

Pre-course task

In preparation for the session, you are asked to note down some ideas on how you currently judge the effectiveness of your school in relation to one or more aspects of inclusion. You may want to focus on children with SEN or children from minority ethnic and faith groups. You could choose to focus on achievement, or teaching, or both. To make sure the task is manageable you might find it easier to focus on one year group.

Please complete at least one of the sheets on the following pages and bring this with you to the session.

Pre-course task

How well do children with SEN achieve in our school?

What is our evidence?

What is successful and why?

What improvement is needed?

Pre-course task

How well do children from minority ethnic and faith groups, Travellers, asylum seekers and refugees achieve in our school?

What is our evidence?

What is successful and why?

What improvement is needed?

Pre-course task

How effective is teaching in our school for children with SEN?

What is our evidence?

What is successful and why?

What improvement is needed?

Pre-course task

How effective is the teaching in our school for children from minority ethnic and faith groups, Travellers, asylum seekers and refugees?

What is our evidence?

What is successful and why?

What improvement is needed?

Handout 1.2

Who may be at risk of underachieving?

How many boys leave primary school below level 3 in reading?

1 in 10 1 in 25 1 in 100 1 in 1000

In a recent DfES research study on mainly white schools what percentage of minority ethnic pupils had experienced racist name-calling in the previous seven days?

1% 5% 15% 25% 50%

What percentage of children in maintained primary schools are classified as of minority ethnic origin?

1–5% 6–10% 10–15% 16–20% 20–25%

What was the percentage of children in January 2004 (of compulsory school age and above) whose first language is known or believed to be other than English?

1–3% 4–7% 8–10% 11–14% 15–18%

In 2003, 84% of all children attained level 2 in reading at Key Stage 1, in English 75% attained level 4 at Key Stage 2 and 69% attained level 5 at the end of Key Stage 3. There were 35,100 children of school age who had been looked after continuously for at least twelve months by English local authorities. Of these 27% had SEN statements, 12% missed at least 25 days of school and 1% received a permanent exclusion.

On average what percentage of this group:

attained level 2 in reading at the end of Key Stage 1 _____

attained level 4 in English at the end of Key Stage 2 _____

attained level 5 in English at the end of Key Stage 3 _____

The Department of Health had thought there were 32,000 Young Carers in the U.K.

How many young carers did the 2001 census reveal? _____

What percentage of children do the government believe to be at risk of underachievement because they are gifted and talented and therefore want the National Academy for Gifted and Talented Youth to work with?

1% 3% 5% 7% 9%

Why might these children be at risk of underachieving?

Notes on Handout 1.2

Who may be at risk of underachieving?

How many boys leave primary school below level 3 in reading?

1 in 10 1 in 25 1 in 100 1 in 1000

The percentage of children below level 3 in English at the end of Key Stage 2 has remained the same in 2004 as it was in 1998, despite the gains made for children achieving level 4 and 5 over the same period. Of the 1 in 10 boys who leave primary school below level 3 in reading, relatively few are children with complex special educational needs (where attainment below level 3 might be the expected level). The majority are children with the kind of everyday learning difficulties found in all schools.

In a recent DfES research study on mainly white schools what percentage of minority ethnic pupils had experienced racist name-calling in the previous seven days?

1% 5% 15% 25% 50%

Research quoted in Aiming High: Understanding the educational needs of minority ethnic pupils in mainly white schools (DfES/O416/2004) found that 25% of the minority ethnic pupils in the sample had experienced racist name-calling within the previous seven days. Only a tiny proportion of the incidents had been reported to staff. The under-reporting seemed to be connected with a perception among many pupils and their parents that staff would be unable or unwilling to take appropriate action.

What percentage of children in maintained primary schools are classified as of minority ethnic origin?

1–5% 6–10% 10–15% 16–20% 20–25%

The percentage of pupils (of compulsory school age and above) who were classified as of minority ethnic origin has increased from 17.3 per cent in 2003 to 18.3 per cent in 2004. These changes may be due in part to an improvement in the completeness of the data held by schools. There has been a significant decrease in the percentage of pupils who were unclassified by ethnic group in both primary and secondary schools.

What was the percentage of children in January 2004 (of compulsory school age and above) whose first language is known or believed to be other than English?

1–3% 4–7% 8–10% 11–14% 15–18%

The percentage in primary schools is 11.0 per cent. The figure is slightly higher than in the previous year.

Notes on Handout 1.2

In 2003, 84% of all children attained level 2 in reading at Key Stage 1, in English 75% attained level 4 at Key Stage 2 and 69% attained level 5 at the end of Key Stage 3. There were 35,100 children of school age who had been looked after continuously for at least twelve months by English local authorities. Of these 27% had SEN statements, 12% missed at least 25 days of school, and 1% received a permanent exclusion.

On average what percentage of this group:

| | |
|--|--------------|
| attained level 2 at the end of Key Stage 1 | <u>51%</u> |
| attained level 4 at the end of Key Stage 2 | <u>37.1%</u> |
| attained level 5 at the end of Key Stage 3 | <u>22.3%</u> |

The Department of Health had thought there were 32,000 young carers in the U.K. How many young carers did the 2001 census reveal?

Recent census figures showed that there were 175,000 young carers in the UK with some 13,000 giving over 50 hours of help per week.

What percentage of children do the government believe to be at risk of underachievement because they are gifted and talented, and therefore want the National Academy for Gifted and Talented Youth to work with?

1% 3% 5% 7% 9%

Why might these children be at risk of underachieving?

Gifted children are at risk of underachievement for three main reasons:

The general public (and many teachers) believe that 'giftedness will out', in other words gifted people will always succeed and do not need any special help or guidance.

Research proves conclusively that this is not so and that giftedness needs to be 'coaxed out' by access to challenging opportunities and appropriate help and guidance. Gifted young people need help if they are to turn their potential into high attainment.

Teachers are not always good at recognising gifted students or at teaching them. Gifted students have been given very little attention in the English education system until 1997 and 'giftedness' is often confused with being 'hardworking'.

Culturally it's not 'cool to be bright' in school and so young people feel unable to be themselves. They disguise their ability in order to be accepted. (NAGTY website)

**St. Ethelred's C of E Primary School
Newland LEA**

| | |
|--|---|
| Number on roll | 430 |
| Free school meals | 30% (Newland LEA average 24%) |
| Children at <i>School Action</i> or <i>School Action Plus</i> | 26% (Newland LEA average 16%) |
| Statements | 6 pupils |
| Mobility | 17.3% (Newland LEA average 18%) |
| Permanent exclusion | 1 pupil |
| Fixed-term exclusions | 55 days |
| Attendance | 88% (Newland LEA average 96.4%) |
| Children in care | 12 |
| Ethnicity | <ul style="list-style-type: none"> White <ul style="list-style-type: none"> • British 36% • Irish • Traveller of Irish heritage 6% • Gypsy/Roma 4% • Other 4% Mixed <ul style="list-style-type: none"> • White/Black Caribbean 4% • White/Black African 2% • White/Asian • Other Asian or Asian British <ul style="list-style-type: none"> • Indian 2% • Pakistani 2% • Bangladeshi 2% • Other Black or Black British <ul style="list-style-type: none"> • Caribbean 12% • African 11% • Other 5% Chinese 3% Other 6% Unknown 1% |
| Children for whom English is an additional language | 12% (Newland LEA average 8%) |

St Ethelred's is a large primary school in the unitary authority of Newland. It serves an area where approximately 30% of the children are eligible for free school meals. This is above the Newland LEA average of 24%. Within its catchment area there is a permanent site for Travellers. Most of the staff have been at the school for a number of years. The head and inclusion coordinator are newly-arrived. A questionnaire completed by all the pupils in the school revealed that almost all felt that the school is very caring and that they are made welcome. Some children commented about unkind name-calling and some said that they had been bullied. A small group of parents said that some of their concerns regarding their children's progress in Key Stage 1 had not been sufficiently resolved by the school.

| Key Stage 1 results | % pupils < level 1 | | | | % pupils level 2+ | | | | % pupils level 3 | | | |
|---------------------------|--------------------|------|------|------|-------------------|------|------|------|-------------------|------|------|------|
| | 2001 | 2002 | 2003 | 2004 | 2001 | 2002 | 2003 | 2004 | 2001 | 2002 | 2003 | 2004 |
| Reading (School) | 0 | 12 | 12 | 11 | 86 | 79 | 75 | 77 | 29 | 17 | 17 | 20 |
| Reading (Newland LEA) | 5 | 4 | 5 | 4 | 83 | 83 | 86 | 84 | 27 | 25 | 28 | 29 |
| Writing (School) | 6 | 10 | 10 | 8 | 90 | 79 | 83 | 83 | 5 | 3 | 0 | 7 |
| Writing (Newland LEA) | 5 | 6 | 5 | 6 | 86 | 85 | 87 | 84 | 7 | 6 | 8 | 19 |
| Mathematics (School) | 0 | 3 | 3 | 3 | 92 | 94 | 93 | 92 | 24 | 21 | 21 | 23 |
| Mathematics (Newland LEA) | 3 | 4 | 3 | 3 | 90 | 89 | 91 | 91 | 23 | 27 | 31 | 29 |
| Key Stage 2 results | % pupils < level 3 | | | | % pupils level 4+ | | | | % pupils level 5+ | | | |
| | 2001 | 2002 | 2003 | 2004 | 2001 | 2002 | 2003 | 2004 | 2001 | 2002 | 2003 | 2004 |
| English (School) | 8 | 5 | 8 | 10 | 76 | 76 | 82 | 76 | 20 | 23 | 35 | 28 |
| English (Newland LEA) | 7 | 8 | 6 | 7 | 75 | 75 | 78 | 76 | 27 | 28 | 25 | 25 |
| Mathematics (School) | 10 | 10 | 12 | 10 | 75 | 79 | 75 | 74 | 27 | 21 | 27 | 21 |
| Mathematics (Newland LEA) | 8 | 9 | 8 | 7 | 72 | 71 | 75 | 73 | 29 | 31 | 36 | 36 |
| Science (School) | 7 | 6 | 8 | 6 | 88 | 88 | 87 | 87 | 27 | 27 | 30 | 25 |
| Science (Newland LEA) | 6 | 6 | 6 | 6 | 85 | 88 | 88 | 85 | 31 | 33 | 37 | 38 |

Handout 1.4

How well do we compare with others?

The recent report *Special educational needs and disability: towards inclusive schools* (Ofsted 2004) recommends some indicators of effective inclusion which you can use to compare your school against others.

Pupils make good progress in relation to their starting points and their achievements are in line with those of pupils with similar difficulties and circumstances.

Supporting criteria:

- At least 80% of pupils make the nationally expected gains of two levels at Key Stage 2.
- 78% of pupils who begin Key Stage 2 at level 1 in English achieve level 3 by the end of Key Stage 2.
- Pupils withdrawn for substantial literacy support make an average of double the normal rate of progress.
- The attendance of pupils with special needs is good (above 92%) and unauthorised absence is low.

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This is a list of possible evidence you may have access to in your school.

