

Whole School Audit Guidance - Best Endeavours and Reasonable Adjustments

Leicester City SEND Support Services



This document is intended to be used as a guide when completing the BERA Whole School Audit.

The BERA Whole School Audit and the Best Endeavours and Reasonable Adjustments Framework provide details of the activities and actions schools must take to meet the SEND needs of their children and young people and comply with their legal responsibilities as detailed in the SEND Code of Practice and the Equality Act.

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 SEND 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.

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|-------------------------|--|
| School: | Enter the name of the school that the audit has been completed for here. |
| Name of Auditor: | Enter the name of the person completing the audit here. |
| Date of Audit: | Enter the date the audit was completed and 'signed off' here. |

| No. | Requirement | Fulfilled | Evidence / Comment |
|--------------------------------|-------------------------|--|--|
| This is the requirement number | This is the audit item. | This is the check box to confirm the requirement has been fulfilled. | Give the name and source of any documents that show this requirement has been fulfilled. Enter any extra information here relating to the fulfilment of this requirement. |

High Quality Teaching

Assessment Identification and Communication of SEND Needs

| No. | Requirement | Fulfilled | Evidence / Comment |
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| 1 | A clear process for identifying a child or young person who may have SEND is in place and the process is regularly reviewed. | Tick the check box / choose 'Yes' if: A process has been defined, is documented, implemented, and reviewed. The process should be referred to within whole school policies such as assessment, teaching and learning, SEND, behaviour and wellbeing. (Department for Education and Department of Health and Social Care, 2020, p. 93) | Include the following in this box: The process could be evident in the SEND and other policies and the Local Offer. The process could be summarised here or the location and name of a document describing the process should be provided here. |
| 2 | 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. | A rationale has been defined, is documented, implemented, and reviewed. The rationale should be embedded within the identification of SEND process. (Department for Education and Department of Health and Social Care, 2020, p. 93) | The rationale will be evident in the SEND and other policies and the Local Offer. The rationale could be detailed here or the location and name of the document where it is described. Give details of the review process i.e., dates or schedule and personnel. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 3 | The process of identifying a child or young person who may have SEND has been shared with all. | <p>The identification of SEN (Special Educational Needs) should be built into a school's overall approach to monitoring the progress and development of all pupils and this process should be set out as part of the local offer. (Department for Education and Department of Health and Social Care, 2020, p. 93)</p> <p>The process has been shared:</p> <ul style="list-style-type: none"> • On the school's website • With all staff that work with children or young people in the school or setting. | <p>Sharing of the process will be evident from the school's website and communications with staff. It may also be detailed in the staff handbook.</p> <p>Give the internet address (URL) of the webpage on which the process is shared.</p> |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 4 | 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. | <p>Teachers and support staff have been trained and know their role in the process.</p> <p>(NASEN, 2015, p. 23) states that "Class and subject teachers, supported by SLT, should make regular assessments of progress for all pupils that seek to identify pupils making less than expected progress given their age and individual circumstances. Less than expected progress can be characterised by progress that:</p> <ul style="list-style-type: none"> • is significantly slower than that of their peers starting from the same base line. • fails to match or better the child's previous rate of progress. • fails to close the attainment gap between the child and their peers. • Widens the attainment gap. <p>This section can include progress in areas other than attainment e.g., SEMH, wider development or in preparing for adulthood.</p> | This training should be evidenced in a training audit. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 5 | The graduated approach of assess, plan, do, review is in place and embedded in practice. | <p>The graduated approach of assess, plan, do, review is embedded in practice and is routinely used to identify and meet the needs of SEND pupils.</p> <p>The approach provides a sound understanding of the pupil's needs and what supports them in making progress and securing good outcomes.</p> <p>(Department for Education Health and Social care, 2020, pp. 100-102). This will be evidenced within a SEND Support Plan or similar, that includes short term targets along with review date and progress. It could also be evident from meeting minutes (multi-disciplinary meetings, meetings with child or young person, meetings with parent or carers and other professionals), records of learning walks, curriculum plans, provision maps, case review notes and / or action logs.</p> | SEND Support Plans or similar, meeting minutes, records of learning walks, curriculum plans, provision maps, case review notes or action logs could all provide evidence of the graduated approach. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 6 | The SEND register is periodically reviewed and updated. | <p>A SEND register is kept, and planned reviews with necessary changes are carried out such that it is up-to-date and dynamic. (Department for Education and Department of Health and Social Care, 2020, p. 100)</p> <p>The SEND register should include SEND status, primary needs, areas of needs, secondary needs; caregiver's agreement is needed. (Martin-Denham & Watts, 2019, p. 19)</p> | The SEND register will be evident either as document / file in its own right, or as a report from an information management system such as SIMS, Arbour, Provision map or other. |
| 7 | Progress of children and young people on the SEND register is reviewed termly. | As part of the graduated response, a child or young person on the SEND register will have their progress reviewed at least 3x a year (termly). (Department for Education and Department of Health and Social Care, 2020, p. 104). The review should be planned, and targets should be reviewed, progress documented, new targets and review date set at this meeting. | Progress will be evidenced within the child or young person's SEND Support Plan or similar. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 8 | Advice of external professionals is sought, within effective timescales, implemented, and updated, as need is identified. | <p>External professionals should be involved where there is little or no progress despite evidence-based SEND support; caregivers should always be involved in this decision. (NASEN, 2015, p. 24).</p> <p>Strategies recommended by professionals should be implemented and their effectiveness reviewed.</p> <p>Professionals include (amongst others): specialist teachers; health professionals such as paediatricians, speech and language therapists, occupational therapists; mental health workers; play specialists.</p> | <p>A record of involvement of specialists should be kept and is best included in the SEND Support Plan or similar. Referrals, visit reports, meeting minutes and SEND Support Plan reviews could demonstrate advice, implementation, and review.</p> <p>A list of professionals involved with children or young people at the school could be summarised here.</p> <p>Referrals and diagnostic assessments in progress could also be noted here.</p> |
| 9 | Parents or carers and professionals involved with a child or young person on the SEND register are included in the review process. | Parents or carers and professionals should be invited to contribute to all reviews. Contributions could be by attendance at the review meeting or through a form of communication. (Department for Education and Department of Health and Social Care, 2020, pp. 103-104) | <p>A record of involvement in the review process should be kept and is best included in the SEND Support Plan or similar. Date of last review, name of parents or carers and a list of professionals who have contributed should be summarised.</p> <p>Parent or carer voice, visit reports, meeting minutes and SEND Support Plan review documents could demonstrate contributions to the review.</p> |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 10 | Children or young people are involved and have a voice in the review process. | <p>Children or young people should contribute to all reviews relating to their SEND. (Department for Education and Department of Health and Social Care, 2020, p. 104) The approach taken to secure their contribution should be based on their needs, one approach will not suit all.</p> <p>Their contribution should include: what they enjoy doing; what their interests and hobbies are; what they would like you to know; what they are good at; what they find difficult; places in school they feel happiest; what they can help themselves by doing; what is important to them in the future and what they would like to do/be in the future. (Martin-Denham & Watts, 2019). The child or young person's voice could be recorded in a variety of ways (including form, drawing, audio, or video recorded conversation, meeting minutes).</p> | A record of their contribution in the review process should be kept and is best included in the SEND Support Plan or similar. Conversations with the child or young person could also confirm their contributions to reviews. |

