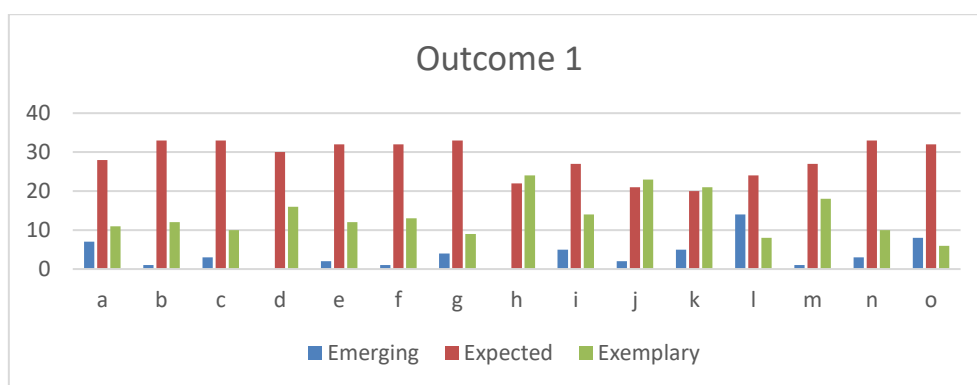




DSPL 9 Schools' SEND Benchmark 2021

During the summer term 2021, SENCOs across Hertfordshire were asked to complete the HfL Benchmarking and Planning Toolkit survey. Across DSPL 9, 47 settings/SENCOs completed the survey and provided the data below. For a 3 year data comparison please see additional excel spreadsheet.

Outcome 1: Providing high quality provision that meets the needs of children and young people with SEND



Areas of strength (expected and exemplary combined):

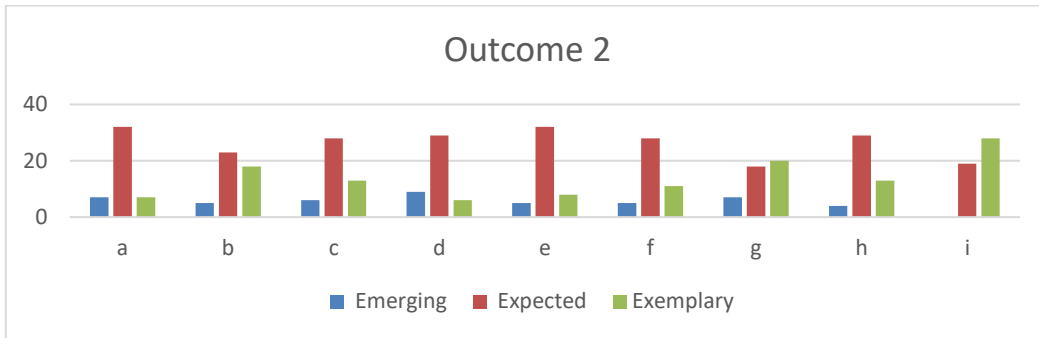
Outcome 1	Description	% (Expected and exemplary combined)
b	The SENCO, with senior leaders, regularly and carefully reviews the quality of teaching for children and young people with SEND and gives developmental feedback to staff. The SENCO, with senior leaders, reviews the quality of teaching for children and young people with SEND and responds with a range of practical and strategic actions to improve outcomes and progress.	98% (45)
d	Children and young people with SEND and their families are fully included in the life of the school, including extra-curricular activities. Children and young people with SEND and their families are active partners in all aspects of school life, including extra-curricular activities.	100% (46)
f	A clear consistent, approach to identifying SEN at the earliest point using a range of information which is understood by all, is in place and detailed on the school's SEN information report. The school has developed in partnership with children and young people, families and others, a clear approach to identifying SEN at the earliest point. This is actively promoted through the school's SEN information report.	98% (45)
h	Parent/carers are consulted as part of the approach to the identification of SEN. Parent/carers' views are actively sought and used to embed choice and decision making as part of the approach to the identification of SEN.	100% (46)
m	The SENCO, working with the SLT, and governing body, determines the development of SEND policy and provision. The SENCO, working with the SLT and governing body, determines the strategic development of SEND policy and provision.	98% (45)

Areas of development:

Outcome 1	Description	% Emerging

l	A current provision map is in place recording an overview of interventions. There is limited analysis and monitoring of outcomes.	30% (14)
o	The SENCO plans some professional development to develop a basic awareness for all staff working regularly with children and young people with SEND.	15% (8)