You are asked to:

- examine the list;
- tick those – you already have in your school,
– you already use in your school,
– your school uses to determine its school development plan;
- rate each kind of evidence and how valuable it would be to help you to evaluate inclusion in your school (5 is very valuable, 1 is not very valuable).

| Information | Have in school | Use regularly | Regular scrutiny systematically informs school development planning, staff CPD and the allocation of any additional resources | Are/Would be valuable in evaluating the effectiveness of inclusion in your school (5 is very valuable 1 is not very valuable) |
|--|----------------|---------------|---|---|
| Attendance records | | | | 1 2 3 4 5 |
| Number of children: – attending part-time but on the roll of other specialist provision. – transferred to specialist provision over academic year (school or unit) – taken onto roll during the year who were previously registered in special school or unit provision. – in school's catchment area that attend specialist provision | | | | 1 2 3 4 5 |
| Attendance of children with SEN at lunchtime clubs and after-school activities | | | | 1 2 3 4 5 |
| Behaviour incident logs | | | | 1 2 3 4 5 |
| Number of children excluded on fixed-term basis | | | | 1 2 3 4 5 |
| Number of episodes of exclusion on fixed-term basis (children excluded one or more times in academic year) | | | | 1 2 3 4 5 |
| Numbers of days lost to fixed-term exclusions | | | | 1 2 3 4 5 |

Handout 1.5 page 2 of 3

| Information | Have in school | Use regularly | Regular scrutiny systematically informs school development planning, staff CPD and the allocation of any additional resources | Are/Would be valuable in evaluating the effectiveness of inclusion in your school (5 is very valuable 1 is not very valuable) |
|--|----------------|---------------|---|---|
| Lunchtime and playtime records from supervisors | | | | 1 2 3 4 5 |
| Number of children asked not to remain in school over the lunch time | | | | 1 2 3 4 5 |
| Number of children admitted who have been permanently excluded from another school | | | | 1 2 3 4 5 |
| End-of-key stage attainment | | | | 1 2 3 4 5 |
| End-of-year attainment | | | | 1 2 3 4 5 |
| For children working at P Scales: increase in levels | | | | 1 2 3 4 5 |
| Value-added data | | | | 1 2 3 4 5 |
| Standardised testing | | | | 1 2 3 4 5 |
| Achievement of curricular targets by children with SEN | | | | 1 2 3 4 5 |
| Parent questionnaires | | | | 1 2 3 4 5 |
| Child questionnaires | | | | 1 2 3 4 5 |
| Staff questionnaires | | | | 1 2 3 4 5 |
| Interviews with children | | | | 1 2 3 4 5 |
| Lesson observations | | | | 1 2 3 4 5 |
| Teachers' planning | | | | 1 2 3 4 5 |
| Feedback on learning from other adults working in the classroom | | | | 1 2 3 4 5 |
| Children's work | | | | 1 2 3 4 5 |
| Data on racist incidents | | | | 1 2 3 4 5 |
| Data on incidents of bullying | | | | 1 2 3 4 5 |
| Reports/results on specific/targeted initiatives or support in the school | | | | 1 2 3 4 5 |
| Evaluation of CPD | | | | 1 2 3 4 5 |

Handout 1.5 page 3 of 3

| Information | Have in school | Use regularly | Regular scrutiny systematically informs school development planning, staff CPD and the allocation of any additional resources | Are/Would be valuable in evaluating the effectiveness of inclusion in your school (5 is very valuable 1 is not very valuable) |
|---|----------------|---------------|---|---|
| Review of previous year's development/ school improvement plan | | | | 1 2 3 4 5 |
| Numbers of children moving from <i>School Action Plus</i> to <i>School Action</i> or Statement to <i>School Action Plus</i> / <i>School Action</i> | | | | 1 2 3 4 5 |
| Reviews on individual children | | | | 1 2 3 4 5 |

Key points for action from this session

What do I want to do in my school in order to develop effective practice?

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-
-

Who else do I need to involve, in enabling this to happen?

-
-
-

How will I do this?

-
-
-

What is my timescale for this to happen?

-
-
-

How will I know I have been successful?

-
-
-

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| Key Stage 1 results | % pupils < level 1 | | | | % pupils level 2+ | | | | % pupils level 3 | | | |
|---------------------------|--------------------|------|------|------|-------------------|------|------|------|-------------------|------|------|------|
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| Writing (Newland LEA) | 5 | 6 | 5 | 6 | 86 | 85 | 87 | 84 | 7 | 6 | 8 | 19 |
| Mathematics (School) | 0 | 3 | 3 | 3 | 92 | 94 | 93 | 92 | 24 | 21 | 21 | 23 |
| Mathematics (Newland LEA) | 3 | 4 | 3 | 3 | 90 | 89 | 91 | 91 | 23 | 27 | 31 | 29 |
| Key Stage 2 results | % pupils < level 3 | | | | % pupils level 4+ | | | | % pupils level 5+ | | | |
| | 2001 | 2002 | 2003 | 2004 | 2001 | 2002 | 2003 | 2004 | 2001 | 2002 | 2003 | 2004 |
| English (School) | 8 | 5 | 8 | 10 | 76 | 76 | 82 | 76 | 20 | 23 | 35 | 28 |
| English (Newland LEA) | 7 | 8 | 6 | 7 | 75 | 75 | 78 | 76 | 27 | 28 | 25 | 25 |
| Mathematics (School) | 10 | 10 | 12 | 10 | 75 | 79 | 75 | 74 | 27 | 21 | 27 | 21 |
| Mathematics (Newland LEA) | 8 | 9 | 8 | 7 | 72 | 71 | 75 | 73 | 29 | 31 | 36 | 36 |
| Science (School) | 7 | 6 | 8 | 6 | 88 | 88 | 87 | 87 | 27 | 27 | 30 | 25 |
| Science (Newland LEA) | 6 | 6 | 6 | 6 | 85 | 88 | 88 | 85 | 31 | 33 | 37 | 38 |

The self-evaluation journey

The new headteacher is committed to developing an inclusive school and is keen to investigate which children are at risk of underachieving and what can be done to improve standards. She has set up a steering group consisting of the newly appointed inclusion coordinator, the deputy headteacher and the SEN governor. They agreed to meet half-terminally to review progress with a view to having sufficient information in two terms to inform the school improvement plan and set the budget. The remit of the steering group is to collect information, interrogate evidence and draw up a suggested action plan through a process of consultation with the wider community, staff, parents and children.

Data analysis

Early discussions with the literacy, mathematics and assessment co-coordinators and the school administrator who manages the database has raised the following hypotheses.

- There is significant underachievement at Key Stage 1, particularly among boys.
- Headlines at Key Stage 2 indicate that pupils are doing well but this is due to outstanding teaching in Year 6 with most pupils marking time through the rest of the school.
- Girls from families who live on the Traveller site are not doing as well as others.
- There is no tracking mechanism for children who are below level 2 in Key Stage 2, other than IEPs.
- No child with a Statement or at *School Action Plus* has achieved level 3 or above in any subject at the end of Key Stage 2 over the last four years.
- Those children learning EAL make rapid progress in language acquisition in Key Stage 1 but progress appears to plateau and is not translated into high standards at the end of Key Stage 2.
- The impact of FLS and Springboard is unknown.
- QCA optional National Curriculum tests demonstrate patchy progress.
- Question-level analysis suggests problem solving in mathematics is a weakness.
- A scrutiny of attendance records revealed no clear pattern but some parents agreed that they kept children at home for very little reason.
- In line with national trends more boys than girls are at *School Action* and *School Action Plus*. However, there are significant variations between year groups, for example, 100% are boys in the Foundation Stage and 51% in Year 3.
- Children from certain ethnic groups appear to be over represented at *School Action* and *School Action Plus*. All the children on *School Action* and *School Action Plus* in Years 1, 4 and 6 are from minority ethnic groups.

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- An analysis of IEP targets set shows an emphasis on communication in Key Stage 1 and on reading in Key Stage 2.

Information about teaching, learning and the curriculum

- Following attendance at the local inclusion coordinator network meeting, the inclusion coordinator is increasingly aware that children at *School Action Plus* are not progressing as well as those in neighbouring schools.
- The inclusion coordinator tracks a child with ASD in Year 4 for one day. The observations reveal that other children are caring and tolerant as they would be to a much younger child but did not see him as a peer. His progress during lessons was very disappointing and much time was wasted on low-level tasks unrelated to his curriculum targets.
- The weekly scrutiny of teachers' plans by the SMT indicates:
 - use of unit plans in mathematics is widespread but there is little adaptation to meet pupils' needs, in particular there is little use of the mental and oral starter;
 - strong adherence to QCA schemes of work which is proving reasonably effective for those children working at age-related expectations;
 - little planning for children's language development.
- The curriculum is enriched in Year 6 with every effort made to reflect the diversity of children's ethnic and cultural heritage.
- An examination of participation in extra-curricular activities shows that very few children with SEN or those from the Traveller community are involved.
- By invitation, the inclusion coordinator has undertaken observation in some classes using the Primary National Strategy inclusive teaching observation checklist (included in *Learning and teaching for children with SEN in the primary years* DVD 0321-2004). There is little planned differentiation other than when a teaching assistant is in the lesson. Appreciation of different learning styles is variable throughout the school. There is an over-reliance on fixed-ability groups and on whole-class teaching which is insufficiently interactive and is rarely planned to address effectively the needs of all learners.
- Observations of work carried out by classroom assistants show it to be of good quality within the session (usually focused on IEP targets) but insufficiently related to the classroom curriculum. It is clear that work done by bilingual EMA staff is of high quality in the reception year but it is unclear how this is continued.

The newly introduced half-termly SMT work-scrutiny reveals the following:

- Differentiation is by adult support or outcome.
- There is an over-reliance on recorded work, particularly in mathematics.
- Expectations are variable throughout the school.

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- The presentation, handwriting and marking policies are not being implemented consistently. Children's work is poorly presented.
- Samples of writing drawn from throughout the school illustrate children's high dependency on phonic knowledge with little use of knowledge of irregular spelling patterns.
- Other than the work completed with the support of teaching assistants, the evidence from pupils with SEN is of poor quality and suggests low expectations.
- There is little evidence of literacy being developed across the curriculum and many of the independent tasks are mundane and work sheet based.
- Evidence of the use of ICT is sparse other than word processing and a few children cannot access the ICT curriculum due to their disabilities.

Individual plans

- There is no evidence of Personal Education Plans for children who are looked after by the local authority. The designated teacher has had no non-contact time for this work.
- Minutes of Annual Review meetings for children with Statements show that parents and other professionals rarely attend and the outcomes have little impact on future provision and teaching and learning.
- A scrutiny of IEPs reveals that targets are generally met within the planned timescales.

Views of staff

- A series of staff meetings exploring the vision of the school indicates that the staff as a whole are committed to inclusion but regard it as presence and participation of those with SEN and disability, as opposed to achievement of all pupils.
- There is some confusion about bilingualism. Some staff believe that it's all right for children to talk in their own language in the playground but not in the classroom. Some staff are aware that bilingualism can be an asset but unsure what this means for learning and teaching.
- A lunchtime meeting between the headteacher and teaching assistants indicates that they are a loyal and committed group who are primarily concerned with the care of the children, particularly those with disabilities.

Views of members of the community

- The steering group decided that they would like the views of local community members who might give a different, but particular, perspective. They invited a member of the local Disability Action Group and two community workers who were

Handout 1.7 page 6 of 7

employed by the Council to work with marginalised groups to visit the school and give some feedback on the environment. These visits highlighted:

- some good practice in multilingual notices;
- some celebratory displays that valued ethnic difference;
- some confusion about the lifestyle of Travellers and some out-dated stereotypes in books and literature that was available;
- an apparently untapped potential for ICT facilities to be used by members of the community.

Views of children

- Early on in her appointment, the headteacher met with groups of pupils from each year group. An analysis of their views was undertaken by the inclusion steering group and revealed that children feel that some teachers do not treat them fairly and do not listen, particularly where there are accusations of misdemeanors.
- Children are aware of their own curricular targets but are unsure what these mean. However, children with SEN knew about their IEP targets and these had been discussed with them
- Generally, children with SEN found it difficult to articulate their own views without adult support.
- Children with EAL found work easy and liked the school.

Information about behaviour

- A specific behaviour audit has been carried out, in and out of lessons. Staff say that low-level disruption in lessons is the major challenge and this is the predominant reason for fixed-term exclusions.
- The school's reward system, which is adhered to by all teachers, is based on completion of teacher-directed tasks and holds little value for pupils beyond the lesson.
- Concerns about name-calling have been investigated and seem to be around disability issues.
- Mid-day supervisors' observations show that some children are quite isolated and there is a clear link with those identified as underachieving.

Views of parents

- The SEN governor (also a parent of a child with a disability) has met groups of parents, including those who have made complaints against the school. They feel that although teachers are generally kind and well-meaning they are set in their ways and children have become bored. There was a feeling that TA support for children with SEN was good, but classroom teaching was less effective. Some parents expressed a view that their children were being influenced by the bad behaviour of others. There was evidence of clear prejudice against the Traveller community.
- The attendance of some children with SEN is poor, due to frequent appointments at clinics.

