PROVISION FOR SEND PUPILS CHECKLIST

This checklist will support senior leaders and SENCOs with ascertaining how effective their Inclusive Practise and Ordinarily Available Provision is.

We've indicated whether each question is:

- **Statutory:** something you must do, according to the SEND Code of Practice

- **Strongly recommended:** something you should do, according to the SEND Code of Practice

- **Best practice:** something that will ensure your SEND children/young people are having a truly inclusive experience and all areas of the education provision is accessible

Carried out by:

_____

Date:

_____

ORDINARILY AVAILABLE PROVISION PRINCIPLE

1. Provision for special educational needs and disabilities (SEND), including those with additional needs and disadvantaged groups, is well-led and managed

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do our admissions arrangements make sure we will admit all children whose education, health and care (EHC) plan names our school?	Statutory		
Do our admissions arrangements make sure we will consider applications from parents of children with SEND but who do not have an EHC plan?	Statutory		
Do we have due regard to our general duty to promote disability equality			This means complying with the Public Sector Equality Duty. You're required to have due regard to the need to: • Eliminate discrimination and other prohibited conduct • Advance equality of opportunity between people who share a protected characteristic and those who don't • Foster good relations between people who share a protected characteristic and those who don't
Do we have a designated teacher responsible for co-ordinating SEND provision (the SEND Co-ordinator [SENCO])	Statutory		All maintained schools, academies and free schools must appoint a designated teacher for looked after children. This role may be carried out by the SENCO.
Is there a governor or a sub-committee with specific oversight of the school's arrangements for SEND?	Strongly recommended		
Does this governor meet with the SENCO every term?	Best practice		

Do governors understand their duties under the SEND Code of Practice?	Best practice		
Do we liaise with the local authority (LA) about its local offer?	Statutory		
Do we regularly review the breadth and impact of the SEND support we can offer or access? Do we work with other local providers to explore ways of meeting pupils' needs effectively?	Strongly recommended		
Do we publish information about the LA's local offer on our website?	Best practice		
Do we have a SEND policy?	Statutory		
Do we publish a SEND information report on our website?	Statutory		
Does the report include: • The SEND information specified in Schedule 1 of the Special Educational Needs and Disability Regulations 2014 • The information specified in paragraph 6.79 of the SEND Code of Practice Information as to: • Our admission arrangements for pupils with disabilities • The steps we've taken to prevent pupils with disabilities from being treated less favourably than other pupils • The facilities we provide to help pupils with disabilities to access the school • Our accessibility plans See section 69 of the Children and Families Act			
Is the SEN information report updated annually or whenever changes to the information occurs?	Strongly recommended		

Does our SEND information report mention our accessibility plan and confirm that it covers: • Increasing the extent to which pupils with disabilities can participate in your curriculum • Improving your school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer Improving the delivery to pupils with disabilities of information which is readily accessible to pupils without disabilities	Statutory		
Do we have a policy on supporting pupils with medical conditions?	Statutory		
Do we publish: • Information to demonstrate how we are complying with the Public Sector Equality Duty (PSED)? • Equality objectives? • An accessibility plan?	Statutory		
Do we accurately record the provision made for pupils with SEND and keep this up to date?	Strongly recommended		
Do we regularly review the SEND policy and SEND information report in consultation with stakeholders?	Best practice		
Do we support the SENCO and give them sufficient time and resources to fulfil all of their responsibilities?	Strongly recommended		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

2. Leaders are ambitious for children and young people with additional needs and this ambition is shared by staff.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do we use our best endeavours to provide our pupils with SEN with the support that they need?	Statutory		
Do our arrangements include a clear approach to identifying and responding to SEND?	Strongly Recommended		
Do we offer high quality teaching that is differentiated for individual pupils as our first response to pupils who may have SEN?	Strongly Recommended		
Do we know precisely where children and young people with SEND are in their learning and development? Do we: • • Make sure decisions are informed by the insights of parents and those of children and young people themselves? • • Have high ambitions and set stretching targets for pupils with SEND? • • Track their progress towards these goals? • • Keep under review the additional or different provision that is made for them? • • Promote positive outcomes in the wider areas of personal and social development? • Make sure that the approaches used are based on the best possible evidence and are having the required impact on progress?	Strongly Recommended		
Does our teaching and learning policy reflect changes in SEND provision?	Best practice		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

3. Staff are aware of children and young people with SEND, from groups with protected characteristics including children from minority ethnic backgrounds, and those from disadvantaged groups. Staff understand the nature and impact of these and how to respond to them. Planning incorporates more detailed specialist advice.