Outcome 2: Improving short and long term outcomes



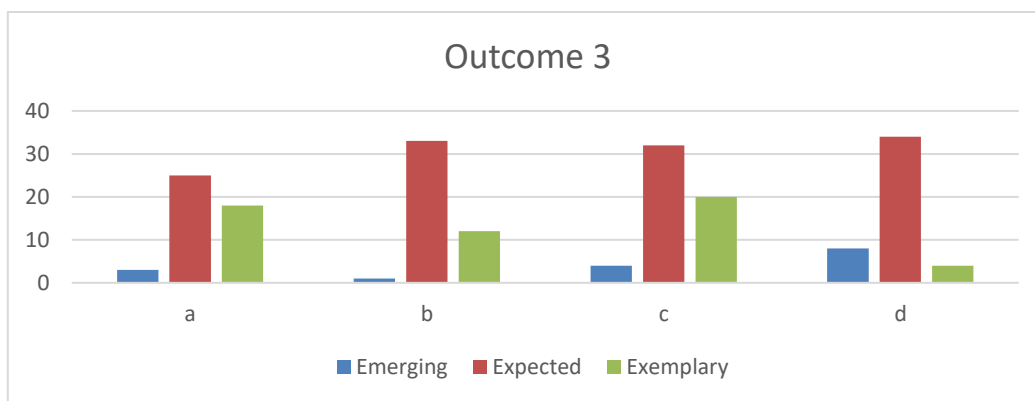
Areas of strength (expected and exemplary combined):

Outcome 2	Description	% (Expected and exemplary combined)
i	Teachers understand the heightened risk of children and young people with SEND in regard to bullying. This knowledge is used effectively to safeguard children and prevent or resolve issues. All staff understand the heightened risk of children and young people with SEND in regard to bullying. This knowledge results in whole school approaches to prevention and resolution.	100% (47)
h	There are a range of person-centred approaches in place for listening and responding to the views of children and young people with SEND. Children and young people and their families contribute to the development of person-centred approaches used within the school. All staff actively listen and respond to the views of children and young people with SEND and encourage collaborative partnership working.	91% (42)
b	All teachers take responsibility and are accountable for the progress and development of children and young people with SEND. All staff are responsible and accountable for the progress and development of children and young people with SEND.	89% (41)
c	Teachers take responsibility for the impact of support from teaching assistants or specialist staff. Teachers maximise the impact of support from teaching assistants or specialist staff and can evidence the effectiveness on outcomes and progress.	89% (41)

Areas of development:

Outcome 2	Description	% Emerging
d	Systems to track progress and measure outcomes are in place. They lack consistency and are not well integrated in to whole school assessment policy and practice.	20% (9)

Outcome 3: Communicating sensitively, appropriately and effectively with parents, children and young people with SEND. Engendering trust, confidence, respect and a constructive partnership working



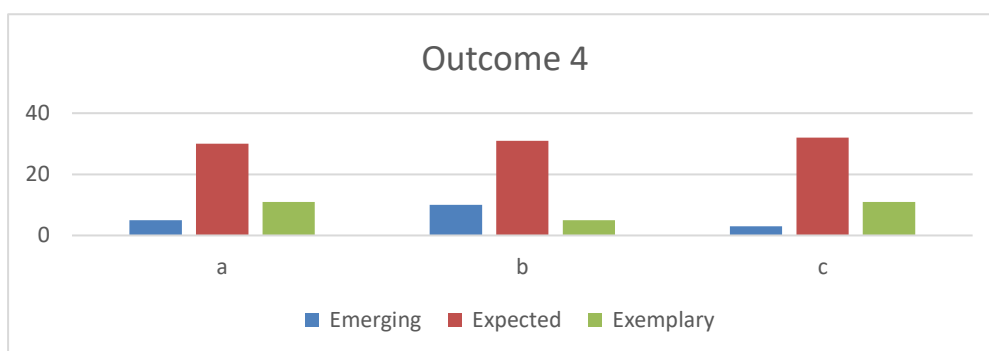
Areas of strength (expected and exemplary combined):

Outcome 3	Description	% (Expected and exemplary combined)
b	A record of the desired outcomes, actions and provision is kept and shared with children and young people with SEND, their families and appropriate school staff. Records from meetings are jointly developed, agreed and shared with children and young people with SEND, their families and appropriate school staff.	98% (45)

Areas of development:

Outcome 3	Description	% Emerging
d	There are limited opportunities to capture and explore the level of parental confidence about the school's provision and practice for children and young people with SEND.	17% (8)

Outcome 4: Managing resources for SEN through a transparent approach that is fair, meets the needs of children and young people with SEND and achieves best value for money



