

Good to Great for SEND

Guidance to support schools in analysing and judging the progress and attainment of pupils with Special Educational Needs & Disability and making decisions about future provision.

A Working Document for SEND Coordinators



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Good to Great for SEND

Guidance to support schools in analysing and judging the progress and attainment of pupils with SEND and making decisions about future provision

A Working Document for School SEND Coordinators

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Academic Year **2016/17**

[Where can I get the data I need?](#)

Introduction

Supporting your SEF judgement for pupils with SEND

A school's analysis of data identifying the attainment and progress of pupils on the SEND record is the first crucial component in being able to confidently judge the quality of these pupils' learning experience and hence, make a confident SEF judgement.

Part One follows a consistent process:



The process involves firstly ensuring that SENCOs are clear as to the **key questions** that need answering in relation to the attainment and progress of pupils with SEND. This guidance then provides schools with the **tools** which are needed to answer these questions. In some cases these 'tools' reference existing data held on RAISEonline, National Progression Guidance or the school's own information system. In some cases, **proforma grids** have been produced to support data collection. Crucially, this guidance provides a range of suggested **questions to support the analysis** of data in order to enable judgements to be clearly visible. These questions are not exhaustive and will differ from school to school depending on priorities, size and current focus of the school improvement plan. Following the process of analysis, gaps in pupils' attainment should be visible; space is then provided for schools to make decisions related to **future provision** in order to narrow identified gaps.

As important as the analysis of data, is scrutiny of the wider qualitative information schools have regarding the whole child experience e.g. attitude to learning, development of relationships, involvement of parents etc. To support schools in this endeavour, **Part Two** provides guidance to support schools' scrutiny of their own qualitative self-evaluation information.

This process will help you to be able to use the Ofsted criteria to make an overall judgement as to the effectiveness of SEND provision and practice across the School. ([See Appendix A](#))

Analysis of SEND related quantitative and qualitative data and information does not just stop at the point where a judgement for the SEF can be made. It is the first, but crucial step in the process of narrowing the gap that drives through to effective, focused and evaluated action. The process of making decisions to 'narrow the gap', 'mind the gap' and 'celebrate gap busting' is demonstrated in **Parts Three, Four and Five**

This guidance is not exhaustive, and care needs to be taken when putting it into practice as each school will have its own priorities depending on its size and current focus of the school improvement plan.

Sources of data

[Progression Material](#)

[Raise Online](#)

RAISEonline provides interactive analysis of school and pupil performance data. Used by Ofsted for inspections. A summary report will be placed in your School Web box if you subscribe to the North Lincs Data SLA otherwise can be downloaded from the Raise Online website.

[School Inspection Handbook 2015](#)

*The subsidiary guidance has now been withdrawn as a separate document and is now incorporated into the **main schools inspection handbook**. This was republished on 31st July for use in September 2014*

[O-Track](#)

A purchased piece of tracking software used by the majority of Primary sector schools in our area should be a good source of pupil assessment data. Analysis is available at pupil group and school levels.

SLA available sources

[Web boxes](#)

Contain data analysis packs for all statutory tests including breakdowns showing performance of SEND pupils

[FFT Aspire](#)

Aspire is the online tool from Fischer Family Trust and is a source for pupil school and group estimates and analysis

A: Suggested questions to facilitate analysis

Who are potentially vulnerable groups within our SEND cohort? Are they over represented as a proportion of the whole school?

Are there pupils who are appearing in more than one vulnerable group that may need even closer tracking?

Is there evidence of movement within the SEN record of particular pupils moved off the record or from SEN Support to EHCP, or EHCP to SEN Support? What is the trend in the area over 3 years?

PART ONE - Assess - Review of quantitative outcomes through SEND Data collection and analysis

B	KEY QUESTION: (1) How does the (i) attainment and (ii) progress of pupils with SEND KS1 / KS2 compare with <u>other groups across the school?</u> (2) How does the (i) attainment and (ii) progress of pupils with SEND KS1 / KS2 compare <u>nationally?</u> TOOL: Raiseonline Key Stage 1 / 2 Attainment by Pupil Characteristic - Raiseonline Key Stage Progress by Pupil Characteristic WHEN: End of autumn term
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Use your own Raiseonline data from www.raiseonline.org

Copy relevant Raiseonline pages

RAISEONLINE ANALYSIS:

- Key Stage 1

- Key Stage 2

- Phonics screen

B: Suggested questions to facilitate analysis

How are pupils with SEND attaining in relation to the national picture?