| No. | Requirement | Fulfilled | Evidence / Comment |
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| 11 | One-page profiles or equivalent are in use. | <p>Tick the check box / choose 'Yes' if:</p> <p>The use of one-page profiles or equivalent is embedded across the school.</p> <p>Creation of one-page profiles or equivalent are good practice and should be co-produced with the parent or carer and child or young person. They are particularly important where a child has multiple teachers.</p> <p>The one-page profile should be person centred and include:</p> <ul style="list-style-type: none"> • A photograph of the child • Information about the child (I would like you to know...) • How they learn (I learn best when ...) • What they find hard (I find it difficult ...) • What supports them (It would help me if ...) • How they help themselves (I will do this if ...) • Name of key worker, form tutor, pastoral contact. • Access arrangements • External support / professionals involved. <p>(Martin-Denham & Watts, 2019, p. 23)</p> | <p>Include the following in this box:</p> <p>Examples of one-page profiles or equivalent should be available.</p> <p>If an alternative to a one-page profile is used e.g., pupil passport, indicate here.</p> <p>Give the location and names of illustrative profiles.</p> |

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 Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 12 | The curriculum is differentiated for children or young people with SEND, when and where appropriate. | <p>The curriculum for children or young people with SEND is differentiated where appropriate.</p> <p>The SEND Code of Practice clearly states that the curriculum must be differentiated for a child or young person with SEND: "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people" (Department for Education and Department of Health and Social Care, 2020, p. 25).</p> <p>Class teachers / subject teachers should use child or young person one-page profiles / pupil passports to ensure effective differentiation and what should be recorded in them is the 'different from and additional to' support which individuals may require to meet their needs beyond the usual differentiation (Department for Education and Department of Health and Social Care, 2020).</p> | <p>Differentiation may be described in a child or young person's one page profile / pupil passport.</p> <p>Examples of one-page profiles / pupil passports demonstrating differentiation should be available. Detail the location and names of examples.</p> |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 13 | Differentiated curriculums include: (NASEN, 2018) (Tomlinson, 2014) (Ashman, 2019) (Bromley, 2020) (Hattie, 2010) | | All curriculum areas should be audited. List the areas. This will be evident in schemes of learning, programmes of study, lesson plans and their timings, from timetables, observations of teaching and learning (including resources used), book trawls/scrutinies, or talking to the children or young people, support staff and teachers. |
| a | comprehensive formative assessment. | Formative assessment is a diagnostic tool that provides teachers with insight on learner's knowledge, understanding and skills; it is key to identifying the learning needs of the child or young person. Formative assessment is used at the beginning and throughout learning sequences to identify learners' needs and inform choice of instructional strategies, learning tasks and progression route. (Department for Education and Department of Health and Social Care, 2020, p. 99) | |
| b | explicit instruction in teacher-led tasks. | Explicit instruction (a teaching method where pupils are shown what to do and how to do it) is used. | |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| c | 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. | Instructional strategies are the way teachers deliver the content, process, and products of the curriculum. They should be varied according to the nature of the learning task and learner's needs. Teachers should choose the strategy that will work best for a given learner at a given time. Classrooms should be instructionally responsive. Teachers use a range of instructional strategies guided by understanding of their learners' needs and are not limited to | |
| d | a variety of approaches to learning, which are, where possible, multi-sensory and interest led. | A variety of tasks / activities are included in a lesson. | |
| e | adapted and simplified language. | Language in verbal explanations and in all resources, e.g., PowerPoints, worksheets, instructions, will be adapted and simplified where / when necessary. | |
| f | tasks that are broken down into small manageable steps. | Steps for completing tasks /activities are defined. | |
| g | extra time is given for thinking and processing instructions, answering questions, and completing activities. | Lessons are planned and conducted to allow extra time. | |
| h | opportunities for pre-teaching, overlearning, reinforcing, and generalising are provided. | Schemes of learning have opportunities for pre-teaching, overlearning, reinforcing, and generalising, incorporated. | |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| i | checking of understanding and reinforcement as required, through demonstration, explanation, repetition, rephrasing and scaffolding. | Teachers check understanding throughout lessons / activities, reinforcing as required through demonstration, explaining, repetition, rephrasing, and scaffolding. | |
| j | rest breaks, if appropriate. | Tasks / activities are planned or conducted so they allow opportunity for rest breaks. | |
| k | clear learning intentions. | <p>Learning intentions describe clearly what the learners should know, understand and be able to do as a result of learning and teaching activities.</p> <p>Teachers can identify learning intentions and plan lessons to effectively meet these intentions and they share these intentions with learners.</p> | |
| l | IT that is fully utilised. | Opportunities for use of IT are identified and incorporated. | |
| m | use of flexible groupings. | Pupils are organised into groups for lessons / activities that are flexible and not permanent. | |
| n | opportunities for children and young people to make choices. | Learning activities will have elements of choice, providing children and young people opportunity to develop as independent learners, that are intrinsically motivated and guided by their self-awareness and, also, providing them with some control over their learning journeys. | |