Review of policies

- A review of the SEN policy and practice over recent years shows there is a reluctance to identify children causing concern prior to Year 2.
- Governors are well-informed and committed to improvement in inclusion.
- An evaluation of the Access Plan, carried out by the LEA, showed that whilst reasonable attempts are made to enable access to different parts of the building there is little whole-school planning to ensure access to activities that support the curriculum (for example, visits and after school clubs.)
- A review of the Race Equality Plan shows that while it is possible to identify underachieving groups, this is not systematic. The school is aware of some areas of concerns regarding the Traveller community. However, it is generally pleased with its promotion of race relations. Racist incidents are recognised, recorded and reported using LEA procedures, and responded to appropriately, according to the school policy. Feedback from both parents and children is that different groups feel they have their needs addressed.
- A review of CPD indicates individual members of staff have attended specific one-day courses on areas of disability or ethnic minority achievement. There have been ad hoc sessions run at whole-staff meetings by members of LEA support teams. There is negligible evidence of impact.

Use of resources

- Funding for children at *School Action Plus* is not clearly identifiable in the budget.
- Funding for those with Statements is used to employ teaching assistants on a temporary basis to work with individual children.
- TAs are deployed in Key Stage 2 to implement FLS and Springboard 5.

A self-evaluation tool for primary schools: special educational needs

It is now recognised that the most effective schools are those that rigorously self-review and self-evaluate. A view of our strengths and weaknesses and how we compare nationally is important so that we can judge the effect our work has on children's learning and identify the areas we need to improve.

In SEN and inclusion, self-review and evaluation can also give us a sense of where we are on the journey to developing inclusion in our schools. Spending time reflecting where we are on that journey may well help us to decide on our next steps and next direction.

The attached self-evaluation tool is designed to meet those two needs. It has been designed as a tool for school reflection and self-evaluation, and a basis for future development. It can form part of a professional development programme for those who lead on SEN issues in primary schools.

The tool is based on key areas from the Ofsted frameworks set out in the Handbook for inspecting nursery and primary schools (Ofsted, 2003).

Achievement
 Children's attitudes and personal qualities
 Teaching and learning
 Assessment
 Curriculum
 Accommodation and resources

Care, guidance and support
 Partnerships with other schools and the community
 Governance
 Leadership
 Management

The format is closely aligned to the TTA published National Standards for subject leaders document (1998), the self-evaluation grids produced by the National Literacy and Numeracy Strategies for literacy and mathematics coordinators, and the Effective leadership and management self-evaluation tool produced by the National College for School Leadership (NCSL) with the National Numeracy Strategy.

The principles of self-evaluation, upon which the tool is based, reflect the emphasis on self-evaluation and review embedded within and promoted by the Ofsted Handbook for inspecting nursery and primary schools, the NCSL approach to improving management and also other publications and research evidence related to effective school improvement processes.

Schools and LEAs may wish to add further areas to the grid as part of their development of school self-evaluation, and according to specific local priorities.

How does the self-evaluation tool work?

There are four columns which represent a continuum of development and effectiveness. Within each column there are written descriptors which serve to provide a moderated illustration of the elements which will be present at each stage of development. By highlighting the relevant descriptors, or parts of

the descriptors, across the grid, schools can identify their current strengths and areas for development.

The table below illustrates the stages of the continuum represented on the grid.

| Focusing | Developing | Establishing | Enhancing |
|---|---|--|---|
| <ul style="list-style-type: none"> At this stage, the school recognises that it is at the beginning of a process. What is happening already is identified, but it is recognised that much remains to be done. | <ul style="list-style-type: none"> At the developing stage, the school has started to address some aspects of the key area. There is a need for further development to secure and consolidate practice and process in identified aspects. | <ul style="list-style-type: none"> At this stage, there still remain some issues to address in terms of whole-school consistency and cohesion. Many things are now in place and are becoming embedded. There has been significant development of the quality of provision and a real impact on standards. | <ul style="list-style-type: none"> At this stage, the identified aspects are embedded fully in whole-school approaches and practice. There is whole-school consistency and cohesive practice and the impact on standards and progress is evident. |

How do we use the tool?

As the self-evaluation tool spans everything that the school does that impacts on children with SEN, it touches on almost every aspect of school life. It is unlikely that any individual would have the necessary knowledge to complete the grid individually. It is therefore suggested that a Focus Group is set up within the school. The

group could usefully incorporate representatives from the management group, the SENCO, a class teacher, an NQT, teaching assistant, governor and if possible an external 'critical friend'. Schools might like to consider the inclusion of a child representative and a parent or carer representative.

After considering links with the whole-school self-evaluation and school priorities, the focus group should decide which aspects from the SEN self-evaluation grid should be examined, for example, learning and teaching. Members of the focus group should individually record their responses to the descriptors at each stage, making notes of their evidence and points they would like to

discuss with the group. The group then meets and discusses their individual responses, working through the key areas in order.

The group identifies priorities from this meeting, depending on whether the group consensus identifies the school as being at the focusing, developing, establishing or enhancing stage for each key area.

If the group was looking at the management aspect of self-evaluation and within this professional development, the completed grid might look like this:

| Focusing | Developing | Establishing | Enhancing |
|---|--|--|--|
| <ul style="list-style-type: none"> We make information about training for SEN and inclusion issues available and staff are encouraged to attend courses. We have not yet undertaken a structured audit of staff expertise and skills. | <ul style="list-style-type: none"> We have a systematic process for identifying the CPD needs of all staff in relation to SEN/inclusion. Our staff are helped to be selective in the CPD opportunities they take up, in the light of this analysis. Training for our teaching assistants is afforded priority. HLTA status has been discussed and a policy agreed. | <ul style="list-style-type: none"> We have a clear overview of staff expertise and skills in meeting SEN. Our induction for all staff includes an audit of SEN expertise and skills. SEN and inclusion issues are built into our school's support for trainee teachers/practitioners and NQTs. Our audits of expertise and skills draw on the relevant TTA Standards. We have a CPD policy which relates to individual and school needs, having clear links to the development of inclusive practice. We have a planned CPD programme for all staff which supports our SEN and inclusion priorities. | <ul style="list-style-type: none"> Our CPD programme systematically develops staff effectiveness in overcoming barriers to learning. CPD ensures that some staff receive development to the level of TTA specialist SEN standards. The impact of our CPD is monitored and evaluated. We undertake a wide variety of CPD, including visits, courses and coaching. |

How does the grid link to self-evaluation within the Ofsted Framework?

- The descriptors on the grid are closely linked to the Ofsted Framework and the evidence collected can be used to inform the school's annual self-review process or (if an inspection is due) the development of the S4 documentation.
- Appendix 1 – How do we know?** further assists this process, by providing guidance on the school documentation that will have contributed to the SEN self-evaluation (and in turn been amended in the light of the outcomes).
- TAs and HLTAs are not, as a matter of course, always explicitly mentioned, but their role, which will vary from school to school, is implicit in many sections that relate to 'support', 'staff' and 'teaching';
 - 'SENCO' is used throughout, but it is recognised that many duties will be carried out by, or in partnership with, the inclusion coordinator where such a post exists;
 - where 'school improvement plan' is used this also refers to school development plans.

Throughout the document:

- 'progress' is used to cover Ofsted's 'progress', 'learning' and 'achievement';
- 'IEPs' means 'individual or group IEPs';
- 'curricular targets' includes targets that relate to a specific element of a subject (for example, I can write a sentence, I can identify the characteristics for a fair test) and to aspects of learning that occur across the whole curriculum (for example, I can take turns when working in a group);
- 'targets' always means 'targets that are quantifiable, measurable and time-limited with clear responsibilities identified against each';

How the tool helps the school answer key questions

- It is anticipated that using the tool will enable the leadership team, including the SENCO or inclusion coordinator, to evaluate the school's provision and to answer questions such as:
- How well do children with SEN achieve and attain?
 - How well are the attitudes, values and personal qualities of children with SEN developed?
 - How effective are the teaching and learning of children with SEN?
 - How effective is assessment in relation to children with SEN?
 - How well does the curriculum meet the needs of children with SEN?

- How well do the school's accommodation and resources meet the needs of the children with SEN?
 - How well are children cared for, guided and supported?
 - How well does the school work in partnership with parents or carers, other schools and the community?
 - How well-informed and active is the governing body with regard to SEN?
- How effective is the leadership of SEN in the school?
 - How effective is the management of SEN in the school?

How well do children with SEN achieve and attain?

| Focusing | Developing | Establishing | Enhancing |
|--|--|---|--|
| <ul style="list-style-type: none"> Some children with SEN make satisfactory progress in relation to their prior attainment and identified needs. Some are active in setting themselves realistic targets for improvement. Some are beginning to take responsibility for their own learning. They make satisfactory progress in acquiring basic skills. | <ul style="list-style-type: none"> Most children with SEN make good progress in relation to their prior attainment and identified needs. Most are becoming active in setting themselves realistic targets for improvement. They are becoming independent learners, acting on advice and reflecting on progress. Most make good progress in acquiring basic skills. | <ul style="list-style-type: none"> All children with SEN make good progress in relation to their prior attainment and identified needs. Most are active in setting themselves realistic targets for improvement. Most children are independent learners, acting on advice and reflecting on progress. All make good progress in acquiring basic skills. | <ul style="list-style-type: none"> Children with SEN make very good progress in relation to their prior attainment and identified needs. They are very active in setting themselves realistic targets for improvement. Children are all independent learners, acting on advice and reflecting on progress. They make very good progress in acquiring basic skills. |

The recent report Special educational needs and disability: towards inclusive schools (Ofsted 2004), suggests criteria which schools might use to support self-evaluation.

Pupils make good progress in relation to their starting points and their achievements are in line with those of pupils with similar difficulties and circumstances.

Supporting criteria:

At least 80% of pupils make the nationally expected gains of two levels at Key Stage 2.

78% of pupils who begin Key Stage 2 at level 1 in English achieve level 3 by the end of Key Stage 2.

Pupils withdrawn for substantial literacy support make an average of double the normal rate of progress.

The attendance of pupils with special needs is good (above 92%) and unauthorised absence is low.

How well are the attitudes, values and personal qualities of children with SEN developed?

| Focusing | Developing | Establishing | Enhancing |
|--|--|---|--|
| <ul style="list-style-type: none"> The attendance of children with SEN is in line with the school's attendance targets. There are no permanent or fixed-period exclusions for children with Statements and only a few fixed-period exclusions relating to children with SEN. Children participate in the provision made for them. Children with SEN usually get on well with their peers. There are a few recorded cases of bullying and harassment relating to children with SEN. Children with SEN are beginning to participate in a range of school activities. | <ul style="list-style-type: none"> The attendance of children with SEN exceeds the school's attendance target. There only a few fixed-term exclusions for children with special educational needs. Children with SEN get on well with their peers. Children participate enthusiastically in the provision made for them. They are prompt and show interest. There are a decreasing number of instances of bullying or harassment linked to children with SEN. Children with SEN participate regularly in a range of school activities. | <ul style="list-style-type: none"> The attendance of children with SEN is in line with the national attendance targets. There are few fixed-term exclusions for children with SEN. Children are very positive about participating in the provision made for them. Children with SEN get on very well with their peers. There are no known cases of bullying or harassment. Children with SEN participate enthusiastically in a range of school activities. | <ul style="list-style-type: none"> All children with SEN have a very good attendance record. There are no fixed-term exclusions for children with SEN. Children are keen to participate in the provision made for them. Children with SEN are valued and respected by their peers. Children with SEN make a valued and positive contribution to a range of school activities. |

How effective is the teaching and learning of children with SEN?