The curriculum is successfully adapted to be ambitious and meet the needs of all children and young people. Children and young people's skills, knowledge and abilities are developed so that they can apply what they know and can do so with increasing fluency and independence.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do we make reasonable adjustments for children with disabilities to prevent them being put at a substantial disadvantage?	Statutory		
Do we anticipate these adjustments in advance?	Statutory		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

4. Every practitioner understands SEND and can deliver to meet the needs of those with SEND. Staff adapt learning approaches to provide suitable learning challenges. Staff cater for different learning needs and styles, with individualised and/or small group planning and programmes where appropriate.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do staff who are teaching classes of pupils with sensory impairments hold an appropriate qualification approved by the secretary of state?	Statutory		Teaching staff who are supporting pupils in an advisory capacity should also hold an appropriate qualification.
Do all teaching staff understand that they are responsible for the learning of all pupils including those who have SEN?	Best practice		

ORDINARILY AVAILABLE PROVISION PRINCIPLE 5. Staff ensure that children and young people have opportunities to work in different ways e.g. independently, in a variety of small groups and/or in pairs			
	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Are seating plans and groupings of children and young people taking into account of individual needs? Do they routinely provide opportunities for access to role models, mixed ability groups, structured opportunities for conversation/sharing of ideas and access to additional adults when appropriate?	Best practice		

ORDINARILY AVAILABLE PROVISION PRINCIPLE 6. A cycle of 'Assess, Plan, Do, Review', three times a year, is used to ensure that all children and young people are achieving the best outcomes.			
	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do we follow the 4-part cycle of 'assess, plan, do, review' as set out in the Code of Practice?	Strongly recommended		
Are staff aware of children and young people's starting points, next steps and targets so that progress towards outcomes can be measured?	Strongly recommended		

ORDINARILY AVAILABLE PROVISION PRINCIPLE 7. Staff ensure that formative assessment and feedback are a feature of daily practice. In schools and settings this should be reflected in marking and assessment policy.			
	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do we use robust target setting, tracking and monitoring systems for all pupils?	Best practice		
Do we have effective record keeping systems that all staff are involved with?	Best practice		
Do we use effective ways of measuring progress, specifically for pupils with SEND?	Best practice		

ORDINARILY AVAILABLE PROVISION PRINCIPLE 8. Expertise is in place to manage access arrangements for tests, national tests and public examinations (where relevant).			
	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Are staff managing, coordinating, and supporting with assessments/ examinations aware of JCQ regulations and appropriately trained in access arrangements?	Statutory		
Is a pupils 'normal way of working' considered in all learning environments, not just that of formal assessments/examinations?	Statutory		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

9. The school/setting works in co-production with children and young people and their parent carers in decision making. Expectations from both school/setting and parent carers are realistic and support the child or young person's learning, development and, in turn, outcomes.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do we inform parents when we make special educational provision for their child?	Statutory		
Do we provide an annual report for parents on their child's progress?	Statutory		
Do we meet parents at least 3 times a year?	Best practice		
Do we talk to parents regularly to set clear outcomes for pupils and review progress towards these?	Best practice		
Are parents aware of the SEND information report and the local offer?	Best practice		
Are they able to access further information about SEND provision to support their child?	Best practice		
Do we regularly consult parents on planning and reviewing SEND provision?	Best practice		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

10. Children and young people are enabled to participate in their assessment and review processes.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do adults share each child and young person's next steps with them in an appropriate way and celebrate their efforts and achievements with them?	Recommended		
Do children and young people know their identified next steps and where appropriate, their end of year targets?	Recommended		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