How are pupils with SEND attaining in relation to other groups across the school, in particular SEND Support with Statement/EHP and SEND Support with non-SEND?

Is there a difference in attainment between core subjects?

How does this compare with previous years? Is there a trend?

PART ONE: Assess - Review of quantitative outcomes through SEND Data collection and analysis

C	KEY QUESTION:	(1) How are groups of pupils with SEND attaining? (2) What progress have groups of pupils with SEND made this term/academic year?
	TOOL:	School's own live tracking data
	WHEN	Termly and end of academic year

Academic year: 2016/2017

(1) ATTAINMENT:

Autumn (2) 2016 data	Reading:			Writing:			Maths:			GPS:		
	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations	Below age related expectations	On track to achieve age related expectations	Exceeded age related expectations
Year 1:												
Year 2:												
Year 3:												
Year 4:												
Year 5:												
Year 6:												

This table allows you to input a group for deeper analysis e.g. year group; pupils with particular need (ASD, SEMH, SpLD); those involved in a specific intervention; boys, etc

Input %, number of pupils, or pupil initials, depending on the size of your cohort

PART ONE - Assess - Review of quantitative outcomes through SEND Data collection and analysis

(2) PROGRESS:

Autumn (2) 2016 data	Reading:			Writing:			Maths:			GPS:		
	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress
Year 1:												
Year 2:												
Year 3:												
Year 4:												
Year 5:												
Year 6:												

Spring (2) 2017 data	Reading:			Writing:			Maths:			GPS:		
	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress	Below expected progress	Expected progress	Exceeded expected progress
Year 1:												
Year 2:												
Year 3:												
Year 4:												
Year 5:												
Year 6:												

C: Suggested questions to facilitate analysis

How well are pupils progressing across year groups in core subjects?

Reading -

Writing -

Maths -

GPS -

Consider any identified high priority years/ vulnerable groups; how are they progressing? Do they still remain a high priority?

Example:

Year groups of concern -

Pupil premium group -

Statement/EHCP -

Gender -

What is the average rate of progress of pupils with SEND, in all year groups?

Is the average rate of progress at least in line with the average rate of progress for other groups? If not, why?

Highest in-school gap is for ...

Is there any evidence of enhanced progress and therefore the 'gap' narrowing?

Is the attainment gap between pupils on the SEND record and non-SEND narrowing?

PART ONE: Assess - Review of quantitative outcomes through SEND Data collection and analysis

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D	KEY QUESTION: How are <u>individual pupils</u> on the SEND record currently (i) attaining and (ii) progressing? Are they on track to achieve their end of key stage targets? TOOL: Use of school's own live individual pupil tracker for progress and attainment. WHEN: Termly and end of academic year
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Copy relevant O-Track / Eazmag / school devised tracking pages

D: Suggested questions to facilitate analysis

Are pupils currently making at least expected or enhanced progress in core subjects?

Are pupils on track to meet their end of year/key stage target?

Where pupils have been involved in targeted intervention, have pupils made enhanced progress? Where is your evidence? If not, why not?

E, F, G, H, Suggested questions to facilitate analysis

Does the attendance/persistent absence rate of pupils with SEND in the school meet expected levels?

Is there a significant difference between non SEND and SEND attendance/persistent absence?

Are there variations within the SEND record between significant groups e.g. by area of need; level/type of support?

Are there any links between low attendance and levels of progress and attainment as well as SEND?

Are pupils being given the appropriate amount of support and challenge to improve attendance and is this effective?

Where there is an issue with exclusions amongst some pupils in the school, are pupils on the SEND record (particularly within areas of need e.g. ASD, SEMH) overly represented in this group?

Are pupils on the SEND record fairly represented within school extra curricular clubs/activities, residential visits?

How is the school ensuring that pupils with disabilities (in its widest sense) fully participate in extra curricular and off-site activities?

PART TWO - Assess - Guidance to support scrutiny of SEND related qualitative evidence

As important as the analysis of data is, scrutiny of the wider qualitative information schools have, regarding the whole child experience. Review some of the suggested sources of evidence cited in the box below when evaluating qualitative outcomes for pupils with SEND. This level of analysis may be undertaken on the school's whole SEND cohort over time or focus on an identified SEND group e.g. area of need, placement on record, SEND and FSM. Where schools wish to focus on evaluating the whole child experience for a particular pupil for the purposes of developing an Ofsted case study.

