North
Lincolnshire
Council

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
Primary
SEND Coordinators

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

Contents

Academic Year   **2021/2022**

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:

Key Question

⬇

Tool

⬇

Suggested questions to facilitate analysis

⬇

Analysis and Action

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 online, 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 <u>overall judgement</u> 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 Materials:

  In house tracking/monitoring systems.

- GOV.UK Analyse School Performance summary:

  The ASP summary provides interactive analysis of school and pupil performance data.

- School Inspection Handbook 2021
- O-Track/ or equivalent:

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

- FFT Aspire

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

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

A	KEY QUESTION:	Who are the potentially vulnerable groups within the school's SEND cohort?
	TOOL:	SEND Record
	WHEN:	Termly

SEN Record	Non SEN	SEN Overall	SEND Support												Education Health & Care Plan											
				Cognition & Learning				Communication & Interaction		Sensory &/or physical needs			Social, emotional & mental health difficulties			Cognition & Learning				Communication & Interaction		Sensory &/or physical needs			Social, emotional & mental health difficulties
Identification Academic Year: 2021/2022			TOTAL *	MLD	PMLD	SLD	SpLD	ASD	SLCN	HI	VI	PD	SEMH	TOTAL	MLD	PMLD	SLD	SpLD	ASD	SLCN	HI	VI	PD	SEMH
Autumn 2021																								
Spring 2022																								
Summer 2022																								

*A number of pupils may have needs in more than one area, hence totals may not tally.

SEND and other group Academic Year: 2021/2022	Number on Record	SEND and EAL	SEND and BME	SEND and LAC	SEND and Male	SEND and Female	SEND and Mobility	SEND and Pupil Premium	SEND and Vulnerable Pupil
EXAMPLE	42 (289)	3(21)	1 (7)	2 (6)	29 (150)	13 (139)	12 (18)	25 (127)	16 (83)

> The number in the brackets denotes the number of pupils in the identified group within the whole school, i.e. 2(6) means that there are 6 LAC pupils within the whole school, 2 of whom are on the SEND record.

SEND by year group Academic Year:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

SEND Movement Academic Year:	No of Pupils Placed on SEND Record	Pupils Moved from SEND Support to EHCP	No of Pupils Taken Off the SEND Record	Pupils Moved from EHCP to SEND Support
EXAMPLE: September 2019 to December 2021.	9	3 EHCPs pending	7	0

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

A	KEY QUESTION:	Who are the potentially vulnerable groups within the school's SEND cohort?
	TOOL:	SEND Record
	WHEN:	Termly

Action	Issue for action in the short term?	Issue to be included on improvement plan?	Monitoring. Who? How When?	Review impact of action

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:	ASP Key Stage 1 & 2 Attainment by Pupil Group
	-	ASP Key Stage 2 Progress by Pupil Group
	WHEN:	End of Autumn term

Use your own GOV.UK Analyse School Performance (ASP) summary data
Copy relevant pages

<u>**ASP ANALYSIS**</u>:

Attainment by pupil group

Progress by pupil group

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 ECHP 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

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:	ASP Key Stage 1 & 2 Attainment by Pupil Group
	-	ASP Key Stage 2 Progress by Pupil Group
	WHEN:	End of Autumn term

Action	Issue for action in the short term?	Issue to be included on improvement plan?	Monitoring. Who? How When?	Review impact of action

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: 2021/2022

(1) ATTAINMENT:

Autumn (2) 2021 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:												

Please amend this table based upon your individual school/ academy system for tracking pupil attainment and progress. You may want to use the FFT end of KS2 estimates as a way of tracking whether they are on track based on their prior attainment.

You may want to analyse SEN Support & EHCP attainment and progress as a group of 'All SEN' or duplicate the table to separate them out into 2 groups to gain a clearer picture.

You may also want 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

Spring 2022 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:												

Summer 2022 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:												

(2) PROGRESS:

Autumn (2) 2021 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) 2022 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:												

Summer (2) 2022 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:												

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

C: Suggested questions to facilitate analysis
How well are pupils progressing across year groups in English & Maths?