Environment

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 14 | Within learning environments, consistent visual cues are used to support listening, attention, understanding, learning, social development, and physical needs. | Visual cues are consistent across the school. | These visual cues may be observed / evident from teacher practice, displays and or other resources. Examples of visual cues could be listed. |
| 15 | Learning environments are organised with well-defined areas. | Learning environments are clearly organised with different areas labelled. | This will be evident from observation. You may wish to provide photos / videos showing organisation and labelling or observation records / reports might refer to this. |
| 16 | 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. | An environmental audit has been completed and actions arising from it completed. | This will be evident from the audit documentation and corresponding observation of the environment. Give the date the audit was last completed and indicate when it will be reviewed. |
| 17 | All environments have appropriate lighting; specialist advice sought and implemented where appropriate. | Considering the activities / tasks taking place in the environment the lighting is appropriate. Additional / different lighting should be available if a child or young person's needs dictate. | This will be evident from the audit documentation and corresponding observation of the environment. Provision of specialist lighting could be described. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 18 | All environments have appropriate seating; specialist advice sought and implemented where appropriate. | Considering the activities / tasks taking place in the environment the seating is appropriate. Additional / different seating should be available if a child or young person's needs dictate. | This will be evident from the audit documentation and corresponding observation of the environment. Provision of specialist seating could be described. Give location and names of demonstrative documents. |
| 19 | Walkways within rooms and between rooms are uncluttered. | | This will be evident from observation. |
| 20 | Quiet, calm areas and safe spaces should be available for all children and young people to access. | Quiet calm areas and safe spaces should be available, and the child or young person should be aware of them and how they can be accessed and should be used. These may be separate from learning environments (classrooms) or may be incorporated within classrooms. These areas may be inside and or outside. | This will be evident observation, one page pupil profile and talking to the children or young people. Names (if they have them) of calm areas and safe spaces could be detailed. |
| 21 | Resources are accessible to promote independence. | Resources are available and the child or young person is aware of their location (labelling of cupboards / drawers in the learning environment, in formats accessible to all the children or young people (e.g., pictures, text, braille). | This will be evident from observation and talking to the children or young people. Photos / videos illustrating accessibility could be produced and provided. |
| 22 | Learning environments are managed to promote active listening and give all children and young people opportunities to share their voice. | Children and young people know how to listen actively and are supported to do so. All children or young people are given the opportunity to contribute their ideas, questions, and comments. | This will be evident from observation, displays and talking to the children or young people. Details of any specific oracy programmes used in school could be given here. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 23 | IT equipment and resources are available and appropriate for learning activities. | Use of IT for learning activities / tasks will be planned and the equipment appropriate and accessible. | This could be evidenced from lesson plans, observations, resource lists and location of IT equipment. Availability and range of IT equipment and resources could be described here. Give locations and names of demonstrative documents. |

Positive Relationships

Positive relationships are identified in the first recommendation of the Special Educational Needs in Mainstream Schools guidance report (Davies & Henderson, 2020).

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 24 | A positive whole school welcome and classroom ethos is provided for all, with a visible presence of senior leadership. | A welcoming ethos and the visible presence of senior leadership fosters positive relationships, wellbeing, behaviour, and engagement. (Terada, 2018) (Maxwell, 2000) (Black, et al., 2017). | This will be apparent by observation of the way the school community treats each other and visitors and from conversations with members of the whole school community and visitors. |
| 25 | Positive relationships between all are promoted and fostered. | | These will be evident from observations and conversations with members of the whole school community and visitors. |
| 26 | Restorative approaches are used with all to resolve conflict. | The positive impact of restorative approaches in schools has been demonstrated and is now widely accepted (Thompson & Smith, 2011). All adults are trained in restorative approaches and such approaches are embedded throughout the school. | This will be evident from the training audit, observation, and school policies (behaviour). You may wish to summarise the training and actions taken to embed. Examples of the use of the approach and impact could be summarised or provided. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 27 | 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. | <p>Section 89 of the Education and Inspections Act 2006 (GOV.UK, 2006) states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. So, by law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. This policy is decided by the school. All teachers, pupils and parents must be told what it is (GOV.UK, n.d.). Some schools choose to include this information in an anti-bullying policy, whilst others include it in their behaviour policy.</p> <p>Disabled young people and those with SEN (SEND), are significantly more likely to experience bullying - including online bullying - than their peers. (Chatzitheochari, et al., 2015).</p> | <p>You may like to summarise the actions the school takes, has taken, plans to take, to prevent bullying.</p> <p>The school policy will provide some evidence.</p> |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 28 | A mental health and emotional wellbeing policy is in place to prioritise and support all members of the school community. | <p>Schools are not required to have a standalone policy on mental health, but as the Equality Act 2010 recognises that a mental health condition that adversely affects behaviour amounts to a disability, such a policy, is best practice in directing a whole school approach to mental health and wellbeing and ensuring that other policies that address these issues are recognised and aligned in terms of approach. (Anna Freud, 2022)</p> <p>A mental health and emotional wellbeing policy should be in place, shared with the whole school community, implemented, and regularly reviewed.</p> | This will be evident from the school policy. |

