**Hertfordshire Schools’ SEND Benchmark and Planning Tool**

**School Name:** Click or tap here to enter text.

*This innovative tool will provide Hertfordshire schools with a framework for discussion about their policy and provision for children and young people with special educational needs (SEND). This is set within the statutory guidance of the SEND Regulations 2014 and the SEND Code of Practice: 0 to 25 years 2015.*

*Using a collaborative, solution-focused approach, schools can identify strengths in current practice and plan next steps.*

The Benchmark and Planning Tool has been developed to help schools:

* Work with children and young people with SEND, their families and colleagues within and beyond the school to identify current practice using a ‘best-fit’ model
* Strengthen their knowledge and understanding through the use of incremental statements
* Plan manageable next steps towards exemplary practice
* Explore practice within the five outcomes from the Hertfordshire SEND Quality Offer

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| **Key dates:** |

**Who has been involved in the Benchmarking and Planning activity?**

Head Teacher Name: Click here to enter text. Date: Click here to enter text.

SENCO Name: Click here to enter text. Date: Click here to enter text.

Senior Leader Name: Click here to enter text. Date: Click here to enter text.

Role: Click here to enter text. Name: Click here to enter text. Date: Click here to enter text.

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Governor Name: Click here to enter text. Date: Click here to enter text.

Role: Click here to enter text. Name: Click here to enter text. Date: Click here to enter text.

Role: Click here to enter text. Name: Click here to enter text. Date: Click here to enter text.

Role: Click here to enter text. Name: Click here to enter text. Date: Click here to enter text.

Parent / Carer Name: Click here to enter text. Date: Click here to enter text.

Name: Click here to enter text. Date: Click here to enter text.

Name: Click here to enter text. Date: Click here to enter text.

Name: Click here to enter text. Date: Click here to enter text.

Other Professionals

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Role: Click here to enter text. Name: Click here to enter text. Date: Click here to enter text.

Children and young people

Name: Click here to enter text. Date: Click here to enter text.

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Name: Click here to enter text. Date: Click here to enter text.