Consider any identified high priority years/ vulnerable groups; how are they progressing? Do they remain a high priority?
Example:
Year groups of concern -
Pupil premium group -
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

C	KEY QUESTION:	(1) How are groups of pupils with SEND attaining and
		(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

Action	Issue for action in the short term?	Issue to be included on improvement plan?	Monitoring. Who? How When?	Review impact of action

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**	

Copy/ insert relevant School devised/ chosen tracking pages

D: Suggested questions to facilitate analysis

Are pupils currently making at least expected or enhanced progress?

 Reading, Writing & Maths combined…

 Reading-

Writing-

Maths-

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?

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

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

Action	Issue for action in the short term?	Issue to be included on improvement plan?	Monitoring. Who? How When?	Review impact of action

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

E	**KEY QUESTION:** Is the attendance of pupils on the SEND record meeting at least expected levels? How does the attendance of SEND pupils compare with non-SEND? How does the attendance of SEND pupils compare with local/national averages? **TOOL:** School attendance data **WHEN:** Termly/Annually

Attendance: % or numbers of pupils	2019/2020			2020-2021			2021-2022		
	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
Non SEND									
SEND									
Local									
National									
**SEND by group e.g. year, SEMH									

** This allows you to input a <u>group</u> for deeper analysis

F	**KEY QUESTION:** Is there a concern with persistent absence of pupils on the SEND record? How does the persistent absence of pupils on the SEND record compare with local/national averages? **TOOL:** School attendance data **WHEN:** Termly/Annually

Persistent Absence: % or numbers of pupils	2019/2020			2020-2021			2021-2022		
	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
Non SEND									
SEND									
Local									
National									
**SEND by group e.g. year, SEMH									

G	KEY QUESTION:	How does the number of pupils with SEND being excluded compare to non-SEND?
		Are the numbers of pupils with SEND being excluded exceeding local/national averages?
	TOOL:	School exclusion data
	WHEN:	Termly/Annually

| Exclusions: | 2019/2020 | | | 2020-2021 | | | 2021-2022 | | |
% or numbers of pupils	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
Non SEND									
SEND									
Local									
National									
**SEND by group e.g. year, SEMH									

H	KEY QUESTION:	Are pupils on the SEND record fairly represented within school extra-curricular clubs/activities e.g. ICT club/school council?
	TOOL:	School data
	WHEN:	Termly/Annually

| Extra-curricular: | 2019/2020 | | | 2020-2021 | | | 2021-2022 | | |
% or numbers of pupils	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021	Summer 2021	Autumn 2021	Spring 2022	Summer 2022
Non SEND									
SEND									
**SEND by group e.g. year, SEMH									

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

E	**KEY QUESTION:**	Is the attendance of pupils on the SEND record meeting at least expected levels? How does the attendance of SEND pupils compare with non-SEND? How does the attendance of SEND pupils compare with local/national averages?	
	TOOL:	School attendance data	
	WHEN:	Termly/Annually	
F	**KEY QUESTION:**	Is there a concern with persistent absence of pupils on the SEND record? How does the persistent absence of pupils on the SEND record compare with local/national averages?	
	TOOL:	School attendance data	
	WHEN:	Termly/Annually	
G	**KEY QUESTION:**	How does the number of pupils with SEND being excluded compare to non-SEND? Are the numbers of pupils with SEND being excluded exceeding local/national averages?	
	TOOL:	School exclusion data	
	WHEN:	Termly/Annually	
H	**KEY QUESTION:**	Are pupils on the SEND record fairly represented within school extra-curricular clubs/activities e.g. ICT club/school council?	
	TOOL:	School data	
	WHEN:	Termly/Annually	

Action	Issue for action in the short term?	Issue to be included on improvement plan?	Monitoring. Who? How When?	Review impact of action

