

# JERSEY SELF-EVALUATION TOOL

**Focus area:** **SEN/INCLUSION**  
Revised February 2014

**Name of school:**

**Date:**

This self-evaluation tool is designed to help you evaluate SEN/INCLUSION in your school.

You may use this document to base your discussions with your Professional Partner about the progress of SEN/Inclusion in your school and to help you to complete the JSED.

## **Rationale**

This self-evaluation document should help you analyse and evaluate SEN/Inclusion around eight main areas:

**The progress of pupils with SEN**

**The attendance of pupils with SEN**

**The suspension rate for pupils with SEN**

**Pupils' behaviour and their social, moral, spiritual and cultural development**

**Parental and pupil satisfaction**

**The overall quality of provision for pupils with SEN**

**The deployment, monitoring and evaluation of the SEN budget**

**Leadership and Management**

Reference to SEN/Inclusion in the document, refers to all students who may require intervention, from the least able to the most able.

It is also useful to help make judgements about the quality of the school using a Dark Green, Light Green, Amber, Red, scale;

**Dark Green:** Well established procedures/very effective/outstanding.

**Light Green:** Established procedures/effective/good.

**Amber:** New or partly established procedures/mainly effective/satisfactory.

**Red:** Insufficiently established procedures/not effective/underachieving.

**STRENGTHS:**

**ISSUES:**

**ACTIONS PROPOSED:**

**SUPPORT REQUIRED:**



## 2. The attendance of pupils with SEN

The Standard is likely to be met if:

- Attendance of pupils on the Inclusion register is in line with expectations agreed with the Education Welfare Service (EWS)
- Attendance of pupils with special educational needs is not significantly lower than that for the rest of the school population

### Jersey Good Practice Indicator:

- Regular communication between Head/Deputy/Attendance Officer/SENCO and Education Welfare Officer (EWO)
- Individual issues dealt with by Head/Deputy/Attendance Officer and EWO
- School monitors attendance of SEN pupils with attendance problems

Notes (including examples of evidence):

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### 2. Grade


### 3. The suspension rate for pupils with SEN

#### The Standard is likely to be met if:

- There is evidence that a school has used suspension only after considerable effort in seeking alternatives in respect of pupils with SEN
- For pupils with a RON who have specialist support and incur suspension, arrangements are made to internally (instead of externally) suspend so support can address the needs
- The proportion of suspensions taken up by pupils with SEN is no greater than for any other group
- There is a clear understanding that SEN includes EBD

#### Jersey Good Practice Indicators:

- The Head/SENCO has clear knowledge of suspension policy and criteria
- School has a well planned programme for 'introduction back to school' which included appropriate adjustments to school systems and processes, and expectations for staff as well as the pupil
- Good parent/school communication
- Clear steps and procedures are set out and applied appropriately
- No permanent exclusions of pupils with SEN
- No repeated fixed term exclusions of pupils with SEN
- Use of internal suspension where appropriate as an alternative to external suspension

Notes (including examples of evidence):

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#### 3. Grade


#### 4. Pupils' behaviour and their social, moral, and cultural development

##### The Standard is likely to be met if:

- All staff respond in a positive and supportive way to pupils with SEN
- All teaching staff are aware of pupils' individual needs and the plans to address these needs
- Steps are taken to adequately monitor and deal with the behaviour of pupils with SEN
- There is no recurrent bullying or discrimination against pupils with SEN
- Pupils showing severe behaviour difficulties remain included within the curriculum and are not withdrawn for significant periods of time unless as part of an IBP developed and reviewed with an appropriate external agency
- Pupils with special educational needs are enabled to make a positive contribution to the school community
- There is evidence that the school is following procedures and guidelines in the Ordinarily Available document

