



School Name:

Date:

The One Conversation Impact Review

USP: What Makes you Unique?	<ul style="list-style-type: none"> • What are you? • What makes you unique? How will this be seen? • How does this impact typically day to day? • Feedback – what does it look like? Link to /can be used in schools • What other systems are in place to monitor Inclusion?
EXPERIENCE: Is the experience of C&YP with SEND positive and do they feel included?	<ul style="list-style-type: none"> • How do children experience the school? • Do young people enjoy learning and value education? • Are the opinions of young people heard and acted upon?
ENGAGE: Do families have a clear voice in the planning for their child?	<ul style="list-style-type: none"> • Family Involvement and coproduction • Sharing Information – General • Sharing Information - Individual
Effective: Is the provision appropriate and effective? Is teaching high quality and are interventions precise?	<ul style="list-style-type: none"> • Assessment – identification of need • Creating appropriate Provision • Increasing staff capacity • Quality First Teaching, does it meet need?
Expectations: Are outcomes for pupils with SEND positive and going to have a positive impact on preparation for adulthood?	<ul style="list-style-type: none"> • Assessment • Progress • Beyond the data
Embedded: Is leadership of SEND effective at all levels? Is it resulting in embedded good practice?	<ul style="list-style-type: none"> • Self - Review • Culture • Accountability • Strategy
USP: What Makes you Unique?	
Any developments?	

EXPERIENCE: Is the experience of C&YP with SEND positive and do they feel included?										
Pupil Perspective:	Actions since first review:	Impact since first review: (Please include staff and pupil feedback where possible)	Areas for development:	Targets/Next Steps	Actions	Staff involved	Time scale	Monitoring & Evaluation	Cost/Budget	End of year review



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ENGAGE: Do families have a clear voice in the planning for their child?											
Family Involvement & Engagement:	Actions since first review:	Impact since first review: (Please include staff and pupil feedback where possible)	Areas for development:	Targets/Next Steps	Actions	Staff involved	Time scale	Monitoring & Evaluation	Cost/Budget	End of year review	

Effective: Is the provision appropriate and effective? Is teaching high quality and are interventions precise?											
Appropriateness of Provision:	Actions since first review:	Impact since first review: (Please include staff and pupil feedback where possible)	Areas for development:	Targets/Next Steps	Actions	Staff involved	Time scale	Monitoring & Evaluation	Cost/Budget	End of year review	

3rd SEND Review Reflect 2022



School Name:

Date:

Expectations: Are outcomes for pupils with SEND positive and going to have a positive impact on preparation for adulthood?										
Measuring Impact:	Actions since first review:	Impact since first review: (Please include staff and pupil feedback where possible)	Areas for development:	Targets/Next Steps	Actions	Staff involved	Time scale	Monitoring & Evaluation	Cost/Budget	End of year review

Embedded: Is leadership of SEND effective at all levels? Is it resulting in embedded good practice?										
Quality and impact of Leadership:	Actions since first review:	Impact since first review: (Please include staff and pupil feedback where possible)	Areas for development:	Targets/Next Steps	Actions	Staff involved	Time scale	Monitoring & Evaluation	Cost/Budget	End of year review

3rd SEND Review Reflect 2022



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RAG Rating	Past RAG Rating – Please complete with comments/reflections on the rating you have given your setting for each area Review: Spring Term 2020	RAG Rating – Please complete with comments/reflections on the rating you have given your setting For each area Review: Summer Term 2022
USP: What Makes you Unique?		
EXPERIENCE: Is the experience of C&YP with SEND positive and do they feel included?		
ENGAGE: Do families have a clear voice in the planning for their child?		
Effective: Is the provision appropriate and effective? Is teaching high quality and are interventions precise?		
Expectations: Are outcomes for pupils with SEND positive and going to have a positive impact on preparation for adulthood?		
Embedded: Is leadership of SEND effective at all levels? Is it resulting in embedded good practice?		

Biggest reflection has the process been useful, what impact has it had on provision, staff, resources, planning etc.
How has the SEND Review process and funding impacted children and young people in school? Please try and provide tangible examples of support offered to students.