

East Sussex Quality Mark for Inclusion

Essential Criteria



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Introduction

East Sussex Quality Mark for Inclusion

Essential Criteria

Consideration for a set of core standards of inclusive practice in East Sussex schools was a recommendation from all stakeholders in the year-long review of **High Needs Funding for pupils with special educational needs and disabilities (SEND)**:

5.1.3 Mainstream SEND provision recommendations

Recommendations for schools and school partnerships

- *Adhere to inclusion thresholds through application of a core standards quality assurance framework.*

The **East Sussex Quality Mark for Inclusion** has been developed to maintain an inclusion standard threshold in our local area and acknowledge inclusive practice already embedded in East Sussex schools as identified in our **Local Area SEND Inspection** which highlighted East Sussex schools' commitment to inclusive practice.

The **East Sussex Quality Mark for Inclusion** will enable the maintenance and development of an expected threshold of consistent inclusive practice across the Local Authority, and inspire senior leaders, leadership teams and staff to develop a sustainable inclusive ethos that permeates through the whole of the educational setting and local community.

Practice expected for the **East Sussex Quality Mark for Inclusion** will aid educational settings to identify areas for development feeding directly into school improvement, and areas of potential excellence.

The **East Sussex Quality Mark for Inclusion** can also be used as evidence reflecting leadership and governance, the value given to the views of all stakeholders and a pursuance of best practice for all children and young adults, particularly those most vulnerable.

The **East Sussex Quality Mark for Inclusion** is predominantly for children with **SEND**, however this documentation refers to other vulnerable groups who require early intervention to ensure they do not develop an **SEN**.

Structure and approach

The approach to enable the implementation of the East Quality Mark for Inclusion has resulted in two companion documents and one Information and Guidance document:

1. **The East Sussex Quality Mark for Inclusion;** a desktop set of **Essential Criteria** that embraces holistic inclusive practice which are the **East Sussex Quality Mark for Inclusion** expected standards.
2. The East Sussex **Guidance for Developing Inclusive Practice:** used as a companion document to identify further areas for development or areas of potential excellence.
3. The ' **Information and Guidance**' document provides additional information on the processes and approaches underpinning the **East Sussex Quality Mark for Inclusion.**

This Essential Criteria document is a digital word version of the online live version that will be available for schools to complete from November 2018.

There is an expectation that schools will use this document, either in hard copy or electronic, to prepare for online completion and submission of the Essential criteria. **The deadline for completion and submission is 18th March 2019.**

Expectations, timeline and process for East Sussex Quality Mark for Inclusion

Please refer to the '**Information and Guidance**' document which provides further detailed information on the implementation of East Sussex Quality Mark for Inclusion.

Terms used in this document

Schools: By schools we are referring to all educational settings including Academies, Alternative provision, specials schools and mainstream schools.

Governing Board: By Governing Board we are referring to Trustee's and all members of bodies holding educational settings to account.

Parents: Using the term 'parents' we refer to all parents and carers.

Pupils: By pupils we refer to school aged children and young people.

Area A: Statutory requirements, policies and practice

Aspect 1A: Safeguarding

Aspect 2A: Behaviour and Attendance

Aspect 3A: SEND Code of Practice

Area A: Statutory requirements, policies and practice

Aspect 1A: Safeguarding

Essential criteria:

	Yes	No
The DfE statutory guidance 'Keeping Children Safe in Education' (KCSiE) 2018 is followed by the school. All school staff have read and understood Part 1 and Annex A of KCSiE and all staff have read the required policies as stipulated in KCSiE.		
The school has completed the 'Safeguarding audit toolkit and action plan for schools and colleges in East Sussex, 2018-2019, and works rigorously to improve practice through KCSiE guidance and the East Sussex audit tool action plan and review.		
The school's safeguarding policy is published on the school website, updated annually and is available to parents as a hard copy or by email if requested.		
The school follows statutory guidance with regard to training for all staff on child protection and safeguarding.		
The school's open and transparent culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology. (Ofsted ,Good personal development, behaviour and welfare)		

Commentary for areas for development or exceeding in this Aspect.

Quality Mark reached in this Aspect? Yes /No

Area A: Statutory requirements, policies and practice

Aspect 2A: Behaviour and Attendance

Essential criteria:

	Yes	No
<input type="checkbox"/> The school's behaviour policy is published on the school website.		
<input type="checkbox"/> The behaviour policy is well understood and implemented consistently by all staff.		
<input type="checkbox"/> The behaviour policy is embedded in other school policies and in the general work of the school, with key elements of the policy evident in day-to-day practice.		
<input type="checkbox"/> Key staff work with the SENCO to ensure behaviour management strategies and practice are, where necessary, appropriately adjusted to support and manage the behaviour of pupils with SEND. All staff understand, and effectively apply, such adjustments.		
<input type="checkbox"/> Attendance for pupils with SEND is in line with their non-SEND peers nationally or an improving trend towards national.		
<input type="checkbox"/> There have been no permanent exclusions for pupils with SEND in the past academic year.		
<input type="checkbox"/> There is a significantly reducing trend in fixed term exclusion for pupils with SEND.		
<input type="checkbox"/> Where part time timetables are essential they are clearly communicated with parents and pupils, well managed, time limited and with clear planning to reintegrate to full time attendance.		