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

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 TWO - Assess - Guidance to support scrutiny of SEND related qualitative evidence
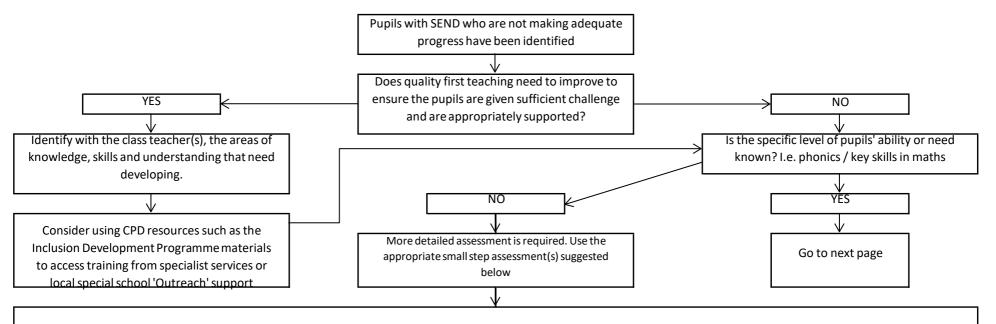
KEY QUESTION: What does our qualitative evidence tell us about how successful we are in achieving a culture of high expectations and success for pupils with SEND?

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	IBP reviews	

Action	Issue action in the short term?	Issue to be included on improvement plan?	Issue for furthering monitoring?

Part Three - Plan - making decisions about provision

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.

Pupils with SEND who are not making adequate progress have been identified

↓

Does quality first teaching need to improve to ensure the pupils are given sufficient challenge and are appropriately supported?

YES ← │ → **NO**

Identify with the class teacher(s), the areas of knowledge, skills and understanding that need developing.

Is the specific level of pupils' ability or need known? I.e. phonics / key skills in maths

Consider using CPD resources such as the Inclusion Development Programme materials to access training from specialist services or local special school 'Outreach' support

NO

More detailed assessment is required. Use the appropriate small step assessment(s) suggested below

YES

Go to next page

- Hearing & sight checks. SEND Local Offer | School Nurse Toolkit - SEND Local Offer (northlincslocaloffer.com)
- Literacy Assessments: For example, high frequency words (reading and spelling), phonics assessments, comprehension tests, fluency tests, visual and auditory discrimination checks, visual and auditory memory checks, standardised Reading and spelling assessments, Dyslexia screeners. Assessments will identify pupil's current level of attainment, gaps, next areas to address. In addition, it will identify any underlying barriers to learning, such as memory or processing skills.
- Maths Assessments/ Screeners: Assessment to identify pupil's secure level of skill and understanding as well as their gaps, within number, calculation and reasoning.
- SEMH Toolkit/ Screener: SEND Local Offer | Behaviour Toolkit - SEND Local Offer (northlincslocaloffer.com)
- Speech and Language checklist or Speech and Language Therapist guidance, which provides suggestions for strategies. : SEND Local Offer | Speech and Language Toolkit - SEND Local Offer (northlincslocaloffer.com)
- Any other toolkits, relevant to the child/ YP needs. For example the ASET toolkit or the sensory toolkit: SEND Local Offer | Autism Spectrum Education Toolkit - SEND Local Offer (northlincslocaloffer.com)
- The Neurodiversity Checklist (Early Years/ Primary) Neurodiversity SpLD checklist -Primary w instructions.pdf (helenarkell.org.uk) NeurodiverseSpLDchecklist_PB_EYFS.pdf (patoss-dyslexia.org)

Part Three - Plan - making decisions about provision

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	Supportive guidance materials/links:
Are we confident that we provide an inclusive quality first teaching for pupils with SEND? (Monitoring/ Observation)	• Advice from specialist agencies. (Local Offer) • NASEN CPD/ professional development. • Local Offer: Ordinarily Available Document SEND and Inclusion Plan 2020-2024 (northlincslocaloffer.com)
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?	• *SEND parents' meetings* • *Person Centred reviews* • *Annual reviews*
Do we know what the latest research tells us about the types of interventions and type of support that work for pupils with SEND?	• *'What works for pupils with literacy difficulties?'* What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf (helenarkell.org.uk) • *The Education Endowment Foundation* Teaching and Learning Toolkit	Education Endowment Foundation	EEF • *Nasen Miniguides:* Resources listing	Nasen
Have we identified the key member(s) of staff who will lead on the organisation of intervention?	*E.g. class teacher, SENCO, HLTA*
Are class teachers clear about what is happening within the targeted provision/intervention?	*SENCO or relevant member of staff to share this information and intended outcomes*
Are systems in place to ensure that skills developed within intervention are practised back in class regularly?	*E.g. use pupil target sheet, monitoring, pupil progress meetings etc.*
Is there training required at either a QFT level or for staff delivering intervention/specialist support	• *Staff training audits/ performance management* • *Education Inclusion Teams* • *Special School 'Outreach' Service*