[Appendix C provides a proforma for this purpose.](#)

KEY QUESTION: What does our qualitative evidence tell us about how successful we are in achieving a culture of high expectations and success for pupils with SEND?

TOOLS: Possible sources of evidence are:

Lesson observations	Pupil questionnaire/interviews	SEND governor visit notes
Parent questionnaire/interviews	External agency reports	Work scrutiny
Annual/personal target reviews	Correspondence from parents	Observation notes
Participation in community activities	Pastoral records	
Feedback from support staff	Plan reviews	

Questions to facilitate the analysis of qualitative information (See Ofsted Schools Inspection Handbook, January 2015)

Are pupils engaged in learning and do they have a positive attitude towards school?

Do class teachers and support staff have high expectations for pupils with SEND? Is this evident in day to day teaching?

Evaluate the amount of teacher/adult talk versus the contribution from pupils. What interaction does the teacher have with the pupils with SEN? Do pupils have opportunities to work independently or with their peers?

Does working with support staff prevent social interaction with other pupils?

Are pupils making good progress in acquiring attitudes and skills which lead to greater independence? Are pupils with SEND encouraged to use their initiative?

Do pupils with SEND feel safe in school (particularly from bullying)?

Are 'reasonable adjustments' made to help pupils with SEND to be fully included in school?

Additional adult support does not always improve progress; are we ensuring that teaching assistants don't always work with the lowest attaining group?

Is the work of pupils with SEND monitored closely by the class teacher to ensure that next steps in learning are carefully planned, rather than always relying on information from the TA?

Do support staff have sufficient subject knowledge and skills to ensure their input promotes thinking and not simply task completion?

From work scrutiny, is there evidence of challenge, motivation, independence, presentation and appropriate support and marking? What evidence is there that skills learnt in interventions are applied in other lessons?

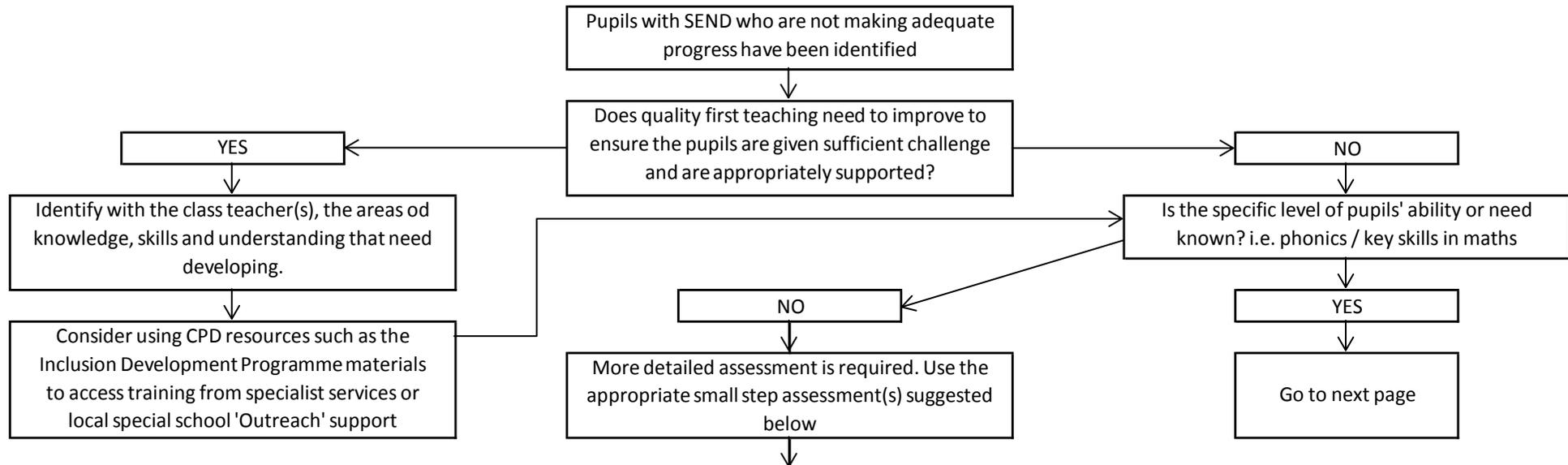
Does the school have a positive and meaningful relationship with parents of pupils on the SEND record? Is behaviour generally positive and do pupils have an ability to make well informed choices?