Area A: Statutory requirements, policies and practice

Aspect 3A: SEND Code of Practice

Essential criteria:

	Yes	No
<input type="checkbox"/> The school has a SENCO in post as a statutory role.		
<input type="checkbox"/> School Improvement Planning demonstrates that a whole school approach to SEND is central to school improvement and ethos.		
<input type="checkbox"/> The school uses their best endeavours to make sure that every child with SEND gets the support they need – this means doing and evidencing everything they can to meet children and young people’s SEND.		
<input type="checkbox"/> The school informs and discusses with parents when they are making special educational provision for a child and works in co-production with parents to plan to meet identified needs.		
<input type="checkbox"/> The school fulfils its statutory role in providing advice when a child is assessed for a possible Education Health and Care Plan (EHCP). Statutory timescales are adhered to.		
<input type="checkbox"/> The SENCO is fully aware of the school notional SEN budget and can evidence how they manage resources and the impact of SEN expenditure.		
<input type="checkbox"/> The school’s SEND Information Report is published on schools website and is reviewed annually in consultation with all stakeholders, including parents with review date stipulated. Available in hard copy		

Area B: Whole School Approach

Aspect 4B : Values and Attitudes

Aspect 5B: Strategic Whole School Approach

Aspect 6B: Leadership

Aspect 7B: SENCO

Aspect 8B : Collaborative work with parents and carers

Aspect 9B: Effectively involving children and young people

Aspect 10B : Working effectively with Governors

Area B : Strategic Whole School Approach

Aspect 4B : Values and Attitudes

Essential criteria:

	Yes	No
<input type="checkbox"/> The school expresses a public commitment to provide consistently high-quality education and care for vulnerable pupils and those with SEND.		
<input type="checkbox"/> Individual difference is valued evidenced through published information, policy, and practice involving families and pupils.		
<input type="checkbox"/> The school does not discriminate against a child with SEND when a family requests admission to school.		
<input type="checkbox"/> Achievement by all is celebrated in a variety of forms and accounts for relative starting points.		
<input type="checkbox"/> The school has a culture of high aspiration for all children evidenced through reported outcomes and progress for vulnerable groups and pupils with SEND and through Access, Plan, Do, Review processes.		
<input type="checkbox"/> Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. (Ofsted , Outstanding; effectiveness of leadership and management)		

<input type="checkbox"/> The school seeks to develop inclusive practice through work to gain other quality awards and accreditations associated with establishing an inclusive ethos, such as the East Sussex Attachment Award and gaining exceeding in the East Sussex Quality Mark for Inclusion.		
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Commentary for areas for development or exceeding in this Aspect.

Quality Mark reached in this Aspect? Yes /No

Area B: Whole School Approach

Aspect 5B: Strategic Whole School Approach

Essential criteria:

	Yes	No
<input type="checkbox"/> The SEND action plan is in place and pays regard to ongoing self-review, strategic and planned internal monitoring of provision, inspection evidence, national, local and school data and national developments.		
<input type="checkbox"/> The SEND action plan links directly with relevant aspects of the school improvement plan.		
<input type="checkbox"/> The SENCO, Headteacher and Governing Body have a clear picture of the school's resources and how they are deployed.		
<input type="checkbox"/> Evaluation of the impact of current SEND, Children Looked After (CLA), adopted children and disadvantaged pupils (Pupil Premium) provision informs planning and decisions about future spending. Evaluation of the impact of current provision fully involves parents and pupils.		
<input type="checkbox"/> There is a clear entry and exit procedure for pupils on the SEND register showing accurate identification of baseline assessment and progress made. School refers to the East Sussex SEND Matrix for support with decision making and implementation of strategies and provision. https://czone.eastsussex.gov.uk/media/3535/escs_sen_matrix_full.pdf		
<input type="checkbox"/> All teaching staff and Teaching Assistants (TAs) know and understand the East Sussex SEND Matrix. For example they have accessed CPD opportunities to view the accompanying video, and actively use the		