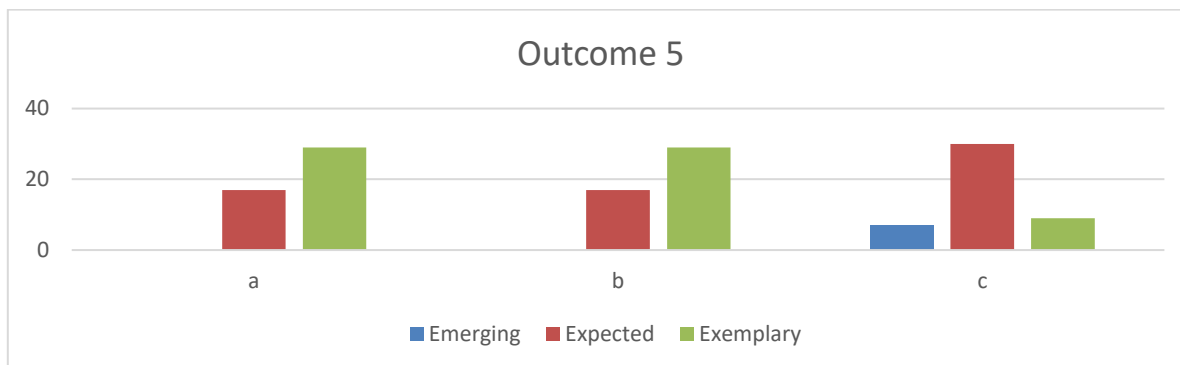
Areas of strength (expected and exemplary combined):

Outcome 4	Description	% (Expected and exemplary combined)
c	The school's delegated budget and other resources are used efficiently and effectively to promote good outcomes and progress. There is transparent use of the school's delegated budget and other resources. School leaders and governors collaborate to review and evaluate impact. There is evidence of good outcomes and progress.	94% (43)

Areas for development:

Outcome 4	Description	% Emerging
b	The school has a provision map.	22% (10)

Outcome 5: Working proactively and collaboratively to improve provision



Areas of strength (expected and exemplary combined):

Outcome 5	Description	% (Expected and exemplary combined)
a	There is evidence of proactive and collaborative working practices with professionals from education, health, social care and voluntary services for children and young people with SEND. There is evidence of strong working relationships with professionals from education, health, social care and voluntary services for children and young people with SEND leading to a joint understanding of expected outcomes and analysis of impact and next steps	100% (46)
b	Systems for transition within schools, between schools and in preparation for adulthood are secure. Relevant adjustments, person centred approaches and collaboration between children and young people and their families is clearly evident. Systems for transitions within school, between schools and in preparation for adulthood are robust and effective and use person-centred approaches. There is evidence children and young people feel safe and supported, and settle quickly to continue their journey.	100% (46)

Areas for development:

Outcome 5	Description	% Emerging
c	The SEN information report is published on the website. However staff in the school lack knowledge about its content. It is updated but the principles of co-production are not embedded.	15% (7)

Many thanks to the SENCOs at the following schools that submitted their data:

St Mary's Church of England Primary School, Cassiobury Infant and Nursery School, Merry Hill Infant School and Nursery, Ascot Road Community Free School, Arnett Hills Junior Mixed and Infant School, St Joseph Catholic Primary School, Watford Grammar School for Boys, Chater Junior School, Kingsway Junior School, Sacred Heart Catholic Primary School and Nursery, Watford Field School (Infant & Nursery), Hartsbourne Primary School, Shepherd Primary, St Anthony's Catholic Primary School, Little Green Junior School, Malvern Way Infant and Nursery School, Lanchester Community Free School, Kingsway Infants' School, Bushey Meads School, Sarratt Church of England Primary School, Parkgate Infants' and Nursery School, Leavesden JMI School, Coates Way JMI and Nursery School, Watford Grammar School for Girls, Westfield Academy, St Peter's Church of England Voluntary Aided Primary School, Bushey Manor Junior School, Parmiter's School, Hertsmere Jewish Primary School, Highwood Primary School, Holy Rood Catholic Primary School, Holywell Primary School, Yorke Mead Primary School, The Reach Free School, St John's Church of England Infant and Nursery School, The Russell School, Bromet Primary School, Bournehall Primary School, Cassiobury Junior School, Christ Church Chorleywood CofE School, Rickmansworth School, Tanners Wood Junior Mixed and Infant School, St John Catholic Primary School, Beechfield School, Cherry Tree Primary School, Laurance Haines School, Maple Cross Junior Mixed Infant and Nursery School.