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

Contents

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 outcomes in relation to the additional provision/intervention?	*See targets linked to individual interventions or use small steps trackers to generate appropriate targets from*
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?	*Via SENCO or appropriate member of staff through training on intervention*
Are support staff clear as to their responsibility in sharing weekly progress/concerns?	*E.g. use weekly record sheets provided with interventions/ progress meetings.*
Who has responsibility for supporting the staff who are delivering the intervention?	E.g. SENCO, Subject Leader, class teacher, HLTA
Who has responsibility for monitoring the quality of this additional provision?	E.g. SENCO, Subject Leader, class teacher
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)?

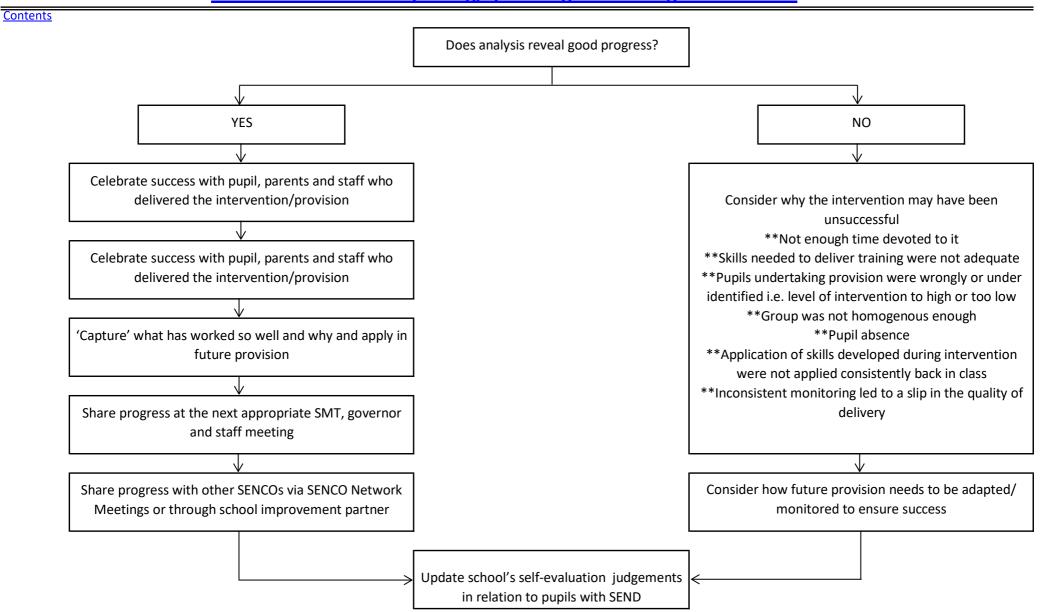Are individual pupils making even progress *across* all subjects?

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

Does analysis reveal good progress?

YES

NO

YES branch:

Celebrate success with pupil, parents and staff who delivered the intervention/provision

Celebrate success with pupil, parents and staff who delivered the intervention/provision

'Capture' what has worked so well and why and apply in future provision

Share progress at the next appropriate SMT, governor and staff meeting

Share progress with other SENCOs via SENCO Network Meetings or through school improvement partner

NO branch:

Consider why the intervention may have been unsuccessful
**Not enough time devoted to it
**Skills needed to deliver training were not adequate
**Pupils undertaking provision were wrongly or under identified i.e. level of intervention to high or too low
**Group was not homogenous enough
**Pupil absence
**Application of skills developed during intervention were not applied consistently back in class
**Inconsistent monitoring led to a slip in the quality of delivery

