupils with SEN as set out in statements of SEN.			

# Notes



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