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3rd Specialist Review Record 2022

The One Conversation – a tool to develop professional dialogue between school leaders (and on occasion LA reviewers) about the effectiveness of SEND provision in school – for self-assessment, peer review and to develop school led improvement conversations leading to better outcomes for children and young people with SEND.

<p>USP: What Makes you Unique?</p>	<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?
<p>EXPERIENCE: Is the experience of C&YP with SEND positive and do they feel included?</p>	<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?
<p>ENGAGE: Do families have a clear voice in the planning for their child?</p>	<ul style="list-style-type: none"> • Family Involvement and coproduction • Sharing Information – General • Sharing Information - Individual
<p>Effective: Is the provision appropriate and effective? Is teaching high quality and are interventions precise?</p>	<ul style="list-style-type: none"> • Assessment – identification of need • Creating appropriate Provision • Increasing staff capacity • Quality First Teaching, does it meet need?
<p>Expectations: Are outcomes for pupils with SEND positive and going to have a positive impact on preparation for adulthood?</p>	<ul style="list-style-type: none"> • Assessment • Progress • Beyond the data
<p>Embedded: Is leadership of SEND effective at all levels? Is it resulting in embedded good practice?</p>	<ul style="list-style-type: none"> • Self - Review • Culture • Accountability • Strategy

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Unique Selling Point: What Makes you Unique?

Introduction:

What makes you, as a provision, Unique?

- 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?

Summary

Description



EXPERIENCE: Is the experience of C&YP with SEND positive and do they feel included?		Potential sources of evidence	
Pupil perspective:	How do children experience the school?	<ul style="list-style-type: none"> • Outcomes – do they meet children’s aspirations? Do you measure what children value? • Environment – does it broaden horizons and inspire? • Preparing for adulthood: What evidence is there? • Communication skills: systems evident and match needs? 	<ul style="list-style-type: none"> • Person centered plans • Outcomes measures • Pupil interviews and conversations • Wall displays • IAG/ work experience/
	Do young people enjoy learning and value education?	<ul style="list-style-type: none"> • Do children enjoy learning and interaction? • Do staff involve them to develop and deliver provision? • Are parents/carers are engaged to support learning? • Are pupils able to talk about the clubs, trips and visits and other extra-curricular activities they take part in alongside their peers? 	<ul style="list-style-type: none"> • Lesson obs/ learning walks • Meetings/conversations with pupils • Meetings /conversations with parents/ carers • Web-site
	Are the opinions of young people heard and acted upon?	<ul style="list-style-type: none"> • How are C&YP involved in giving their opinions about the provision? Do pupils with SEND speak highly of their educational experiences? • What evidence is there that C&YP are listened to and their views acted upon? • Is one planning child- centered? • Are C&YP included in all activities and are reasonable adjustments made to make sure that this is possible? 	<ul style="list-style-type: none"> • Conversations with pupils • Pupil centered plans • Meetings notes • Logs of attendance at clubs and activities • Photographic evidence • Wall displays

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	Summary	
	Strengths	Areas for Development

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ENGAGE: Do families have a clear voice in the planning for their child?		Potential Sources of Evidence
Family Involvement & Engagement:	<p>Family Involvement and coproduction</p> <ul style="list-style-type: none"> • How do you engage families? • What evidence is there that school leaders welcome and engage parents and carers? • What questions do you ask parents when you work with them? • When do you engage families? • Who is family? • How does the involvement continue? • What would families say? • How do you know? 	<ul style="list-style-type: none"> • Meeting notes • Web site • Parent/carer questionnaires • Parent/carer views documents • Meetings with parents/carers • Meeting with key staff who work with parents/carers
	<p>Sharing Information - General</p> <ul style="list-style-type: none"> • Is the SEND Information Report published on the web-site? Is it written in a way that is accessible to all parent/carers • Does the SEND information report and SEND policy provide a comprehensive summary of provision at the school? Is it reviewed annually? Does it reflect the views of parents and pupils as well as those of the school? • Are parents/carers made aware of impartial advice and support such as SENDIASS? 	<ul style="list-style-type: none"> • Web- site • Conversations with parent/carers
	<p>Sharing Information - Individual</p> <ul style="list-style-type: none"> • Is individualised planning in an accessible format and regularly produced? • Do reports and plans build on previous ones? • How do parents share home information with school? • Is this a partnership approach? 	<ul style="list-style-type: none"> • One- plans /pupil centered plans- series for one pupil • Mechanisms for sharing information – policy documents • Examples of shared information