Other Role

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| **The Schools’ Statutory Checklist**  (SEND Regulations 2014 and SEND Code of Practice:0-25 years 2015)  *In this section, consider carefully whether your school meets the statutory requirements outlined below and could demonstrate this through evidence.*  Schools must:   * Have regard to the principles underpinning the code of practice to ensure the views, wishes and feelings of the child or young person, and the child’s parents, are central to achieving the best possible educational and other outcomes (1.1) * Use their best endeavours to make sure that a child with special educational needs gets the support required * Appoint a Special Educational Needs Coordinator (SENCO) who must be a qualified teacher working at the school. A new-to-role SENCO must achieve the National Award for SEN Coordination within three years of appointment (6.89). *This applies to all mainstream schools, academies and free schools but not to 16 – 19 academies* * Take steps to ensure that children with medical conditions get the support required to meet those needs. (5.11 and 6.11) * Publish and update at least annually the SEN information report (6.79) * Publish their arrangements for admission for disabled children, the reasonable adjustments being made to prevent disabled children from being treated less favourably than others; the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access over time * Co-operate with the local authority in the Education, Health and Care plan review process (6.56) * Co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4) * Inform parents when they are making special educational provision for their child (6.43) | | | | | | YES | NO |
| **Outcome 1:**  **Providing high quality provision that meets the needs of children and young people with SEND** | | | | | | | | | |
|  | | | | | | **Consider the following questions for each section:**  *1. What do you have in place? 2. How well does it work? What difference does it*  *make?*  *3. How do you know? What evidence do you have to*  *support this view? 4. Next steps* | | | |
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| Emerging | | Expected | Exemplary | Evidence to support judgement | | | |
| 1. Use of effective differentiation is inconsistent across the school. 2. Senior leaders review the quality of teaching for all children and young people, with only limited evidence of a focus on children and young people with SEND. 3. The culture for learning is limited in its inclusivity. There is some understanding of the four broad areas of need. | | 1. High quality teaching is regularly differentiated, personalised and responsive to the views and experiences of children and young people with SEND. 2. 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. 3. The culture for learning is responsive to the needs of all children and young people. The inter-relationship between the four broad areas of need is fully understood by teachers and informs practice. | 1. High quality teaching is always differentiated, personalised and responsive to the views and experiences of children and young people with SEND and improves outcomes and progress. 2. 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. 3. The culture for learning is dynamic, reflective and responsive to the needs of all children and young people. It is informed by a consistently high level of understanding about the inter-relationship between the four broad areas of need and improves outcomes and progress. |  | | | |
| Emerging | | Expected | Exemplary | Evidence to support judgement | | | |
| 1. Children and young people with SEND and their families are usually included in the life of the school, including some extra-curricular activities. 2. There is limited evidence of joined-up provision within school, and from services beyond school, to meet the particular needs of children and young people with SEND, including those in specific circumstances. | | 1. Children and young people with SEND and their families are fullyincluded in the life of the school, including extra-curricular activities. 2. Joined-up provision within school, and from services beyond school, meets the particular needs of children and young people with SEND, including those in specific circumstances. It is clearly evidenced and effectively promotes educational achievement. | 1. Children and young people with SEND and their families are active partners in all aspects of school life, including extra-curricular activities. 2. Joined-up provision within school, and from services beyond school, meets the particular needs of children and young people with SEND, including those in specific circumstances. It is embedded, consistent and leads to improved outcomes and progress. |  | | | |
| Emerging | | Expected | Exemplary | Evidence to support judgement | | | |
| 1. The approach to identifying SEN at the earliest point lacks clarity and consistency. 2. The use of the graduated approach in the form of a four-part cycle is inconsistent. 3. Parent/carers are informed if their child is identified with SEN.   . | | 1. 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. 2. All school staff understand and use the graduated approach, in the form of a four-part cycle through which decisions and actions are made, revisited, refined and revised. 3. Parent/carers are consulted as part of the approach to the identification of SEN. | 1. 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. 2. The four-part cycle of the graduated approach demonstrates strong collaboration through which decisions and actions are made, revisited, refined and revised. 3. Parent/carers’ views are actively sought and used to embed choice and decision making as part of the approach to the identification of SEN. |  | | | |
| Emerging | | Expected | Exemplary | Evidence to support judgement | | | |
| 1. Barriers to learning are   recognised. SEN provision is in place, but delivered inconsistently.   1. Reasonable adjustments, to enable access to the curriculum and learning environments, are in evidence across parts of the school. 2. Parent/carers are informed when provision is put in place to remove barriers to learning and when reasonable adjustments are made. | | 1. Action is taken to remove barriers to learning at the earliest point. Effective SEN provision is put in place. 2. Reasonable adjustments are used effectively to ensure access to the curriculum and learning environment. 3. Parent/carers are consulted about any provision to be put in place to remove barriers to learning and when reasonable adjustments are required. | 1. Anticipatory and responsive action is taken to rapidly remove barriers to learning. High quality SEN provision is in place. 2. Reasonable adjustments are embedded in every aspect of school life. 3. Parent/carers’ views are actively sought and used to embed choice and decision making as part of the approach to removing barriers to learning or making reasonable adjustments. |  | | | |
| Emerging | | Expected | Exemplary | Evidence to support judgement | | | |
