East Sussex Quality Mark for Inclusion

Guidance for Developing Inclusive Practice

East Sussex
County Council

EAST SUSSEX
QUALITY MARK FOR
INCLUSION

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Guidance for Developing Inclusive Practice

Introduction

This Guidance for Developing Inclusive Practice provides a self-evaluative framework that can;

- support schools to work collaboratively with a range of stakeholders;
- identify areas for development;
- exemplify excellent practice.

The Guidance for Developing Inclusive Practice is a companion document to the East Sussex Quality Mark for Inclusion "Essential Criteria". **There is no requirement to submit this document to the LA.**

The Guidance also includes a set of exemplar evidence for each aspect of inclusive practice. This is not an exhaustive list and can be added to and amended by the school.

Schools can use the Expected and Exceeding framework to identify areas for development and areas of excellent practice. Schools can consult/research their own evidence to inform decision making.

Where schools identify particular areas of excellent practice, they should be able provide supporting evidence. Schools may wish to contact the LA to invite them into school to qualify and agree evidence that supports excellent practice.

This **Guidance for Developing Inclusive Practice** document is a digital word version. This will also be available to download from the website once it goes live.
This document is for school use only and will not be submitted.

East Sussex Guidance for Developing Inclusive Practice

The **Guidance for Developing Inclusive Practice** companion document consists of two quality mark standards: **Expected and Exceeding,** providing a self-evaluative approach.

There is opportunity for schools to RAG Expected and Exceeding Standards to show 'action required' (red), 'progress' (amber), 'achievement' (green)

Expected provides clear criteria expected for a school to demonstrate and evidence a systematic approach to inclusion .This criteria can be used in addition to the threshold standard criteria set out in **The East Sussex Quality Mark for Inclusion ;**for example when schools require additional focus to develop this particular area.

Exceeding provides clear criteria for schools to identify areas where inclusive practice is embedded and intrinsic to ongoing school improvement, standards are excellent and that the school strives to promote the wider inclusion agenda.

In the East Sussex **Guidance for Developing Inclusive Practice** the criteria are hierarchical with **Exceeding** building upon **Expected.**

If schools feel they have **Exceeding** practice in a certain area, they are invited to use the **Guidance for Developing Inclusive Practice** document to identify and evidence areas of **Exceeding** practice.

A school wishing to evidence **Exceeding** criteria must also evidence **Expected** criteria in that area

Please note**:** Schools that are judged to be outstanding by Ofsted do not automatically qualify for **Exceeding criteria,** and as with all schools, will be expected to evidence practice as written in the **Expected** criteria in the **East Sussex Quality Mark for Inclusion** document.

Terms used in this document

Schools: By schools we are referring to all educational settings including academies, free schools, alternative provision, UTC's, special 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.

Teaching Assistants: Referred to as TAs. This term covers all learning support staff including pastoral support staff.

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

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

Safeguarding	Expected Criteria	RAG	Exceeding Criteria	RAG
	The DfE statutory guidance 'Keeping Children Safe in Education' (KCSiE) 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 DfE statutory guidance 'Keeping Children Safe in Education' (KCSiE) 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. Induction for new members of staff includes additional CPD and monitoring to ensure that safeguarding/child protection policy and practice is thoroughly understood and followed.	
	The school has completed the Keeping Children Safe in Education (KCSiE) East Sussex Audit Tool' and has a clear action plan that is revisited at least 3 times per year to track progress.		The school has completed the 'KCSiE East Sussex Audit Tool' , has a clear action plan , known by all staff ,that is revisited each term with key stakeholders to track progress .	
	Parents confidence in the school provision around safeguarding is high evidenced through parent voice and parent view.		The safeguarding policy is well understood and implemented by the whole school community including trainee teachers, NQTs, supply teachers and school visitors and parents. . There is robust evidence that all school community respond effectively and in a timely way, to any concerns arising within clear procedures for reporting, recording and responding to concerns.	
	The safeguarding policy is well understood and implemented by all staff. Reporting, record keeping and responding is effective.		Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of	

Area A: Statutory requirements, policies and practice

Aspect 1A: Safeguarding

Safeguarding	Expected Criteria	RAG	Exceeding Criteria	RAG
			neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. **(Ofsted ,Outstanding effectiveness of leadership and management)**	
	The policy has been written or revised in consultation with the whole school community, including pupils and their parents.		The safeguarding policy is embedded in all other school policies such as the mental health and emotional well-being policy and PSHE policy and in the general work of the school, with key elements of the policy evident in day-to-day practice.	
	Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.		The safeguarding policy is personal to the school and clearly conveys the uniqueness of the school and the provision therein.	
			The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust	

Area A: Statutory requirements, policies and practice

Aspect 1A: Safeguarding

Safeguarding	Expected Criteria	RAG	Exceeding Criteria	RAG
			leaders to take rapid and appropriate action to resolve any concerns they have. (**Ofsted , Outstanding, personal development, behaviour and welfare)**	

Exemplar Evidence
Safeguarding audit toolkit and action plan for schools and colleges in East Sussex
Cause for concern and referral forms
Safeguarding monitoring systems
Minutes of SLT and Governor meetings
Single central record
Pupil voice
Parent voice

Area A: Statutory requirements, policies and practice

Aspect 2A: Behaviour and Attendance

Behaviour And Attendance	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school's behaviour policy is reviewed annually in consultation with all stakeholders and review date stipulated		The behavior policy is personal to the school and clearly conveys the uniqueness of the school and the provision therein, and has been written or revised in consultation with the whole school community, including children and young people and their parents.	
	The policy is informed by an evaluation of the school's current practice.		On-going revision and development of policy and practice creates a culture of emotional intelligence in the school which has a clear impact on life in school.	
	The behaviour policy is embedded in other school policies such as the SEND Information Report, and in the general work of the school, with key elements of the policy evident in day-to-day practice.		The school has an additional mental health and well-being policy, outlining how the school supports all staff through training, to identify indicators of attachment, trauma and adverse childhood experiences. The mental health and well-being policy impacts positively across the whole school. The Policy includes how the school supports the welfare of staff.	
	Where managing and coordination of SEND provision and managing behaviour roles are separate in schools, the key staff work closely to ensure pupils access the appropriate 'pathway' to provision to manage behaviour needs.		Where managing and coordination of SEND provision and managing behaviour roles are separate in schools, the key staff meet regularly to ensure behavior policy incorporates anti-discriminatory practice, makes reasonable adjustments and meets needs.	
	Schools ensure they make appropriate provision for a child's short-term behaviour needs that might arise from events such as bullying or bereavement,		Professionals in the school work together and are alert to other events that can lead to persistent disruptive or withdrawn behaviours, learning difficulties or wider mental health difficulties, such as bullying or bereavement. Professionals are aware that	

Area A: Statutory requirements, policies and practice

Aspect 2A: Behaviour and Attendance

Behaviour And Attendance	Expected Criteria	RAG	Exceeding Criteria	RAG
	in order to prevent problems escalating. Where there are long-lasting difficulties schools should consider whether the child might have SEND.		such events will not always lead to children having SEND but can have an impact on wellbeing and sometimes this can be severe. Where there are concerns, there will be collaborative work with families and children and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.	
	Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs. **(Ofsted ,Good personal development, behaviour and welfare)**		For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. **. (Ofsted , Outstanding personal development, behaviour and welfare)**	
	The school has a positive handling policy and records all serious incidents, using this information to inform behaviour support plans, risk assessments, analysis and action planning		The school has an additional touch policy outlining the appropriate use of touch in schools, linking to neuro science.	
	There is a significantly reducing trend in fixed term exclusions for pupils with SEND or disadvantaged pupils.		There is a significantly reducing trend in fixed term exclusions or no fixed term exclusions for pupils with SEND or disadvantaged pupils over the past year. The school adopts an approach of no exclusions and works in co-production with parents and pupils to reduce the risk of exclusion.	

Area A: Statutory requirements, policies and practice

Aspect 2A: Behaviour and Attendance

Behaviour And Attendance	Expected Criteria	RAG	Exceeding Criteria	RAG
	There are no permanent exclusions, or this is a significantly reducing trend for pupils with SEND and disadvantaged pupils in the past academic year.		There have been no permanent exclusions for pupils with SEND in the past academic year and the school has a no exclusions approach and policy which is evident in embedded practice.	
	Attendance for pupils with SEND or disadvantaged pupils is in line with national for their non-SEND peers or an improving trend towards national for non-SEND peers		Work on attendance for pupils with SEND and disadvantaged pupils has brought about sustained and significant improvement where attendance is in line with national attendance data for non-SEND and non-disadvantaged pupils ,or now above national for these groups.	