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Effective: Is the provision appropriate and effective? Is teaching high quality and are interventions precise?		Potential Sources of Evidence
Appropriateness of Provision:	<p>Assessment – identification of need</p> <ul style="list-style-type: none"> • Is identification of additional need timely? • Is identification of need responsive to changing needs? 	<ul style="list-style-type: none"> • Assessment tools used and evidence of their appropriateness • Data and information sets • Pupil files
	<p>Creating appropriate Provision</p> <ul style="list-style-type: none"> • How do leaders adjust provision to meet pupil need and innovate? • Is the curriculum appropriate to meet the needs of pupils who have SEN and/or D? • Are interventions linked and reflected in wider learning? Is learning from interventions capitalized on in whole class and small group teaching? • Honesty of effectiveness of the 7 areas of learning? (If appropriate) • Building provision over time – how does that happen? • How are class teachers supported to differentiate and develop approaches which meet individual need and which lead to access to the curriculum for all? • How is the quality of teaching for pupils with SEND systematically reviewed? 	<ul style="list-style-type: none"> • Curriculum maps- for school and individuals • Provision maps • Individual plans and links to curriculum – case studies • Intervention menus and communication with staff • Teacher planning – though conversations • Evidence in books • Meeting with Head Teacher / curriculum lead/s • Lesson observation tools and outcomes • CPD records • Meeting with staff • Pupil meetings/ conversations • Pupil centered planning reflected in planning and curriculum
	<p>Increasing staff capacity</p> <ul style="list-style-type: none"> • Matching curriculum to need. Is it fit for purpose? • Leadership deployment of staff – effectiveness? • Teacher – reciprocal learning. Willingness to open doors? • Staff – underlying capacity. Use of their professionalism / self – directed? • Publish the value and outcomes of projects? • Growth and sustainability in the school? • Creates a culture of adults learning? • Knowledge of SEND – what, how, access, specialisms and additional training? 	<ul style="list-style-type: none"> • Headteacher meetings • SLT meetings • Ethos walks • CPD records • Reports on projects • Succession planning • CPD map which indicates range of learning and the impact of it in the classroom • Conversations with teaching staff • Conversations with LSAs/TAs

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	Quality First Teaching, does it meet need?	<ul style="list-style-type: none">• How well are teaching strategies matched to pupils' individual needs? What are the monitoring systems to ensure that this happens?• How do class teachers manage resources which are allocated to meet the needs of pupils with SEND?• How do class teachers maximize the impact of teaching assistants if they have them in their class?• Is progress evident through pupil work? (work can be in any form)	<ul style="list-style-type: none">• Book scrutiny• Pupil progress meetings• Deployment of LSAs/TAs – focused lesson observations/learning walks• Planning for the deployment of teaching assistants• Progress files
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Expectations: Are outcomes for pupils with SEND positive and going to have a positive impact on preparation for adulthood?		Potential Sources of Evidence	
Measuring Impact:	Assessment	<ul style="list-style-type: none"> • Is it effective? How do we know? • Do leaders know quality (mismatched). • Do all pupils have accurate assessments which enable tracking of progress from starting points? • How accurate and timely are assessments? How are they used to inform planning? • How does the school involve and use the assessments and views of other agencies in developing provision for pupils with SEND? • Is the SEND Assessment system part of the wider assessment system of the school? 	<ul style="list-style-type: none"> • Assessment tools • Data and information files • Tracking information and evidence • Person centered planning • One planning documents- evidence of sharing and acting on information and planning for need • Evidence of integration of therapeutic approaches in lessons and learning activities • Assessment systems in the school- linking between systems • All leaders can talk about the progress and attainment of all pupils
	Progress	<ul style="list-style-type: none"> • Measures of progress – what progress, how is impact measured and moderated? • What progress with personal development and how does it match the vision and values? • How good is progress for pupils with SEND, across year groups, in a wide range of subjects? • How good is progress of pupils with different categories of need (e.g. Autism, LDD, SLCN,PNI,SEMH etc.) • How is progress shown against EHCP or one plan outcomes? How do you know if it is good progress? 	<ul style="list-style-type: none"> • Progress data • Meeting with SENCO and assessment leaders • Progress information about wider outcomes • Analysis of data by groups • Discussion about what is good progress with leaders

