Whole School Audit - Best Endeavours and Reasonable Adjustments

**Leicester City SEND Support Services**

The BERA Whole School Audit is to be completed on an annual basis by each school. The audit system is part of a graduated approach by Leicester City’s Special Educational Needs and Disabilities Support Services to both assist schools to plan their SEND support and increase equity in SEND Support provision across the city.

The BERA Whole School Audit and the Best Endeavours and Reasonable Adjustments Framework provide details of what schools must do to meet SEND needs and comply with their legal responsibilities under the SEND Code of Practice 2014, the Children and Families Act 2014 and the Equality Act 2010.

Along with the BERA Whole School Audit schools must also complete:

* an All-Needs Audit - adjustments relevant to all children or young people with a SEND need of any type.
* a Specific Audit for each child or young person in school who either has or is perceived to have, a SEND need of any type. If a child or young person has more than one area of need, a separate audit is to be completed for each area of need.

Schools will benefit from the accurate and detailed completion of these audits which provide a clear picture of where school is meeting needs and help identify areas where further work is required to fully meet the BERA requirements.

The BERA Audit is part of the ‘Assess, Plan, Do, Review’ cycle (graduated approach), that is essential to plan SEND support in schools. It can also help support:

* a child and young person's progress
* staff allocations and training needs
* schools’ applications for Element 3 top-up funding
* OFSTED inspections

|  |  |
| --- | --- |
| ****School:**** | Enter name of school here. |
| ****Name of Auditor:**** | Enter the name of the auditor here. |
| ****Date of Audit:**** | Click or tap to enter the audit date here. |

Please complete this audit with reference to the accompanying completion notes.

# High Quality Teaching

## Assessment Identification and Communication of SEND Needs

| **No.** | **Requirement** | **Fulfilled** | **Evidence / Comment** | **Action** |
| --- | --- | --- | --- | --- |
|  | A clear process for identifying a child or young person who may have SEND is in place and the process is regularly reviewed. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | A clearly defined rationale underpins the process, based upon a needs assessment in order for children or young people to be placed upon the SEND register. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The process of identifying a child or young person who may have SEND has been shared with all. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Teachers and support staff have received training on the process of identifying children or young people who may have SEND and are clear on their role in the process. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The graduated approach of assess, plan, do, review is in place and embedded in practice. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The SEND register is periodically reviewed and updated. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Progress of children and young people on the SEND register is reviewed termly. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Advice of external professionals is sought, within effective timescales, implemented, and updated, as need is identified. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Parents or carers and professionals involved with a child or young person on the SEND register are included in the review process. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Children or young people are involved and have a voice in the review process. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | One-page profiles or equivalent are in use. |  | Click or tap here to enter text. | Click or tap here to enter text. |

## Teaching and Learning

This section is intended to be a summary of teaching and learning practice in SEND across all curriculum areas.

| **No.** | **Requirement** | **Fulfilled** | **Evidence / Comment** | **Action** |
| --- | --- | --- | --- | --- |
|  | The curriculum is differentiated for children or young people with SEND, when and where appropriate. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Differentiated curriculums include: |  |  |  |
|  | comprehensive formative assessment. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | explicit instruction in teacher-led tasks. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | a range of instructional strategies, e.g., stations, centres, agendas, entry points, tiered activities, complex instruction, learning contracts, orbital studies, tri-minds, small-group, compacting, choice boards, discussion circles, jigsaw, or placemat. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Differentiated curriculums include: |  |  |  |
|  | a variety of approaches to learning, which are, where possible, multi-sensory and interest led. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | adapted and simplified language. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | tasks that are broken down into small manageable steps. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | extra time is given for thinking and processing instructions, answering questions, and completing activities. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | opportunities for pre-teaching, overlearning, reinforcing, and generalising are provided. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | checking of understanding and reinforcement as required, through demonstration, explanation, repetition, rephrasing and scaffolding. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | rest breaks, if appropriate. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | clear learning intentions. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | IT that is fully utilised. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | use of flexible groupings. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | opportunities for children and young people to make choices. |  | Click or tap here to enter text. | Click or tap here to enter text. |