Consider how future provision needs to be adapted/ monitored to ensure success

Update school's self-evaluation judgements in relation to pupils with SEND

Appendix A - OFSTED

Contents

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. The changes to the School Inspection Handbook 2019 show a greater emphasis upon SEND and you may want to consider how the qualitative strategic monitoring in this document may support you with being prepared for Ofsted inspections.*

1. When discussing progress since the last inspection, inspectors will consider the schools context and the progress it has made since last inspection, including any progress on areas from improvement identified at previous inspections- *were any of these SEND specific?*

2. The inspector may want information on whether pupils attend off-site provision and will request further information about this- *how do you monitor progress of SEND pupils educated off-site*?

3. The inspector will consider publicly available information- *are all of the schools policies up to date and easy to find on the school website?*

4. Inspectors will evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils. This includes pupils with SEND.

5. Inspectors will observe pupils outside of lessons; at unstructured times of the day- *do you conduct learning walks and monitoring tasks at different points of the day? Is a pupils' behaviour in a lesson a result of the transition between the previous lesson and this one?*

6. The **quality of education** will be judged upon a rounded view and the handbook states that the curriculum '**intent**' should have 'high academic, vocational/ technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.'

7. Inspectors will consider the curriculum '**implementation**' primarily evaluated at classroom level. This will involve seeing how teachers check pupil understanding, ensure key concepts are embedded and build on previous skills and assessments- *Are you monitoring these? Use the qualitative quality assurance monitoring tasks in Part 2. These will support you with improving provision for SEND pupils*

8. Inspectors will not use schools internal assessment data as evidence- inspectors will be interested in the conclusions drawn and actions taken from the internal assessment information- *see the key questions in Part 1- Quantitative data. You need to use the data to plan specific actions to improve outcomes for SEND pupils.*

9. Inspectors will collect evidence on how well pupils with SEND are prepared for the next stage of their education of adult lives- *how do you incorporate preparation for adulthood into the curriculum? Provision?*

10. Exclusions- the inspectors will consider how well the school is recognising and acting to address any patterns that exist- *are you tracking exclusions and attendance over time? What actions have previously been taken?*

11. Inspectors will consider whether the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of SEND pupils- *as SENCO what have you done to ensure this?*

12. Inspectors will consider whether pupils with SEND achieve the best possible outcomes- *how do you know?*

13. For behaviour and attitudes, inspectors will consider if there is a demonstrable improvement in the behaviour and attendance of pupils who have particular needs- *how do you track behaviour of pupils with SEND?*

Grade descriptors - relevant to those pupils with SEND	
Outstanding (1)	Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.
Good (2)	Intent: Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] Impact: Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
Requires Improvement (3)	The quality of education provided by the school is not good.
Inadequate (4)	Pupils with SEND do not benefit from a good-quality education. Expectations of them are low, and their needs are not accurately identified, assessed or met.

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	*Use first name only or Pupil A*
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
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

How the skills of staff have been developed to address needs	

QUANTATIVE OUTCOMES FOR PUPIL																		
YEAR																		
Attainment FS/NC/P levels or GCSE/ other	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M

Progress Summary – sub levels or points score

Pupil **made_____** (How much) **progress over_____** (time) i n **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	Eng	Maths	Eng	Maths	Eng	Maths	Eng	Maths	Eng	Maths	Eng	Maths

Progress Summary

QUALITATIVE OUTCOMES FOR PUPIL / SCHOOL

Intervention Monitoring for:

Areas of need addressed	
Entrance data	*For example, Child A (Year 1) can read 2 high frequency words from the Y1 list.*
Exit criteria	*Once child A is consistently reading 90% words from the Y1 list.*
Weeks needed for programme	
Number of pupils in group	

Group Target:

Pupil Progress Tracker:

Name	Baseline Assessment	End of …….. Weeks	End of …….. Weeks	Details of Progress

Evaluation of Intervention/Next Steps:

Appendix D: Example of SEN Support Plan