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| 29 | <p>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.</p> | <p>The foreword in the Green Paper, Transforming Children and Young People’s Mental Health Provision, opens acknowledging that Mental health and wellbeing are essential if children and young people are to achieve their full potential. (Department for Education, Department of Health, 2017). The environment and approaches a school adopts to support mental health and wellbeing will, in the short-term, impact engagement, inclusion and achievement and long-term, achievement of the potential of children and young people and so, they should be effective. Knowing an approach is effective gives confidence in its use and impact. Research is key to determining effectiveness and providing evidence of effectiveness.</p> <p>Effective approaches and interventions supporting the mental health and emotional wellbeing of all members of the school community will be chosen according to their evidence base.</p> <p>The effectiveness and impact of these approaches and interventions will be monitored and reviewed.</p> <p>These interventions and approaches will be implemented proactively and timely.</p> <p>A range of interventions and approaches appropriate to context and desired outcome will be utilised e.g., they may be used with individuals, small groups, classes, year groups or whole school. Outcomes may</p> | <p>This will be evident in, for example, schemes of learning, programmes of study / intervention, communications, review documentation, SEND Support plans or coaching / mentoring plans and or documentation, observations of interventions in progress, conversations with members of the school community.</p> |
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| No. | Requirement | Fulfilled | Evidence / Comment |
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| | | Tick the check box / choose 'Yes' if: have an individual focus or a broader focus on a particular group or cohort or even whole school. | Include the following in this box: |
| 30 | 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. | Pastoral, PSHE, RSE programmes for children and young people, coaching, mentoring and management processes for staff, and communications and wider school community initiatives, that focus on the development of emotional literacy, positive relationships, self-esteem, and emotional resilience, will support and promote the mental health and wellbeing of the school community. These activities will be planned, purposeful (outcomes and intentions will be defined), not conducted or delivered in isolation (i.e., delivered in a carefully sequenced way, within a planned programme) and reviewed (Public Health England, Department for Education, 2021). | This will be evident in, for example, schemes of learning, programmes of study, communications, review documentation, SEND Support plans, coaching / mentoring plans and or documentation, observations of interventions in progress, conversations with members of the school community. |
| 31 | Positive interactions are modelled for all and instigated throughout the whole school day. | Opportunities for positive interaction are both created, identified, and embraced, with modelling. | This will be evident from observation. Examples could be summarised or provided. |
| 32 | All children and young people can talk to an adult and other children or young people every day. | Routines allow children or young people to talk to each other and adults every day and policies and procedures are such that children or young people are not isolated from their peers and or adults for the duration of the school day. | This will be evident from observation and school policies and procedures. Give location and names of demonstrative documents. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 33 | 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. | Talking to parents or carers is not always straightforward and conversation with parents / carers of children or young people with SEND can be challenging for all involved. Effective training and preparation for such discussions and the availability of senior leadership can support positive outcomes to such discussions. (Department for Education and Department of Health and Social Care, 2020, p. 104) | Staff feeling enabled to take part in challenging discussions will be evident from conversations with staff, detail in policies and procedures documents (e.g., complaints, SEND), meeting minutes and training detailed in a training audit. |

Behaviour for Learning

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 34 | A behaviour management policy is in place and implemented consistently throughout the school | Schools must have a behaviour policy with measures included to promote good behaviour, self-discipline, and respect; prevent bullying; ensure that pupils complete assigned work; and which regulate the conduct of pupils. (Education, 2016). | This will be evident from observation, discussions with staff and children and young people and the school's policy. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 35 | Guidance on the use of Restrictive Physical Intervention is included within policy and is a part of the holistic approach to behaviour management. | <p>Restraint and restrictive intervention for some can be traumatising. However, it is widely recognised that there may be times when these approaches are needed to protect children and young people and to keep them and others safe. Such approaches should only ever be used when absolutely necessary, in accordance with the law and clear ethical values and principles that respect the rights and dignity of the child or young person. Any such use should be proportional to the risks involved. (Department of Education, Department of Health, 2019).</p> <p>Use of restrictive physical intervention in the school will be detailed in an appropriate policy (e.g., behaviour or positive handling) and shared with all staff.</p> | This will be evident from the school's policy. |