Part Three - Plan - making decisions about provision

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Having completed a thorough analysis of both quantitative and qualitative information that can be summarised for the purpose of the whole school self-evaluation, the next step is to identify where improvements can be made in relation to future provision.

Key areas for development may well have been identified as part of the process of analysis and recorded in the 'action' boxes in Part One and Part Two.



Small Steps Literacy Tracker

Assessment to identify pupil's current level of attainment, gaps, next areas to address within phonic phrases for reading and spelling and key words.

Gaps in Maths Profile

Assessment to identify pupil's secure level of skill and understanding as well as their gaps, within number and calculation. For use with the National Strategies "supporting pupils with gaps in their mathematical understanding".

Behaviour and Assessment Tracker

Adapted from Kent PRU, a simple assessment to gauge where a pupil's key behaviour needs lie in order to tailor provision effectively.

Speech and Language checklist

Taken from the Inclusion Development Programme guidance.

Speech and Language Therapist guidance

Provides suggestions for strategies

 **Reading age** (e.g. Diagnostic Reading Analysis, Hodder and Stoughton)

 **Spelling age** (e.g. Vernon, SWST)

Part Three - Plan - making decisions about provision

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Narrowing the Gap – The Provision Mapping Process

Once the specifics of these targeted pupils needs have been identified, the next step is to establish what is likely to make the *most* effective provision in order to accelerate progress and narrow gaps.

It is crucial that schools and SENCOs keep as much of a focus on developing inclusive quality first teaching as on targeted additional provision. It is this two pronged approach which is crucial to get right; firstly ensuring class teachers are addressing needs as part of their daily differentiation to support access to the curriculum and secondly, that highly tailored, well evidenced additional provision or intervention is in place and is continually reinforced back in class.

To this end, the following key questions should be considered:	Supportive guidance materials/links:
Are we confident that we provide an inclusive quality first teaching for pupils with SEND?	Inclusion Development Programme http://wearchive.nationalarchives.gov.uk/20130123124929/https://www.education.gov.uk/schools/toolsandinitiatives/nationalstrategies Advice from specialist agencies.
Are we engaging these targeted pupils and their parents in dialogue about their learning and progress as we know that research suggests this has a big impact on progress?	<i>SEND parents' meetings</i> <i>Person Centred review meetings</i> <i>Annual reviews</i>
Do we know what the latest research tells us about the types of interventions and type of support that work for pupils with SEND?	<i>Consult 'What works for pupils with literacy/maths difficulties?'</i>
Have we identified the key member(s) of staff who will lead on the organisation of intervention?	<i>E.g. class teacher, SENCO, HLTA</i>
Are class teachers clear about what is happening within the targeted provision/intervention?	<i>SENCO or relevant member of staff to share this information and intended outcomes</i>
Are their systems in place to ensure that skills developed within intervention are practised back in class regularly?	<i>E.g. use pupil target sheet</i>
Is there training required at either a QFT level or for staff delivering intervention/specialist support	<i>Education Inclusion Teams</i> <i>Special School 'Outreach' Service</i>

PART FOUR - Do - putting in place systems to track and monitor progress

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Systematic and regularly monitoring the progress of the targeted group through the intervention they are receiving is crucial at this stage to ensure this additional provision is making the difference you have planned and set targets for.

To this end, the following key questions need to be considered:	Supportive guidance materials/links
Have we set specific, measurable and challenging targets in relation to the additional provision/intervention?	<i>See targets linked to individual interventions or use small steps trackers to generate appropriate targets from</i>
Have we a robust and accurate method of monitoring progress pupils are making?	Use SEND team intervention monitoring sheet (Appendix C)
Are class teachers clear as to their responsibility in monitoring progress?	<i>Via SENCO or appropriate member of staff through training on intervention</i>
Are support staff clear as to their responsibility in sharing weekly progress/concerns?	<i>E.g. use weekly record sheets provided with interventions</i>
Who has responsibility for supporting the staff who are delivering the intervention?	E.g. SENCO, Subject Leader, HLTA
Who has responsibility for monitoring the quality of this additional provision?	E.g. SENCO, Subject Leader
Who will ensure that the leadership team are briefed on the progress of these identified groups?	SENCO