Exemplar Evidence
☐ Behaviour Policy
☐ Attendance and exclusions data
☐ Anti-bullying policy
☐ Additional Needs Plans
☐ Personal Education Plans
☐ Alternative curriculum plans and provision
☐ CPD for staff and parents
☐ Meeting with parents
☐ Reintegration plans
☐ Referrals to outside agencies and recommendation/follow up

Area A: Statutory requirements, policies and practice

Aspect 3A: SEND Code of Practice

SEND Code of Practice	Expected Criteria	RAG	Exceeding Criteria	RAG
	The SENCO is a member of the senior Leadership team or has regular access to the senior leadership team		The SENCO influences whole school policy how and practice related to teaching and learning and wider outcomes for pupils.	
	Leaders and Governors work closely with the SENCO to understand current needs, parent concerns and school cohort and are able to respond proactively via an efficient planning cycle.		Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. (Ofsted , Outstanding, effectiveness of leadership and management)	
	The school's SEND policy/Information Report is published on the school website and available in hard copy.		The SEND policy/Information Report is well understood and implemented by all staff. Policies, procedures and working documentation promote a consistent and clear approach, rooted in an understanding of best practice in supporting pupils with SEND.	
	The SEN Information Report is accessible in language and presentation used, up to date and clearly reflects what the school offers.		The SEN Information Report reflects the vision and attitudes of the school community, including pupils and parents. Parents have been consulted on the accuracy and accessibility of the SEN Information report.	
	The SENCO is fully aware of the value of the school SEN notional budget.		The SENCO is fully aware of the value of the school SEN notional budget and can evidence how they manage resources and the impact of SEN expenditure, showing good value for money.	
	The school can evidence that a whole school approach to SEND is centre to school improvement planning and ethos/vision.		Key stakeholders for phase or subject area take responsibility via school development planning to ensure best outcomes for SEN pupils and vulnerable groups' .This is monitored through performance management systems and observations.	

Area A: Statutory requirements, policies and practice

Aspect 3A: SEND Code of Practice

SEND Code of Practice	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school's SEND policy/Information Report is reviewed annually in consultation with all stakeholders and review date stipulated.		The SEND Policy/Information Report and practice is embedded in all other school policies including Pupil Premium Policy ,and is personal to the setting clearly conveying the uniqueness of the school and the provision therein, e.g. There is an 'easy read', child friendly, version of the policy.	
	The SEND Policy/Information Report is informed by an evaluation of the school's current practice.ie. use of the Guidance for Developing Inclusive Practice or outcomes of a recent SEN Review.		The SEND Policy/Information Report has been written or revised in consultation with the whole school community, including children and young people and their parents.	

Exemplar Evidence
☐ SEN Information Report – up to date and reviewed
☐ SEN Governor
☐ SEN Reports to Governors
☐ SENCO Statutory training
☐ SENCO voice on SLT
☐ SENCO work with senior leaders and subject leaders
☐ Action research by SENCO
☐ Case studies
☐ SENCO as monitor and coordinator of provision
☐ Work with outside agencies
☐ Attendance at local SENCO hub and ESCC CPD events

Area B: Strategic Whole School Approach
Aspect 4B: Values and Attitudes
Aspect 5B: Strategic Whole School Approach
Aspect 6B: Leadership
Aspect 7B: SENCO
Aspect 8B: Subject Leaders
Aspect 9B: Collaborative work with parents and carers
Aspect 10B: Working effectively with Governors

Area B: Whole School Approach

Aspect 4B: Values and Attitudes

Values and Attitudes	Expected Criteria	RAG	Exceeding Criteria	RAG
	Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. **(Ofsted , Good, effectiveness of leadership and management)**		The school's value statement accounts for pupil wishes and feelings, supports their autonomy, well-being and personal development, and helps prepare them for the future. Leaders and governors have created a culture that enables pupils and staff to excel. **(Ofsted , Outstanding effectiveness of leadership and management)**	
	The staff model aspirational, consistent, yet realistic expectations and ensure parents and pupils with SEND, and other vulnerabilities, are fully involved at all stages where concerns are raised or information shared.		The school ethos, values and attitudes encompass the full inclusion of families, parent's pupils and staff in the work of the school and wider community.	
	The effectiveness of the school is underpinned by clear values and attitudes that provide a solution focused approach and where Leaders, staff and pupils do not tolerate prejudiced behaviour.		Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. **(Ofsted, Outstanding effectiveness of leadership and Management.)**	
	The school actively combats pre-existing labels, that might present discrimination or a barrier to progress, both in written and verbal information sharing, and promotes an 'I CAN' approach.		The school takes a lead in presenting information shared with other organisations through a variety of measures (e.g. case studies, pen portraits, Additional Needs Plans) to keep the focus on identified needs and effective forms of support to meet needs -to ensure progress.	

Area B: Whole School Approach

Aspect 4B: Values and Attitudes

Values and Attitudes	Expected Criteria	RAG	Exceeding Criteria	RAG
	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.		The school has gained the East Sussex Attachment Award and other awards and accreditations, both local and national, associated with establishing outstanding inclusive practice and ethos.	

Exemplar Evidence
☐ School website
☐ School newsletters and information share
☐ SEN Policy and Information report
☐ Records of staff and Governor training on the Equality Act
☐ Records of staff and Governor training on Inclusive Practice in relation to vulnerable children and families with identified needs e.g. GRT
☐ Published equality information and objectives
☐ Published Accessibility Plans
☐ Additional Needs Plans
☐ Case Studies
☐ Records of pupil and parent voice (more specifically pupils with SEND and other vulnerable pupils
☐ Pen Portraits
☐ CPD records of staff training
☐ Education Health and Care Plans
☐ Policies, including anti-bullying and behaviour
☐ A curriculum that provides opportunities to support the elimination of discrimination, promotes equality of opportunity and fosters good relations between disabled and non-disabled children and young people
☐ Action plans that show the school has an active disability and equalities working group

Area B: Whole School Approach

Aspect 5B: Strategic Whole School Approach

Strategic Whole School Approach	Expected Criteria	RAG	Exceeding Criteria	RAG
	The SEND action plan pays regard to ongoing internal and external self-review (including peer to peer review) , internal monitoring of provision, inspection evidence, national, local and school data and national developments.		The SEND action plan can be seen to drive aspects of the School Improvement Plan with clear lines of responsibility across the school.	
	The school has established an Inclusion steering group (or equivalent) with a range of stakeholders. This is a strategic group that ensures the school is actively addressing key priorities through implementing the East Sussex Quality Mark for Inclusion and accessing a variety of East Sussex or external self-evaluative documents or Awards such as the Attachment Friendly School Award.		The school can evidence that Inclusive practice is a central focus for all aspects of work across the school community. There is preparedness to support needs of all pupils who start at the school, particularly those with SEND. The voice of the Inclusion group is heard at a senior leadership level and informs actions taken.	
	The school is working to develop designated champions for key areas of SEND in the school workforce. For example, Autism, Social Emotional and Mental Health (SEMH)		A strategic approach to SEND leadership means that a staff team has been identified to champion key areas of SEND and other vulnerable groups by leading staff training/coaching/mentoring and can evidence impact in response to targeted external training.	
	Effective systems are in place for ensuring specialist recommendations are implemented in class.		Reviews of pupils EHCP, ANPs or PEPs clearly evidence recommendations by other agencies have been implemented and referrals made as appropriate for individuals.	

Area B: Whole School Approach

Aspect 5B: Strategic Whole School Approach

Strategic Whole School Approach	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school works strategically to provide regular scheduled times for teachers and Teaching Assistants (TAs) to meet out of class to enable the necessary lesson preparation and feedback.		The school employs strategic and creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours, using assembly time and having TAs join teachers for (part of) PPA time. TAs feedback on learning and is acted on informing teaching and learning.	
	During lesson preparation time, teachers ensure TAs have the essential 'need to knows': - Concepts, facts, information being taught - Skills to be learned, applied, practiced - or extended - Intended learning outcomes - Expected/required feedback.		Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. **(Ofsted Inspection handbook, Outstanding; quality of teaching learning and assessment)**	
	Systems for recording and sharing information about pupils with SEND place equal weighting on known strategies and resources to support needs as well as the identified needs. Strategies build upon pupil interests.		There is a consistent solution focused approach to supporting pupils with SEND throughout the school. Staff learn from experiences and regularly share and build upon successes as a wider team.	
	Support/Additional Needs Plans or PEPs are updated regularly with parents the child and any outside agency at least three times per year in response to new information resulting in an increasingly more detailed overview of 'what works'.		The impact/issues arising from Support/Additional Needs Plans and PEPs are shared at a senior level.	

Area B: Whole School Approach

Aspect 5B: Strategic Whole School Approach

Strategic Whole School Approach	Expected Criteria	RAG	Exceeding Criteria	RAG
	Teachers and other staff have consistently high expectations of what each pupil can achieve, including SEN, disadvantaged pupils, LAC pupils and the most able. Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils. **(Ofsted good ; quality of teaching and learning)**		Non- class based staff are aware of the needs of the pupils with whom they work and understand a range of strategies that support and overcome barriers to learning, with progress evident.	
	Skills audits are used as a starting point to develop internal expertise and develop team effectiveness.		Staff are well deployed to maximise their skills and expertise for the benefit and progress of pupils with SEND and vulnerable pupils.	
	There is a strategic approach to meeting SEN in the context of the total resources available to the school, including any resources targeted at particular groups, such as the pupil premium.		Governors (and Leaders) ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding (Ofsted Handbook 155;leadership and management)	
	The school works to adequately staff and resource high quality provision to ensure pupils with SEND and other vulnerable groups have their statutory needs met.		Highly effective administrative support allows staff with responsibility for SEND to work strategically.	
	Value for money is evaluated by monitoring relevant progress made by pupils with SEN, CLA, PP against expenditure.			