##### Jersey Good Practice Indicators:

- Pupils are seen to be working and playing together in a range of situations
- Staff know individual pupils well, and are aware of their physical, emotional, intellectual and learning needs
- Pupils' achievements both in and out of school are celebrated – e.g. assemblies, certificates, celebration board
- School ethos is that everyone is valued, even when experiencing difficulties
- All teachers strive to reduce or remove barriers to learning and share the drive for this with other adults supporting learners in the classroom
- Regular meetings between SENCO (and other MAST professionals where appropriate) and teachers to ensure structures are in place to support children
- Behaviour is seen as an area of learning that needs to be supported and developed
- Self-esteem is maintained by promoting pupil understanding of the nature of their difficulties, and how difficulties can be overcome
- PSHE is planned and delivered formally and informally to help pupils become increasingly independent and self-confident – e.g. SEAL, Circle of Friends, School Council, Nurture Groups, SOS, Healthy Schools, PALS, Theraplay, Wellbeing
- Evidence of planning and management strategies to support children with severe behaviour difficulties
- Counter Bullying and Inclusion policies are in place in school and all staff aware of the contents and their responsibilities
- School actively seen to be saying bullying is not acceptable
- Problems with behaviour are dealt with pro-actively, positively and consistently and monitored through schools' Behaviour systems & policy & Anti-Bullying policy
- All pupils learn about disability issues
- Pupils with SEN are able to participate fully in the life of the school
- Extra curricular activities are open to all children
- All staff respond to all children in positive supportive manner, including occasions where a pupil is experiencing learning or behavioural difficulties

Notes (including examples of evidence):

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#### 4. Grade


## 5. Parental and pupil satisfaction

### The Standard is likely to be met if:

- Pupils are aware of key areas they are working on and know if they are making progress (exceptions would be pupils with more severe difficulties/very young children)
- Parents/carers are aware of and have contributed to their child's targets and the progress they are making towards them
- The views of parents/carers and pupils have been sought and acted upon
- There is evidence that the school is following procedures and guidelines in the Ordinarily Available document

### Jersey Good practice Indicators:

- The views of parents/carers and pupils are regularly sought and acted upon e.g. through questionnaires (e.g. Index For Inclusion), VLE, PTA, parents meetings, and community groups
- Pupil has access to school counsellor and social worker at Secondary level
- Pupil and parent/carer involvement actively sought and encouraged, and notes of the meetings taken
- Parents informed of pupil progress – both written and face to face
- Parents and pupil asked to contribute to Record of Need Annual Review process
- Pupils are positive about their progress
- School makes every effort to ensure good communication between school and parents – e.g. copies of ILPs are sent home for parental signature, SPACES used as part of discussion with parents/carers, signposting parents to other agencies – The Bridge, EWO, NSPCC – Gower Centre
- Disputes are dealt with where possibly internally, and effectively
- Majority of stakeholders are satisfied with the provision provided
- Evidence of school Inclusion Policy in place and being adhered to
- Parents and pupils know of the targets and are actively involved in target setting
- The outcomes of any external assessments are shared with parents in an appropriate manner
- As much practical support as possible is given to parents to enable them to be well informed and involved in their child's progress
- Sharing of SEN/Inclusion policy with parent
- The school have identified a 'Parent Champion', who has completed/ is working towards the NVQ Level 3 'Working With Parents' course at the Bridge.

Notes (including examples of evidence):

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### 5. Grade


## **6. The overall quality of provision for pupils with SEN**

### **The Standard is likely to be met if:**

- All teachers recognise their roles as teachers of pupils with SEN
- All teaching takes account of pupils diversity
- Teachers have high expectations of what can be achieved and set realistic but challenging targets
- There is collection and analysis of information (i.e. from monitoring) which enables the school to evaluate the quality of SEN provision across the curriculum
- Teaching across the school takes into account ILP targets and individual needs
- ILPs specify clear, measurable, short-term targets, appropriate strategies for both pupil and teachers to implement, including the provision to be put in place, the review date and the subsequent outcome of the actions taken. Pupil and parents are included in planning and review ILPs, contributing to target setting.
- The role of the SENCO is clearly defined, and has a high profile within the school
- Provision mapping is used as a tool to maximise opportunities for pupils with SEN
- There are effective transition arrangements (e.g. in relation to the transition policy 2010)
- There is evidence that the school is following procedures and guidelines in the Ordinarily Available document