<p>SEND Matrix to improve the quality of teaching and learning and increase range of provision for pupils with SEND and vulnerable pupils.</p>		
<p><input type="checkbox"/> The East Sussex SEND Matrix is actively shared with parents in decision making about strategies and provision to meet a pupil's current needs and to understand the incremental level of a pupil's needs.</p>		
<p><input type="checkbox"/> For pupils with a range of communication needs school can demonstrate consideration for, or has undertaken, the East Sussex 'ESCAL Communication Friendly Settings Audit' in order to develop and promote inclusive practice across the school.</p>		
<p><input type="checkbox"/> Every child identified as having SEND has an Additional Needs Plan (ANP) or similar SEN plan that follows the Assess, Plan, Do, Review process as set out in the SEND Code of Practice .CLA pupils have a Personal Education Plan (PEP) using the ANP. The ANP outlines needs as well as agreed outcomes, suggested strategies and resources to support them. Specialist support is identified and accessed where necessary.</p>		
<p><input type="checkbox"/> For every pupil with an Education Health and Care Plan (EHCP) the Annual Review will evidence joint service advice and work, parent/carer and pupil engagement and voice, and clear evidence of recent attainment.</p>		
<p><input type="checkbox"/> Parents/ carers and the pupil are at the centre of the Assess, Plan, Do, Review process and are fully involved from the outset.</p>		
<p><input type="checkbox"/> The school has developed an Inclusion Steering Group, or equivalent, that includes a focus on SEND, vulnerable groups, equality and accessibility and includes a range of stakeholders; staff, parents and pupils and Governors.</p>		
<p><input type="checkbox"/> The Inclusion Steering Group (or equivalent) meetings take place at least three times a year to discuss strategic aspects related to the East Sussex Quality Mark for Inclusion progress, including:</p>		

<ul style="list-style-type: none"> ➤ Current provision. ➤ School environment and curriculum adapted to meet needs. ➤ Evidence of input to the School Improvement Plan. ➤ Progress with work towards attaining the East Sussex Attachment Friendly School Award. ➤ Progress with work towards the East Sussex 'ESCAL Communication Friendly Settings Audit' and MHEW self-evaluation. ➤ Allocation of responsibilities for specific actions within the plan. 		
<ul style="list-style-type: none"> <input type="checkbox"/> The school demonstrates outward looking development of inclusive practice by inviting peer to peer SEND or pupil premium review where areas for development and good practice can be further agreed and developed, or action researched. 		
<ul style="list-style-type: none"> <input type="checkbox"/> The school actively grows and develops the skills and expertise of all staff with regard to SEND and aspects of inclusive practice for example through a comprehensive range of CPD opportunities and encouraging SENCOs to look to becoming an SLE or East Sussex Lead SENCO. 		

Commentary for areas for development or exceeding in this Aspect.

Quality Mark reached in this Aspect? Yes /No

Area : Whole School Approach

Aspect 6B: Leadership

Essential criteria:

	Yes	No
<p><input type="checkbox"/> The Headteacher is aware of the SEND Code of Practice as a statutory document and key points within including:</p> <ul style="list-style-type: none">➤ The difference between SEND and disability➤ 4 areas of SEND➤ Teacher responsibilities➤ Leadership responsibilities➤ SENCO role➤ The governor's role➤ Including parents/carers and pupils in the Assess, Plan, Do, Review process and all decisions with regard to identification of need and provision to meet needs. <p>https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p>		
<p><input type="checkbox"/> Subject Leaders are responsible for progress of all pupils within their subject area and work to ensure that all teachers are aware of their responsibilities to pupils with SEND and additional needs within their subject area.</p>		
<p><input type="checkbox"/> Headteacher and senior leaders and SENCO review ,for example through the Quality Mark for Inclusion process, how resources including human resources, should be effectively deployed to develop best practice; ensuring support staff expertise is appropriately targeted.</p>		

Area B: Whole School Approach

Aspect 7B: SENCO

Essential criteria:

	Yes	No
<input type="checkbox"/> The SENCO has qualified teacher status and is in a position to influence and lead on SEND in the school.		
<input type="checkbox"/> The SENCO has undertaken the National Award for SENCO or will be undertaking this Award as part of a new to role SENCO within the first 3 years of appointment.		
<input type="checkbox"/> 'The SENCO is provided with sufficient time and resources required to fulfil the key responsibilities as detailed in the SEND Code of Practice.' SEND Code of Practice para 6.90		
<input type="checkbox"/> The SENCO is part of the senior leadership team (or has a clear voice on the senior leadership team) SEND Code of Practice para 6.87		
<input type="checkbox"/> The SENCO works closely with the Governing Body and Headteacher to ensure that the notional SEN budget and top up funding allocation is used effectively to meet the needs of pupils with SEND. <input type="checkbox"/> The SENCOs salary is not paid out of the school notional SEN budget.		

<input type="checkbox"/> The SENCO takes a lead on establishing, implementing and quality assuring policy and practice for SEND using the East Sussex Quality Mark for Inclusion.		
<input type="checkbox"/> The SENCO co-ordinates and facilitates regular CPD for all staff on policy and practice related to SEND. There is a whole school approach to monitoring the impact of any staff CPD on teaching and learning and progress for pupils with SEND.		
<input type="checkbox"/> Staff induction procedures include school’s approach and policies for supporting and including pupils with SEN and other vulnerable pupils.		
<input type="checkbox"/> The SENCO works closely with subject leaders to enable them to understand the needs of pupils within their subject and take responsibility for the progress of pupils with SEND in their subject.		
<input type="checkbox"/> The SENCO is fully aware of, and knowledgeable about, the East Sussex SEND Matrix and has shared the Matrix with all staff advising on implementation and practice. https://czone.eastsussex.gov.uk/inclusion-and-send/sen-matrix/the-matrix/		
<input type="checkbox"/> The SENCO is fully aware of the recommendations of the East Sussex High Needs Block Review and implications for policy and practice within their school and in East Sussex community of schools. https://czone.eastsussex.gov.uk/inclusion-and-send/high-needs-review/		
<input type="checkbox"/> The school’s policy and approach to meeting pupils SEND, including those at SEN Support and those with an Education, Health and Care Plans (EHCP) is clear, has involved co-production with stakeholders, and is easily accessible via the school’s SEN Information Report.		
<input type="checkbox"/> The SENCO presents an impact report to the leadership team to then share with the governing body annually , comparing outcomes for pupils with SEND with the progress of others locally and nationally and		