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| 36 | <p>The behaviour management policy is underpinned with positive behaviour strategies, nurturing practice, and restorative approaches.</p> | <p>Positive behaviour management is a proactive approach that focuses on prevention, support, and skill development for behaviour management.</p> <p>Positive behaviour management approaches will include the use of:</p> <ul style="list-style-type: none"> • positive and inclusive language. <ul style="list-style-type: none"> ○ Tell the children and young people what you want them to do e.g., 'Walk', rather than 'Don't run'. • calm body language and tone of voice used by all adults. • clear and consistent routines, that are supported with visual cues. • clear and concise rules. • authentic praise and rewards used consistently and appropriate to the child and young person's interests. • utilising distraction techniques (Caswell, 2020) <p>Nurturing approaches provide children and young people opportunities to develop social and emotional skills and resilience, so supporting appropriate, acceptable behaviour that supports their learning. (nurtureuk, 2021).</p> <p>Restorative approaches support positive relationships and encourage children and young people to take responsibility for their behaviour, its impact, and subsequent consequences. They reduce the use of sanctions and punishment to manage behaviour. (Hendry, et al., 2011).</p> | <p>This will be evident from observations of behaviour management and the school's policy.</p> <p>The behaviour management policy will incorporate positive behaviour strategies, nurturing practice, and restorative approaches and behaviour management practice will reflect this.</p> |
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| No. | Requirement | Fulfilled | Evidence / Comment |
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| 37 | All staff understand that any behaviours that are challenging or do not meet expectation might be related to SEND and adapt their approach accordingly. | <p>Tick the check box / choose 'Yes' if:</p> <p>All staff will have received training on behaviour management in relation to SEND and be expected to adapt approaches and use appropriate strategies to manage the behaviour of children and young people with SEND; these approaches and strategies should be personalised to the child or young person and their needs.</p> <p>Incidences of challenging behaviour should always be reviewed, and their management reflected upon to identify and provide opportunity to share effective approaches and strategies, and to update Positive handling plans, Pupil profiles, Pupil Passports and SEND Support plans / equivalent when appropriate.</p> | <p>Include the following in this box:</p> <p>This will be evident from the training audit, observation, and school policies (behaviour).</p> <p>This can be recorded in one-page profiles / pupil passports / SEND Support Plans / Equivalent and or Positive Handling Plans to illustrate adaptive approaches to managing episodes of challenging behaviour that are related to a child or young person's send could be annotated and provided.</p> |
| 38 | All children and young people follow a curriculum to develop their emotional literacy so they can understand and manage emotions | <p>"Emotional literacy is important as it gives us the ability to recognise, understand, handle and appropriately express emotions." (Derby City Council, 2019). These activities may be part of a whole school Personal Social and Health Education (PSHE) / Relationships and Sex Education programme. This audit requirement is not referring to targeted interventions.</p> | <p>This will be evident from observation and schemes of learning / programmes of study.</p> |

| No. | Requirement | Fulfilled | Evidence / Comment |
|-----|---|---|---|
| 39 | Group activities are used to develop social, speaking and listening skills. | <p>Tick the check box / choose 'Yes' if:</p> <p>Speaking, listening and social skills are critical to the learning and development of all children. They provide a strong foundation for learning, help build confidence, reduce frustration, facilitate forming of friendships and help us to make sense of world.</p> <p>Speaking, listening and social skills require interaction to develop effectively and so group activities are essential in their development.</p> <p>These activities may be part of whole school oracy, language, PSHE or RSE programmes and will be integrated and embedded in curriculum delivery across the school. This audit requirement is not referring to targeted interventions.</p> | <p>Include the following in this box:</p> <p>The use of group activities to develop these skills will be evident from observation and schemes of learning / programmes of study.</p> <p>If school is using or following a published programme, you may wish to summarise details.</p> |

People And Services

Roles and expectations of the school

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
|-----|--|--|---|
| 40 | A whole-school nurturing approach has been fostered to promote children and young people's self-confidence and self-esteem as learners. | A whole school nurturing approach has been developed, underpins the ethos and culture of the school and its policies and procedures and is regularly visited with the school community through continuing professional development (CPD) / training, assemblies, communications and events fostering positive relationships. (Marshall & Balchin, 2016) | This will be evident, for example, attending relevant training, in policies and procedure documents, schemes of learning, programmes of study, communications and conversations with members of the school community. |
| 41 | Have clear procedures and policies in place for all areas of SEND. | The SEND Code of Practice details the legal requirements that schools must follow without exception and statutory guidance that they must follow by law unless there's a good reason not to. It explains the duties of schools to provide for those with special educational needs under part 3 of the Children and Families Act 2014. It is expected that all procedures and policies detailed in the SEND Code of Practice will be implemented, regularly reviewed and available. | Fulfilment of this requirement will be evident from the policies and procedure documents. |
| 42 | All policies relating to SEND are regularly reviewed and updated. These are shared with all staff, parents / carers and children and young people. | Tick yes if policies up to date and shared with all. | You may wish to summarise the process for reviewing policies relating to SEND (including time scales). |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
|------------|--|---|---|
| 43 | Ensure a written statement (SEN Information report) is included in the SEND policy around supporting children and young people with SEND. This is reviewed annually. | All schools must publish a SEN Information report, and this will be incorporated or cross-referenced to the school's SEND policy. This report should refer to the support for children and young people with SEND. (Department for Education and Department of Health and Social Care, 2020, p. 107). | This will be evident in the SEND policy which should also indicate the policy review date. Give review date. |
| 44 | Ensure the quality assurance cycle measures the impact of High-Quality Teaching to ensure the needs of all learners are met. | Measuring impact provides a means of determining effectiveness. To measure impact, baseline data needs collecting and comparing to data at the end of the impact period. The quality assurance cycle process will define what, how and when the data is collected and the impact period. A measure of impact will also be defined. Data used could come from assessment of children and young people, classroom observations and children and young people surveys. (Murphy, 2013). | The quality assurance cycle process should be available. You may wish to summarise the process, detailing key dates. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
|------------|---|--|---|
| 45 | 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. | The SEND Code of Practice states that differentiated and personalised High-Quality teaching will meet the individual needs of the majority of children and young people and is the first step in responding to pupils who have or may have SEN. (Department for Education and Department of Health and Social Care, 2020, pp. 25, 99). Training on differentiation will ensure greater confidence of classroom teachers in differentiation. Also, any assessment of need and identified adjustments / provision for a child or young person should be shared with classroom teachers so they can confidently differentiate the curriculum. | Adjustments / provision could be shared in a child or young person's one-page profile, send support plan or learning passport. Differentiation will be evident from lesson plans, book scrutinies and observations. A training audit should evidence any training on differentiation for classroom teachers. You may wish to Identify how adjustments / provisions for an individual are shared with classroom teachers. |
| 46 | Ensure continuous professional development (CPD) is supported by providing opportunities to review the practices and strategies learnt in the CPD. | | Opportunities to review should be evident in the CPD plan, training audit and professional development calendar. |