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	<p>Beyond the data</p>	<ul style="list-style-type: none">• How are wider outcomes around specific needs communicated to all staff and how are they measured?• How are wider outcomes used to “tell the story” of pupils with SEND progress across the school? What is the overall picture of progress made by pupils with SEND?• Does pupils’ work indicate progress and evidence of learning?• How are rates and reasons for fixed term and permanent exclusions monitored? What is the data? What is the action being taken?• How does the school monitor rates, types and patterns of bullying for pupils with SEND? How do they respond to any concerns?• Are the interventions that are used effective? How do you know? What do you do if they are not?• Are pupils on “part- time timetables”- how many? Is there a clear plan for these to be short- term with a plan for full inclusion? What risk assessments are in place? What are the safeguarding arrangements around these pupils?	<ul style="list-style-type: none">• Pupil centered plans• Wider outcomes framework• Pupil books and other evidence of work /progress• Exclusion data and analysis• Attendance data and analysis• Bullying records• Conversations with pupils• Interventions impact report• Discussions with “pastoral staff” re approaches to exclusion• Case studies and plans for pupils on part- time timetables• Risk assessments• Safeguarding plans for pupils who are on part time timetables and who are vulnerable because of their special educational need
	<p>Summary</p>		

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Embedded: Is leadership of SEND effective at all levels? Is it resulting in embedded good practice?		Potential sources of evidence
Quality and impact of Leadership:	<p>Self - Review</p> <ul style="list-style-type: none"> • Do leaders know? • Is this shared beyond leadership? • Impact of governance? • Using information to inform changes in the school? • Outward facing and sharing best practice? • Can you prove it? • Is it Sustainable? 	<ul style="list-style-type: none"> • School SEf • Individual department/ subject SEFs • Teaching staff meeting • Support staff meeting • Governors meeting • Examples of partnership working
	<p>Culture</p> <ul style="list-style-type: none"> • Has the school got a culture of high aspiration for all children? How is it demonstrated through the school? • How successfully does the school engage in School led- SEND? What evidence is there of collaboration with other schools? • How does the school enable equality of opportunity for all children both inside and outside the classroom? For example, do pupils with SEND have equal access to all trips and visits? Do pupils with SEND have equal access to all social events and clubs? • What evidence is there that there is an effective strategy to ensure that pupils are well prepared for the next stage in their education, training or employment?(Preparing for Adulthood) 	<ul style="list-style-type: none"> • Meetings with key staff • Ethos walks • Conversations and meetings with pupils • Partnership working evidence • Web-site • Trip logs • Parent meetings • Transition arrangements • NEET figures (where appropriate) • Lesson observations and learning walks
	<p>Accountability</p> <ul style="list-style-type: none"> • Does the SEND Governor systematically challenge senior leaders about the learning and progress of pupils with SEND? • What is the evidence of positive impact on the quality of teaching for pupils with SEND? • Do school leaders have a good understanding of how pupils with SEND achieve with individual teachers and across subjects? How is this acted on? 	<ul style="list-style-type: none"> • Meeting with governors • Governors meeting minutes • Meetings with school leaders

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	Strategy	<ul style="list-style-type: none">• How does the leadership of the school ensure the best use of the resources allocated to the school to meet Special Educational Needs of pupils without an EHCP?• How does the School leadership work strategically to ensure the good progress of pupils with SEND and to ensure inclusive practice?• How is the impact of training and development for SEND monitored and measured to ensure positive improvements?• What systems are in place to ensure that all teachers have a shared understanding of pupil needs and personalised strategies and which are consistently applied• How do leaders ensure that the person centered graduated approach is implemented effectively and embedded in the school?	<ul style="list-style-type: none">• Funding information and spend information• Policies and plans• Impact reports from training• Meetings with school leaders and teaching and non-teaching staff• Information sharing strategies and evidence that these are working• Assessment policies• Meeting agendas• SEND information files• Observation schedules• Lesson observations and learning walks
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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
Unique Selling Point: 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?		

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Effective: Is the provision appropriate and effective? Is teaching high quality and are interventions precise?		
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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.

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