evaluates the impact of SEN provision and interventions.		
<input type="checkbox"/> There is effective management, organisation and review of inclusive practice throughout the school coordinated by the SENCO.		
<input type="checkbox"/> The SENCO refers in a timely way to outside agencies and services and ensures that any advice, guidance or assessment recommendations are fully acted on by the school community and shared with parents.		
<input type="checkbox"/> The SENCO takes a key role in ensuring that families, parents and pupils are kept at the heart of communication and planning to identify and meet the needs of pupils with SEND and where appropriate other pupils vulnerable to underachievement.		
<input type="checkbox"/> The SENCO takes responsibility for using data to regularly track the progress of pupils with SEND and measuring the impact of provision to meet agreed outcomes. Progress and attainment for pupils with SEND is understood and measured against school ,local and national outcomes for the SEND and non-SEND cohort.		
<input type="checkbox"/> The SENCO takes responsibility for his/her own professional development by keeping up to date with new local and government guidance and relevant research and accessing training as needed.		
<input type="checkbox"/> The SENCO networks with SENCOs in other schools and attends the local SENCO hub meetings where possible.		
<input type="checkbox"/> As part of the role’s professional development the SENCO has applied to attend, or has attended, at least one of the weekly local authority panel meetings that review requests for statutory assessment.		

Commentary for areas for development or exceeding in this Aspect.

Quality Mark reached in this Aspect? Yes /No

Area B: Whole School Approach

Aspect 8B : Collaborative work with parents and carers

Essential criteria:

	Yes	No
<input type="checkbox"/> The East Sussex Local Offer for children with SEND is actively promoted with parents/carers and other stakeholders. https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/		
<input type="checkbox"/> School must ...'. <i>inform parents when they are making special educational provision for a child.</i> ' SEND Code of Practice 6.2		
<input type="checkbox"/> In fulfilling duties set out in the Special Education Needs and Disabilities regulations 2014, schools should, in particular, ' <i>ensure that children, parents and young people are actively involved in decision-making throughout the approaches set out</i> '.... in their SEN Information Report, Assess, Plan ,Do ,Review process and in policy and practice. SEND Code of Practice 6.7		
<input type="checkbox"/> The school works with parents to co-produce and review policies that relate to vulnerable pupils.		
<input type="checkbox"/> The school actively promotes Amaze SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support) to parents, carers and families. AMAZE is a confidential, impartial and free service offered to parent carers and young people with SEND in East Sussex. https://amazesussex.org.uk/parent-carers/services-and-support/sendias-helpline/		

<input type="checkbox"/> The school provides information about, and ensures parents are aware of, the East Sussex Parents and Carers Council (ESPACC.) http://www.eastsussexpacc.org/		
<input type="checkbox"/> The school's policy and approach to meeting pupils SEND, including those at SEN Support and those with an Education, Health and Care Plans (EHCP) is clear to parents and carers , has involved co-production with stakeholders, and is easily accessible via the school's SEN Information Report.		
<input type="checkbox"/> The school has provided parents with a copy of the Local Prospectus for Special Educational Needs in East Sussex or has provided information where to find on East Sussex website. https://czone.eastsussex.gov.uk/inclusion-and-send/send-prospectus/		
<input type="checkbox"/> The school has established, or is working to establish, a parent forum/support group for parents and carers of pupils who are vulnerable to underachievement. This group is open to all parents.		
<input type="checkbox"/> Parents of pupils with SEND contribute to newsletters and any form of information share with the school community.		
<input type="checkbox"/> School has identified parent key workers/parent champions or similar to offer support and signpost parents to advise and guidance.		

Commentary for areas for development or exceeding in this Aspect.

Quality Mark reached in this Aspect? Yes /No

Area B: Whole School Approach

Aspect 9B: Effectively involving children and young people

Essential criteria:

	Yes	No
<input type="checkbox"/> <i>'The school listens to and addresses any concerns raised by children and young people themselves'</i> SEND Code of Practice 6.20		
<input type="checkbox"/> Good quality participation for children and young people is well planned, with clear aims, objectives and outcomes. Participation has defined stages of planning, delivery and evaluation; and this a Participation Process that can be evidenced.		
<input type="checkbox"/> As part of developing pupils participation the school access a range of resources such as the Council for Disabled Children Pupil Participation Factsheets, link to website below; https://councilfordisabledchildren.org.uk/help-resources/resources/making-participation-work-factsheets		
<input type="checkbox"/> Pupils with SEND have opportunity to feedback on their wider experience of the school, as part of the school monitoring systems and processes.		
<input type="checkbox"/> Pupils with identified SEND have been provided with information and support to understand their needs and articulate where barriers arise.		