| No. | Requirement | Fulfilled | Evidence / Comment |
|------------|---|--|--|
| 47 | <p>Ensure that there are leads/champions to further the development and implementation of practices e.g., Autism Champion.</p> <ul style="list-style-type: none"> a Communication and Interaction b Cognition and Learning c Social Emotional and Mental Health d Sensory, Physical and Medical | <p>Tick the check box / choose 'Yes' if:</p> <p>The Lamb Inquiry (Lamb, 2009) recommended that all schools, for each of the main areas of SEND, should have at least one teacher with advanced skills. "These teachers need to be able to identify children's needs; have a good understanding of a range of interventions and their effectiveness for different children; to be able to raise awareness amongst other colleagues and explain the importance of particular approaches and particular interventions. They also need to be able to recognise when the school needs to call on more specialist expertise."</p> <p>There should be a lead teacher / champion identified for each of the main areas of need and who this is should be shared with the school community.</p> | <p>Include the following in this box:</p> <p>This will be evident from, e.g., school website, policy documents, conversations with members of the school community</p> <p>Identify the lead teachers / champions and how their identity is shared with the school community.</p> |
| 48 | <p>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.</p> | <p>The SEND Code of Practice has an annex, 'Improving practice and staff training in education settings' specifically promoting training of staff and it also states the UK Government commitment to article 24 of the United Nations Convention of the Rights of Persons with Disabilities (Department for Education and Department of Health and Social Care, 2020). Article 24, point 4 states that parties shall train staff to support persons with disabilities to facilitate their full and equal participation in education. (United Nations, 2007).</p> | <p>This training should be evidenced in a training audit.</p> |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
|------------|--|--|---|
| 49 | Give time and funding for staff to train in roles providing effective support of children or young people with low incidence disabilities. | Low incidence is a term that is used to describe disabilities that occur less frequently and may require a more specialised response. (Gray, 2006). All staff should be trained to effectively support all children or young people with SEND, even those with low incidence disabilities. | Time and funding for training will be evident through participation in the training detailed in a training audit, and through conversations with staff. You may wish to give examples of training relevant to low incidence here, indicating context / need for such training. |
| 50 | 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. | For staff to effectively support children and young people with SEND, they need to know how to access information about a child or young person's SEND. (Department for Education, 2018). Each school will store and retrieve information in different ways. Staff should know how to access this information. | Conversations with staff ensure that they have access to SEND information regarding a child or young person. |
| 51 | Ensure effective exchange of information between all staff working with an individual child or young person e.g., pupil profiles and sharing of reports. | To support children and young people with SEND effectively, information must be exchanged in a timely and accessible manner. (Department for Education, 2018). Systems should be in place for exchange of information and staff should be aware of the systems. | Conversations with staff, the staff handbook, policies, and process documents could evidence the effective exchange of information. Examples of information exchange could be described. |
| 52 | Whole class visual timetables are in place and their effective use monitored. | | Visual timetable use will be evident from observation, discussions with staff and children and or young people, and reference to use in appropriate documentation, e.g., staff handbook, performance management feedback. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
|------------|---|--|--|
| 53 | Ensure that appropriate, targeted withdrawal interventions are accessed by the children and or young people as appropriate. | Appropriate evidence-based interventions allocated according to the needs of the child or young person should be used. The rationale for a child or young person's access to an intervention should be clear and detailed in the child or young person's SEND Support Plan or similar. | <p>Access and use of appropriate intervention should be evident from children and young peoples' SEND Support Plans and provision maps.</p> <p>A list of current interventions could be given.</p> <p>Examples of plans for specific children or young people, illustrating appropriate withdrawal interventions, should be identified.</p> <p>Interventions should be planned and shown on a provision map.</p> |
| 54 | 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. | | |
| 55 | 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. | For efficient and effective working, specialist teachers need to demonstrate and teach on the same computer platforms (network and internet) as their children and young people. They also need to be able to share resources with them and their teaching and support staff. | Conversations with specialist teachers will confirm their access. Procedure documents instructing specialist teachers how to connect would also confirm this. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| 56 | There is a named IT technician who can support children or young people to access mainstream IT via accessible technology. | An IT technician or support person should be identified and made known to the children or young people and any adults working with them. | |
| 57 | Processes are in place to ensure that personal aids, equipment, and resources are working well, are well maintained, and used safely. | There is a process for annual PAT testing. | |

The Special Educational Needs Coordinator (SENCo)

