



# SEND

## REVIEW GUIDE

A school-led approach to  
improving provision for all

## What is a SEND review?

Any school is able to take part in a SEND review in order to evaluate the effectiveness of its provision for pupils with special educational needs and disabilities. This includes mainstream schools, alternative provisions and specialist settings. School-to-school SEND reviews also offer real opportunities for special schools and mainstream schools to learn from each other. A SEND Review is:

- Focused on self-evaluation
- A practitioner-led process developed through collaboration
- Powered by peer-to-peer support
- Non-confrontational

## What is involved in a SEND Review?

This process includes the preparatory work before going into the school, the time needed to collect evidence during the school visit, and the report writing and feedback that takes place after the review.

Prior to the review, the setting will be required to complete the self evaluation RAG rating document detailed with evidence to support their judgements.

A SEND review should be led by an experienced, independent practitioner who has a track record of improving outcomes for pupils with SEND.

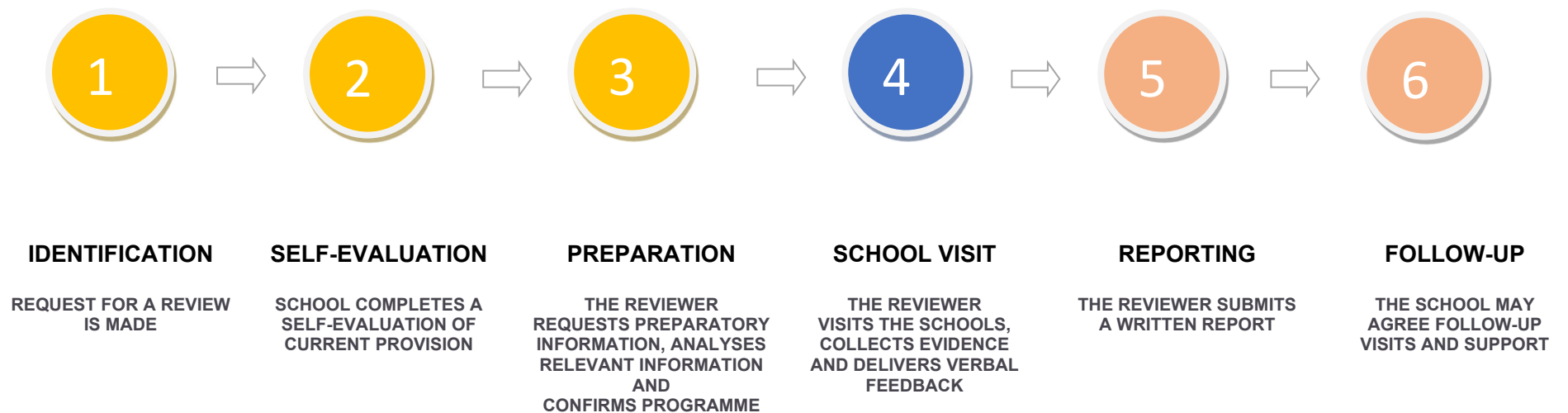
## Why take part?

It is a rewarding and enriching experience that supports professional development, develops knowledge and inspires new ideas and ways of working. It is also a collaborative process of inquiry which identifies strengths, areas for development and importantly, next steps. The findings from SEND Reviews will play a crucial role in helping improve SEND provision and strategy, so that learners are appropriately supported to achieve good outcomes.

## Training to be a Reviewer

Reviews also work well using peer-to-peer support across schools as part of the broader school improvement strategy. This can be done within Trusts/MATs or ideally across the city. Training to undertake a review can be achieved by shadowing more experienced Reviewers who have done several. This is seen to be the most effective way of coaching new staff in the process and the completion of the paperwork.