<input type="checkbox"/> There is effective induction policy and procedure for all new pupils who arrive whether at the beginning of the year or mid-year giving a good inclusive welcome and ensuring progress is made from the earliest point on entry to the school.		
<input type="checkbox"/> Planning for children identified with SEND is person centred and outcome based. Pupils are central to all planning processes with their voice clearly heard and acted on.		
<input type="checkbox"/> There is an active school council which includes representatives from SEND cohort of pupils.		

Commentary for areas for development or exceeding in this section.

Quality Mark reached in this Aspect? Yes /No

Area B: Whole School Approach

Aspect 10B : Working effectively with Governors

Essential criteria:

	Yes	No
<input type="checkbox"/> The Governing Body fulfils its statutory duty towards children and young people with SEN or disabilities in accordance with the guidance set out in the SEND Code of Practice. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25		
<input type="checkbox"/> <i>'There is a designated governor or sub-committee for SEND'</i> SEND Code of Practice 6.3		
<input type="checkbox"/> The designated governor for SEND is familiar with the requirements set out in the SEND Code of Practice including publication of the SEN Information Report on the school website.		
<input type="checkbox"/> Staff, pupils and parents know who the SEND governor is.		
<input type="checkbox"/> There are agreed dates for the SENCO and designated governor to meet regularly, this may include senior leaders.		
<input type="checkbox"/> The SEND governor has attended training in order to carry out their role effectively.		

<input type="checkbox"/> A detailed report is presented to the full governing body at least once per year. The report includes outcomes for pupils with SEND and compares their progress to the progress of other pupils in the school as well as evaluation of the impact of SEN provision and interventions.		
<input type="checkbox"/> The SEND Governor raises awareness of SEND issues at governing body meetings by ensuring it is a standing item on the agenda.		
<input type="checkbox"/> Evidence that the governor/trustee regularly monitors progress in securing and maintaining the East Sussex Quality Mark for Inclusion and reports to relevant governors' committees.		
<input type="checkbox"/> Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils.		
<input type="checkbox"/> The Governing Body ensures that there are arrangements in place to support pupils with medical conditions as a statutory requirement.		
<input type="checkbox"/> The Governors work with the Headteacher and SENCO to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.		

Commentary for areas for development or exceeding in this section.

Quality Mark reached in this Aspect? Yes /No

Area C: Personal development, behaviour and welfare

Aspect 11C: Understanding Social, Emotional and Mental Health needs of workforce and Pupils

Essential criteria:

	Yes	No
<input type="checkbox"/> A PSHE programme is available for all pupils to include social ,emotional mental health (SEMH).		
<input type="checkbox"/> School has completed Mental Health, Emotional Well-Being (MHEW) self-evaluation. https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-health-emotional/resources/esc-mhew-schools-and-colleges-templates/		
<input type="checkbox"/> Staff wellbeing is recognised as fundamental to whole school health and there is an overarching strategy for staff wellbeing.		
<input type="checkbox"/> School has a MHEW policy offering a clear vision guidance to address related issues for pupils and families so that all are clear on their rights and responsibilities. This is available for parents in hard copy and on the school website.		
<input type="checkbox"/> Where pupils have been identified as having greater need, more intensive work on social and emotional skill development is provided including; 1:1 and group work. This is rigorously monitored		

Area D : Teaching, Learning and Assessment

Aspect 12D:Quality First Teaching and Learning

Aspect 13D:Resources and Environment

Aspect 14D:Curriculum

Aspect 15D: Assessment and Monitoring

Area D : Teaching, Learning and Assessment

Aspect 12D:Quality First Teaching and Learning

Essential criteria:

	Yes	No
<input type="checkbox"/> The school has systems in place including, CPD, to ensure that all staff understand ; ‘ <i>High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN</i> ’ SEND Code of Practice 6.37 and 6.4		
<input type="checkbox"/> School accesses and actively uses the East Sussex revised SEND Matrix to inform the quality of teaching and learning for pupils with SEND and to provide consistency and clarity for the school and parents about levels of provision that can be expected across the continuum of need in the 4 areas of SEND. https://czone.eastsussex.gov.uk/media/3535/escc_sen_matrix_full.pdf		
<input type="checkbox"/> School improvement planning and monitoring of teaching and learning evidences that teachers are having an impact on the progress for all pupils and that the school ethos and expectations support this.		
<input type="checkbox"/> A detailed analysis of pupils with SEND needs is used effectively to inform planning and support		