## Environment

| **No.** | **Requirement** | **Fulfilled** | **Evidence / Comment** | **Action** |
| --- | --- | --- | --- | --- |
|  | Within learning environments, consistent visual cues are used to support listening, attention, understanding, learning, social development, and physical needs. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Learning environments are organised with well-defined areas. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | An environmental audit, incorporating factors important to the inclusion of children and young people with sensory impairments (vision and or hearing), sensory processing difficulties and physical disabilities, of the school has been completed and is regularly reviewed; specialist advice sought and implemented where appropriate. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | All environments have appropriate lighting; specialist advice sought and implemented where appropriate. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | All environments have appropriate seating; specialist advice sought and implemented where appropriate. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Walkways within rooms and between rooms are uncluttered. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Quiet, calm areas and safe spaces are always available for all children and young people. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Resources are accessible to promote independence. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Learning environments are managed to promote active listening and give all children and young people opportunities to share their voice. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | IT equipment and resources are available and appropriate for learning activities. |  | Click or tap here to enter text. | Click or tap here to enter text. |

## Positive Relationships

| **No.** | **Requirement** | **Fulfilled** | **Evidence / Comment** | **Action** |
| --- | --- | --- | --- | --- |
|  | A positive whole school welcome and classroom ethos is provided for all, with a visible presence of senior leadership. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Positive relationships between all are promoted and fostered. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Restorative approaches are used with all to resolve conflict. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | There is a whole school approach to anti-bullying underpinned by an anti-bullying policy, developed in collaboration with the whole school community, that clearly defines what is and what is not bullying, recognises various groups who are particularly vulnerable to bullying (e.g., SEND children and young people) and how the school actively works to prevent bullying behaviours. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | A mental health and emotional wellbeing policy is in place to prioritise and support all members of the school community. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The mental health and emotional wellbeing of all members of the school community is supported with universal and individualised approaches and interventions that have an evidence base confirming effectiveness. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The mental health and wellbeing of the school community is promoted and supported through the development of emotional literacy, positive relationships, self-esteem, and emotional resilience. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Positive interactions are modelled for all and instigated throughout the whole school day. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | All children and young people can talk to an adult and other children or young people every day. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Staff feel able to take part in challenging discussions and feel these are managed fairly, in an open culture, with senior leadership being available to all staff. |  |  |  |

## Behaviour for Learning

| **No.** | **Requirement** | **Fulfilled** | **Evidence / Comment** | **Action** |
| --- | --- | --- | --- | --- |
|  | A behaviour management policy is in place and implemented consistently throughout the school |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Guidance on the use of Restrictive Physical Intervention is included within policy and is a part of the holistic approach to behaviour management. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The behaviour management policy is underpinned with positive behaviour strategies, nurturing practice, and restorative approaches. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | All staff understand that any behaviours that are challenging or do not meet expectation might be related to SEND and adapt their approach accordingly. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | All children and young people follow a curriculum to develop their emotional literacy so they can understand and manage emotions |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Group activities are used to develop social, speaking and listening skills. |  | Click or tap here to enter text. | Click or tap here to enter text. |