11. The school/setting recognises and responds to the social and emotional support needs for children and young people with additional needs. Staff should take into account the individual's social and emotional needs and other relevant contextual circumstances such as family breakdown, family illness, moving home, bereavement and other key challenges and changes.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Does the designated teacher for looked after children work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff?	Strongly recommended		All maintained schools, academies and free schools must appoint a designated teacher for looked after children. This role may be carried out by the SENCO.
Are staff able to identify underlying needs and offer support strategies and interventions to meet an individual's needs?	Best practice		
Are all staff aware of the mental health needs of pupils and have the knowledge and skills to support them?	Best practice		

ORDINARILY AVAILABLE PROVISION PRINCIPLE			
13. The physical environment is adapted to meet the needs of children and young people.			
	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Is the furniture and equipment the appropriate size/height for the child or young person?	Statutory		
Have favourable seating arrangements been identified, and the individual's plan provided by specialists is checked e.g. Hearing and visual needs?	Strongly recommended		
Are physical accessibility checks of the building and individual learning spaces regularly carried out? Various tools such as an environmental audit can be used to support this.	Strongly recommended		

ORDINARILY AVAILABLE PROVISION PRINCIPLE			
14. Staff are aware of sensory needs and issues that may impact on children and young people.			
	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Does the SENCO work with school leaders and teaching staff to identify patterns in the identification of SEND and use these to improve the quality of teaching?	Strongly recommended		

ORDINARILY AVAILABLE PROVISION PRINCIPLE 15. Specific resources and strategies are provided to overcome potential barriers to learning. Resources are available in every classroom or learning environment for all children and young people to access when appropriate.			
	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
For school age children and young people, is ICT used as an alternative method for written recording and to promote independent learning?	Strongly recommended		
Do children and young people have easy access to sensory equipment that they require, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders, weighted resources? Do they also have regular access to a variety of age and stage appropriate sensory activities such as dried pasta and cornflour (EYFS)?	Strongly recommended		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

16. There is a plan for on-going Continuing Professional Development (CPD) in relation to the needs of the children and young people, with a focus on SEND.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do staff have the knowledge and skills to identify pupils with SEND and intervene immediately?	Best practice		
Do we know how confident staff feel supporting pupils with SEND, and can we use this to inform CPD?	Best practice		
Do all staff have a clear understanding of the 4 broad areas of SEND need and how to adapt their teaching to support these needs?	Best practice		
Do all staff understand that both challenging and withdrawn behaviour is indicative of an underlying need?	Best practice		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

17. Staff are aware of those who will need additional support for all or most transitions and plan for these transitions. All transitions throughout the day are planned for and well-managed and provide the opportunity for the children and young people to develop the skills to manage change. Procedures are in place for ensuring smooth progression through school and settings, particularly during all transition phases, including on entry and exit.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Is information actively sought and shared about children or young people to support successful transitions and manage change both within the school/setting and beyond? This should include information on support strategies and arrangements that have been useful for the child or young person as well as on their interest and likes	Strongly recommended		
Do staff prepare children and young people with additional support needs for daily transitions by using appropriate communication methods. e.g. reduced language, Makaton, Picture Exchange Communication System (or PECS), Now/Next or First/Then boards, visual or aural timers?	Strongly recommended		

ORDINARILY AVAILABLE PROVISION PRINCIPLE

18. All staff, including teaching assistants, make a positive contribution to the progress of children and young people. All staff understand the process for gaining further advice and guidance as appropriate.

	STATUTORY, RECOMMENDED OR BEST PRACTICE?	RAG RATING	NOTES & REQUIRED ACTIONS
Do we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement?	Strongly recommended		
Is the quality of teaching for pupils with SEND, and the progress made by pupils, a core part of our performance management arrangements and our approach to professional development for all teaching and support staff?	Strongly recommended		
Are all support staff deployed effectively to support pupils' learning and progress?	Best practice		
Do teaching and support staff work effectively together?	Best practice		