# Whole School SEND Review – Timetable

| Timings | Activity | Location | Activity guidance |
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| 8.30am | Arrive in school | | Reviewer should have a base room, internet access, information about housekeeping, lunch arrangements, refreshments etc |
| 8.45am | Meeting with Senior Leaders | | • Headteacher, SENCO and other senior staff,<br>• Agree timetable and discuss schools values and ethos<br>• Leadership Structure |
| | | | **QUESTIONS**<br>Set the scene of the review<br>Ask about staffing structure and LM responsibilities?<br>Are they able to articulate their vision & values consistently and concisely?<br>What are the school's priorities & strengths for the next 5 years?<br>What examples can leaders provide to reflect a culture and ethos that aligns with the schools' values/mission statement |
| 9.30am | Meet the SENCO | | • SENCO to have available student files to include EHCPs, IEPS, other records for 4 students mixture of age groups, gender and SEN support and EHCP.<br>• SENCO to share staff CPD plan and SEND Development Plan/Relevant areas of SIP in advance<br>• Transitions |
| | | | **QUESTIONS**<br>How do you identify CYP with SEND?<br>Can you tell us what you mean when you describe pupils with SEND in your school?<br>How do the school monitor progress towards EHCP Outcomes? Do you have an overview for the school?<br>What proportion of families attend Annual Review Meetings?<br>Transition – What plans are in place to support transition? What do the setting consider transition?<br>What destinations have your learners moved on to? Are there any without an identified destination?<br>What CPD has taken place in the last year?<br>Who is the CPD coordinator?  Can we see the annual report on the provision and impact of CPD?  Is there a budget for CPD? |
| 10:00am | Curriculum lead | | • Discussion with curriculum leader regarding curriculum structure including ALP, college placements and the nurture groups. |
| | | | **QUESTIONS**<br>How are progress targets set? |

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| | | | | How do outcomes compare with other settings?<br>How do you monitor the quality of differentiation? What happens to challenge under performance?<br>How many pupils are accessing provision in AP?<br>How do Senior and middle leaders work alongside class teachers to support differentiation and curriculum development?<br>Are all pupils entered for SATs/GCSEs? Do they achieve any other qualifications? |
| 10:15am | Break | | | |
| 10.30am | Learning Walk and Lesson Drop In's | | | • Visit a range of lessons including pupils for whom documentation is available.<br>• This should include a range of ages groups, categories of need across SEN Support and EHCP where possible. |
| | | | | **QUESTIONS**<br>Are QFT Strategies implemented consistently and in line with any documented strategies?<br>Is there evidence of appropriate differentiation?<br>Is additional adult support used appropriately?<br>Strategies from Pupils Plans implemented<br>Is the behaviour policy implemented as described?<br>Classroom environment and atmosphere<br>How are links made across the curriculum to maths and English skills?<br>Is questioning and wait time used effectively? |
| 11.00am | Meet Governor | | | • School Governor |
| | | | | **QUESTIONS**<br>What training/experience has provided you with a strong footing as a Director?<br>What contact do you have with parents? How many complaints have you dealt with in the last year? Any trends? Actions to come from these.<br>Have Senior leaders discussed CPD priorities with the directors? |
| 11.30am | Meet pupils | | | • Ideally the 4 pupils identified in the files earlier |
| | | | | **QUESTIONS**<br>Are you making progress? How do you know?<br>What feedback do you get on your work? What difference does it make?<br>How are you involved in decisions about your school support?<br>What activities are there to do at lunchtime? After school?<br>Do you understand the work that is given to you?  What helps you learn and what makes it difficult to learn?<br>What would you change about the school if you could?<br>Tell us about the Rewards you can get in school<br>Is there a student council? |
| 12.00noon | | | | • Exclusion/behavior/attendance records. |

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| | School staff with a focus on behavior and attendance | | **BEHAVIOUR/FTE QUESTIONS**<br>How does your exclusion data compare to other schools in the city/nationally?<br>How do pupils who display challenging behavior have any unmet needs identified?<br>Does your behavior policy guide when to include the SENCO in discussions?<br>What trends have you identified regarding FTEs/ Perm Ex?<br>What steps have been taken to reduce FTEs?<br>Are pupils with SEND disproportionately excluded?<br><br>**ATTENDANCE QUESTIONS**<br>How does your attendance compare to other schools in the city/nationally? What do you do to support this?<br>Which cohort's attendance causes greatest concern? What are the barriers to attendance? What are you doing about it?<br>What impact has Covid had on attendance?<br>What strategies did you implement previously which have had a positive impact on attendance/exclusions? |
| 12.30pm | Lunch | | |
| 1.00 PM | Interventions Observation/Discussion with SENCO | | • Opportunity to observe Interventions in action or discuss with relevant staff members.<br>• Share records of intervention.<br>**QUESTIONS**<br>What interventions do you use in school? Are these evidence based?<br>How are children identified for these?<br>How do you identify the appropriate interventions?<br>What interventions are most successful? How do you know? How do teachers capitalize from interventions?<br>How are interventions and their impact recorded? |
| 1.30pm | Parents | | • Focus on parental engagement<br>**QUESTIONS**<br>What support is available to families? Do meetings have an agenda?<br>What proportion of families attend/engage with the offer?<br>How are parents involved in writing pupil profiles/Annual Reviews?<br>How would a parent raise a concern about an unmet/additional need? |
| 2:00pm | Meet school adults | | • Meet with a group of 2 teachers including an NQT and 2 members of support staff if possible<br>**QUESTIONS**<br>How do you support pupils to achieve good outcomes? EHCP outcomes and Academic progress?<br>How do you plan for successful differentiation?<br>How do you know what each CYP needs are and what support should be provided? Pupil Profiles?<br>How do classroom practitioners support the work from out of class interventions?<br>What mechanisms are in place to support staff's professional development? CPD/PM? |

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| | | | | Do all staff know how to access CPD?  Are staff able to describe a range of CPD activities available to them<br>If new to the school what was the induction process like for them?<br>Can you tell us about your Training & Development Plan?<br>*How is staff wellbeing supported?* |
| 2.45 pm | Work Analysis – No requirement for staff | | | • Schemes of work to be shared for 1 core and 1 optional subject at KS3, KS4<br>  Examples of Progress reports for 4 key students<br>• Look at sample of work/information relating to each case study (based on lessons visited)<br>• Work must reflect the whole curriculum but no requirement to look at books for all subjects |
| | | | | **Work Scrutiny**<br>Presentation – Is there evidence of high expectations, good quality written feedback, evidence of redrafting?<br>Do books show progression?<br>Is effective questioning evident across the curriculum<br>Is homework suitably differentiated<br>Does marking in books reflect their Marking Policy<br>Does work follow on from previous assessment?<br>Evidence of APDR |
| 3pm | Summary of Key Messages- No requirement for staff | | | • Time for Reviewers to confirm summary of comments |
| 3.20pm | Final Meeting Headteacher, SENCO and other leaders to be decided by the school | | | • Finding from the day is fed back to school leaders.<br>• Clear strengths and areas for development have been shared with school leaders.<br>• Clear action plan is in place to support school. |
| | | | | Any feedback for us?<br>Any questions for us? |
| 4pm | Close of day | | | |