good progress in the classroom.		
<input type="checkbox"/> The SENCO, other leaders and class teachers ensure that any child identified as falling behind is accessing high quality classroom teaching before being considered to have SEND. This process is clearly shared with parents and will involve parent and pupil voice.		
<input type="checkbox"/> Teachers' planning makes reference to individual pupil's SEN support plans /Additional Needs Plans (ANP)and individual targets.		
<input type="checkbox"/> Teachers are actively involved with the SENCO in writing and reviewing ANP and SEN Plans for pupils in their class or in the Department in which they work.		
<input type="checkbox"/> Class teachers and /or SENCO meet with parents of pupils with SEND to review pupil's progress at least three times per year.		
<input type="checkbox"/> All staff receive regular CPD on aspects of teaching and learning related to the 4 broad areas of SEND as set out in the SEND Code of Practice (6.28- 6.35.) This monitored for impact implemented as part of QFT.		
<input type="checkbox"/> School CPD records show take up of CPD offers from East Sussex ISEND Services such as CLASS , EPs and ESBAS and Teaching and Learning Provision, or other appropriate providers, CPD offers from the Virtual School are also taken up where appropriate.		
<input type="checkbox"/> Teachers and teaching assistants (TAs), demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.		

Area D : Teaching, Learning and Assessment

Aspect 13D: Resources and Environment

Essential criteria:

	Yes	No
<input type="checkbox"/> The classroom environment is inclusive (evidenced through observations/learning walks and percentage of good and outstanding teaching) and supports good access to the curriculum; including meeting the statutory responsibilities under the Equalities Act 2010 with regard to reasonable adjustments and access arrangements.		
<input type="checkbox"/> The school's Accessibility Plan sets out clear actions to review, maintain and improve access to the physical , learning and communication environment.		
<input type="checkbox"/> Teaching Assistants (TAs) and Individual Needs Assistants (INA) are deployed in such a way as to maximise their impact, are well prepared for their role and demonstrate good practice. <i>Ref: Maximising the Impact of Teaching Assistants, Russell, Webster, Blatchford</i>		
<input type="checkbox"/> The effective deployment of TAs is reviewed at least annually in order to ensure deployment meets the cohorts identified needs and any CPD needs are addressed .		

<input type="checkbox"/> The impact that support staff has on pupil progress and outcomes is regularly tracked, known by class teacher, key leaders and SENCO and communicated to support staff.		
<input type="checkbox"/> The school makes additional resources and specialist equipment available to increase accessibility for pupils with SEND both within the classroom and in any additional provision space.		
<input type="checkbox"/> Teachers and TAs work as a team to ensure consistent approaches and opportunities to feedback on what works. For example they have opportunities to jointly review progress and barriers to learning.		
<input type="checkbox"/> Learning objectives and success criteria are accessible to all pupils in all learning environments and are appropriately differentiated to support the learning of pupils with SEND and other pupils vulnerable to underachievement.		
<input type="checkbox"/> The school works with local special schools or other specialist providers /services when researching adaptations to the learning and physical environment.		
<input type="checkbox"/> There is a range of visual resources available to ensure full opportunity to communicate and be communicated with in all learning environments. Advice is sought from appropriate services.		
<input type="checkbox"/> Equipment and electronic devices required to meet needs are sourced from appropriate services and regularly reviewed for impact and accessibility.		
<input type="checkbox"/> Parents and pupils are involved in consultation with regard to any reasonable adjustments that need to be made to ensure learning environments are accessible.		

Commentary for areas for development or exceeding in this section.

Quality Mark reached in this Aspect? Yes /No

Area D : Teaching, Learning and Assessment

Aspect 14D :Curriculum

Essential criteria:

	Yes	No
<input type="checkbox"/> The curriculum meets the needs, aptitudes and interests of all pupils, including those with SEND.		
<input type="checkbox"/> The school and teachers take account of pupils' views when planning the curriculum to ensure that it engages and interests all pupils including the lowest attainers, those with SEND and disadvantaged pupils.		
<input type="checkbox"/> Where a curriculum has been tailored to meet individual pupil needs, the parents as well as the pupils, where appropriate, have been fully included in the planning.		
<input type="checkbox"/> The curriculum provides opportunities to support pupils' social and emotional development and has a positive impact on all pupils' behaviour and safety.		
<input type="checkbox"/> The curriculum includes trips and enrichment activities that are appropriate and accessible for pupils with SEND.		

Area D : Teaching, Learning and Assessment

Aspect 15D: Assessment and monitoring

Essential criteria:

- | | | |
|---|--|--|
| <input type="checkbox"/> The curriculum includes the teaching of positive learning behaviours, learning skills and thinking skills (meta-cognitive approaches.) | | |
| <input type="checkbox"/> The school sets homework and home learning activities that are appropriate and accessible for all pupils including those with SEND. Parent and pupil feedback confirms this. | | |

Commentary for areas for development or exceeding in this section.

