Evaluating SEN
Provision and Outcomes:
Role of the SENCO

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Why evaluate?

Whole School Improvement

Identify areas for development
Identify strengths
Be accountable
The Common Inspection Framework (CIF)

- Effectiveness of leadership & management
- Quality of teaching & learning and assessment
- Effectiveness of Safeguarding
- Social, moral, cultural and spiritual education
- Personal development, behaviour & welfare
- Outcomes for children and learners

- Extent to which education provided meets needs of pupils with SEND
Key Questions: Outcomes

• How well do students with SEN attain?
• What progress are students with SEN making?
• What are attendance / exclusion rates like for students with SEN?
• Do students achieve relevant qualifications for progressing to the next stage of education?
• What are outcomes like for individual pupils with SEN?
Quality of teaching and learning

- What is the quality of teaching, learning and assessment like for pupils with SEN (HQT)?
- How well do teachers understand the needs of pupils with SEN?
- How well do teachers use assessment information to plan and personalise lessons?
- How effectively are additional adults deployed?
- How effective are additional interventions in accelerating pupil progress?
How do we get the evidence?
The SEND Review Guide

http://www.thesendreview.com
The SEND Review

Outcomes

- Academic achievements progress and attainment
- Wider outcomes such as attendance, exclusions, key skills and transition data.

Leadership

- Profile and vision for SEND
- Whole school responsibilities
- Culture of high expectations and excellence for all
- Role of governors

Quality of teaching and learning

- High quality teaching for all
- Understanding of needs to plan and differentiate lessons
- Focused & data-led intervention
- Efficient use of Tas

Working with Pupils, Parents & Carers

- SEN Information Report
- Parental engagement
- Pupil voice

Assessment & Identification

- Securing alignment with the Code of Practice
- Accuracy of identification.

Monitoring, Tracking & Evaluation

- Data tracking
- Use of whole-school datasets e.g. RAISE online
- Evaluation of intervention
- Monitoring of personalised plans

Efficient Use of Resources

- Value for money
- Resource effectiveness.
- CPD for staff
- Deployment of TAs

Developing expertise and provision

- Collaboration with external agencies
- Development of expertise
- Use of research and outward facing
<table>
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<tr>
<th>AREA OF FOCUS</th>
<th>SUGGESTED THEMES AND AREAS TO EXPLORE</th>
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<tr>
<td>Leadership of SEND</td>
<td>The school has a clear vision for the education of all pupils with SEND at the school. The school has a culture of high aspiration for all children.</td>
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<td>School leaders have created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND.</td>
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<td>School leaders are knowledgeable on SEND policy and practice. The school is implementing and embedding the SEND reforms and the Equality Act effectively.</td>
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<td>The SEND governor holds the school to account in order to have a positive impact on the outcomes of all pupils. The SEND governor has attended appropriate training in order to do this effectively.</td>
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<td>The SENCO works closely alongside the headteacher and other senior leaders to develop a whole school response to SEND. The school ensures that all teachers are aware of their responsibilities to pupils with additional needs.</td>
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<td>A SEND development plan with clear aims and objectives is in place. As a result, key priorities are identified correctly.</td>
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<td>Roles and responsibilities for SEND provision are clear. As a result, all teachers understand and accept they are responsible for the progress of all pupils.</td>
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<td>The school has a successful track record of supporting the transition of pupils with SEND from specialist settings. For example, the school successfully integrates pupils with SEND from alternative provision.</td>
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Thank you so much for providing the ASD base support for him. He settled into school really well and is making better progress than we expected, particularly in his English. He’s also made some real friends.

Parent of Year 7 student

I’ve always had really brilliant support with my learning here. You always involve me in everything as well, which is important to me.

Year 11 student

Improvement priorities...

1. Review strategies for improving attendance and work with newly appointed FLO to improve attendance rates of students with SEND.
2. Monitor and track progress and attainment of all students with SEND using new assessment system and additional small steps assessments.
3. Provide training for all staff around mental health and review whole school provision.
4. Increase % of students with SEND achieving A*-C in maths at end of KS4 by providing earlier, focused intervention and specialist teacher.

SEN in a Nutshell

Comparison of SEN support with National

Attendance
SEN Support 87.86%
ECHC Plan or Statement 72%
Total SEN 28%
No SEN Provision 13% 14%

I Attendance I
SEN = 94.58%
Whole school = 97.35%

Strengths
- Progress in English (SEND)
- Base support for ASD students
- Quality of SALT provision
- Person-centred reviews

KS3 Wave 3 provision and impact examples (over 12 weeks)

C & L
- Accelerated reader
  - RWI (Eng/Start)
- Lexia
- Mathematics

C & I
- Communication
  - Matters
- School SALT
- ASD base support

SEND
- 1:1 counselling
- Anger management
- Art therapy
- THRIVE

S & P
- Sensory support
- Motor skills group
- 1:1 physio
- Modified resources

RWI - average R.A + 9m (24 students)
SM - average M.A + 8m (13 students)

Significant improvement in personal SALT targets (9 students)

RDACS scale shows good progress in 12 out of 15 students

4 students with VI receiving fully modified resources
How good is our SEN provision and outcomes for learners with SEN?

How do we know / what’s our evidence?

How are we making / confirming our judgements?

What do we need to do next?
Thank you!

Please contact me for further information:

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