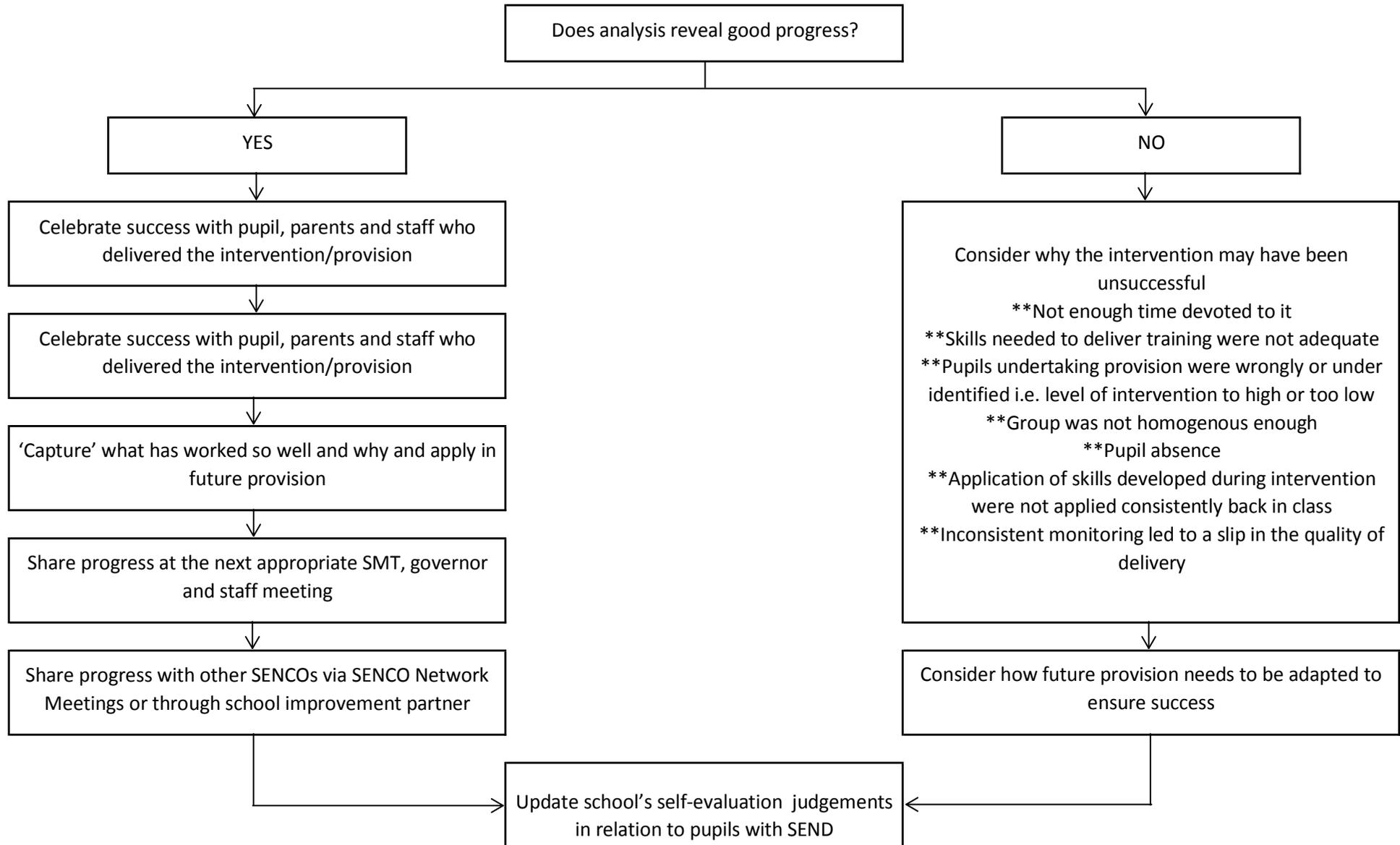
Questions to support analysis of provision

At the point when the intervention/support is complete or at least as a term comes to an end, those involved in delivering and monitoring the intervention should begin the process of analysing and judging the progress individual pupils have made. The questions below should be able to support you in this process. Using the intervention monitoring form provides a format for collecting this information for a group of pupils, alternatively, schools may use their Person-Centred Review format.