### **Jersey Good Practice Indicators:**

- Pupil has access to a full balanced curriculum other than in exceptional circumstances where disapplication is supported by the school, the pupil and the parents/carers and involved external agencies such as Educational Psychologist (EP)
- Individual needs and ILP targets are taken into account when planning lessons
- The curriculum enables all pupils to learn and prepare them for the next stage of education and then for the opportunities and responsibilities of adult life
- Work is appropriately differentiated to take account of strengths, weaknesses and learning style and this is evidenced in class planning
- Additional access to ICT, specialist aids and adaptations facilitate access to the curriculum
- Teachers have high expectations of what can be achieved and set appropriate challenging targets, including opportunities for the more able
- Assessment is regular and thorough and is used to plan future work and help pupils understand how they can improve
- In withdrawal sessions there is evidence of a lesson plan, working from ILP targets and strategies, and lesson record
- The school has ensured that any lesson withdrawal is not affecting the continuity of progress the pupil is making, and the impact of withdrawal on progress is monitored
- Work set for SEN pupils is at an appropriate level but with high expectations
- A review of provision mapping takes place termly
- SEN pupils are discussed during pupil progress meetings
- Regular staff meetings/INSET for teachers and teaching assistants (TAs) relating to SEN takes place

### **Identification**

- Tracking, moderation and Assessment of Pupil Progress are used to identify pupils whose progress causes concern, and curriculum content and delivery is differentiated in order to address under-achievement
- For any pupil still of concern despite the above, there is evidence of joint working between SENCO and teachers to collate relevant information to be used to formulate a clear profile (e.g. SPACES), which informs teaching at School Action
- There is an up-to-date SEN Register, whereby pupils at School Action/School Action Plus and Record of Need intervention levels are monitored.
- Evidence of diagnostic procedures that involve pupils and parents/carers e.g. use of resources in Cluster Assessment box

### **ILPs / RON**

- There are clear systems for passing information from one class teacher to another
- Class teachers (and supply teachers) recognise their responsibility towards SEN pupils in their class
- Class teachers (and supply teachers) plan to meet the needs of SEN pupils
- ILPs are used by all staff who teach the pupil, staff are aware of targets and their part in helping pupils achieve their targets
- Pupils and parents are involved in target setting and review where possible

- Pupils know their targets and are aware of what they need to do to achieve them
- ILPs are seen as working documents which are accessible and meaningful to all involved in the pupil's learning
- At School Action Plus ILPs reflect the recommendations of external agencies
- Pupil targets have appropriate link to RON and are reviewed regularly to ensure that targets are related to identified needs
- Pupils and parents are included in Annual Reviews where appropriate

#### **Role of Key Workers, Teaching Assistants and other support staff**

- Roles and responsibilities are clearly laid out and explained to both TA/KW and class/subject teachers
- Induction Programme in place for new TA / KW's
- Clear line management procedures
- Effective performance management
- Regular planning with class teacher/SENCO for SEN children
- TA / KWs contribute to planning pupil programmes which they will be implementing, and reviews of targets / Annual Reviews
- Good communication between TA/Key worker and class teacher
- KW / TAs have access to targets, ILP's/ RON documentation and reports
- Attend and contribute to reviews when appropriate
- Support staff keep own record of pupil's progress/standard, and provide feedback on pupil progress to teachers
- Lunchtime supervisors, school administrators, caretakers / site managers etc are aware of any relevant special needs