| Focusing | Developing | Establishing | Enhancing |
|--|---|---|--|
| <ul style="list-style-type: none"> Our staff seek to make work interesting and varied. There is evidence of some variety of teaching styles. There is some differentiation, often by outcome. Our children understand what they are expected to do and tasks generally have sufficient challenge. Teachers/practitioners sometimes make reference to differentiated curricular targets and any necessary additional individual targets in their planning and teaching. Our staff are beginning to develop skills in the use of language and questions to fully include and challenge children with SEN. Learning objectives are shared and reviewed with children | <ul style="list-style-type: none"> In our classrooms there is a good match between learning styles, teaching styles and individual objectives. There is some evidence of differentiation by learning objectives, teaching styles and access strategies rather than simply by outcome. Our children are set suitably challenging learning targets. Teachers/practitioners often make reference to differentiated curricular targets and any necessary additional individual targets in their planning and teaching. There is differentiation in teacher language and questioning to fully include and challenge children with SEN. Teachers/practitioners provide oral and written feedback to children on their progress. | <ul style="list-style-type: none"> Our planning and teaching demonstrates appropriate levels of challenge in all lessons. They regularly match teaching styles to children's learning styles and use appropriate access strategies to overcome barriers to learning. Their planning is based on differentiated curricular targets, supplemented by additional individual targets; targets and success criteria have been negotiated and shared with children. Our teachers/ practitioners are aware of the next steps each child needs to take in their learning. Teachers/practitioners use language and questions very well to involve and challenge children with SEN. Teachers/practitioners provide written and oral feedback against the success criteria to engage children in their learning and illustrate how further progress can be made. | <ul style="list-style-type: none"> Our planning and teaching demonstrates that the full range of individual needs has been identified. Planning and teaching ensures that therapeutic/additional approaches are integrated into daily activities. All teaching is stimulating, enthusiastic and consistently challenging for all children. We use a wide variety of teaching styles, classroom management techniques and access strategies. Our teaching promotes equality of opportunity. Teachers/practitioners' planning and teaching is based on differentiated curriculum targets and individual targets where necessary; children are involved in setting and evaluating their targets and in designing success criteria linked to the learning objective. The learning objectives for all individual children are clear and unambiguous. They are based on rigorous assessment and knowledge of prior learning, needs and interests. |

| Focusing | Developing | Establishing | Enhancing |
|--|--|---|---|
| <ul style="list-style-type: none"> Relationships with children are constructive and there is sensitivity to the needs of individuals and groups. Many of our staff have positive and respectful relationships with children and put a priority on the positive development of self-esteem. Our children feel 'listened to' by a number of adults. Each child is known by a trusted adult on our staff, who is concerned about them. Behaviour is generally well managed in our classrooms | <ul style="list-style-type: none"> Our staff treat children with respect, generally talking to them in ways that maintain their self-esteem, even when children are making poor behaviour choices. Our staff know individuals very well, and are aware of any circumstances, in and out of school, that may be affecting their behaviour and learning. | <ul style="list-style-type: none"> We have very good relationships in the classroom. In both curricular and unstructured times (e.g. playtimes, lunchtimes) we make explicit the need for positive relationships and skills required to make and maintain them. | <ul style="list-style-type: none"> Language and questions are used powerfully to challenge children with SEN. Children are encouraged to evaluate and improve their own work during a learning activity/the lesson, making effective use of success criteria. Our children report feeling valued and respected by all staff. Staff know and respect children individually, and feel respected by them. We actively develop social, emotional and behavioural skills both through the 'taught' and 'caught' curriculum. |

| Focusing | Developing | Establishing | Enhancing |
|---|--|--|--|
| <ul style="list-style-type: none"> Teachers/practitioners can ask for advice from the SENCO on how to adapt curriculum plans to meet the needs of individual children | <ul style="list-style-type: none"> Our teachers/ practitioners' medium- and short-term planning is sampled to look for evidence of effective differentiation. There has been detailed discussion between class/subject teachers/practitioners and our SENCO on how to adapt curriculum plans to meet the needs of individual children. | <ul style="list-style-type: none"> Our SENCO has time allocated to support teachers/practitioners with planning and teaching, providing advice on appropriate learning objectives, teaching styles and access strategies for individuals and groups. The quality of our planning and teaching is monitored by the SENCO. Our staff feel confident in planning for inclusive teaching. They are able to adapt plans to address the different needs of individual children with the more familiar types of SEN in their class. | <ul style="list-style-type: none"> Time for planning for inclusive teaching is built into teachers'/ practitioners' work, as are opportunities for consultation with the SENCO, subject leaders or outside agencies. These consultations focus on adapting planning and teaching to address the needs of children with more severe and/or complex types of SEN. Systems for monitoring and evaluating the quality of planning and teaching for inclusion are embedded in our management processes and roles and responsibilities. |
| <ul style="list-style-type: none"> Our teaching groupings are arranged to maximise efficiency, with teachers/practitioners able to work with a group of children with similar learning objectives. | <ul style="list-style-type: none"> Teaching groupings are beginning to be varied. We provide opportunities for: <ul style="list-style-type: none"> – focused work with small groups of children with similar objectives; – children to learn from one another while working collaboratively in mixed-ability groupings. | <ul style="list-style-type: none"> We have undertaken some evaluation of the impact of grouping/setting arrangements on children's self-esteem, behaviour, aspirations and attainment. Our teachers/ practitioners routinely vary groupings, matching the type of groups to the particular demands of the task and to the learning needs of the children. There is a culture of collaborative learning in all classes. | <ul style="list-style-type: none"> We arrange teaching groups so that all children are equally challenged and feel equally valued. We have well-established systems to monitor the impact of grouping arrangements. |

| Focusing | Developing | Establishing | Enhancing |
|---|---|--|--|
| <ul style="list-style-type: none"> Class teachers/practitioners guide the work of TAs and there are opportunities for TAs to feed back to the teacher/practitioner on children's responses. TAs follow instructions well, with regard to working with groups and individuals, but do not yet have the confidence to act on their own initiative. They take a range of roles, including working on structured programmes, ensuring access to tasks, and revisiting key teaching points. They have a positive and appropriate relationship with children. | <ul style="list-style-type: none"> Class teachers/ practitioners guide the work of TAs and there are regular opportunities for TAs to feed back to the teacher/practitioner on children's learning. TA deployment is clear and they understand who they work to. TAs are involved in some planning and are beginning to develop their own ideas with regard to working with individuals and groups. They begin to develop resources and strategies on their own initiative. They relate well to children and know when to intervene and when to draw back from a learning situation. Their support focuses on children's access to work that the teacher/practitioner has already differentiated in terms of learning objectives and teaching styles. | <ul style="list-style-type: none"> Class teachers/ practitioners guide the work of TAs and discuss and review curriculum plans with them. TAs know how the work they are doing fits into plans for the week, and what the curricular targets/learning objectives are for the children they work with. They develop good additional learning resources on their own initiative. They take a range of roles including, for example, work on structured programmes, guided and supported reading/talk/writing, pre-tutoring, coaching behaviour/group work skills, supervising the class while the teacher works with a group. They promote interaction and encourage independence between children and their peers. | <ul style="list-style-type: none"> Class teachers/ practitioners and TAs work in partnership within agreed and shared curriculum plans. TAs are deployed flexibly through a provision map which matches the audited needs in year groups and draws on evidence-based, time-limited interventions. They make a significant contribution to the planning, learning and assessment for children with SEN. They make very good use of resources and strategies, usually developing these and acting on their own initiative. They provide a very good challenge to children to become independent learners. |
| <ul style="list-style-type: none"> Our staff understand a few basic uses of ICT to support children with SEN. | <ul style="list-style-type: none"> Our staff are aware of a range of ICT applications and have a repertoire which they regularly build into their planning. Our SENCO and ICT coordinator work together to identify actions which need to be taken to increase staff confidence and skills. | <ul style="list-style-type: none"> Our staff routinely consider the appropriate use of ICT for children with SEN when planning their teaching. Systems are in place to monitor and evaluate the use of ICT in classrooms. | <ul style="list-style-type: none"> We regularly seek external advice to enhance knowledge within the school of up-to-date ICT applications which overcome barriers to learning. The use of ICT to raise attainment and promote inclusion is addressed in our cycle of planning for school improvement. |

How effective is assessment in relation to children with SEN?

| Focusing | Developing | Establishing | Enhancing |
|--|---|---|--|
| <ul style="list-style-type: none"> We have systems in place to set and review individual targets for children who require provision that is additional and different. | <ul style="list-style-type: none"> We have established layered curricular targets from: <ul style="list-style-type: none"> whole school/whole setting to year group to classroom groups to individual/personal where appropriate. Children are aware of their curricular targets. Teachers/practitioners review progress against targets. Teachers/practitioners have sufficient subject knowledge to plan the next steps towards the curricular target in children's learning. | <ul style="list-style-type: none"> The layering of curricular targets is based on identified areas for development, following classroom observations and assessments, data analysis, pupil discussions and work scrutiny. Children are supported to understand the steps towards the curricular target through teacher/practitioner feedback, both oral and written. Teachers/practitioners differentiate targets to plan for identified groups in each year. Curricular targets for each year group are monitored to evaluate children's progress and attainment. Teachers/practitioners have good subject knowledge to plan the next steps towards the curricular target in children's learning. | <ul style="list-style-type: none"> There is an effective, coherent and manageable whole-school/whole-setting system for agreeing and revising targets against children's progress. Children are able to articulate their success against the curricular targets. The school monitors and evaluates progress towards whole-school and yearly targets to judge impact on standards. Targets are monitored and evaluated regularly for impact, in order to inform the next steps. Teachers/practitioners use detailed subject knowledge to plan how to move children's learning towards and beyond the curricular target. The impact of differentiated curricular targets is evaluated to ensure that the needs of all children are met and they are making appropriate progress. Teachers/practitioners and children use evidence to evaluate progress together and to define the next steps. |

| Focusing | Developing | Establishing | Enhancing |
|---|--|---|--|
| <ul style="list-style-type: none"> We use a range of summative assessments to judge children's attainment. We use summative assessments to target children for additional intervention. Teachers/practitioners make some use of day-to-day assessment to check on children's progress, for example, questioning. | <ul style="list-style-type: none"> We use a range of summative assessments to: <ul style="list-style-type: none"> – judge attainment; – identify children's progress; – inform groupings of children. Analysis of summative assessments is used to develop differentiated curriculum targets. Teachers/practitioners use a range of day-to-day assessment strategies, including spending planned time observing particular children whose progress has been of concern. | <ul style="list-style-type: none"> Analysis of summative assessments is completed regularly and shared with staff to monitor achievement and inform planning and teaching. The school/setting makes appropriate use of pupil-tracking approaches (e.g. Pupil Achievement Tracker (PAT)). Teachers/practitioners use a wide range of day-to-day assessment strategies including reviewing samples of work with groups to identify success criteria with them and agree targets for improvement. | <ul style="list-style-type: none"> Detailed analysis of full range of summative assessments is used to inform whole-school priorities for raising the attainment of vulnerable groups. Effective use is made of appropriate pupil-tracking approaches (e.g. Pupil Achievement Tracker (PAT)). Teachers/practitioners in each year group analyse summative assessments to identify areas of strength and areas for development. This is to ensure that the needs of all groups of children are met and that they are making appropriate progress. Teachers/practitioners use a full range of day-to-day assessment strategies (questioning, observing, discussing, analysing work). |

| Focusing | Developing | Establishing | Enhancing |
|--|--|--|---|
| <ul style="list-style-type: none"> Our teachers/ practitioners identify children who may have SEN through their response to everyday classroom teaching. Class teachers/ practitioners inform our SENCO promptly when a child needs a change in the level of provision. Our SENCO undertakes some assessment of children identified as having SEN, often focusing on standardised or other tests of basic skills. We fulfill our statutory role in providing advice when a child is assessed for a possible Statement. | <ul style="list-style-type: none"> Our teachers/ practitioners identify children who may have SEN and work in close collaboration with the SENCO, highlighting indicators of potential difficulty Our SENCO coordinates assessment which draws upon a range of sources such as: <ul style="list-style-type: none"> child/adult conferencing parent/carer information classroom observations assessment of underlying or pre-requisite skills assessment-through-teaching standardised or other tests. | <ul style="list-style-type: none"> Our SENCO coordinates a planned process in which class/subject teachers/practitioners systematically consider the progress of children they teach and identify those who may have SEN. They use shared, evidence-based indicators. We place a very strong emphasis on early identification. Assessment identifies strengths as well as weaknesses, and identifies factors in the learning context which may be helping or hindering progress, as well as factors within the child. We allocate time for the SENCO to make in-depth assessment. Where appropriate, we also secure assessment from outside agencies. Assessment includes detailed attention to teaching and learning styles. | <ul style="list-style-type: none"> We have developed inclusive teaching methodologies which reduce to manageable levels the number of children who need provision that is additional to or different from that available for all children. We have screening systems and clear criteria to identify children who do require such provision. Our identification systems provide the school with information about areas where the curriculum, teaching approaches or other school arrangements may be creating difficulties for children, in addition to information on the individual children themselves. Specialist SEN assessment skills are developing among a range of our staff, with support and training provided by our SENCO. Information from this specialist assessment is linked to, and seen as adding value to, whole-school assessment procedures and practices. We collate, interpret and use the information systematically to inform teaching and other practices across the school. |