Quality Mark reached in this Aspect? Yes /No

	Yes	No
<input type="checkbox"/> The school has systems in place to record, monitor and analyse pupil progress data for the progress and attainment of SEND pupils at least three times per year.		
<input type="checkbox"/> School assessment systems ensure that teachers make consistent and accurate judgements about the progress and attainment of SEND pupils.		
<input type="checkbox"/> Pupils with SEND are supported to understand the schools assessment and target setting processes, including what provision is in place to help them make appropriate progress.		
<input type="checkbox"/> The school has systems in place to record, monitor and analyse wider outcomes for SEND pupils at least three times per year, for example attendance and exclusions.		
<input type="checkbox"/> The school takes account of the holistic development of pupils with SEND – including emotional health and well-being, attitudes to learning and participation. There are systems and assessments to record, track and respond to associated needs.		
<input type="checkbox"/> The school uses statutory DfE (STA) published 2018-2019 Pre-key Stage Standards for assessment in Year 2 and Year 6 for pupils working below age related expectations. https://www.gov.uk/government/publications/pre-key-stage-2-standards		
<input type="checkbox"/> If a pupil is working below the Key Stage Standards, teachers report their outcomes using <u>P scales</u> one to four. https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen		

<input type="checkbox"/> The school fulfils its statutory role in providing advice, including all relevant assessments, when a child is assessed for a possible Education Health and Care Plan (EHCP) and statutory timetables are always met.		
<input type="checkbox"/> Parents of children with SEND understand the schools assessment and target setting system, and how their child will be supported to make progress .		
<input type="checkbox"/> Where pupils with SEND are working well below age related expectations the school uses published assessment programmes or developed school based assessment systems that are robust, involve small steps and are used effectively to inform progress and teaching and learning provision.		
<input type="checkbox"/> To ensure consistency and accuracy of judgements, moderation of assessment includes; <input type="checkbox"/> Moderation of Pre Key Stage teacher assessments. <input type="checkbox"/> Moderation of other assessments used to measure progress and attainment for pupils with SEND who are working below age related expectations.		
<input type="checkbox"/> Following key assessment points, teachers plan effectively to support SEND pupils to make further progress and address gaps in learning.		
<input type="checkbox"/> The assessment system supports and encourages SEND pupils to attain challenging targets.		

Commentary for areas for development or exceeding in this section.

Quality Mark reached in this Aspect? Yes /No

Area E: Outcomes for Pupils

Aspect 16E: Identification

Aspect 17E: Intervention effectiveness

Aspect 18E: Wider outcomes

Aspect 19E: Transition

Area E : Outcomes for pupils

Aspect 16E: Identification

Essential criteria:

	Yes	No
<input type="checkbox"/> Identification of SEND leads to additional or different arrangements being made and a consequent improvement in progress.		
<input type="checkbox"/> There is a clear approach to identifying and responding to SEND, which is known and understood by all staff and stakeholders. SEND Code of Practice: 6. 14		
<input type="checkbox"/> There is recognition that parents know their children best and staff listen and understand when parents express concerns about their child’s development SEND Code of Practice: 6.20		
<input type="checkbox"/> The school listens to and addresses any concerns raised by children and young people themselves. SEND Code of Practice: 6.20		
<input type="checkbox"/> Teachers are able to differentiate between; <ul style="list-style-type: none"> ○ those children and young people who need support to catch up with their peers; and ○ those children and young people who need a more tailored approach to address a specific SEND that is impacting on their ability to learn. SEND Code of Practice: 6.23		

<p><input type="checkbox"/> All those who work with pupils are alert to emerging difficulties and respond early. (The East Sussex SEND Matrix supports this process.)</p> <p>SEND Code of Practice: 6.20 https://czone.eastsussex.gov.uk/inclusion-and-send/sen-matrix/the-matrix/</p>		
<p><input type="checkbox"/> All those who work with children and young people are alert to other events that can lead to learning difficulties or wider mental health difficulties that may (or may not) lead to children having SEN.</p> <p>SEND Code of Practice: 6.22</p>		
<p><input type="checkbox"/> Particular care is given to identifying and assessing SEN for children or young people whose first language is not English.</p> <p>SEND Code of Practice: 6.24</p>		
<p><input type="checkbox"/> Arrangements are in place to consider evidence that a pupil may have a disability under the Equality Act 2010 and if so what reasonable adjustments the school may need to make for them.</p>		

Commentary for areas for development or exceeding in this section.

Quality Mark reached in this Aspect? Yes /No

Area E : Outcomes for pupils

Aspect 17E: Intervention effectiveness

Essential criteria:

	Yes	No
<input type="checkbox"/> Data and assessment, pupil progress meetings, assessment of wider outcomes are used to identify gaps in outcomes and match interventions to individual pupils' needs.		
<input type="checkbox"/> Interventions are a tool to support learning and progress in mainstream lessons.		
<input type="checkbox"/> There are pre and post intervention assessments to measure impact and progress.		
<input type="checkbox"/> Interventions are linked to pupils' with SEND personalised learning targets, and work towards agreed outcomes. They are time limited, reviewed regularly, with expectations of rapid progress. They will not continue if no progress is made.		
<input type="checkbox"/> As part of the Assess, Plan, Do, Review process pupils with SEND are central, and involved, in the planning and review of impact of interventions.		
<input type="checkbox"/> As part of the Assess, Plan, Do, Review process parents of pupils with SEND are involved in the planning and review of impact of interventions.		
<input type="checkbox"/> Information and research about what works well for pupils with SEND is used to inform decisions about interventions, including the school drawing on tiered provision guidance in the East Sussex SEN Matrix. https://czone.eastsussex.gov.uk/inclusion-and-send/sen-matrix/the-matrix/		