## SIX STAGE PROCESS





## Benefits of having a Review

### When should schools ask for one?

Reviews should be commissioned by individual MATs/schools. Reviews can be commissioned for a variety of reasons including:

- Ensuring a whole school vision for SEND where it is everyone's responsibility. Every leader is a leader of SEND.
- Raising attainment and improving progress
- Improving the quality of provision for pupils with SEND
- To support effective implementation of the SEND reforms
- Reviewing the quality of inclusive practice at a school
- Increasing attendance and reducing exclusions for pupils with SEND
- Gaining a better understanding of the well-being of pupils with additional needs
- Identifying SEND as an area for development through self-evaluation
- Wanting a fresh perspective on provision from an experienced system leader
- Significant change in the demographic of the SEND population in the school
- A change in leadership and management at the school

- External validation of a school's evaluation of its SEND provision.

#### **Lead Reviewers in the city who can be contacted to support your school undertaking a review**

Kelly Hare– LA Reviewer

Lisa Stanley – LA Reviewer

Rachel Davies- LA School

Berni Moorcroft – HET

Hannah Chamberlain – Horizon

Sam Bullen- HCAT

Gabby Olsson – St Cuthbert's

Kelly Goucher – HET

Debs Meiklejohn- Ebor

Lyndsey Reed – Constellation

Ray Khan – Thrive

Nicola Witham – Venn

Claire Goodaire – Venn

Jo Birch- AET

Selina Midgely-Wright- DELTA

Eleanor Wilkie – Consortium

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## SELF-EVALUATION

A school should take the opportunity to self-evaluate its SEND provision before the review takes place. This can provide useful information to the reviewer and also help the school to focus on what it does well and areas for development. Completing a self-evaluation is therefore a useful way for the school to make the most of their review. This should take into account the context of whole school improvement priorities.

It is recommended that the SENCO and a member of the senior leadership team complete this self-evaluation together and then forward to the reviewer before they arrive on-site.

The School SEND Self-Evaluation & Reporting Template (Annex 1) can be a useful starting point for schools to think about and reflect on the nature and quality of their current provision and decision-making and the impact that it has for children with SEND.

Schools leaders, including the Headteacher, the SENCO and other senior staff should self-evaluate, filling the school box with a colour to indicate whether each aspect is:

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- **Green** – if the aspect is **SECURE, EMBEDDED** and **CONSISTENT**.

- **Amber** – if the aspect is a) **NOT IN PLACE** or b) **EMERGING**.

# PREPARATION

Taking time to collect a range of evidence before the review can provide invaluable information for the reviewer. The SEND School self-evaluation & reporting template (Annex 1) should be sent out to the school at least three weeks prior to the school visit. The completed self-evaluation should be returned to the reviewer before the visit. It is helpful to agree a programme in advance so that the right people are available on the day the review takes place.

Reviewers should complete key preparation tasks:

1. Review the SEND School Self-Evaluation & Reporting Template (Annex 1) document.
2. Formulation of a draft timetable – shared with the Headteacher and re-drafted following school input.

## School Whole School SEND Review- Example

Time	Activity		Activity guidance
<b>Learning walks to be scheduled within and throughout the day to look at specific SEN provision e.g. hub provision, interventions, QFT with adaptive teaching in the classrooms.</b>			
9.00am	Meeting with Senior Leaders	In person	<ul style="list-style-type: none"> <li>• Headteacher, SENCO and other senior staff,</li> <li>• Agree timetable</li> <li>• Leadership Structure</li> <li>• Set the scene of the review</li> </ul>
			<b>QUESTIONS</b> Share context of the school Can you share your vision & values of education for all pupils with SEND? What are the school's priorities, strengths and challenges? How do you ensure you capture broader progress (across the 4 main areas of need) from their relative starting points? How do you ensure there is appropriate provision to meet the needs of pupils across the 4 main areas of need? How do ensure effective delegation of SEND funding? How do you monitor this?
9.30am	Meet the SENCO	In person	<ul style="list-style-type: none"> <li>• SENCO to have available student files and work to include pupils with EHCPs, IEPS and supporting documentation</li> <li>• SENCO to share staff CPD plan and SEND Development Plan/Relevant areas of SIP in advance</li> <li>• Transition</li> </ul>
			<b>QUESTIONS</b> What are the main areas of need? What CPD has taken place in the last year? How do you identify SEND within your setting? What does your Graduated Response look like? How do the school monitor progress towards Outcomes?