How well does the curriculum meet the needs of children with SEN?

| Focusing | Developing | Establishing | Enhancing |
|--|---|---|--|
| <ul style="list-style-type: none"> We ensure that there is a broad and balanced curriculum and progression from year to year, relevant to children's experience and development. Our curriculum provides enjoyable learning experiences for all children | <ul style="list-style-type: none"> We have made adjustments to some curricular areas to ensure full access for children with SEN. We plan cross-curricular opportunities for children to apply and practise targeted skills in, for example, literacy, mathematics and social and emotional learning. Our timetables are monitored to ensure that children with SEN receive their full National Curriculum entitlement. Our curriculum provides many enjoyable learning experiences for all children. | <ul style="list-style-type: none"> Our curriculum is designed to reflect the needs of all children. We have an effective partnership to encourage the enhancement of learning at home. The effectiveness of our curriculum is regularly monitored. Long and medium-term planning takes into account the needs of different groups of children. Our planning and teaching ensure that children have opportunities to acquire, practise, apply and extend their skills in a range of contexts. Access and achievement of individual children is monitored. We ensure opportunities for enrichment for all, within and beyond the school day. | <ul style="list-style-type: none"> Throughout our school the curriculum is designed, planned and delivered to reflect the needs and interests of individual children. It is vibrant, challenging and creative. Effective strategies are in place to manage time allocation/ content of our curriculum to meet the needs of individuals/groups. Our curriculum recognises the importance of the hierarchical acquisition of skills and also of lateral progression. The curriculum recognises the distinctive nature of individual children and their academic, home and cultural backgrounds. We consider therapeutic, or other interventions, legitimate and essential. |

| Focusing | Developing | Establishing | Enhancing |
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| <ul style="list-style-type: none"> Staff have begun to think about how to make the curriculum more accessible. | <ul style="list-style-type: none"> Child and parent/carer views are increasingly sought with regard to the accessibility of the curriculum. | <ul style="list-style-type: none"> The school's curriculum accessibility policy is reviewed on a regular basis. Child and parent/carer views are systematically sought with regard to accessibility. | <ul style="list-style-type: none"> Managers, including SMT and the governing body, regularly review curriculum accessibility throughout the school. Child and parent/carer views on accessibility are sought as a matter of course. |
| <ul style="list-style-type: none"> Where required, IEPs are in place with 3-4 SMART targets (with literacy, mathematics, communication and social/emotional/ behavioural areas) and some basic strategies to achieve them. Our IEPs set out the additional provision which will be made, such as different learning materials, specialist equipment, extra adult support or support from outside agencies. These are reviewed at least twice a year and made known to the children, teachers/practitioners and parents/carers. We have records of the actions taken and of the outcomes. | <ul style="list-style-type: none"> Our IEPs provide helpful guidance to all staff on both targets and the strategies they can use to help the child achieve them. They clearly identify the roles and responsibilities of everyone involved. | <ul style="list-style-type: none"> Our children 'own' and know the targets and are actively involved in monitoring and assessing the extent to which they have been met, alongside teachers/practitioners and teaching assistants. | <ul style="list-style-type: none"> We keep the overall number of children requiring IEPs to a minimum through inclusive teaching, using well-planned and differentiated tasks and targets. This means that for the relatively few children for whom they are needed, very intensive and focused effort is brought to bear through face-to-face meetings, maximum pupil and parental involvement, systematic monitoring and frequent reviews. |

How well do the school's accommodation and resources meet the needs of children with SEN?

| Focusing | Developing | Establishing | Enhancing |
|--|---|---|--|
| <ul style="list-style-type: none"> Support is in place for children with SEN, based on identification of individuals' needs in Statements and IEPs. | <ul style="list-style-type: none"> Provision across our school is audited so as to identify gaps. The identification of these gaps contributes significantly to our SEN development plan. | <ul style="list-style-type: none"> There is a coherent system for auditing pupil need in terms of under-achievement, SEN, behaviour and social need, the needs of EAL learners and those from minority ethnic groups. We use this audit to identify year groups and classes where additional provision is required, and plan accordingly. | <ul style="list-style-type: none"> We have a provision map for inclusion in place and this is reviewed each year. It draws on an audit of children's needs and on information about the effectiveness of different forms of provision. We routinely evaluate the impact of provision on the progress made by children with SEN. We use this audit to identify year groups and classes where additional provision is required and plan accordingly. |
| <ul style="list-style-type: none"> We adopt a graduated response to SEN which involves class/subject teachers/practitioners in identifying and playing some part in action planning, monitoring and review for children with SEN. | <ul style="list-style-type: none"> All of our teachers/practitioners recognise their role as teachers/practitioners of children with SEN. They take responsibility for planning and delivering classroom teaching that takes account of action plans for individual children. | <ul style="list-style-type: none"> All teachers/practitioners recognise their role as teachers/practitioners of children with SEN and increasingly take responsibility for action planning, monitoring and review, as well as classroom implementation of action plans. | <ul style="list-style-type: none"> All of our staff are committed to, and skilled in, inclusive learning and teaching. All teaching takes account of pupil diversity. |

| Focusing | Developing | Establishing | Enhancing |
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| <ul style="list-style-type: none"> We ensure that there are enough additional adults to provide appropriate support for children with SEN. We use all of our available SEN budget to provide for the individual needs of children as set out in IEPs and statements. | <ul style="list-style-type: none"> The particular skills of our additional adults are taken into account when support is deployed so as to ensure the most efficient use of available expertise. We are beginning to analyse needs more systematically across year groups or subjects. We tie resource allocations more closely to this analysis. | <ul style="list-style-type: none"> We have defined and monitored key features of quality support provided by additional adults in partnership with class and subject teachers/practitioners. The impact of support on the independence and progress of individual children is evaluated. Resources are allocated against explicit criteria, published in our SEN policy, and against a comprehensive annual audit of children's needs. We have undertaken some monitoring and evaluation of the impact of resources deployed. | <ul style="list-style-type: none"> We base deployment on a comprehensive audit of children's needs. We have professional development systems in place to ensure that additional adults have the necessary skills to deliver the required interventions. We evaluate the impact of support provided by additional adults in classrooms to see its impact on the achievement of our whole-school targets for raising attainment and promoting inclusion. Resources are allocated with maximum efficiency in line with our objectives for SEN and inclusion, as set out in our school improvement plan. Resources are allocated to high-quality schemes and programmes that have an evidence base of success, or which represent novel initiatives which will be carefully evaluated. |

| Focusing | Developing | Establishing | Enhancing |
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| <ul style="list-style-type: none"> We have a behaviour and anti-bullying policy that informs teaching and relationships throughout the school. Children's views on their own and others' behaviour are sometimes sought | <ul style="list-style-type: none"> We have a comprehensive behaviour and anti-bullying policy that is beginning to inform teaching and relationships throughout the school. Staff understand and routinely implement these policies. Children's views on their own and others' behaviour is beginning to be sought on a regular basis. | <ul style="list-style-type: none"> All staff are fully committed to the implementation of our behaviour and anti-bullying policies. Children are regularly engaged in providing their views on behaviour within the school and how it can be improved. Full use is made of external services to assist in the implementation of our policies. | <ul style="list-style-type: none"> Staff show a high level of sensitivity and consistency in the implementation of our anti-bullying and behaviour policies. Children's views are highly valued and provide the basis of many developments relating to behaviour and harassment within the school. |
| <ul style="list-style-type: none"> Most staff are clear about child protection procedures. | <ul style="list-style-type: none"> We have had recent training in child protection. | <ul style="list-style-type: none"> Child protection procedures are regularly reviewed by the SENCO and SMT to ensure the updating of all staff and the effectiveness of our procedures. | <ul style="list-style-type: none"> Comprehensive child protection procedures are in place and these are regularly reviewed and updated, with the relevant staff training. |
| <ul style="list-style-type: none"> Staff recognise the complex pastoral needs that some children with SEN present. | <ul style="list-style-type: none"> We ensure that staff are fully informed about children's pastoral needs and take this into account when planning for and responding to children with SEN. | <ul style="list-style-type: none"> Children receive consistent and high-quality advice and support in all aspects of their lives. | <ul style="list-style-type: none"> We ensure that all children with SEN have regular opportunities to identify needs they may have over and above the taught curriculum. |

| Focusing | Developing | Establishing | Enhancing |
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| <ul style="list-style-type: none"> We provide children and families with information about transition. Our SENCO ensures that all records are transferred to junior and secondary schools at transition and that statutory requirements for annual reviews are met. | <ul style="list-style-type: none"> We have a clear and detailed set of procedures for preparing children for transition to their next school. We support transition for individual children by joint planning meetings and having a tailored induction programme. | <ul style="list-style-type: none"> When children with SEN transfer to their next school, we have a detailed and comprehensive transition policy which we implement in conjunction with all available support agencies. We have systems for liaison between schools to ensure that there is continuity in terms of support and progression when children with SEN transfer. We have good liaison with all partners when planning for transition from different class groups, different key stages and different schools. We work actively with partner schools to ensure effective and supportive transition/induction. We make subsequent enquiries into how well children have adjusted to their new school. Similar enquiries to us are responded to promptly as a matter of course. | <ul style="list-style-type: none"> We maintain close contact with schools who transfer children to us and to whom we transfer children. We monitor and evaluate the effectiveness of arrangements for transition and transfer. We give transfer and transition a high priority and systems for liaison and preparation are well embedded in the roles and responsibilities of key staff. There is evidence that after transition our children are successfully building on their achievements in different class groups, key stages, and schools. |

| Focusing | Developing | Establishing | Enhancing |
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| <ul style="list-style-type: none"> Children are provided with information about targets set for them. | <ul style="list-style-type: none"> We consistently involve children in target-setting meetings and annual reviews. They are consulted in advance of review or changes in provision. | <ul style="list-style-type: none"> Children with SEN are routinely involved in target setting and reviews. They are taught the skills necessary to maximise this involvement. | <ul style="list-style-type: none"> Work with children on the skills of self-assessment, goal-setting and review is embedded in the school's curriculum. All of our children understand how well they are doing and what they must do in order to improve Advocacy or specific support is in place for those that need it. Our children's views are seen as fundamental to the school's process for evaluating its inclusive provision. Children are seen as partners in school improvement and they influence all aspects of our school life that affect them directly. |

How well does the school work in partnership with parents, other schools and the community?

| Focusing | Developing | Establishing | Enhancing |
|---|--|--|--|
| <ul style="list-style-type: none"> Our parents/carers are involved in discussions about their children's targets, progress and achievement. The majority attend IEP and statement review meetings. We resolve any complaints effectively and sensitively. Parents/carers are informed when children are identified as having SEN. Parents/carers are provided with progress information including outcomes of summative assessments. | <ul style="list-style-type: none"> Parents/carers and teachers/practitioners identify, share and take action about concerns over children's progress. Parents/carers are provided with home-based approaches to supporting their children's learning. | <ul style="list-style-type: none"> Parents/carers are regularly invited in to our school for curricular workshops and support groups. They are regarded as the expert on their own child and are always involved in agreeing appropriate targets for the child, and in evaluating progress. Parents/carers receive regular feedback on children's progress against targets. The school/setting supports parents/carers to regularly engage in positive discussions about learning with their children. | <ul style="list-style-type: none"> Parents/carers contribute to our assessment, target-setting and review for individual children, as equal partners. They may be used as trainers or consultants to our school staff. They are also involved with the process of planning for school improvement, their views being fundamental to our schools process for evaluating its inclusive provision. Opportunities are provided for parents/ carers to provide regular feedback to the school/setting on their children's learning. |
| <ul style="list-style-type: none"> We call in external agencies as required to help to meet the needs of individual children with SEN. | <ul style="list-style-type: none"> We have protocols in place with external agencies which ensure the effectiveness of partnerships. External agencies work to a planned programme based on agreed priorities. We review Statements in conjunction with all appropriate agencies to ensure that the needs identified there are being met. | <ul style="list-style-type: none"> We have developed proactive systems for liaising with external agencies (for example, regular school-based multi-agency liaison meetings). We draw on a wide range of expertise, including appropriate links with local special schools to share skills/resources and promote inclusion. | <ul style="list-style-type: none"> We have audited our internal SEN and inclusion knowledge and skills against the needs of children, identifying the areas needing external specialist expertise. We are aware of all sources of expertise and make decisions on best value principles. We have systems for effective liaison and partnership with outside agencies embedded within school policies, roles and responsibilities. We undertake joint training with other agencies. |