Exemplar Evidence
☐ School website
☐ School improvement/development plan
☐ Completed SEN self-review audit
☐ Evidence of stakeholder participation in the SEN self-review audit
☐ SEN Action Plan
☐ Data analysis, including school against national outcomes
☐ SEN report to Governors
☐ SEN Information Report
☐ Pupil Premium Report
☐ CPD record, including sharing SEN Matrix to all staff
☐ Record of monitoring impact of CPD i.e. lesson observations
☐ Record of external agency support with CPD
☐ Record of monitoring impact of CPD on teaching and learning and outcomes for pupils
☐ Minutes of staff meetings
☐ Supervision records
☐ Appraisal records
☐ Records of coaching
☐ Pupil voice
☐ Parent Partnership/voice
☐ Additional needs plans/EHCP
☐ SENCO report to Governors
☐ Reflective practice logs
☐ EYIO visit reports
☐ Referrals to external services
☐ Links to Children Centre Clusters
☐ Workforce development plans
☐ Case studies
☐ Pen portraits
☐ Action plans and minutes of Inclusion Steering Group

Area B: Whole School Approach

Aspect 6B: Leadership

Leadership	Expected Criteria	RAG	Exceeding Criteria	RAG
	Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. **(Ofsted , Good, effectiveness of leadership and management)**		Leaders and governors have created a culture that enables pupils and staff to excel. **(Ofsted , Outstanding effectiveness of leadership and management)**	
	The headteacher has a clear vision for the education of all pupils with SEND at the school and progress with inclusion is included in the head teacher's annual report to the Governing Body.		The headteacher drives the inclusion agenda forward through insightful, creative and bold leadership and has a clear working knowledge of the SEND Code of Practice exemplified by their in-depth scrutiny of data and reports. Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. **(Ofsted , Outstanding effectiveness of leadership and management)**	
	All school leaders are aware of the school's collective responsibilities under the Equality Act 2010 and the Children's Act 2014.Leaders promote all forms of equality and foster greater understanding of and respect for people of all groups with protected characteristics, including those with medical conditions.		Leaders, including subject and department leads, actively promote all forms of equality in their areas of responsibility. Reasonable adjustments are known and made at senior leadership level to ensure all pupils can be included in learning and wider outcomes.	

Area B: Whole School Approach

Aspect 6B: Leadership

Leadership	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school has an active disabilities and equalities working group (this might be part of an Inclusion Steering Group or similar.)		Any steering group/working group involves pupils and parents. The group drives forward identified actions that appear on the school accessibility plan and will dovetail with SEN action planning and school improvement planning.	
	The Headteacher has actively promoted understanding and implementation of the SEN Matrix to influence the quality of teaching and learning for pupils with SEN and pupils vulnerable to underachievement, and provide equity of opportunity for vulnerable pupils.		Leaders are fully knowledgeable about the East Sussex SEN Matrix and how it supports decision making with regard to provision, and provides reference for a wider range of strategies to support identified needs.	
	School leaders work closely with the SENCO to find and adopt a range of deployment strategies for support staff and volunteers in order to improve outcomes for pupils with SEND.		School leaders systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve progress and attainment throughout the school.	
	Regular and thorough self-review of resourcing and quality of provision leads to development of practice to ensure that a child's needs are met at an earlier stage of the SEND process without the need for an EHCP or, in some cases, enable the maintenance of a mainstream place. Use of SEN Matrix supports this approach.		Leadership involved in regular and thorough self-review of resourcing and quality of provision leads to creative and flexible provision to meet needs, and has reduced the need for EHCP requests and ensured pupils remain educated at their local school , achieving good outcomes.	
	The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.		*Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.* **'Ofsted handbook 2017'**	

Area B: Whole School Approach

Aspect 6B: Leadership

Leadership	Expected Criteria	RAG	Exceeding Criteria	RAG
	School leaders ensure that parents are included in consultation and collaborative work with regard to any aspect of school life that supports good outcomes for pupils with SEND and other vulnerable groups.		School leaders exemplify how to work collaboratively with parents to co-produce policy and identify gaps in practice where improvement can be made.	
	Headteacher and senior leaders understand the importance of networking across schools to share practice. SEND peer reviews are invited and the SENCO is expected to attend local SENCO hub meetings.		Networking across schools and opportunity for peer to peer targeted review leads to excellent provision and arrangements for resourcing. Expertise with regard to SEND and improved capacity for school to school support is evident.	

Exemplar Evidence
☐ School website
☐ School newsletters and information share
☐ SEN Policy SEN Information Report.
☐ Headteacher reports to Governors (inc reference to recent East Sussex work such as recommendations from High Needs Block Review)
☐ Minutes of Governor meetings referencing SEND and vulnerable groups as a standing item on the agenda
☐ Subject leaders reports to Headteacher and Governors
☐ Performance management targets and records
☐ Record of SENCO hosting or attending local SENCO hub meetings
☐ Records and reports from SEN peer to peer reviews or similar
☐ Evidence of reflection on teaching and learning for vulnerable groups through staff meeting agendas and minutes
☐ Progress for vulnerable pupils in subject areas
☐ Records of staff and governor training on the Equality Act
☐ Records of staff CPD in relation to the East Sussex SEND Matrix
☐ Records of staff and Governor training on inclusive practice in relation to vulnerable children and families with identified needs e.g. GRT
☐ Published equality information and objectives
☐ Accessibility Plans
☐ Additional Needs Plans
☐ Case Studies
☐ Pen Portraits
☐ CPD records of staff training
☐ Education Health and Care Plans
☐ A curriculum that provides opportunities to support the elimination of discrimination, promotes equality of opportunity and fosters good relationships between pupils with SEND and non-SEN and disabled and non-disabled children and young people
☐ Action plans that show the school has an active disability and equalities working group/inclusion steering group

Area B: Whole School Approach

Aspect 7B: SENCO

SENCO	Expected Criteria	RAG	Exceeding Criteria	RAG
	The SENCO has a voice on the SLT and influences policy and practice in relation to pupils with SEN and those vulnerable to underachievement.		The SENCO works closely with senior leaders; phase and subject leaders to ensure all can successfully implement and develop inclusive practice in their area of responsibility.	
	The SENCO is aware of strengths and areas for development through implementation of the Quality Mark for Inclusion and self-review processes that review tools such as the Communication Audit might identify.		The SENCO accurately identifies where there are areas of excellence and areas to develop practice and acts on this information.	
	There is effective management, organisation, monitoring and review of inclusive practice throughout the school that is clearly communicated, transparent and understood by all stakeholders.		Effective management , organisation ,monitoring and review of inclusive practice has ensured all stakeholders understand roles and responsibilities with regard to pupils with SEND, CLA, disadvantaged pupils and those vulnerable to underachievement.	
	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.		The SENCO, key school staff, and parents work in collaboration with outside agencies and East Sussex services to ensure that activities and assessments are fully implemented and have maximum impact on the pupil's progress.	
	The SENCO ensures that all teachers are fully aware of their responsibilities to pupils with additional needs and approaches to teaching and learning reflect this. Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. **(Ofsted , good Leadership and management)**		The SENCO ensures all staff, teaching and non-teaching, feel confident to deliver and support teaching and learning for pupils with a range of SEN. Highly effective models of CPD is accessed and all staff understands their role to support progress of with pupils with SEND and others vulnerable to underachievement.	

Area B: Whole School Approach

Aspect 7B: SENCO

SENCO	Expected Criteria	RAG	Exceeding Criteria	RAG
	The SENCO presents an impact report to the full governing body at least annually , comparing outcomes for pupils with SEND with the progress of others and evaluates the impact of SEND provision and interventions.		The SENCO presents an impact report to the full governing body three times per year, comparing outcomes for pupils with SEN with the progress of others and evaluates the impact of SEND provision and interventions.	
	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.		Parents work in co-production with the SENCO and key members of staff. Plans and reviews of a pupil progress exemplify this work and the school can evidence that pupils with SEND, and other vulnerable pupils, excel and make good progress according to their starting points and agreed outcomes.	