			<p>How do you identify the appropriate interventions?</p> <p>What interventions are most successful? How do you know?</p> <p>How do you engage families?</p> <p>How do you ensure that everyone has the information needed to support the pupils with SEND?</p>
10:15am	Curriculum lead(s)	In Person	<ul style="list-style-type: none"> <li>Discussion with curriculum leader regarding curriculum structure and how leaders develop and adapt the curriculum to meet the needs of all learners</li> </ul> <p><b>QUESTIONS</b></p> <p>How do you adapt the curriculum to meet the needs of all learner?</p> <p>What CPD or support do you offer to teachers/Support staff to ensure they meet the needs of all learners?</p> <p>How do you monitor the adaptive curriculum for your subject?</p> <p>How are TAs deployed to meet the needs of pupils?</p> <p>How do you monitor the progress made within the curriculum and decide on the next steps?</p>
10:45am	Break		
11:00am	Meet Governor – If available	In Person/Via Teams	<ul style="list-style-type: none"> <li>SEND governor</li> </ul> <p><b>QUESTIONS</b></p> <p>What training/experience has provided you the necessary skills to be a SEND Governor?</p> <p>How do the school report to you?</p> <p>What contact do you have with parents?</p> <p>How do you support/challenge the school regarding their SEND provision?</p>
11:30pm	Meet pupils	Dependent on Risk Assessment	<ul style="list-style-type: none"> <li>Ideally a mix of pupils with different levels of SEND</li> </ul> <p><b>QUESTIONS</b></p> <p>Do you enjoy school? Which subjects do you like/dislike?</p> <p>What are you doing well with and how do you know?</p> <p>Who helps you if you are struggling? What does that look like?</p> <p>Do you talk about what your next steps will be and what support you can have?</p> <p>If something goes wrong for you, what can you do/Who can help?</p> <p>What activities are there to do at lunchtime? After school?</p> <p>What would you change about the school if you could?</p>
12:00pm	Lunch		



12.30pm	Review documentation – Discussion with SENCO and relevant Senior Leaders	In Person	<ul style="list-style-type: none"> <li>Exclusion/behavior/attendance records.</li> <li>CPD records</li> </ul> <p><b>QUESTIONS</b></p> <p>Tell me about your behavior policy and any adaptations you have made.</p> <p>Talk to me about your exclusions/suspensions if any.</p> <p>Which pupil/cohort's attendance causes greatest concern? What are you doing about it?</p> <p>How do you work with parents to improve attendance?</p> <p>Have you worked with any external agencies and what has the impact been?</p> <p>What CPD has been delivered and why? What is the impact?</p>
1.00 PM	Meet Parents if available	Via MS Teams/In Person	<ul style="list-style-type: none"> <li>Parental engagement focus</li> </ul> <p><b>QUESTIONS</b></p> <p>How do you share any concerns you may have?</p> <p>How well informed do you feel about your child's SEND?</p> <p>What support/opportunities are available?</p> <p>How are you involved in decision making?</p>
1.30pm	Meet school adults	In Person	<ul style="list-style-type: none"> <li>Meet with a range of staff as available</li> </ul> <p><b>QUESTIONS</b></p> <p>How do you know what each CYP needs are and what support should be provided?</p> <p>How do you support pupils to achieve good outcomes?</p> <p>How do you plan for successful adaptation?</p> <p>How are interventions used?</p> <p>What CPD have you had recently? Can you give any examples on how this has had an impact?</p> <p>How well do you feel supported in your role?</p> <p><i>If new to the school what was the induction process like for them?</i></p>
2.00 pm	Work Analysis	In Person	<ul style="list-style-type: none"> <li>CYP books from a range of subjects, year groups and levels.</li> <li>Triangulation of pupil profile – work/evidence -provision (linked in with learning walk)</li> </ul>
2.30pm	Summary of Key Messages	In Person	<ul style="list-style-type: none"> <li>Time for Reviewers and school to draw together the events of the day to summarise and agree the next steps.</li> </ul>
3.30pm	Close of day		