How well informed and active is the governing body with regard to SEN?

| Focusing | Developing | Establishing | Enhancing |
|---|--|---|--|
| <ul style="list-style-type: none"> Our governors understand their role in relation to children with SEN mainly in terms of monitoring the implementation of the SEN Code of Practice. Our governors agree the school policy on SEN and report annually on the numbers of children with SEN and the achievement of IEP targets. There is feedback to the governing body on numbers of children at different levels of intervention. We identify a governor for SEN, who ensures that the full SEN requirements are met within the Governors' Annual Report to parents/carers. Our budget-setting process is transparent to staff and governors. We fulfil our statutory responsibility to coordinate and prepare reports for annual Statement reviews. | <ul style="list-style-type: none"> We have mechanisms in place for liaison between the governing body, headteacher and SENCO. As a result, they receive regular updates on the school's SEN policy and its implementation. Our governors receive regular reports on the implementation of the SEN policy and the effectiveness of SEN provision. Our governing body reports annually to parents/carers on the effectiveness of the policy. | <ul style="list-style-type: none"> Our governing body is involved in setting clear annual priorities and objectives for SEN and inclusion, reviewing outcomes, analysing data and reporting to parents/carers. The governing body includes SEN in the performance objectives for the headteacher. | <ul style="list-style-type: none"> Our governors are actively involved in improving the attainment and inclusion of children with SEN by means of the cyclical school improvement process. Arrangements for governors to receive regular monitoring and evaluation updates are well-embedded in school management processes. The governing body has an established process for evaluating and reporting on the impact of the school's inclusion policies and development plans. |

How effective is the leadership of SEN in the school?

| Focusing | Developing | Establishing | Enhancing |
|---|---|---|--|
| <ul style="list-style-type: none"> We have an SEN policy in place, which conforms to statutory guidance. | <ul style="list-style-type: none"> Our SEN policy reflects all the prescribed content set out in government guidance, including: <ul style="list-style-type: none"> information on funding how resources are allocated strategic objectives. Our policy is publicised to parents/carers in accessible formats. It is regularly reviewed. | <ul style="list-style-type: none"> Our SEN policy reflects a shared vision for what we want to achieve for children with SEN. The policy includes: <ul style="list-style-type: none"> arrangements for evaluating its success. specific information about roles and responsibilities. There are clear criteria for accessing existing and additional provision. | <ul style="list-style-type: none"> Our policy is a live document, with key points embodied, for example in the school's prospectus, job descriptions, induction arrangements, curriculum and professional development policy documents. It reflects the vision and attitudes of the school community including children and other partners. It sits beneath an overarching school inclusion policy and alongside other related equalities policies which relate to vulnerable or underachieving groups within the school. |

| Focusing | Developing | Establishing | Enhancing |
|--|---|--|---|
| <ul style="list-style-type: none"> Our SMT and governing body have prepared the statutory plan for improving access for disabled children to the school premises and our curriculum. We have arrangements in place for the provision of information in a range of formats to children and parents/carers with disabilities. We have told parents/carers about our policy and arrangements and we report to them annually on our success in improving accessibility. | <ul style="list-style-type: none"> We have drawn up a statutory access plan in the light of an audit of the school, indicating how far it offers inclusive learning opportunities. Resources have been allocated against the access plan in the light of this audit. Some of our staff have had training in disability awareness. Our curriculum includes regular planned work to promote the positive valuing of difference and diversity. | <ul style="list-style-type: none"> All staff and children have had training in disability awareness. Some work on disability is undertaken within the PSHE and citizenship curriculum. Resources have been allocated to ensure that adaptations are made to our buildings over time. Work is underway to further develop our teachers'/practitioners' skills in curriculum differentiation. We have proactively reviewed our policies and practices (for example, on school trips, bullying and health and safety) to ensure that they do not discriminate against disabled children. Resources used in school promote positive images of disabled people. | <ul style="list-style-type: none"> Our arrangements for monitoring the experiences of vulnerable children are embedded in school systems, roles and responsibilities in a continuing effort to minimise discrimination. We understand and have adopted a model of disability in which barriers to learning and participation are perceived as arising from the environment rather than residing with the disabled person. All of our staff consider it their responsibility to remove these barriers through inclusive teaching strategies. They receive appropriate support in doing this. |

| Focusing | Developing | Establishing | Enhancing |
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| <ul style="list-style-type: none"> • Our headteacher delegates most of the responsibility for managing SEN to the SENCO. • Our SENCO coordinates additional provision for children on School Action, School Action Plus and those with Statements, and liaises with outside agencies. • Our SENCO is provided with non-contact time for this role | <ul style="list-style-type: none"> • Our SENCO provides advice and training to colleagues, and receives adequate non-contact time for this part of the role. • Our headteacher supports the work of the SENCO and ensures, for example, that SEN is included in the school improvement plan. • Our SENCO influences the budget-setting process and manages agreed resources. • The possibility of our SENCO being a member of SMT has been discussed and a decision taken. | <ul style="list-style-type: none"> • Our SENCO contributes to the strategic direction of SEN policy and provision in school, disseminating information on effective teaching strategies. • Together with senior managers, our SENCO monitors the quality of teaching and evaluates outcomes for groups of children with SEN. • Our SMT actively supports the work of the SENCO and gives status and adequate non-contact time to the role. • Our governing body, together with the SENCO, and senior managers, evaluates outcomes of the SEN policy and the school improvement plan. • Our SENCO and headteacher can demonstrate the impact of resources on children with SEN and the governors are aware of these. • Our SENCO is part of the school management team, which, together with the governing body, ensures that inclusion issues are represented in all aspects of the vision and strategic planning. | <ul style="list-style-type: none"> • We have well-established systems for monitoring and evaluating inclusive teaching and the impact of additional provision. • These are reflected in job descriptions, responsibilities and roles within our school. • Our SMT, which includes the SENCO, work together to inspire and motivate, supporting and developing SEN and inclusion across the school. • The range of responsibilities in relation to SEN and inclusion are clear to all staff. • Performance management systems and targets have SEN and inclusion built in at all levels. • Governors, headteacher, SMT and our SENCO collaborate over the budget-setting process and management of resources. • Data relating to the needs of individuals and groups of children routinely informs this process. |

How effective is the management of SEN in the school?

| Focusing | Developing | Establishing | Enhancing |
|---|--|--|---|
| <ul style="list-style-type: none"> We have systems in place to monitor and record the standards achieved by individual children with SEN. Our staff regularly assess children's levels of attainment. | <ul style="list-style-type: none"> We track the progress of individual children, year on year, using the Foundation stage profile, national and optional tests, teacher assessment and 'P' scales. Attention has been given to how achievement can be measured beyond the core subjects. | <ul style="list-style-type: none"> We use information from pupil tracking to deduce patterns and make judgements about the impact of provision. Regular information is provided to the governing body on our analysis and judgements, so as to inform development planning and policy review. We have a number of indicators of achievement beyond the core subjects in place (e.g. in social interaction, learning skills, independence). Our children's achievements outside school are known and noted. | <ul style="list-style-type: none"> We compare the value-added progress made by our children with national and local norms for low, average and above average prior attainment. Relevant measures are selected to monitor and analyse inclusion outcomes. If there are signs of differential achievement for groups of children, we seek explanations and take action. Such data routinely informs the cycle of planning for our school improvement plan. Our headteacher, staff and governors cooperate closely in using data to improve outcomes. We have well embedded systems for gathering and analysing information on children's broader achievements and their attainment and progress in the core subjects. We monitor comprehensively, using a wide range of different sources. Our monitoring of children's achievements is used to inform our target setting and curriculum. |

| Focusing | Developing | Establishing | Enhancing |
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| <ul style="list-style-type: none"> • SEN is clearly identified as a budget heading. | <ul style="list-style-type: none"> • We take value for money into account in planning our budget. • Our budget contains clear information about allocations to various aspects of SEN. | <ul style="list-style-type: none"> • We carefully monitor value for money. • To do this we identify detailed SEN expenditure and match this against progress. | <ul style="list-style-type: none"> • All appropriate governors and managers are able to identify value for money in SEN by relating budget headings to data relating to children's progress. |
| <ul style="list-style-type: none"> • We have audited SEN provision, staff professional needs and outcomes for individual children through IEP targets. • As a result, there are some priorities for action. | <ul style="list-style-type: none"> • We analyse outcomes of interventions for children with SEN, as well as professional development needs and patterns of children's needs in the school, to develop our action plan. • This is referred to in the school improvement plan • The action plan has resources allocated to it and is being implemented. | <ul style="list-style-type: none"> • We have analysed national, local and school data plus research and inspection evidence to evaluate progress. • We set whole-school targets to raise the attainment and promote the inclusion of children with SEN. • We have considered future patterns of children's needs by examining local/national SEN developments. • As a result, there is an appropriately resourced action plan with targets that are measurable, realistic and time-limited • We have clearly identified roles and responsibilities within the plan. | <ul style="list-style-type: none"> • We have a system in place which embeds the process of identifying and planning for inclusion priorities within the cycle of planning for whole-school improvement. • Priorities are regularly identified and appropriately resourced. • Plans are systematically monitored, evaluated and reviewed. • We have established systems for communicating information on progress in implementing our plan. |

| Focusing | Developing | Establishing | Enhancing |
|--|--|--|---|
| <ul style="list-style-type: none"> • Our SENCO undertakes some observation of children with SEN in classrooms, which includes scrutiny of work and talking to the children themselves. • Observations by other members of our staff may touch on SEN in classroom observations, but these tend not to be systematic. | <ul style="list-style-type: none"> • Our leadership team and SENCO are involved in classroom observations which provide regular information on the extent to which teachers/practitioners are able to adapt their teaching to meet the needs of individual children. • These observations provide information on the quality of support provided by additional adults. • Observations provide a balanced overview of strengths and areas for development. • We are beginning to observe in a planned rather than haphazard way and feedback is becoming more structured. | <ul style="list-style-type: none"> • Classroom observations provide regular information on the extent to which our teachers/practitioners and support staff are able to implement the NC Inclusion statement. • Our leadership team have conducted some observations jointly with the SENCO in order to develop observation skills and moderate judgements. • Information from observations is used to provide feedback to our staff. • It is used to help staff performance management targets and to help shape the school development/improvement plan. | <ul style="list-style-type: none"> • We monitor and evaluate the quality of teaching for children with SEN in a systematic and structured way. • Our leadership team has conducted some observations jointly with the SENCO and with an external adviser in order to develop our observation and moderation skills. • When monitoring and evaluating practice, we draw on a body of knowledge about inclusive teaching and on research evidence about the most effective teaching approaches. • Roles in monitoring and evaluation are clear, and responsibilities are shared. • These strategies are evaluated and shared with others. • Our SENCO, together with subject leaders, uses a range of strategies such as team teaching, peer coaching, demonstration lessons, advice on appropriate strategies/resources to support colleagues' practice. • The support provided is closely targeted and its impact routinely evaluated. |