Exemplar Evidence
School website
SEN Policy SEN Information Report.
Minutes of Governor meetings referencing SEND and vulnerable groups as a standing item on the agenda
Performance management targets and records
Record of SENCO hosting or attending local SENCO hub meetings
Clear data showing tracking of progress and attainment for pupils in core subjects with SEN and accompanying commentary
Records of staff CPD in relation to the East Sussex SEND Matrix in relation to CPD on various areas of SEN
Published equality information and objectives
Pupil and parent voice records and resulting action
Class and intervention observation and monitoring proformas
Evidence that action research has taken place to inform practice e.g. use of the Education Endowment website and work with other schools
Records of parent CPD opportunities
Accessibility Plans
Additional Needs Plans
Case Studies
Pen Portraits
CPD records of staff training
Education Health and Care Plans
A curriculum that provides opportunities to support the elimination of discrimination, promotes equality of opportunity and fosters good relationships between pupils with SEND and non-SEN and disabled and non-disabled children and young people
Action plans that show the school has an active disability and equalities working group/inclusion steering group

Area B: Whole School Approach

Aspect 8B: Collaborative work with parents and carers

Collaborative work with parents and carers	Expected Criteria	RAG	Exceeding Criteria	RAG
	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**		All staff, teaching and non-teaching, start from the position that parents know their children best. Records of parent meetings with staff and structured conversations exemplify how parents have been listened to and concerns acted on.	
	The school has put in place continuing professional development (CPD) to ensure class teachers have confidence to hold effective meetings with parents of pupils with SEND, or parents of other vulnerable pupils.		Parents are confident that they will be listened to with concerns acted on as a result of their collaborative work with school staff.	
	Parents are confident that the school has a range of skills and expertise that can meet their child's identified needs		The Headteacher ,senior leaders including the SENCO ensures all staff, teaching and non-teaching, feel confident to deliver and support teaching and learning for pupils with a range of SEND. Highly effective models of CPD are accessed and all staff understand their role to support progress of with pupils with SEND and others vulnerable to underachievement. Parent voice indicates high confidence in the quality of teaching and learning.	
	Parents meet with the SENCO or a member of school teaching staff to undertake the Assess, Plan Do Review process at least three times per year.		Opportunity for communication between home and school is regular enough to ensure new information can be shared in a timely manner.	

Area B: Whole School Approach

Aspect 8B: Collaborative work with parents and carers

Collaborative work with parents and carers	Expected Criteria	RAG	Exceeding Criteria	RAG
	'*Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps*. ' **SEND Code of Practice 6.55** The school provides parents with copies of the East Sussex SEN Prospectus.		Parents have clear information about progress and next steps and contribute significantly to planning.	
	Parents are provided with clear information about early identification of needs, identification of needs at SEN support and the statutory assessment process if an assessment for an Education Health and Care Plan is requested.		Parents are fully informed at every stage of identification of need and provision to meet need.	
	The school uses the Additional Needs Plan (ANP) or similar SEN Planning tool that ensures the Assess, Plan Do Review process is fully implemented. Parents have copies of the ANP following meetings and have signed to agree content.		Parents work in co-production with the SENCO and key members of staff. ANP or SEN plans and reviews of a pupil progress exemplify this work and the school can evidence that pupils with SEND, and other vulnerable pupils, excel and make good progress according to their starting points and agreed outcomes.	
	Parents have knowledge of the East Sussex SEN Matrix. They understand it supports schools and families in decision making and references an incremental approach that provides a wide range of strategies. Parents understand that 97% of children have		Parents are confident that strategies and provision are effectively supporting their child's identified needs , and where progress is not being made this can be swiftly identified through the Assess, Plan ,Do Review process and information drawn from the SEN Matrix to take action.	

Area B: Whole School Approach

Aspect 8B: Collaborative work with parents and carers

Collaborative work with parents and carers	Expected Criteria	RAG	Exceeding Criteria	RAG
	their needs met though good quality teaching and learning in the classroom.			
	Where a pupil is not making expected progress specialist support or advice might be requested. School can demonstrate that parents are fully involved in any referral to specialist or outside agencies and subsequent activity to meet a pupils needs.		Parents work in collaboration with school and services to identify barriers and agree outcomes. Pupil progress is good as a result of the joint agency and family work.	
	Strategies to involve parents are tailored to meet individual family needs, and include flexibility in selecting times and places for meetings, availability of parent advocates, key workers interpreters, and translated material where necessary.		The school has established a key parent link member of staff (this will be a parent from the school community) –either parent support worker or parent information contact . The school is working to establish parent champions who can provide a wider range of support to families across the 4 areas of SEN.	
	The school has established a parent forum/support group that provides an opportunity for a range of information sharing activities and peer to peer advice opportunities.		There is evidence of on-going involvement of parents in activities such as parent forums ; for example, involvement in awareness raising events, support of peer mentoring schemes, consultation regarding further development of inclusion strategies.	

Exemplar Evidence
School website
SEN Policy SEN Information Report.
School newsletters and information sharing
School SEN referral process (including SEN referral form)
Records of parent consultation and parent voice, including structured conversation records
Records of meeting with parents that are shared with parents
Details parent /family support workers or parent ‘champions’ and engagement with families
Performance management targets and records that include developing effective work with families of vulnerable pupils.
Records of Parent Forum/support group meetings
Record of parent CPD opportunities
Clear data showing tracking of progress and attainment for pupils , in core subjects with SEND and accompanying commentary
Records of staff and governor CPD in relation to the East Sussex SEND Matrix in relation to CPD on various areas of SEN including structured conversation with parents
Evidence that action research has taken place to inform practice e.g. use of the Education Endowment website and work with other schools
Accessibility Plans
Additional Needs Plans
Case Studies
Pen Portraits
CPD records of staff training
Education Health and Care Plans
Action plans that show the school has an active disability and equalities working group/inclusion steering group

Area B: Whole School Approach

Aspect 9B: Effectively involving children and young people

Effectively involving children and young people	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school regularly, at least 3 times per year, gathers pupil voice as part of the monitoring of impact of quality of teaching and learning and provision for pupils with SEND and other vulnerable pupils.		Through regular consultation with pupils key members of staff and parents are fully aware of what makes a difference, and reasonable adjustments that can be made, to overcome barriers to learning. This information is acted on where appropriate in a timely manner.	
	The school has a well-planned participatory process for pupils with SEND with clear aims, objectives and outcomes. Participation has defined stages of planning, delivery and evaluation; and this a Participation Process that can be evidenced.		The school has well embedded holistic participation for pupils with SEND, with systems to support this. The participation process is properly supported and delivers meaningful engagement, and in turn, significantly better results and outcomes.	
	Additional Needs Plans (ANPs) /SEN support plans are person centred and outcome based, and detail pupils' strengths as well as difficulties and the additional support required.		'*The school involves parents/carers and children and young people at all stages of the 'Assess, Plan, Do, Review' cycle.'* **SEND Code of Practice 6.44 to 6.56** Pupil voice informs practice and agreed outcomes.	
	Where appropriate vulnerable pupils and pupils with SEND have a key member of staff who can mentor and support communication on a daily basis.		Pupils who access regular support and mentoring via a named adult in the school community make good progress as a result, and lines of communication are effective.	

Area B: Whole School Approach

Aspect 9B: Effectively involving children and young people

Effectively involving children and young people	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school have undertaken or are undertaking the East Sussex Attachment Friendly Award, the Communication Audit or similar external audits and Awards.		There is evidence that pupils benefit from the school undertaking, completing and implementing outcomes from the East Sussex Attachment Friendly Award, the Communication Audit and any other similar external audits and Awards gained. This work has impacted on improved access to learning for pupils with SEND and other vulnerable pupils.	
	Pupils benefit from class teachers implementing strategies outlined in the East Sussex SEN Matrix.		Staff are actively using the East Sussex SEN Matrix to enhance the quality of teaching and learning and overcome barriers for pupils with SEND and other pupils vulnerable to underachievement. Pupils make good progress in class lessons as a result.	
	A Peer Support scheme is established within the school and is a part of the school policy e.g. buddy scheme, restorative justice scheme, peer mediation scheme with evidence of training for pupils.		Evidence of peer support impacting on pupil behaviour in school. For example: reduction in absenteeism, reduction in fixed term exclusions, reduction in reported bullying incidents at break times, improvements in attainment and progress.	
	Evidence of commitment to the Peer Support scheme is found in the SEN Action Plan, Accessibility Plan and School improvement Plan.		Evidence is available of peer support impacting on the work of mid-day supervisors and other non-teaching staff. Pupils in school demonstrate trust in their Peer supporters.	

Exemplar Evidence
Pupil records show that rigorous identification of SEN is in place based on supporting evidence and pupil voice (in whatever form, including picture representation or auditory capture)
Records of meetings with support agencies and input of pupil voice about what makes a difference
School records of pupils with disabilities and the reasonable adjustments made for them.
The participation cycle and systems evidenced
Outcomes of the participation cycle
PEPs
ANPs
SEN Plans
New Arrivals Induction policy and practice
Records of Peer support –approaches and strategies adopted
School Council minutes – actions that impact on pupils with SEN

Area B: Whole School Approach

Aspect 10B: Working effectively with Governors

Effectively involving children and young people	Expected Criteria	RAG	Exceeding Criteria	RAG
	The SEND governor is aware of the Code of Practice as a statutory document and key points within including: - The difference between SEND and disability - 4 areas of SEND - Teacher responsibilities - Leadership responsibilities - SENCO role - The Governor's role		The SEND governor has a clear working knowledge of the Code of Practice exemplified by their in-depth scrutiny of data and reports.	
	The SEND governor has attended training in order to carry out their role effectively.		The whole governing body understands the principles and statutory requirements set out in the SEND Code of Practice and offers appropriate support and challenge.	
	There is a governor or governor committee with specific responsibility for SEND who meets with the SENCO and senior leaders termly and informs/shares practice & policy. Support and challenge is part of the meeting agenda.		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. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	

Area B: Whole School Approach

Aspect 10B: Working effectively with Governors

Effectively involving children and young people	Expected Criteria	RAG	Exceeding Criteria	RAG
	Staff, pupils and parents are given regular scheduled opportunities to collectively meet the SEND governor.		Staff, pupils and parents are able to consult the SEND governor about the policy and practice on request.	
	Governors ensure there is a strategic approach to meeting SEN in the context of the total resources available to the school, including any resources targeted at particular groups, such as the pupil premium.		Outcomes for pupils with SEND and other vulnerable pupils are a central driver to the strategic approach to deployment of school resources. The Governing body understand that the notional SEN budget is part of the whole school budget allocation to support pupils identified needs.	