Area E : Outcomes for pupils

Aspect 18E: Wider outcomes

Essential criteria:

	Yes	No
<input type="checkbox"/> The school has systems in place to record, monitor and analyse wider outcomes for pupils with SEND at least three times per year.		
<input type="checkbox"/> The attendance and punctuality of pupils with disabilities and SEN is in line with that of all pupils.		
<input type="checkbox"/> Pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.		
<input type="checkbox"/> The attendance of the parents of pupils with SEND or other vulnerabilities at parent consultations and other events for parents is in line with other parents.		
<input type="checkbox"/> For pupils with SEND pupil voice is used to inform offers of lunchtime and after school clubs and extra-curricular activities that the school can facilitate.		
<input type="checkbox"/> For pupils with SEND parent voice is used to inform offers of lunchtime and after school clubs and extra-curricular activities that the school can facilitate.		
<input type="checkbox"/> The Assess, Plan, Do, Review process includes consideration for planning to access wider (extra-curricular) activities that might meet identified needs and support achieving agreed outcomes.		

Commentary for areas for development or exceeding in this section.

Quality Mark reached in this Aspect? Yes /No

Area E : Outcomes for pupils

Aspect 19E: Transition

Essential criteria:

	Yes	No
<input type="checkbox"/> Transition from preschool to school is well planned and co-ordinated, and involves support from ISEND /SLES Early Years' Service where appropriate, for example if a child has an Education, Health and Care Plans (EHCP) or already has identified SEND.		
<input type="checkbox"/> Transition from preschool to school involves discussion with parents at the earliest opportunity in order to share identified SEND needs or concerns about their child's development.		
<input type="checkbox"/> For pupils with EHCPs moving between key phases of education, the school ensures that reviews are completed as requested by the LA so that statutory deadlines can be met.		
<input type="checkbox"/> Preparation and discussion for transition from key stage 2 to Key Stage 3 begins as early as possible for pupils at SEN Support, with Education, Health and Care Plans and for CLA. The expectation would be at a Year 5 ANP Review, Annual Review of EHCP or a Year 5 PEP review.		
<input type="checkbox"/> For pupils with EHCPs moving between key phases of education, the school ensures that reviews are		

completed as requested by the LA so that statutory deadlines can be met.		
<input type="checkbox"/> EHCP reviews from Year 9 include a focus on preparing for adulthood and cooperation with the LA to plan for post -16 studies and training.		
<input type="checkbox"/> Where appropriate the school supports pupils with SEND so that they are included in social groups and develop friendships to support successful transition.		
<input type="checkbox"/> Parents and pupils are made to feel welcome on first visit to school regardless of any identified SEND.		
<input type="checkbox"/> The school provides opportunity for pupils with SEND and vulnerable pupils to develop their own questions and 'voice ' in the process of transition. This Includes hopes and aspiration as well as concerns.		
<input type="checkbox"/> The school manages additional visits for the pupil to the receiving school prior to transition, and arranges for extended meetings with key staff for pupils with SEND and vulnerable pupils and their families.		
<input type="checkbox"/> Pupils with SEND and other vulnerabilities make good progress following Key Stage transition points as a result of well-planned, coordinated preparation.		
<input type="checkbox"/> Destination data shows that pupils with SEND or other vulnerabilities are well prepared for the next stages in in their education, training or employment.		

Commentary for areas for development or exceeding in this section.

Quality Mark reached in this Aspect? Yes /No

Area F: Links with Local Authority (LA), Academy, Trust and community resources

Aspect 20F: Links with LA, Academy, Trust and community resources

Essential criteria:

	Yes	No
<p><input type="checkbox"/> The school works with the Local Authority , Education Improvement Partnership (EIP) and, where applicable, Academy and Trusts to develop and apply a set of a core standards for inclusive practice through the East Sussex Quality Mark for Inclusion quality assurance framework. (Recommended in the High Needs Funding for pupils with special educational needs and disabilities (SEND): 5.1.3 Mainstream SEND provision recommendations ,Recommendations for schools and school partnerships)</p> <p>https://czone.eastsussex.gov.uk/inclusion-and-send/high-needs-review/</p>		
<p><input type="checkbox"/> The school establishes links and works collaboratively with the Local Authority through accessing a range of opportunities to further develop inclusive practice i.e. SENCO attendance at moderation panel, taking part in working groups to develop resource and policy, accessing a range of CPD provided by ISEND services and working with LA specialist services.</p>		
<p><input type="checkbox"/> Where appropriate Senior Leaders, SENCO, class teachers and teaching assistants liaise with local special schools, charities, youth organisations, expertise from local mainstream schools and skills from within the voluntary sector to support the development of inclusive practice in the school.</p>		