| Focusing | Developing | Establishing | Enhancing |
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| <ul style="list-style-type: none"> We make information about training for SEN and inclusion issues available and staff are encouraged to attend courses. We are seeking to undertake a structured audit of staff expertise and skills. | <ul style="list-style-type: none"> We have a systematic process for identifying the CPD needs of all staff in relation to SEN and inclusion. Our staff are helped to be selective in the CPD opportunities they take up, in the light of this analysis. Training for our teaching assistants is afforded priority. HLTA status has been discussed and a policy agreed. | <ul style="list-style-type: none"> We have a clear overview of staff expertise and skills in meeting SEN. Our induction for all staff includes an SEN audit. SEN and inclusion issues are built into our school's support for trainee teachers/practitioners and NQTs. Our audits of expertise and skills draw on the relevant TTA standards. We have a CPD policy which relates to individual and school needs, having clear links to the development of inclusive practice. | <ul style="list-style-type: none"> We have a planned CPD programme for all staff which supports the SEN and inclusion priorities embedded in our school improvement plan. Our CPD programme systematically develops staff effectiveness in overcoming barriers to learning. CPD ensures that some staff receive development to the level of TTA specialist SEN standards. The impact of our CPD is monitored and evaluated. We undertake a wide variety of CPD, including visits, courses and coaching. |
| <ul style="list-style-type: none"> In collaboration with SMT, the SENCO arranges, and sometimes leads, INSET for our staff on SEN and inclusion issues. Our staff are able to request support in improving their practice. | <ul style="list-style-type: none"> We use information from the monitoring of teaching and learning quality to target support for teachers/practitioners and teaching assistants. Our SENCO is available for staff on a publicised basis to provide advice and support to colleagues. | <ul style="list-style-type: none"> All support is part of a planned programme to address clearly identified whole-school and individual needs, linked to our school improvement plan. This programme includes systematic dissemination of the most effective teaching approaches for children with SEN. | <ul style="list-style-type: none"> Teachers/practitioners in our school are reflective practitioners who engage in creative and mutually supportive problem solving in order to meet the needs of children with SEN. We have a culture which recognises that, through collaboration, the SENCO can make a significant contribution to colleagues' practice in the teaching and learning of all children. We encourage the exploration of new strategies and innovative practice. |

Appendix 1 – How do we know?

The grid below indicates documents that you may want to draw on when using this SEN self-evaluation tool.

| Aspect | Documents that help |
|---|--|
| Achievement (OFSTED 3.1) | <ul style="list-style-type: none"> • PANDA report • Pupil tracking data • Children's individual records • Observations/assessments of children • Records of annual and IEP reviews • Tests/assessments • Work samples |
| Attitudes and personal qualities (OFSTED 3.2) | <ul style="list-style-type: none"> • Evidence of children's involvement in their own reviews • Attendance records and tracking • Pupil questionnaires and interviews • Behaviour data |
| Teaching and learning (OFSTED 4a) | <ul style="list-style-type: none"> • Lesson plans • Current and past annotated teacher planning • Lesson observations • Provision maps • TA records and notes • Work samples |
| Assessment (OFSTED 4b) | <ul style="list-style-type: none"> • Tests/assessments • Annotated lesson plans • Curricular targets for year groups and individuals • Lesson observations |
| Curriculum (OFSTED 5.0) | <ul style="list-style-type: none"> • All school curriculum policies including equal opportunities policy • Long- and medium-term curricular plans • School accessibility plan • Tracking of extra-curricular activities (registers of clubs etc.) • Curriculum audit • Timetables • Prospectus/staff handbook |

Appendix 1 – How do we know?

| Aspect | Documents that help |
|--|--|
| Accommodation and resources (including staffing) (OFSTED 5b) | <ul style="list-style-type: none"> • Provision map • Inventory of SEN resources • School accessibility plan • CPD programme (teachers/practitioners and TAs) • Support timetable (staff and rooms) • ICT provision details and software |
| Care, guidance and support (OFSTED 6.0) | <ul style="list-style-type: none"> • Behaviour and anti-bullying policy • Interviews/questionnaires used with pupils • School accessibility plan • PSHE and citizenship policy • Pastoral records • Annual reviews and IEP meetings • Child protection programme and review • Race equality plan • Information relating to transition • School council minutes |
| Partnerships with other schools and the community (OFSTED 7.0) | <ul style="list-style-type: none"> • Home-school diaries • Interviews/questionnaires used with parents/carers • Support directory • Reports/letters to and from external agencies (e.g. SALT, EP, CAMHS) • Details of joint training/planning • Reports of annual /IEP reviews • Reports from other schools (e.g. secondaries) |
| Governance (OFSTED 8a) | <ul style="list-style-type: none"> • Governors' report to parent/carers • Governing body minutes • SEN governor's report |

Raising the achievement of pupils learning English as an additional language

Self-evaluation to establish priorities

The purpose of the self-evaluation grid is to support coordinators in recognising the current stage of development and identifying key priorities for further development across the school. The four columns represent a continuum of development and effectiveness. The prompts in each column support self-evaluation by illustrating the elements which will be present at each stage. By highlighting the relevant prompts or parts of the prompts, the EAL coordinator, working in partnership with the leadership team, can identify the school's current strengths as well as areas for development which inform action plans.

Focusing: the school is at the beginning of the process – identifying what is happening but recognising that much remains to be done.

Developing: the school has started to address some aspects but there is a need for further development in identified areas.

Establishing: many things are in place and embedded. There has been a significant development in the quality of provision and an impact on standards and progress. Some issues re whole-school consistency and cohesion need addressing.

Enhancing: there is whole-school consistency and cohesive practice is embedded across the school. Impact on standards and progress is evident.

NB. Schools are changing communities so judgements about positions on the developmental continuum may change if the school context changes.

The self-evaluation grid is linked to the key strands of the *Raising achievement of bilingual learners*: EAL Pilot

- Strand 1: Leadership and management
- Strand 2: Learning and teaching – language development, curriculum access and assessment for learning
- Strand 3: Conditions for learning
- Strand 4: Partnership beyond the classroom

The first essential is the establishment of the leadership team which includes the headteacher, the EAL and literacy and mathematics coordinators to lead on the school improvement, focusing on raising the achievement of bilingual learners. The team has close liaison with the assessment coordinator. The support and monitoring role of the leadership team is clearly identified.

Strand 1: Leadership and management

| | Focusing | Developing | Establishing | Enhancing |
|--|---|--|---|---|
| 1a Race equality | School is aware of its statutory duties under the Race Relations Amendment Act (2000). Race equality policy is in place. Serious racist incidents are recorded, reported and responded to appropriately. Relationships within school are generally positive. There is an anti-bullying policy in place. | Race equality policy in place and being implemented. All racist incidents are recognised, recorded, monitored and managed effectively. A whole-school behaviour management policy is in place, consistently implemented and seen to be fair. | Race equality is explicitly planned for and developed across the curriculum, and permeates it. All school policies are regularly reviewed and their impact on race equality is monitored. Parents and pupils are regularly consulted. | Race relations in the school community are excellent. Incidents of racism beyond the school which involve children are addressed. The school acts as a positive role model for race relations and positive attitudes for the wider community. The school publishes the results of monitoring, including attainment data by ethnicity. |
| 1b Establishing priorities, action planning and review | An audit of literacy, mathematics and EAL provision across the curriculum, staff expertise, professional development needs and quantitative outcomes in terms of standards and progress for pupils learning EAL has been carried out. As a result key priorities for action have been identified. | Using the audit, an agreed action plan for EAL that addresses identified priorities and deploys resources, including additional adults, appropriately has been developed and is being implemented. | The impact of action plan is monitored and evaluated. The impact of other curriculum action plans on EAL learners is monitored and evaluated. | The EAL action plan is refined following the outcomes of evaluation of all action plans. The school's priorities for improving standards for EAL learners are embedded in the whole-school improvement programme with clearly identified EAL-specific priorities which are reviewed regularly and systematically. |

| | Focusing | Developing | Establishing | Enhancing |
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| 1c Knowing about standards | Teachers/practitioners assess children's work regularly and national/other tests are in place. All staff have access to relevant data on standards, e.g. Foundation Stage profile, data on statutory and optional tests, EAL assessments, bilingual assessments, ongoing teacher assessments and work samples. Staff have limited experience of/confidence in the use of this data. | There is a systematic structure for assessing children's work and progress. Data is starting to be used to inform judgements on standards across the school, noting patterns in children's achievement. Attainment and achievement data is collected, monitored and analysed by ethnicity, gender, FSM and first language. Information is used to inform action and target resources. | All teachers are confident in the use of data and information from assessments in order to adjust medium-term planning. A systematic approach to moderation of teacher assessment is in place throughout the school. Pupil tracking systems are used effectively and with confidence. | School assessment systems are rigorous and effective. There is close cooperation between the head teacher, staff and governors in using data to set targets and raise standards in literacy, mathematics and across the curriculum for bilingual learners. |
| 1d Monitoring and evaluating provision, teaching and learning | A start has been made towards monitoring and evaluating the provision for EAL learners. Planning audits, classroom observations and scrutiny of children's work has raised awareness of the quality of teaching and learning of language, literacy and mathematics across the school. | There is a clear structure for monitoring and evaluating the provision for EAL learners, including the quality of planning and teaching to support EAL learners across the curriculum, in order to identify key priorities for improvement. Quality of learning is beginning to be evaluated. | Medium- and short-term plans are reviewed to ensure plans match the expected levels of achievement of children. Monitoring and evaluation of teaching and learning extends to all areas of the curriculum and the outcomes are used to inform future school improvement planning with reference to EAL learners. | Monitoring and evaluating is embedded within the school improvement plan. It is effective in celebrating and disseminating success and identifying areas for further improvement across the whole curriculum. |

| | Focusing | Developing | Establishing | Enhancing |
|---------------------------------------|--|---|--|---|
| 1e Effective use of additional adults | <p>The expertise and skills of additional adults (including language skills) have been identified. Additional adults are deployed effectively to provide targeted support to raise attainment and accelerate progress.</p> <p>EMA staff are deployed effectively to support language development and access to the curriculum. Teaching assistants are deployed effectively in implementing intervention programmes for targeted pupils.</p> | <p>Collaborative planning, teaching and use of bilingual strategies is developing well. Systems for class teachers and additional adults to review progress of groups/individuals are in place. Efforts are made to recruit teaching staff who can support children's learning through use of first language.</p> <p>There is a clear understanding of the range of support and intervention programmes available to support language and literacy, mathematics and other areas of learning. Their use and impact is reviewed annually to ensure that support is targeted at appropriate pupils and, where necessary, their use is adapted to meet the needs of bilingual learners.</p> | <p>Collaborative planning and teaching (including the use of a range of bilingual strategies) is established. Its impact is evaluated against both quantitative and qualitative learning outcomes.</p> | <p>The deployment of additional adults is reviewed regularly in response to pupil needs and effectiveness. Innovative and reflective approaches to support development of bilingual strategies are undertaken, monitored and evaluated.</p> |