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
|------------|--|---|--|
| | The SENCo: | | |
| 58 | is part of the Senior Leadership Team (SLT). | The SEND Code of practice explains that the SENCo is important in the strategic development of SEN policy and provision and to do this effectively, should be part of the school leadership team. (Department for Education and Department of Health and Social Care, 2020, p. 108) | The SENCo as part of the SLT will be evident from any information source detailing who is part of the SLT (e.g., website, staff handbook). |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
|------------|---|---|---|
| | The SENCo: | | |
| 59 | holds the National Award for Special Educational Needs Coordination (NASENCO) or is working towards it. | The SEND Code of practice clearly states that the SENCo must be a qualified teacher working at the school and if newly appointed and have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must have achieved the National Award in Special Educational Needs Co-ordination within three years of appointment. (Department for Education and Department of Health and Social Care, 2020, p. 108) | |

| | | | |
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| 60 | <p>has sufficient time and resources to fulfil their responsibilities in a similar way to other important strategic roles within the school by:</p> <ul style="list-style-type: none"> a providing sufficient administrative support b providing sufficient dedicated time away from teaching | <p>The SENCo should have sufficient protected time in their working week to fulfil their responsibilities and dedicated administrative support. The time allocation should be in line with the recommendations in The SENCo workload one year on report, (Curran, Moloney, Heavey, & Boddison, SENCO Workload - The time is now, 2019) and the administrative support should be dedicated and part of a support team around the SENCO.</p> <p>Research has highlighted that the majority of SENCOs do not have enough time to fulfil their role. The SENCo workload report (Curran, Moloney, Heavey, & Boddison, SENCO Workload - It's about time, 2018) recommended to the DfE that the SENCO role should have legally protected time to enable SENCOs to effectively manage the demands of the role. This should be in addition to time allocated to other responsibilities which the SENCO may hold. Furthermore, the report recommended schools should develop a team around the SENCO that should include administrative support. (Curran, Moloney, Heavey, & Boddison, SENCO Workload - The time is now, 2019).</p> <p>The Green Paper, SEND Review – right support, right place, right time, also recognises the administrative burden on SENCOs and recommends protected time and dedicated administrative support for SENCOs.</p> | <p>You may wish to summarise the support the SENCo receives to fulfil their responsibilities. Include the amount of protected time and details of administrative support.</p> <p>This will be evident from conversations with the SENCo.</p> |
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| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| | The SENCo: | | |
| 61 | accesses appropriate CPD (continuing professional development), including the SENCO Network. | To carry out the role effectively, the SENCo needs to keep abreast of best practice and developments in SEND practice. They should also have opportunity to develop their own practice. This is best achieved with appropriate CPD. | Appropriate CPD will be detailed in a training audit. |
| 62 | is part of the local hub of SENCos, identifying and sharing good practice and knowledge. | The SENCo works closely with other professionals and needs to be aware of available provision and support. Knowledge of best practice and opportunity to share such and seek support from peers all foster effective practice and successful outcomes. | Conversations with the SENCo and other hub members, along with attendance at and contributions to hub meetings and or communications will evidence that the SENCo is part of and contributes to a local hub. Identify the hub. |
| 63 | is aware of which outside agencies are available and uses these effectively. | SENCOs coordinate Joint Planning Meetings (JPM) twice a year. | Documentation / confirmation of referrals made and conversations with the SENCo could evidence this |
| 64 | provides staff training and staff coaching / support. | A role of the SENCo is to provide professional guidance to colleagues and they should contribute to the professional development of other teachers and staff. (Department for Education and Department of Health and Social Care, 2020, pp. 108, 276). | Training / coaching of staff by the SENCo will be evident from a training audit and records of observations and or coaching. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| | The SENCo: | | |
| 65 | informs staff of the SEND interventions and practices / strategies / outcomes, and supports these practices being embedded into the class practice. | This standard also relates to the role of the SENCo in providing professional guidance and development. (Department for Education and Department of Health and Social Care, 2020, pp. 108, 276). | |
| 66 | ensures all SEND service advice and reports are shared with parents/carers, including verbal reports. | The SEND Code of practice states that parents/carers should be involved in any decision to involve specialist teachers and/or services and any discussions and agreement should be shared with parents/carers (Department for Education and Department of Health and Social Care, 2020, pp. 102-103). | You may wish to evidence action logs, communications, and review documentation that shows reports are shared with parents/carer; conversations with parent / carers and the SENCo. |
| 67 | provides mapping of SEND resources and interventions. | “6.76 Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through the school’s curriculum.” (Department for Education and Department of Health and Social Care, 2020, p. 105). Mapping of resources and interventions can be a strategic aid to the development of SEND provision in the school enabling an overview of provision, need, and impact. | An available, up-to-date provision map will be evidence of mapping of resources and interventions. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| | The SENCo: | | |
| 68 | provides evidence-based interventions and tracks and monitors the impact upon progress. | Evidence based interventions are those where research has shown them to be effective and improve outcomes. Use of evidence-based interventions provides some reassurance that the interventions are effective and can have the desired impact. The SEND Code of Practice clearly states that support and intervention provided should be based on reliable evidence (Department for Education and Department of Health and Social Care, 2020, p. 101). | Whole school and individual provision maps, Send Support Plans, review documentation for interventions and children and young people and discussions with the SENCo re identifying interventions could all confirm provision of evidence-based interventions and monitoring. Sources of information regarding evidence-based interventions could be listed. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| | The SENCo: | | |
| 69 | uses the assess, plan, do, review cycle to support individual children and young people. | <p>The graduated approach of assess, plan, do, review is embedded in practice and is routinely used to identify and meet the needs of SEND pupils.</p> <p>The approach provides a sound understanding of the pupil's needs and what supports them in making progress and securing good outcomes. (Department for Education and Department of Health and Social Care, 2020, pp. 100-102)</p> <p>SEND Support Plans or similar, that include short term targets along with review date and progress should be used. Minutes of meetings (multi-disciplinary meetings, meetings with child or young person, meetings with parent or carers and other professionals), records of learning walks, curriculum plans, provision maps, case review notes and or action logs should also support and document this graduated approach.</p> <p>(Cross reference this standard with standard 7 above)</p> | SEND Support Plans or similar, meeting minutes, records of learning walks, curriculum plans, provision maps, case review notes or action logs could all provide evidence of the graduated approach. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| | The SENCo: | | |
| 70 | observes teaching of SEND children and young people and provides advice and strategies to develop best practice. | As part of their role in the professional development of other teachers and staff, (Department for Education and Department of Health and Social Care, 2020, p. 276), observation of others teaching and or leading interventions can provide opportunities for informed advice and strategy suggestions. | Observations, advice, and strategies may be evident in a SEND improvement plan, observation feedback / evaluations, communications, and strategy / intervention reviews. |
| 71 | 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. | Supporting successful outcomes requires all those working with a child or young person to communicate effectively. Liaising with SEND services is a form of communication and part of being a key point of contact with external agencies (Department for Education and Department of Health and Social Care, 2020, p. 109). | Liaison with SEND services will be evident in action logs, communications, and review documentation. Also, from conversations with parent / carers, SENDSS (Special Education Needs and Disability Support Service) link teachers, other SEND service professionals and the SENCo. |
| 72 | has clear systems in place that support staff to raise concerns regarding children and young people's needs. | This standard is related to and overlaps criteria 3 and 4 above. The SEND code of practice is clear that all those that work with children and young people should be alert to emerging difficulties and respond early. (Department for Education and Department of Health and Social Care, 2020, p. 95) A clear process / systems to do this should be defined and shared with staff. | Systems should be evident in policy and or procedure documents and or the staff handbook. Conversations with staff will also confirm. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| | The SENCo: | | |
| 73 | is aware of the children and young people about whom staff have concerns. | A log or register of concerns should be maintained with a log of action. This could exist in any one of a variety of formats but should be easy to access. The SEND Code of Practice dictates that professionals respond early to any concerns and that the first response should be high quality teaching at their areas of weakness. Continued lack of expected progress should then lead to assessments of whether a child or young person has SEND. Keeping track of such concerns ensures the concerns are responded to. (Department for Education and Department of Health and Social Care, 2020, p. 95) | Conversations with the SENCo and a log or register of concerns will demonstrate this awareness. |
| 74 | timetables regular and adequate numbers of sessions for the making or modifying of resources, by teaching assistants (TA) / support staff, where and when necessary. | Effective differentiation sometime requires modified or different resources. Typically teaching assistants or support staff are used to aid differentiation and prepare such resources. If this is to be done efficiently and effectively, time must be provided to liaise with teachers and for the preparation. (NASEN, 2018) | Timetables and conversations with staff, teaching assistants, support staff and teachers, and children and young people who benefit from the resources, will show this. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| | The SENCo: | | |
| 75 | signposts support available to families and staff. | Being a parent to a child with SEND can become stressful when the information, advice or support needed is not forthcoming. (Council for Disabled Children n.d.). Schools, and as the person liaising with parents / carers, SENCo's are well placed to ensure parents / carers are aware of sources of support. | The SENCo's awareness of support available may be evident in the school's SEN Information Report or local offer, as a directory on the school website and or prospectus / handbook and staff handbook. |
| 76 | 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. | This standard relates not only to transitions into the school and from the school, but also transitions throughout the school day, from year to year, key stage to key stage, and trips and visits. Successful transition planning can include, visits, training of staff and providing any resources or equipment needed by the children and young people. It also includes addressing any issues or barriers and thinking about what the children and young people will need to be fully included in school. (Herry & Walsh, 2020) | Planning will be evident in transition plans for individuals and cohorts, school calendar re key transition events, meeting minutes, communications, a training audit, SEN Support plans, pupil passports / one-page profiles and review documentation. |