- What is the rate of progress being made by individual pupils?
- Are individual pupils making expected progress? (against targets set, over time)?
- Are individual pupils making even progress *within* a subject? (different strands)?
- Are individual pupils making even progress *across* all subjects?
- Are individual pupils on track to meet their end of key stage target?
- Is there a relationship between the amount of progress made and the amount of support given?
- Are there specific areas of concern/ celebration?
- Does the intervention represent value for money?

PART FIVE - Review - capturing, spreading and sharing what worked

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Appendix A - Outcomes for pupils

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[School Inspection Handbook 2015](#)

Disabled pupils and those with special educational needs.

Ofsted

Does not make a separate judgement about special educational needs (SEND) provision. SEND provision forms part of whole-school inspection.

Inspectors will, however, report on the achievement of disabled pupils and those who have SEND.

1. Inspectors will consider the progress of disabled pupils and those with special educational needs in relation to the progress of all pupils nationally with similar starting points. Inspectors will examine the impact of funded support for them on closing any gaps in progress and attainment. The expectation is that the identification of special educational needs leads to additional or different arrangements being made and a consequent improvement in progress.
2. Inspectors will consider whether any differences exist between the progress and attainment of pupils in resource-based provision and those with similar starting points who are disabled or have special educational needs in the main school. Inspectors will report on any differences and the reasons. When considering any whole-school published data on progress and attainment, inspectors will take into account the impact that a large number of pupils in resource-based provision might have on these figures.
3. For groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on outcomes will be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures the school holds. Evaluations should not take account of their attainment compared with that of all other pupils.

Appendix A - Outcomes for pupils

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Grade descriptors - relevant to those pupils with SEND	
Outstanding (1)	For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.
Good (2)	Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving.
Requires Improvement (3)	Outcomes are not yet good.
Inadequate (4)	For disadvantaged pupils, the proportions making or exceeding progress from their different starting points in English or in mathematics are consistently well below those of other pupils nationally and show little or no improvement.

Appendix B

Prompt sheet for CASE STUDY OF A PUPIL WITH SEND

A Prompt sheet with suggested areas to include when drawing up a case study of a potentially vulnerable child to assess the effectiveness of the care, guidance and support / teaching and curriculum adjustments for individual pupils

Pupil	<i>Use first name only or Pupil A</i>
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Date of placement on SEND record	
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Pen Portrait including area(s) of need / barriers to learning

External agencies who have been involved

PROVISION OVER TIME / ARRANGEMENTS OVER TIME

*e.g. type of targeted intervention;
mentoring – advice and guidance;
additional specialist teaching;
transition arrangements;
resources to support access to curriculum;
support for/involvement with parents/carers,
peer support;
arrangement for pupils missing work through absence, through attendance at additional programmes or through exclusion etc*

How the skills of staff have been developed to address needs	
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QUANTATIVE OUTCOMES FOR PUPIL

YEAR															
	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Attainment FS/NC/P levels or GCSE/ other															

Progress Summary – sub levels or points score

Pupil made _____ (How much) **progress over** _____ (time) **in reading / writing / maths / etc**

Other data – Improvement in attendance, reduction in fixed term exclusions or numbers of behavioural incidents, etc.

This enabled pupil to {e.g. catch-up/ meet FFTD target, access Wave 2 provision, be removed from SEND record, be school }

QUALITATIVE OUTCOMES FOR PUPIL

Independence/ confidence / attitude to learning

Social skills / relationships

Impact on wider school practice and provision e.g. staff now trained in Makaton, links with area special school, change to school ethos/ policy/ practice

CASE STUDY OF A PUPIL WITH SEN

A case study of a potentially vulnerable child to assess the effectiveness of the care, guidance and support / curriculum adjustments for individual pupils

Pupil	
Date of placement on SEND record	

Pen Portrait including area(s) of need / barriers to learning

External agencies who have been involved

PROVISION OVER TIME / ARRANGEMENTS OVER TIME

How the skills of staff have been developed to address needs

QUANTATIVE OUTCOMES FOR PUPIL

YEAR														
Attainment FS/NC/P levels or GCSE/ other	Eng	Maths												

Progress Summary

QUALITATIVE OUTCOMES FOR PUPIL / SCHOOL

Appendix C

Intervention Monitoring for:

Areas of need addressed	
Entrance criteria	
Exit criteria	
Weeks needed for programme	
Number of pupils in group	

Group Target:

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Pupil Progress Tracker:

Name	Gender	Baseline Assessment	End of Weeks	End of Weeks	Details of Progress

Evaluation of Intervention/Next Steps:

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