#### **Role of SENCO**

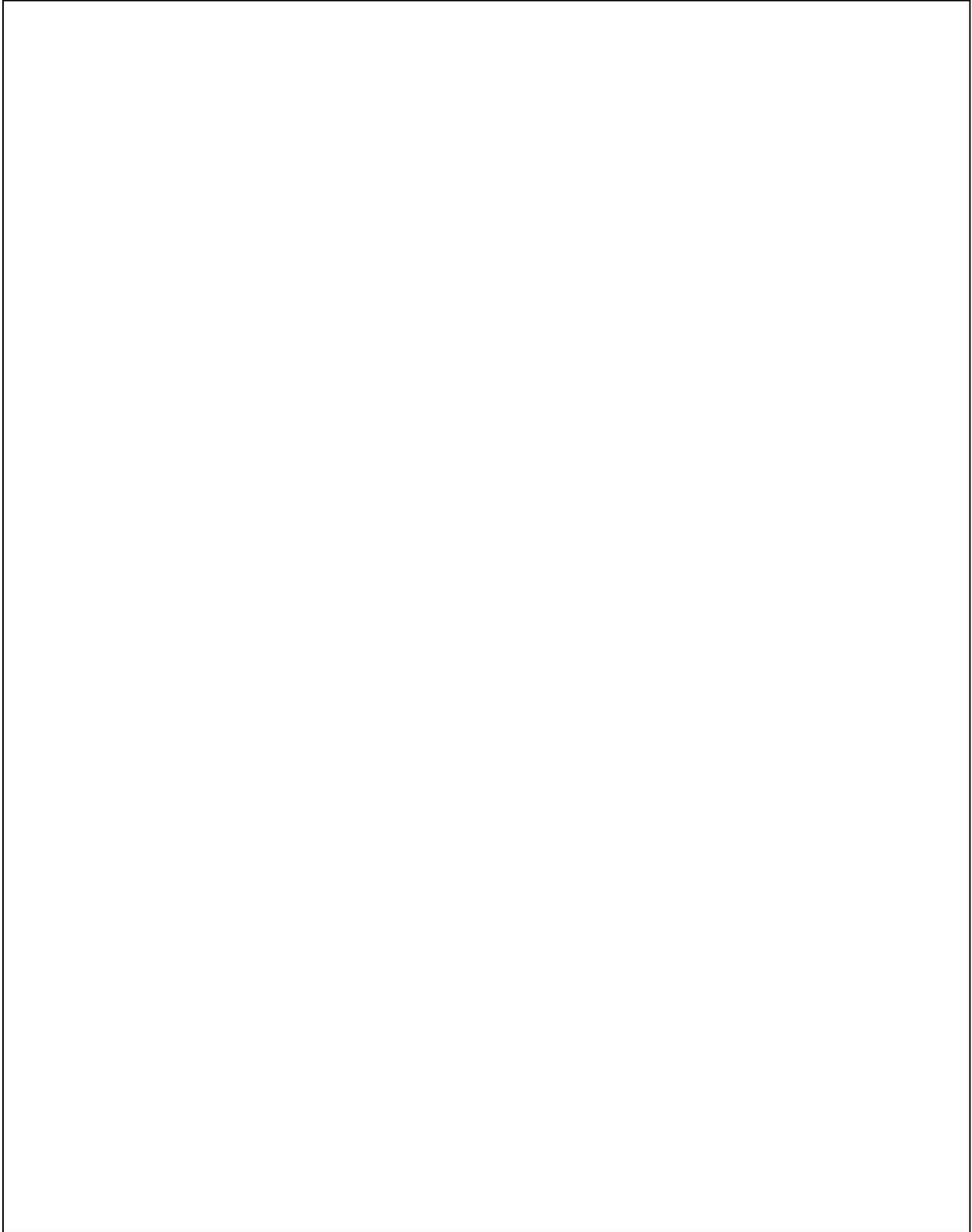
##### **Liaison with other services**

- Multi-Agency Support Team (MAST) meetings at secondary level are coordinated by the SENCO
- Provision is made for pupils needing special arrangements e.g. extra time for exams
- Referrals are made to services efficiently in terms of provision of relevant information and reports and feedback given to schools
- Outreach services to support teachers and meet pupil needs are accessed in a timely fashion

##### **Transition – all settings**

- Year 6 annual reviews for pupils with a Record Of Need are held in Autumn Term so that extended transition can be planned for
- Relevant SEN records and pupil information is passed from Primary to Secondary SENCO and appropriate transition arrangements are established
- There is involvement at an early stage of Secondary transition between SENCO/EWO and Year 7 teacher
- Primary and Secondary SENCOs arrange for pupils to have extra visits if deemed necessary
- Head/SENCO works with EWO to provide effective transition – e.g. using student learning plan and/or updated RoN targets