Exemplar Evidence
Records of consultation with stakeholders in the production of the SEN Information Report and the SEN Policy.
SEN Information Report. Updated annually
SEN Policy.
Schools contribution to local authority local offer is recorded
Governor meeting minutes
SEN annual Report to Governors
Record of SEN Governors monitoring visits
Policy for supporting pupils with medical conditions.
Individual Healthcare Plans.
Staff list that details responsibilities
Training records for Governors
Record of staff and governor training on the Equality Act.
Published equality objectives.
Accessibility plan
Anti-bullying policy
The curriculum provides opportunities to support the elimination of discrimination promotes equality of opportunity and fosters good relations between disabled and non-disabled children and young people

Area C: Personal Development, Behaviour & Welfare

Aspect 11C: Understanding the social, emotional and mental health needs of the workforce and pupils

Area C: Personal development, behaviour and welfare

Aspect 11C: Understanding the social, emotional and mental health needs of the workforce and pupils

Understanding the SEMH needs of the workforce and pupils	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school has a vision statement setting out an understanding of the importance of social, emotional, mental health and wellbeing and its impact on student participation, learning and academic outcomes.		School has contributed and attended the East Sussex ISEND workshops 'MHEW Whole School Approach ' to undertake whole school audit and identify good practice in the area of SEMH as part of sharing good practice between schools.	
	Staff understand the importance of social, emotional, mental health and wellbeing and its impact on student participation, learning and academic outcomes.		The whole school staff access mental health awareness training.	
	Visitors /supply teachers working with pupils are made aware of the MHEW policy and curriculum and work within its framework. The mental health and wellbeing policy is monitored by a named member of staff and reviewed regularly on an agreed basis.		Visitors/supply teachers working with pupils can view copies of the policy displayed on walls and access copies of the policy and curriculum and work within its framework. The mental health and wellbeing policy is monitored by a named member of staff and reviewed regularly on an agreed basis. Supply staff signs a copy of the policy to say they have read its content.	
	Staff working directly with children understand the impact of trauma and stress on physical and mental wellbeing and the consequent impact on a child's ability to learn.		Teaching staff and leadership have accessed specific training on the impact of Adverse Childhood Experiences (ACEs) and actively teach resilience strategies as part of the	

Area C: Personal development, behaviour and welfare

Aspect 11C: Understanding the social, emotional and mental health needs of the workforce and pupils

Understanding the SEMH needs of the workforce and pupils	Expected Criteria	RAG	Exceeding Criteria	RAG
			curriculum Parents, carers, volunteers and community members have accessed training in developing resilience skills and have been supported to apply this to their own roles and everyday interactions with pupils. https://www.boingboing.org.uk/ http://www.aces.me.uk/in-england/	
	Pupils have regular opportunity to contribute to and evaluate their learning, on MHEW issues. Behaviour is understood by all staff as a means of communication and all staff are encouraged to look at underpinning needs and motivations for example speech, language and communication needs and Autism Spectrum.		Pupils are engaged as peer educators to talk and hear about common MHEW concerns to younger pupils. Staff are highly skilled in pre-emptive preventative approaches to support pupils experiencing SEMH, this is evidenced in a variety of forms, including reduction of serious incidents, observations, behaviour logs, pupil and parents voice.	

Area C: Personal development, behaviour and welfare

Aspect 11C: Understanding the social, emotional and mental health needs of the workforce and pupils

Understanding the SEMH needs of the workforce and pupils	Expected Criteria	RAG	Exceeding Criteria	RAG
	School provide opportunities for staff to discuss challenging behaviour with a senior colleague.		Staff have opportunities to participate in reflection on practice with peers/mentor/supervisor.	
	Staff are aware of how to recognise and support challenges to emotional well-being experienced by pupils. The school have shared the 'Schools Guide to supporting children and young people in their Mental Health: a guide for East Sussex schools'. https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-health-emotional/mental-health-guide/introduction/		The school's holistic approach to provision is responsive to the needs, development and well-being of pupils and a system is in place to track their progress	
	Pupils with SEND with recognised SEMH needs 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. A programme is in place to develop pupils' critical thinking skills, encouraging reflection and self-awareness.		The is a planned, comprehensive PHSE curriculum and wider opportunities, to include: • Nurturing self-belief and positive qualities such as optimism and forgiveness. • Developing pupils' critical thinking skills encouraging reflection and self-awareness. • Providing high quality enrichment activities.	

Area C: Personal development, behaviour and welfare

Aspect 11C: Understanding the social, emotional and mental health needs of the workforce and pupils

Understanding the SEMH needs of the workforce and pupils	Expected Criteria	RAG	Exceeding Criteria	RAG
			Opportunities for pupils to volunteer within the school and the local community. School can add links with the school's SEN Information Report and Accessibility Plan.	
	Staff approach mental health education sensitively, knowing that their pupils are all different and have different family groupings. Lessons cater for all pupils and the teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.		Monitoring is in place to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups but is also responsive to the individual cohorts needs. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning.	
	Provision is available for pupils to participate in regular physical activity through PE lessons offering a range of sports. The benefits of physical activity on a pupil's well-being and mental health are well understood by the school staff.		Physical activity provision is differentiated for males/females in schools to take account of gender-based interests and age-related issues.	

Area C: Personal development, behaviour and welfare

Aspect 11C: Understanding the social, emotional and mental health needs of the workforce and pupils

Understanding the SEMH needs of the workforce and pupils	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school ensures consistent, positive practices and environment for all pupils.		The school provides additional supportive systems for those at risk for the most vulnerable for example those with SEND, those living in challenging family circumstances, EAL, LAC.	
	Whilst all staff have a responsibility to promote the mental health of pupils, there are designated staff with a specific remit including: □ designated child protection / safeguarding lead □ mental health lead □ lead first aider □ pastoral lead □ CPD lead □ Head of PSHE □ Access to clinical expertise, e.g. CAMHS Primary Mental Health Worker,		The school has a designated mental health lead, who will; provide a link to expertise and support regarding specific children; identify issues and make effective referrals; and contribute to leading and developing whole school approaches around mental health. For small primary schools it may be that the role of the mental health lead will be integrated with the safeguarding lead.	

Area C: Personal development, behaviour and welfare

Aspect 11C: Understanding the social, emotional and mental health needs of the workforce and pupils

Understanding the SEMH needs of the workforce and pupils	Expected Criteria	RAG	Exceeding Criteria	RAG
	All staff have an understanding of a range of common mental health issues that the parents in their school communities may be living with, and are confident to deal sensitively with the families involved.		At least one member of staff has attended MHFA training and cascaded the learning to colleagues. There are clear procedures for sharing information where this would help staff in school and external agencies to provide additional support.	
	There is an awareness of the impact on pupils of growing up with parents with mental health issues.		Staff training has been provided on working with parents with mental health difficulties and the school have a response via reasonable adjustments to ensure pupil's needs are met.	
	Staff, pupils and parents are aware of sources of support within school and in the local community, i.e. what support is available within the school and local community, who it is aimed at and how to access it including sharing what is available on the East Sussex Local Offer. CZONE Health, Safety and Well Being site is accessed for sources of support and materials for MHEW. https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-health-emotional/		Information is available on the school website, or a link is provided to local resources. Staff have attended awareness training on early warning signs of MHEW; through whole schools workshops , CAHMS twilight training, ISEND training events , through PSHE hubs, and share this learning with parents and pupils. **The 'Guide to supporting children and young people in their Mental Health: a guide for East Sussex schools'**	

Area C: Personal development, behaviour and welfare

Aspect 11C: Understanding the social, emotional and mental health needs of the workforce and pupils

Understanding the SEMH needs of the workforce and pupils	Expected Criteria	RAG	Exceeding Criteria	RAG
			is accessed as resource for early identification and support. https://czone.eastsussex.gov.uk/health-safety-wellbeing/mental-health-emotional/	
	All staff receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.		Additional CPD is supported throughout the year where it becomes appropriate according to specific needs. Where needs are agreed, twilight training sessions are conducted for all staff to promote learning or understanding about specific issues related to mental health.	
	Parents are offered training on aspects of MHEW.		Opportunities are provided for parents to learn alongside staff when training is offered on MHEW related issues.	
	Provision is in place for staff to 'offload' in peer support/team meetings		Staff have regular opportunities to explore their personal wellbeing.	