# People And Services

## Roles and expectations of the school

| **No.** | **Requirement** | **Fulfilled** | **Evidence / Comment** | **Action** |
| --- | --- | --- | --- | --- |
|  | A whole-school nurturing approach has been fostered to promote children and young people’s self-confidence and self-esteem as learners. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Have clear procedures and policies in place for all areas of SEND. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Provide time for the review of whole school policies in place with school staff, children and young people and their families. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Ensure a written statement (SEND Information Report) is included in the SEND policy around supporting children and young people with SEND. This is reviewed annually. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Ensure the quality assurance cycle measures the impact of High-Quality Teaching to ensure the needs of all learners are met. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Ensure classroom teachers are confident to differentiate work according to individual needs and have a flexible and differentiated approach to individual needs e.g., academic demands, pen licenses, rest breaks and homework. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Ensure continuous professional development (CPD) is supported by providing opportunities to review the practices and strategies learnt in the CPD. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Ensure that there are leads/champions to further the development and implementation of practices e.g., Autism Champion. |  |  |  |
|  | Communication and Interaction |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Cognition and Learning |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Social Emotional and Mental Health |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Sensory, Physical and Medical |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Train staff, including Early Career Teachers (ECT) and other new staff, in SEND and evidence-based strategies which would support children and young people with SEND. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Give time and funding for staff to train in roles providing effective support of children or young people with low incidence disabilities. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Develop the provision of systems to allow all staff, with regard to GDPR (General Data Protection Regulation), to access children and young people’s SEND information. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Ensure effective exchange of information between all staff working with an individual child or young person e.g., pupil profiles and sharing of reports. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Whole class visual timetables are in place and their effective use monitored. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Ensure that appropriate, targeted withdrawal interventions are accessed by the children and or young people as appropriate. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | There is an appropriate space available for the SEND Support Service Specialists and / or other professionals to use when working with the children or young people, for specialist teaching, assessment and or administration. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Enable SEND Support Service Specialists to connect to the school’s network and internet so they can access resources to effectively teach the child or young person specialist skills. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | There is a named IT technician who can support children or young people to access mainstream IT via accessible technology. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Processes are in place to ensure that personal aids, equipment, and resources are working well, are well maintained, and used safely. |  | Click or tap here to enter text. | Click or tap here to enter text. |

## The Special Educational Needs Coordinator (SENCo)

| **No.** | **Requirement** | **Fulfilled** | **Evidence / Comment** | **Action** |
| --- | --- | --- | --- | --- |
|  | The SENCo: |  |  |  |
|  | is part of the Senior Leadership Team (SLT). |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | holds the National Award for Special Educational Needs Coordination (NASENCO) or is working towards it. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | has sufficient time and resources to fulfil their responsibilities in a similar way to other important strategic roles within the school by: |  |  |  |
| a | providing sufficient administrative support. |  | Click or tap here to enter text. | Click or tap here to enter text. |
| b | providing sufficient dedicated time away from teaching. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | accesses appropriate CPD (continuing professional development), including the SENCO Network. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | is part of the local hub of SENCos, identifying and sharing good practice and knowledge. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | is aware of which outside agencies are available and uses these effectively. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | provides staff training and staff coaching / support. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | informs staff of the SEND interventions and practices / strategies / outcomes, and supports these practices being embedded into the class practice. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | ensures all SEND service advice and reports are shared with parents/carers, including verbal reports. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | provides mapping of SEND resources and interventions. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | provides evidence-based interventions and tracks and monitors the impact upon progress. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | uses the assess, plan, do, review cycle to support individual children and young people. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | observes teaching of SEND children and young people and provides advice and strategies to develop best practice. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | liaises with SEND services prior to the following meetings: reviews to discuss possible statutory assessments; statutory meetings such as annual reviews; implementation meetings and general review meetings where appropriate. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | has clear systems in place that support staff to raise concerns regarding children and young people’s needs. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | is aware of the children and young people about whom staff have concerns. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | timetables regular and adequate numbers of sessions for the making or modifying of resources, by teaching assistants (TA) / support staff, where and when necessary. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | signposts support available to families and staff. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | plans for successful transitions throughout the school, such that the needs of children and young people are anticipated and met so they can be fully included in the school. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | works with services to provide opportunities for areas of the Preparing for Adulthood agenda to be included in the children and young people’s curricula. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | signposts opportunities outside of school for children and young people to meet and develop Preparing for Adulthood skills. |  | Click or tap here to enter text. | Click or tap here to enter text. |