Strands 2, 3, 4: Learning and teaching – language development, curriculum access and assessment for learning

| | Focusing | Developing | Establishing | Enhancing |
|--------------------------|--|---|---|---|
| 2/3a Quality of planning | Teachers' unit plans are objective led, and demonstrate scaffolding and differentiation for EAL and other learners. There is some evidence of planning for speaking and listening and for a targeted role for additional adults. | Agreed medium and short-term planning is in place across the school. Unit plans contain identification of the language demands of objectives/activities and opportunities for language development. Curriculum and language development targets inform planning, teaching and learning. | Planning for language acquisition and scaffolding access to the curriculum is secure, planning for oracy is more confident. Staff use feedback on planning to ensure that plans match expected levels of achievement. | All teaching plans are coherent, succinct and effective in addressing the diverse language and learning needs. |
| 2/3b Quality of teaching | Structured sessions with well planned progression are in place for teaching literacy and mathematics. Some features of effective and inclusive learning and teaching for EAL learners are in place. | The main features of inclusive and effective teaching for EAL learners are in place. Additional adults are used effectively in lessons. First language and bilingual strategies are used with confidence by all staff. | All teachers deploy a range of teaching strategies to ensure effective learning for bilingual learners. Partnerships between class teachers and additional adults are effective. | All staff are confident and secure in using a wide range of strategies to meet the diverse language and learning needs of bilingual learners. Expectations of all pupils are consistently high across the school. |

| | Focusing | Developing | Establishing | Enhancing |
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| 2/3c Quality of learning | Pupils are able to work collaboratively as well as independently. They are confident to ask questions for clarification and contribute to discussion. They make some use of first language to support their learning. | Pupils use first language for learning with confidence. They engage confidently in a range of active, collaborative and independent activities. | Pupils take risks with their learning and use their whole language repertoire. They are aware of success criteria for language and curriculum targets. | Pupils are able to identify and articulate their progress towards their targets. They are able to use language(s) creatively and imaginatively in all aspects of school life. |
| 2/3d Development of speaking and listening | There is some focused planning for speaking and listening. | All staff understand the importance of oracy. They have good knowledge and understanding of effective practice which they apply in planning, teaching and learning. | All staff routinely provide opportunities for oral rehearsal and model appropriate language forms for a variety of purposes and audiences (function). | Speaking and listening opportunities are used effectively and confidently to develop language and oracy skills in all the languages spoken by pupils. |
| 2/3e Using ICT to support language development and access to the curriculum | Staff are aware of the need to incorporate ICT as a useful resource to support the teaching of EAL, literacy mathematics. | Staff are beginning to use a range of ICT to support language development and access to the curriculum. Pupils are encouraged to use ICT to enhance learning. | ICT is used with confidence to promote language development and learning across the curriculum. The impact of ICT on raising achievement is monitored and evaluated. | ICT is being effectively integrated into teachers' planning for language development across the curriculum. It is used imaginatively to support bilingual learners. Pupils use ICT confidently to support their own learning. |

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| 4a Summative assessments and pupil tracking | School uses a range of summative assessments to judge children's attainment. Results from summative judgements are shared with parents and carers. Numerical targets are set for children but there is no systematic whole-school approach to track progress and raise standards in literacy and mathematics. | Assessment instruments take account of cultural, ethnic and linguistic factors. Summative assessments are used to identify progress. Teachers are supported in setting realistic but challenging numerical targets for bilingual learners. A pupil tracking system which identifies underachieving groups and individuals, and tracks their progress on a regular basis is in place across the school. | Regular analysis of summative assessments is shared with staff to monitor achievement and inform planning. There is an effective process for setting and reviewing numerical targets for bilingual learners in each year group. All teachers are able to use targets to track children's progress, inform their teaching and raise standards. Feedback for children and parents and carers based on summative judgements is articulated in language such as 'At level 4 you/your child can – (successes)' and in terms of what they need to do next. | There is an effective, coherent and manageable whole-school system for setting, monitoring and reviewing targets for all EAL learners. Progress towards targets is shared with pupils and parents sensitively. |

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| 4b Setting curricular targets (also refer to Assessment for Learning and teaching in the primary years) | <p>Target statements / key objectives for literacy and mathematics are used to inform teacher / practitioner expectations. This includes awareness of national expectations at the end of the Foundation Stage, each Key Stage and the Steps identified in QCA A language in common for assessing EAL.</p> | <p>Assessments and other work samples/records are analysed in order to set half-termly curricular targets (class/group/individual where appropriate) for literacy, mathematics and language development. All staff use these to inform planning and teaching.</p> <p>Pupils are aware of their language development and curricular targets.</p> | <p>Pupils are involved in setting and understanding curricular and language development targets. The targets are monitored to evaluate children's progress and attainment. Staff are confident and secure in subject and pedagogic knowledge to plan next steps in learning towards the curricular targets. Targets are shared with parents.</p> <p>Children are supported to understand the steps towards achieving the targets through teacher/practitioner feedback, both oral and written.</p> | <p>There is an effective coherent and manageable whole-school/subject and pedagogic knowledge, for agreeing, evaluating and reviewing curriculum and language development targets against children's progress against age-related or beyond age-related expectations. Children and their parents and carers are involved in the process.</p> |

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| 4c Day-to-day assessment (also refer to Assessment for Learning and teaching in the primary years) | Teachers/practitioners are aware of the need for day-to-day assessments and make some use of assessment opportunities (observation, questioning) as they arise during teaching. A range of strategies are used to support this. | Some strategies for day-to-day assessments (e.g. focused questions, observation) are planned for and used in lessons/learning activities. Staff are developing an understanding of the importance of assessing language development as well as curriculum knowledge, and the importance of appropriate assessment instruments. Information gathered is noted. Adults who share pupil languages are trained to contribute to day-to-day assessment. | A range of strategies for day-to-day assessment are planned into short-term planning and used effectively in lessons/learning activities to assess language development and curriculum understanding. Staff have knowledge and understanding of socio-cultural factors to be considered as well as the specific value of using strategies such as observation and discussion. Practitioners are developing confidence in identifying success criteria linked to learning objectives. Insights from day-to-day assessments are used to inform planning. | Teacher/practitioners are confident in planning for and using a full repertoire of strategies for day-to-day assessment in all lessons/learning activities. They are skilled in unpicking misconceptions and gaps in knowledge and understanding, and using the information to plan next steps for teaching and learning. ICT is used to collect evidence and support discussions on progress. |

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| <p>4d The school as a learning community (whole-school commitment to CPD)</p> | <p>The School Improvement Plan identifies raising the achievement and progress of bilingual learners and EAL development through literacy, mathematics and the wider curriculum as a key area of focus. Subject knowledge in English and mathematics is secure and sufficient to teach the age-related objectives in the NLS Frameworks for Teaching. Foundation Stage staff have secure and sufficient knowledge to implement the Curriculum Guidance for the Foundation Stage. Staff knowledge and understanding of developing EAL is identified as a key priority and staff training (for all) has begun. Individuals are supported on request to improve the quality of the teaching of literacy and mathematics to EAL learners.</p> | <p>CPD focuses on EAL pedagogy and practice (including bilingual strategies). Implementation of CPD on EAL is linked to staff professional review and targets. All staff are committed to the policy and understand how it will impact on their own professional development. Knowledge and understanding of basic EAL pedagogy and how to apply it in teaching mathematics and language and literacy across the curriculum is secure. Staff are supported in developing expertise through training, collaborative teaching, demonstration, peer coaching, etc. and support is linked to work of other curriculum coordinators.</p> | <p>There is a coherent support programme in place and all staff are involved in a review and evaluation of the professional development and support they have received. The impact of professional development is evaluated through visits to classrooms and formal/informal feedback. There is a collaborative and reflective ethos which enables high quality teaching and learning across the curriculum for bilingual learners.</p> | <p>The planned CPD programme supports school, LEA and national priorities and meets the needs of all staff. The impact of the CPD programme is monitored and evaluated systematically. Subject knowledge and EAL pedagogic knowledge in teaching and learning are consistently enhanced for all staff through on-going CPD strategies such as peer-coaching.</p> |

Strand 5: Conditions for Learning

| | Focusing | Developing | Establishing | Enhancing |
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| 5a Pupils feel safe, settled, valued and secure | <p>Classroom organisation is comfortable and flexible. The ethos builds confidence and self-esteem.</p> <p>Teachers/practitioners know what other languages EAL learners speak. The supportive role of adults who share pupils' languages and cultures is recognised.</p> | <p>All staff recognise the central role of relationships in learning and teaching. They model and promote values, attitudes and behaviour supportive of race equality. It is evident that bilingualism and cultural diversity are valued. All staff are interested in and learning about the cultural and religious backgrounds of the pupils.</p> <p>The supportive role of peers who share language and culture is recognised and developed. Pupils are encouraged to be active and collaborative learners.</p> | <p>Pupils are confident in their sense of personal identity. They are listened to and seen as collaborative constructors of knowledge. They come up with their own examples and analogies and readily link new learning to their experiences.</p> <p>Staff are knowledgeable about the linguistic, cultural and religious backgrounds of the pupils and families.</p> | <p>All staff understand and empathise with the political and social factors which affect the lives of their pupils.</p> <p>Pupils listen to each other's points of view; values, beliefs and conflicting allegiances are discussed. Similarities are identified and differences respected.</p> |

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| 5b Establishing an effective learning environment: culture and identity | Displays, resources and curriculum choices are beginning to reflect and value the ethnic, linguistic, cultural and religious diversity of the school. | Pupils contribute to decisions about displays. First language skills and diversity are celebrated. Racism, prejudice and stereotyping are challenged. | The school environment is systematically monitored and evaluated to ensure it promotes inclusion and learning for all. Pupils participate in the establishment of the school environment. Their cultural and personal experiences are reflected, valued and extended Curriculum choices reflect and extend pupils' cultural and personal experiences. Pupils participate in the establishment of the school environment. | Teachers/practitioners are ambitious for children and expectations of learning are high. All pupils are involved in decisions about the whole-school environment. |
| 5c Establishing an effective learning environment: language and learning | The environment begins to provide supportive prompts for EAL learners. | The school and classroom environments provide essential prompts and displays to support language development as well as the learning and teaching of literacy, mathematics and the wider curriculum. | The learning environment is rich with supportive prompts, challenging questions and the celebration of success. Pupils are actively involved in developing and using the learning environment. | The learning environment contributes to parents' understanding of expectations and how they can support children's learning at home. |

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| 5d Establishing an effective learning environment: culturally inclusive curriculum | Efforts are made to select texts which reflect cultural diversity. Care is taken to activate prior knowledge and teachers are beginning to make learning contexts more inclusive and familiar through the use of names, food, buildings, clothing, special events, etc. | Fiction and non-fiction texts, particularly in literacy, reflect the cultural diversity of the school and include authors from a range of cultures. British people from diverse backgrounds are represented in positive ways. Tokenism and stereotyping is avoided. Schemes of work across the curriculum take account of pupils' cultural and religious heritage and interests. Children confidently use names and situations from their own cultures/contexts in their writing. Opportunities are found to emphasise diversity, similarities and differences. | Choices made from Programmes of Study are designed to be motivating and relevant for pupils from minority ethnic backgrounds. Opportunities are created across the curriculum to emphasise the achievements and contributions of people from diverse ethnic backgrounds and to teach children to recognise and resist bias, stereotyping and racism. | Pupils are taught about human rights and national as well as global dimensions of political, social, historical and economic development. Pupils learn to approach texts critically and to understand that language is never neutral or impartial. |

Strand 6: Partnerships beyond the classroom

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| 6a Parents and carers: standards and progress | Parents and carers are welcomed and respected. They are provided with information on children's progress and outcomes of summative assessments. | Strategies are in place to ensure that all parents understand their children's standards and progress in the context of age-related expectations. Parents and practitioners share information about children's learning. | Parents and carers have regular updates on their children's progress. This includes information about children's curricular targets and their progress towards these. Parents are supported in developing discussions about progress and learning with their children. | Systems are in place to ensure that all parents and carers of bilingual pupils can access and respond to information on their children's learning. |
| 6b Parents and carers as partners | All parents and carers are welcomed, respected and encouraged to use their skills to support school activities. Pupil profiles provide information such as the language(s) of the home to facilitate communication between school and home. | School takes positive steps to address potential barriers to effective partnerships with parents. Parents are aware of ways to support learning at home. | Strategies are in place to enable all parents and carers to support their children's learning. Parents understand the school's curriculum as well as learning and teaching approaches. The school understands and values the contribution of learning in the wider community. Two-way communication is developing between school and families. | Parents and carers and families are recognised as key partners in children's education. They participate in target setting, learning and teaching, and reviewing children's progress. |

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| 6c Wider community | Community groups are encouraged to use school facilities and encouraged to share resources/expertise to support the curriculum. | Bilingualism is recognised as an asset. Parents and pupils know that the school values community languages. Links with community/supplementary schools are being developed. | The skills and expertise within the wider community are used effectively to support learning and policymaking (e.g. governors). | Two-way dialogue has been established with supplementary and community schools. The wider community contributes systematically and cohesively to the learning experiences. |

References

Excellence and enjoyment: learning and teaching in the primary years DfES 0518–2004 G
 QCA: 'A language in common': assessing English as an additional language (2000) QCA/00/584

Draft action plan

| Priority for action. What needs to be done? | By whom? By when? | Success criteria? |
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