Exemplar Evidence
Analysing pupil progress in PSHE https://www.egfl.org.uk/elp-services/health-improvement-schools/hit-resources-and- support/pshe/pshe-education
Outcomes from the school's Mental Health and Emotional Wellbeing self-evaluation
Interviewing pupils about how the school prepares them for adult life
Accessing Association for Young People's Health http://www.youngpeopleshealth.org.uk/about-us/staff
Focus Groups: A curriculum that teachers life skills, including social and emotional skills

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

Quality First Teaching and learning	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school has a range of measures to evidence that teachers understand and accept they are responsible for the progress of all pupils.		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 expectation supports this.	
	CPD opportunities for class teachers involve provision to undertake action research and plan and observe each other teach (Lesson Study model) with specific area of focus –ie speech, language and communication. This is monitored for improved classroom practice,		Performance management, teacher voice and pupil progress evidences that class teachers are highly proficient and confident to teach pupils with a range of complex needs and understand where and how to seek support and help when required.	
	There is clear evidence that the 'assess, plan, do, review' process, as set out in the SEND Code of Practice, is actively used by class teachers to systematically support the learning of pupils with SEND.		The Assess, Plan, Do, Review process is undertaken systematically through the year as part of quality first teaching and learning with ANPs/ SEN planning capturing this approach and recording outcomes. All stakeholders are included in this approach.	
	Class teachers and support staff and parents work closely with the SENCO to review what works for pupils with SEND and plan approaches and strategies that will support progress.		The ANP and Assess, Plan, Do, Review process is integral to collaborative work with the team around the child (class teachers , TAs, parents, SENCO , subject teachers, designated safeguarding lead (DSL) senior leaders etc) and this approach is central to the school assessment and planning processes to identify and meet a pupil's needs.	

Area D: Teaching, Learning and Assessment

Aspect 12D: Quality First Teaching and Learning

Quality First	Expected Criteria	RAG	Exceeding Criteria	RAG
	Pupils with SEND are presented with targets in an accessible manner and they know these targets.		Pupils are communicated with in an accessible way and know where they are in relation to achieving known targets and agreed outcomes. Pupils are provided with means of communicating their views on progress and barriers to learning.	
	Teaching staff show regard for the importance of routines and predictability for pupils with SEND or other vulnerabilities through their adherence to timetables and by preparing pupils for change.		There is a consistent use of approaches across the school which provides security and confidence for vulnerable pupil's .All pupils access consistent approaches and are also well prepared when change occurs.	
	Teachers and TAs use strategies that maximise communication and the participation of all pupils (for example; talk partners, use of mini white boards, 'voting' cards). **SEND Code of Practice 6.37 and 6.4**		Teachers' planning is shared with TAs and includes details of the teaching strategies (e.g. questioning techniques, grouping of pupils, metacognitive approaches, talk partners, peer-peer teaching) that will be employed to maximise communication, participation and engagement.	
	Effective feedback both oral and written or as part of a communication device, is given to all pupils. The feedback focuses not just on the individual and task completion but also on learning and thinking skills. Pupils act on the feedback given and pupils' responses are monitored. **SEND Code of Practice 6.37 and 6.4**		Pupils with SEND and those vulnerable to underachievement make very good progress in lessons evidenced in books, ICT provision, and pupil voice and through progress tracking data.	

Area D: Teaching, Learning and Assessment

Aspect 12D: Quality First Teaching and Learning

Quality First	Expected Criteria	RAG	Exceeding Criteria	RAG
	Metacognitive approaches that raise pupils' awareness of thinking skills and help develop pupils' self-regulation skills (e.g. resilience) are used. http://educationendowmentfoundation.org.uk/		Teachers use effective strategies to facilitate group work and pupil discussion. There are opportunities for peer-peer support and peer to peer teaching. http://educationendowmentfoundation.org.uk/	
	The teacher has created a safe classroom environment that supports risk taking and responds with reasonable adjustments to overcome identified barriers.		Pupils with SEND and other pupils vulnerable to underachievement access teaching and learning that sources a wide range of advice and provision to support overcoming barriers to learning.	

Exemplar Evidence
Teachers' planning and records of classroom observations evidence that teachers do set appropriate learning objectives and success criteria for pupils with SEN
Teachers' planning/annotation on planning makes reference to individual pupils' SEN support plans and individual targets
Teachers' planning/annotation on planning show that expert advice is used to inform planning.
Teachers' individual CPD records evidence that they access support and training to support their work with pupils with SEN.
Evidence of CPD opportunities within the school such as lesson study or action research
School CPD records showing take up of CPD offer from East Sussex services such as CLASS , EP service and ESBAS service, Virtual School and Teaching and Learning Provision.
Pupils' work evidences effective written feedback.
Pupils work evidences good progress according to starting points and based on identified need.
Classroom observations and pupil interviews/pupil voice evidence effective oral feedback.
Teachers' planning and records of classroom observations evidence that teachers plan for peer and self-assessment.

Area D: Teaching, Learning and Assessment

Aspect 13D: Resources and Environment

Resources and Environment	Expected Criteria	RAG	Exceeding Criteria	RAG
	The teacher maintains a stimulating and safe learning environment by organising and managing physical teaching space and resources.		Support staff understand and support the teacher to maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.	
	In primary school all classes display uniform visual timetables. Visual timetables are available for individual children to meet specific needs. In secondary schools visual timetables are available to pupils who require them and are displayed in classrooms where appropriate to support needs.		Practitioners and pupils are able to use signing systems (such as Makaton, Signalong, BSL) where needed.	
	Displays can be accessed by all pupils for example large font size, use of Makaton or 'Communicate in Print', buff/coloured background.		Celebratory displays contain examples from a range of abilities. Positive images of Inclusive practice, displays and photographs, and newsletters are evident.	
	The school environment supports communication through: □ a range of visual cues about location, equipment, □ Timeline, for example Makaton symbols. These visual support systems are matched to children's needs for example ; real objects, photographs, drawings and symbols are chosen as appropriate to children's developmental stage. □ small group work which supports talk. □ displays, resources and routines which scaffold talk.		Resources actively promote independence skills.	

Area D: Teaching, Learning and Assessment

Aspect 13D: Resources and Environment

Resources	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school environment warmly welcomes parents/carers and visitors and helps them feel at ease.		Parents and carers actively work with the school to support and advise on changes and improvements that provide an accessible and welcoming environment.	
	Pupils are offered alternatives to written recording including IT and are supported to access these resources.		Pupils are taught how to access a range of alternatives to written recording and regularly access a variety of means to record information, including use of IT, and this allows for independent learning.	
	The school has a developing bank of specialist equipment and purchases further resources based on identified needs. Staff are well trained in understanding how the resources can support access to learning.		The school contributes to and accesses a shared resource pool in the locality. This involves close working with local special schools and mainstream schools to share resources.	
	TAs add value to what teachers do, not replace them. This is evident through pupil progress and performance management systems for teachers and TAs.		Through performance management procedures TAs are supported and held to account for the impact of their work.	
	TAs help pupils develop independent learning skills and manage their own learning.		Teachers and TAs ensure explicit connections are made between learning from everyday classroom teaching and structured interventions to maximise opportunities for independent learning and progress.	
	The school adopt evidence-based interventions to support TAs in their small group and one- to-one interventions.		TAs deliver high-quality one- to-one and small group provision using structured interventions. Pupils make good progress which is tracked and monitored by TAs and class teachers/ phase or subject leaders.	

Area D: Teaching, Learning and Assessment

Aspect 13D: Resources and Environment

Resources	Expected Criteria	RAG	Exceeding Criteria	RAG
	The effective deployment of TAs is reviewed on an annual basis and more regularly depending on the identified needs of a cohort which might be subject to change over a year. A review of practice might take the form of a peer review with a colleague from another school.		TA deployment is flexible and school can respond to identified needs as cohorts and individuals arrive at, and leave, the school. TAs understand that their role is to support identified needs across the school and that their role is flexible. Pupils make good progress as a result.	