| No. | Requirement | Fulfilled Tick the check box / choose 'Yes' if: | Evidence / Comment Include the following in this box: |
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| | The SENCo: | | |
| 77 | 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. | The SEND Code of practice comprehensively refers to the Preparing for Adulthood agenda in chapter 8 and throughout the guidance. It is clear that the Preparing for Adulthood agenda is to be considered in the identification of outcomes and provision. It sets out how professionals across education, health and social care should work together to provide opportunities that encompass the outcomes of the agenda. (Department for Education and Department of Health and Social Care, 2020, p. 120). | Targets and outcomes relating to Preparing for Adulthood will be evident in SEN Support Plans, review documentation and provision maps. Schemes of learning / programmes of study (PSHE, and or RSE) may show opportunities. Communications with services and details of events or records of advice could demonstrate work with services. |
| 78 | signposts opportunities outside of school for children and young people to meet and develop Preparing for Adulthood skills. | The SEND Code of Practice details how schools are key in preparing children and young people for adulthood and so should seek partnerships with organisations to signpost and ensure children and young people know what is available to them as they get older. (Department for Education and Department of Health and Social Care, 2020, p. 123). | Communications, e.g., direct targeted emails, displays at parent's evenings, social media posts, school newsletter / magazine, school website, careers fairs, may show evidence of opportunities signposted. Additionally, examples of meeting minutes and review documents may show signposting. |

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