Notes (including examples of evidence) – continued on next page



**6. Grade**


## **7. Leadership and Management**

### **The Standard is likely to be met if:**

- The role of the SENCO is clearly defined in line with ESC expectations and has a high profile within the school
- There is continued analysis of the attainment and progress of pupils with SEN
- SEN is part of the School Development Plan
- The SEN policy is regularly reviewed
- The SENCO is a member of the Senior Leadership Team (SLT)
- SLT meetings have Inclusion/SEN as a regular agenda item
- The school uses the outcomes of its self-evaluation processes (JSED) to improve provision and outcomes for pupils with SEN

### **Jersey Good Practice Indicators:**

- Data on all children is tracked and analysed using APP or P Scales if appropriate
- Areas for development identified in JSED at the time of the last review have been addressed
- Evidence of use of SPACES (on VLE) and Graduated Response being used in school
- Quality of input from teaching assistants is monitored and evaluated
- Pupil's work is moderated and reviewed
- SEN policy is in place and all staff are aware of the procedures
- Termly SEN meetings are held between SENCO and class teachers
- The school adheres to the Special Needs Code of Practice to identify and address pupil needs
- The Leadership Team is aware of and shares information about value added evidence
- The quality of teaching (including planning) for pupils with SEN at whole school, class, small group and individual pupils level is regularly monitored and the outcomes of this monitoring are used to improve provision and achievement
- All teachers and TAs who are observed, are provided with developmental feedback and support if appropriate
- Examples of good practice are shared at whole school level
- Ongoing monitoring of Inclusion is a feature of the school
- The outcomes of monitoring are shared with the SENCO

### **SEN Coordination**

- The leadership team, which includes the SENCO, work together to inspire, motivate, support and develop SEN support and Inclusion throughout the school
- The quality of teaching for children with SEN is monitored and evaluated in a systematic and structured way
- The SENCO uses a range of strategies such as team teaching, peer support, demonstration lessons, advice on strategies/resources to support colleagues' practice

### **Staff Development**

- Induction of all new staff includes a focus on meeting the needs of pupils with SEN
- Continuing Professional Development (CPD) planning supports SEN and Inclusion priorities are identified in the School Development Plan (SDP)
- The school has a clear overview of staff expertise and skills in meeting SEN
- SENCO arranges and where appropriate leads training and development opportunities for staff on SEN and Inclusion related topics
- Appraisal meetings are in place for all teaching staff, including TAs
- Professional development opportunities are offered, training opportunities are valued and available to all staff
- Sharing skills and practice across the Island – through SENCO Cluster meetings and EP support
- SEN and Inclusion are built into the school's support for trainee teachers, practitioners and NQTs

### **Governance**

- Support from the Professional Partner and Educational Psychologist (EP) to monitor Inclusion and achievement and assist with school development
- SENCO to be involved in discussion with Head and Professional Partner
- Training for and support from Governing bodies in schools where these are in place

## Health and Safety

- Qualified First Aiders are in school and known to all staff
- Guidelines followed for storing and dispensing medication appropriately
- Updates to the Health and Safety Policy/manual given to all staff annually
- Risk assessments to include manual handling situations for children with physical needs
- Care plans are in place for pupils who need them
- At least one member of staff trained for physical intervention
- SEN pupils are accounted for when risk assessments are written

Notes (including examples of evidence):

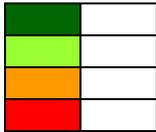
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### 7. Grade



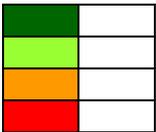



**1. The progress of pupils with SEN**



Justify the grades here

**2. The attendance of pupils with SEN**



Justify the grades here

**3. The Suspension rate for pupils with SEN**



Justify the grade here

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**4. Pupils' behaviour and their social, moral, spiritual and cultural development**


Justify the grade here

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**5. Parental and pupil satisfaction**


Justify the grade here

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**6. The overall quality of provision for pupils with SEN**


Justify the grades here

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**7. Leadership and Management**


[Justify the grades here](#)

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**8. The deployment, monitoring and evaluation of the SEN budget**


[Justify the grades here](#)

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**Overall grading**


**SEN / Inclusion priorities for your School Development Plan**

**Date of current review:** \_\_\_\_\_

**Date of next review:** \_\_\_\_\_