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Exemplar Evidence
There is an inclusive classroom checklist that all teachers are aware of supported by audits and expertise from ISEND services and Integrated therapy services
The school calendar evidences regular learning walks to monitor the classroom environment.
Observations/learning walks evidence that the classroom environment is inclusive and supports good access to the curriculum.
Teachers' planning and records of classroom observations evidence that teachers do set appropriate learning objectives and success criteria for pupils with SEN.
Teachers' planning/annotation on planning makes reference to individual pupils' SEN support plans and individual targets
Teachers' planning/annotation on planning show that expert advice is used to inform planning
Teachers' individual CPD records evidence that they access support and training to support their work with pupils with SEND
Evidence of CPD opportunities within the school such as lesson study or action research
School CPD records showing take up of CPD offer from East Sussex services such as CLASS , EP service and ESBAS service, Virtual School and Teaching and Learning Provision
Pupils' work evidences effective written feedback
Pupils work evidences good progress according to starting points and based on identified need
Classroom observations and pupil interviews/pupil voice evidence effective oral feedback
Teachers' planning and records of classroom observations evidence that teachers plan for peer and self-assessment

Area D: Teaching, Learning and Assessment

Aspect 14D: Curriculum

Curriculum	Expected Criteria	RAG	Exceeding Criteria	RAG
	PSHE/Social emotional Aspects of learning and any SEMH Programmes of Study include specific learning around inclusion for each year group.		Lessons in other subjects also have inclusion themes.	
	In lessons pupils with SEND and pupils vulnerable to underachievement are enabled to organise themselves and carry out learning activities with minimum staff prompts for example the way activities are broken down and structured.		Pupils are supported in developing problem-solving skills and coping strategies relevant to independent functioning outside or after school, for example in terms of accessing social activities, work skills or independent living.	
	The curriculum enables pupils with SEND and pupils vulnerable to underachievement to increasingly manage learning and transitions independently. For example being provided with, and trained in the independent use of, schedules, timetables or other materials.		Pupils are enabled to become increasingly self-reliant and independent in their learning, social and transition activities by staff being aware of when and how to phase out verbal and physical prompts.	
	Reasonable adjustments are made to ensure all break time activities are accessible to pupils with SEND.		Break time activities have been developed or commissioned to actively engage pupils with SEND without causing segregation.	
	Reasonable adjustments are made to ensure all extracurricular activities, either curriculum linked or otherwise, are accessible to pupils with SEND.		Extracurricular activities have been developed or commissioned to actively engage pupils with SEND without causing segregation. Records of involvement in extra-curricular activities are analysed to evaluate the uptake by vulnerable learners and show that they are well represented.	

Area D: Teaching, Learning and Assessment

Aspect 14D: Curriculum

Curriculum	Expected Criteria	RAG	Exceeding Criteria	RAG
	Curriculum development ensures that all staff working with children have accessed training and actively support the development of specific resilience skills through delivery of the curriculum and through their everyday interactions with pupils.		Pupils, both with and without SEND, know what resilience means and are able to talk about their own developing resilience skills. Pupils are provided with opportunities to take the lead in promoting positive social, emotional, mental health across the school community.	
	The school calendar evidences that the SENCO and literacy and numeracy leaders are involved in regular reviews of the curriculum.		The SENCO actively works with curriculum/subject leads to ensure that curriculum offered provides opportunity for access to learning at the appropriate starting point in each subject area.	

Exemplar Evidence
School improvement planning – evidencing curriculum planning and initiatives that meet the needs of the school cohort
Assessment data show that pupils with SEND, disadvantaged pupils and other pupils vulnerable to underachievement make good or better progress according to starting points.
Attendance and exclusion data shows good outcomes for pupils with SEND , disadvantaged and other vulnerable pupils
Records of pupil voice, pupil questionnaires and consultation with school council show that pupils' views about the curriculum have been gathered and used to inform curriculum planning.
Curriculum plans evidence social and emotional aspects of learning are taught across the curriculum
Curriculum plans include details of trips and enrichment activities and how they support learning for vulnerable learners
Records of involvement in extra-curricular activities are analysed to evaluate the uptake by vulnerable learners and show that they are well represented
The school calendar evidences that the SENCO and literacy and numeracy leaders are involved in regular reviews of the curriculum
Curriculum plans evidence that mathematics, reading and writing are taught and re-enforced across the curriculum
Curriculum plans, teachers' lesson planning and observations evidence the teaching of positive learning behaviours, learning skills and thinking skills
Homework records are analysed to evaluate the engagement of vulnerable learners and show that they are accessing homework and home learning activities

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Area D: Teaching, Learning and Assessment

Aspect 15D: Assessment and Monitoring

Assessment and monitoring	Expected Criteria	RAG	Exceeding Criteria	RAG
	Systems ensure that teachers make consistent and accurate judgements about pupils with SEND progress and attainment , moving learning on.		Teachers provide pupils (including pupils with SEND) with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively (Ofsted Outstanding , quality of teaching, learning and assessment)	
	Parents are involved in the Assess, Plan, Do Review process so that they contribute to review of progress and assessment outcomes.		As a result of parent's involvement in the Assess, Plan, Do Review process parents and school have realistic and high aspirations for their child's outcomes.	
	Teachers record pupils with SEND progress data at least three times per year, and can clearly articulate the progress a pupil with SEND is making.		Progress data is clearly used to inform daily, weekly and termly teaching and learning and ensures access to the curriculum for pupils with SEND and other pupils vulnerable to underachievement.	
	The school can evidence that progress for vulnerable pupils and those with SEND is at least good compared with national outcomes, with many pupils making better than good progress.		The school can evidence that progress for vulnerable pupils and those with SEND is better than good compared with national outcome.	

Exemplar Evidence
School pupil-level tracking data that clearly shows pupils' SEN status and/or disability and whether their progress is in line with or exceeding expectations (e.g. RAG rating) for each year group
The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points
Schools evidence systems that frequently record monitor and analyse SEND pupil progress
SEND pupils' work evidences the levels at which they are working
Analysis of trends from the last three years
School data compares the progress of pupils with disabilities and SEN to pupils nationally with similar starting points
The school has evidence of the impact of funded support on closing the gaps in progress and attainment. *Ofsted School Inspection Handbook September 2015 para 182*
Records of moderation events and training.
Evidence of rapid progress from group or individual interventions
Evidence that progress analysis informs intervention planning and next steps

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

Identification	Expected Criteria	RAG	Exceeding Criteria	RAG
	There are clear criteria for the identification of SEN that are known and understood by all staff and leads to swift intervention. (There may be a referral form used.)		Whole school approach to early identification and intervention prevents more minor difficulties, barriers, mental health problems from escalating and becoming more serious and significantly reduces the need for more expensive interventions or sanctions at a later stage.	
	The school referral and identification systems ensure that concerns raised by parents and carers about their child's development are valued and acted upon.		Parents are fully involved at the earliest stage of identification of need, they play a significant part in planning to meet needs and overcome barriers.	
	The school shares the SEN Matrix with parents when discussing level and type of need, and appropriate provision.		As a result of use of the East Sussex SEN Matrix, and other assessments used by school and services, parents understand how and why their child is accessing the provision agreed at the earliest point after identification.	
	The school listens to and addresses any concerns raised by children and young people themselves.		At the earliest point of identification of need the pupil is consulted first to gather information on what they perceive barriers to be and possible solutions.	
	At an age and need appropriate level pupils understand what their identified needs are and how school plans to address their needs.		Pupils have a sense of self-efficacy and control, and pupil voice evidences that they feel they have influence and 'voice'. Pupil voice demonstrates genuine consultation and the authentic involvement of all pupils in appropriate decision making about their own learning and classroom and school life.	

Exemplar Evidence
Criteria for identification of SEN are available
School SEN referral process (including SEN referral form).
Pupil Progress Meeting records
Records of lesson observations
Records of parent consultation and parent voice, including structured conversation records.
Pupil voice records
Records show that comprehensive data tracking supports the early identification of pupils with SEN in each key stage
Pupil records show that rigorous identification of SEN is in place based on supporting evidence
Records of meetings with support agencies
School records of pupils with disabilities and the reasonable adjustments made for them
The School Local Offer/SEN Information Report provides evidence that the school works in partnership with parents
Provision maps
Pupil profiles
SEN support plans and Education Health and Care Plans (EHCP)
Parent and pupil voice demonstrates that they are satisfied with outcomes based plans
Records of Pupil Progress Meetings

Area E: Outcomes for Pupils

Aspect 17E: Intervention Effectiveness

Intervention Effectiveness	Expected Criteria	RAG	Exceeding Criteria	RAG
	When pupil progress is reviewed, for example in Pupil Progress Meetings, there is consideration of the interventions accessed and an evaluation of their impact.		The progress of pupils with SEND, with reference to the learning objectives and success criteria, is regularly fed back to the class teacher with class teacher able to identify impact of intervention during lessons.	
	Individual intervention timetables ensure that pupils with SEND receive a as much time with the class teacher as others and have opportunities in class to practice and embed learning from interventions.		Individual intervention timetables ensure that pupils with SEND receive a greater proportion of time with the class teacher than others.	
	Where published intervention programmes are used, staff are aware of progress expectations		The school uses structured interventions with reliable evidence of effectiveness; this may come from action research undertaken by the school or other local schools.	
	The school works closely with ISEND support services to ensure recommendations from assessment reports are incorporated into the planned interventions – either at quality first teaching and learning or/and at targeted time limited intervention level.		The school and pupils with SEND benefit from services expertise on what works to support overcoming barriers to learning.	
	Both class teachers and subject leaders are involved in the planning of interventions and have good knowledge of advice and recommendations made by any service involved in the pupils planned provision.		Interventions are well planned with the involvement of all stakeholders (including subject leaders and class teachers), with clear learning objectives and success criteria.	
	Where published intervention programmes are used Teaching Assistants, and other staff delivering interventions, have been trained and are using the intervention as it was designed.		Staff who deliver intervention programmes have received training and where applicable, hold accredited qualifications.	

Area E: Outcomes for Pupils

Aspect 17E: Intervention Effectiveness

Intervention	Expected Criteria	RAG	Exceeding Criteria	RAG
	Transitions to and from intervention sessions are planned to minimise disruption and lost learning time and support pupils to settle quickly.		Transitions to and from intervention sessions are planned to minimise disruption and lost learning time and support pupils to settle quickly. Rapid progress is maximised.	
	For non-published interventions, small steps targets have been set for each session using progress ladders or similar.		The school uses standardised progress ladders, or similar, to evaluate progress in all interventions used (for example THRIVE assessments, or a self-developed ladder based in child development.)	
	The learning objectives and success criteria are clear to pupils with SEND and reviewed with them at the end of the intervention session.		Pupils with SEND are well informed about their progress and contribute to evaluating impact on small steps made.	
	Behaviour for learning in interventions is good. Pupils behave well and are engaged. Attitudes to learning are good or better.		Pupils' access to good high quality interventions ensures that pupils are motivated by the provision, behavior for learning is good, and pupils understand that they are making progress as a result.	
	For individual pupils with SEND who are not making good progress there is set up a cycle of observations both in class and in interventions to identify barriers to learning. Actions are taken in response to observation findings.		Schools systems quickly pick up where progress is not being made and adjustments are made swiftly to overcome identified barriers to learning.	
	Case studies for individual pupil's evidence interventions accessed and progress.		School uses case studies to show how individual pupils with SEND needs are being effectively met, and how the school can learn from what works well for pupils with SEND.	

Exemplar Evidence
Intervention session plans show learning objectives and success criteria
Records of pre and post intervention assessments
Pupils' Additional Needs plans/ SEN Plans , PEP plans
The rationale for the choice of intervention programmes is included in the SENCOs reports to the Headteacher and governors
Record of all staff and specialist qualifications they hold
Records show that staff skills and strengths are matched to interventions to maximise impact
Records of observations of interventions
Intervention session plans
Pupils' work evidences good learning and progress
Feedback from pupils, for example Pupil Voice
Feedback from parents, for example through meetings and questionnaire

Area E: Outcomes for Pupils

Aspect 18E: Wider Outcomes

Wider Outcomes	Expected Criteria	RAG	Exceeding Criteria	RAG
	The engagement of pupils with SEND or other vulnerabilities with homework and home learning activities (including reading at home) is in line with that of all pupils.		Where there are gaps in pupil's with SEND access to home learning activities the schools works with the family to overcome barriers and to provide alternatives and solutions.	
	There are clear measures of the overall effectiveness of the wider provision in achieving identified benefits and outcomes for pupils with SEND.		The pupil's SEN and/or disability is examined to ensure this is not a barrier to accessing home learning and reasonable adjustments are made to ensure access, for example Dyslexia.	
	The school ensures that a pupil's interests and talents are nurtured as part of the holistic offer of support for aa pupil with SEND.		The school works closely with families and pupils with SEND to ensure the school offer of wide and rich learning opportunities meets needs and provides exciting new opportunities.	
	The school works effectively with parents, specialist services and outside agencies to support good outcomes for pupils with SEND, this includes access to opportunities for activities beyond that provided during the school day.		The school works with parents and pupils to ensure reasonable adjustments are made for pupils with SEND social, emotional or mental health difficulties or identified disabilities such as autistic spectrum condition (ASC) to help them be included in school wider activities that enrich the curriculum.	

Exemplar Evidence
Data about wider outcomes analysed by vulnerable group
Records of behaviour incidents, sanctions and exclusions analysed by vulnerable group
Records of parent voice and pupil voice
Records of pupils attendance at extra-curricular activities

Area E: Outcomes for Pupils

Aspect 19E: Transition

Transition	Expected Criteria	RAG	Exceeding Criteria	RAG
	At points of phase transition there is a parent champion or Parent Information Contact who can provide information about the Local Offer for SEN and signpost parents to other support as their child moves to the next phase of education.		The transition from one phase to another is effective for pupils with SEND and they continue to make good progress as a result.	
	Effective systems for ensuring information regarding a pupil's SEND is communicated to teaching teams before the pupils starts in a class.		Information at transition points between schools, and within schools, is used effectively so that teachers plan to meet pupils' needs in all lessons from the outset – this is particularly important between the early years and key stage 1 and between key stages 2 and 3. **(Ofsted Inspection handbook; 165, quality of teaching ,learning and assessment)**	
	There is evidence that plans for transitioning pupils into and out of the school are adapted as a pupil is introduced to the new setting.		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.	
	The school plans for regular internal transitions and routine changes for cohorts (for example, end of year class changes, focus days or curriculum weeks.)		There is evidence that the school identifies and plans extensively and dynamically for exceptional transitions for individual pupils with SEND or other vulnerabilities.	
	The school works in partnership with other schools to support staff CPD when SEND needs are required to be addressed on transition between schools.		School identifies staff development and training needs as a result of information gathered at annual Review of EHCP and review of ANPs. Staff are well prepared to receive and work with pupils and parents as a result.	

Area E: Outcomes for Pupils

Aspect 19E: Transition

Transition	Expected Criteria	RAG	Exceeding Criteria	RAG
	Parents are confident that SEN provision at a receiving school will meet their child's SEND.		Where necessary the parent works closely with the school to support staff development and knowledge about particular areas of SEND.	

Exemplar Evidence
☐ SEN Information Report
☐ Induction policy for new arrivals
☐ Pupils' SEN support plans or provision maps include, where appropriate, targets for more holistic development goals
☐ Records of assessments e.g. Goodman's Strengths and Difficulties questionnaire, Boxall Profile
☐ Records of feedback from parents.
☐ Evidence of pupil's views e.g. Pupil Voice
☐ Records of classroom observations
☐ Data about wider outcomes as above
☐ Leuven Well-being & Involvement Scales for Early Years (if used)
☐ Destination information for pupils with SEND is known and celebrated
☐ Fewer children excluded, or placed on reduced timetable after starting to attend full-time, during first weeks of term

Area F: Links with local Authority (LA), Academy, Trust & Community Resources

Aspect 18F: Links with local Authority (LA), Academy, Trust & Community Resources

Links with local Authority (LA), Academy, Trust & Community Resources	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school engages the support of other schools to develop and enhance provision for pupils with SEND.		The school works in partnership with other schools to support staff continuing professional development (CPD)	
	The school has, or is considering establishing, a 'Lead SENCO' who can support the development of inclusive practice in other local schools including professional development to new to role SENCOs.		The school has a 'Lead SENCO' who works collaboratively with the LA to deliver central CPD, peer to peer SEND reviews, offers professional development to new to role SENCOs and supports LA project and LA policy development.	
	The school undertakes action research within the local community of schools, and schools beyond East Sussex LA, to establish what is working to improve outcomes for pupils with SEND.		Through work linked with developing the East Sussex Quality Mark for Inclusion the SENCO actively seeks to work collaboratively with professionals and researchers to develop best practice models for the school.	
	The school makes use of professionals outside of the schools to support assessment of a pupil's needs.		The school provides opportunities to train staff, wherever applicable, in some of the more frequently used assessment tools.	
	The school works collaboratively with other schools to facilitate, where appropriate, sharing or pooling of resources.		The school, takes the lead in coordinating and scheduling of meetings involving external professionals (e.g. SENCO hub meetings, SEND Reviews and Pupil Premium reviews) to maximise on professional availability.	

Area F: Links with local Authority (LA), Academy, Trust & Community Resources

Aspect 18F: Links with local Authority (LA), Academy, Trust & Community Resources

Links with local Authority (LA), Academy, Trust & Community Resources	Expected Criteria	RAG	Exceeding Criteria	RAG
	The school engages the support of community members to develop provision for pupils with SEND.		The school is involved in community life and the community is involved in the life of the school.	
	The school establishes opportunities for staff members to work in partnership with the LA to develop Inclusive practice.		The schools active engagement with the local community and EIP ensures support and challenge is a key focus for improving outcomes for pupils with SEND and other pupils vulnerable to underachievement.	

Exemplar Evidence
Case studies demonstrate referrals are made to specialist service and follow up is thorough
Collaborative working reference in School Development Plan and SEN Action Plan
SEN Information report
Minutes of cluster/alliance/education improvement partnership meetings
Minutes of meetings with local community members and outcomes
Local community involvement in projects and programmes associated with developing inclusive practice
Individual pupil files evidence involvement of specialists and outside agencies
Specialist advice referenced in SEN Support Plans
Specialist advice referenced in lesson plans
Completed SEN audit
Completed SEN peer to peer review report and action planning
Evidence of stakeholder participation in the SEN audit
Evidence of resources sharing between community of schools, including human resource
Evidence of involvement in LA Project and /or policy development
SEN Action Plan
The School Development Plan
SEND report to governors
Pupil Premium Report