| 1. A current provision map is in place recording an overview of interventions. There is limited analysis and monitoring of outcomes. 2. The SENCO determines the development of SEND policy and provision. | | 1. All teachers are involved in provision mapping and management, and use it to monitor and analyse impact of provision on outcomes and progress.   m. The SENCO, working with  the SLT, and governing  body, determines the  development of SEND  policy and provision. | 1. Provision mapping and management is used strategically. It contributes to school improvement by identifying particular patterns of need and potential areas of development. The most effective approaches are adopted widely across the school and ensure good outcomes and progress. 2. The SENCO, working with the SLT and governing body, determines the strategic development of SEND policy and provision. |  | | | |
| Emerging | | Expected | Exemplary | Evidence to support judgement | | | |
| 1. Information about special educational provision and outcomes is recorded and linked to whole school systems in a limited way. 2. The SENCO plans some professional development to develop a basic awareness for all staff working regularly with children and young people with SEND. | | n. The effectiveness of special educational provision is evaluated by the SENCO, working with senior leaders,using a range of information normally available in school.    o. The SENCO, working with senior leaders, plans a comprehensive programme of professional development for all staff working regularly with children and young people with SEND, to ensure enhanced expertise is secured. | 1. A range of information normally available in school is evaluated rigorously by the SENCO, working with senior leaders, to ensure high quality provision resulting in good outcomes and progress. 2. The SENCO, working with senior leaders, strategically plans professional development for all staff working regularly with children and young people with SEND, to ensure enhanced expertise is secured. The impact of training is clearly measured and evidenced. |  | | | |
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| **Outcome 2:**  **Improving short and long term outcomes for children and young people with SEND** | | | | | |
|  | | | | | **Consider the following questions for each section:**  *1. What do you have in place? 2. How well does it work? What difference does it*  *make?*  *3. How do you know? What evidence do you have to*  *support this view? 4. Next steps* |
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| Emerging | Expected | Exemplary | Evidence to support judgement |
| 1. Teachers have an awareness of the needs of children and young people with SEND and there is some evidence of the use of differentiation to support them. 2. Some teachers take responsibility for the progress and development of children and young people with SEND. 3. Impact of support from teaching assistants or specialist staff is unclear. | 1. Teachers have a clear understanding of the needs of children and young people with SEND. They use and evaluate distinctive teaching approaches to engage, support and promote good outcomes and progress. 2. All teachers take responsibility and are accountable for the progress and development of children and young people with SEND. 3. Teachers take responsibility for the impact of support from teaching assistants or specialist staff. | 1. All staff have a very good understanding of the needs of children and young people with SEND. High expectations which inspire, motivate and challenge ensure good outcomes and progress. 2. All staff are responsible and accountable for the progress and development of children and young people with SEND. 3. Teachers maximise the impact of support from teaching assistants or specialist staff and can evidence the effectiveness on outcomes and progress. |  |
| Emerging | Expected | Exemplary | Evidence to support judgement |
| 1. 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. 2. There is some understanding of the graduated approach but its use across the school is inconsistent. 3. Feedback to teachers focused on improving teaching and learning for children and young people with SEND is ad hoc with limited evidence of impact. | 1. Outcomes and progress for children and young people with SEND are monitored and evaluated through a range of effective whole school systems and are clearly understood by children and young people and their families. 2. There is clarity between teachers of how the graduated approach   promotes good outcomes and progress. Opportunities to make decisions with children and young people and their families are included.   1. Effective feedback, provided to teachers over time, improves teaching and learning for children and young people with SEND. | 1. Outcomes and progress for children and young people with SEND are robustly monitored, evaluated and shared widely through a range of channels that are both accessible and effective. 2. A fully embedded graduated approach demonstrating active participation of teachers, children and young people and their families leads to good progress and outcomes.      1. A continuous cycle of effective feedback, collaborative working and solution-focused activities improve teaching and learning for children and young people with SEND. |  |
| Emerging | Expected | Exemplary | Evidence to support judgement |
| 1. Teachers have some awareness of how to reduce anxiety and promote good mental health, but this requires further development for children and young people with SEND. | 1. All teachers have an enhanced understanding of how to reduce anxiety and promote good mental health for children and young people with SEND and there is evidence of impact. | 1. Knowledge and understanding of how to reduce anxiety and promote good mental health for children and young people is embedded and applied appropriately by all staff and makes a positive difference to children and young people with SEND. |  |
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| 1. There is some provision in place for listening to the views of children and young people with SEND but this is applied inconsistently with little evidence of how this informs practice. 2. Some teachers understand the heightened risk for children and young people with SEND in regard to bullying. There is little evidence of how this knowledge is used across the school to safeguard children. | 1. There are a range of person-centred approaches in place for listening and responding to the views of children and young people with SEND.      1. 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. | 1. 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. 2. 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. |  |
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| **Outcome 3:**  **Communicating sensitively, appropriately and effectively with parents, children and young people with SEND. Engendering trust, confidence, respect and a constructive partnership working.** | | | | | |
|  | | | | | **Consider the following questions for each section:**  *1. What do you have in place? 2. How well does it work? What difference does it*  *make?*  *3. How do you know? What evidence do you have to*  *support this view? 4. Next steps* |
|  |  |  |  |  |  |
| Emerging | Expected | Exemplary | Evidence to support judgement |
| 1. Children and young people, and their families, have limited participation in decision making and co-ownership of desired outcomes. 2. There are inconsistent notes from meetings or insufficient focus on how desired outcomes can be achieved. | 1. Teachers ensure that children and young people, and their families, participate in decision making and have a sense of co-ownership of desired outcomes. 2. 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. | 1. All staff ensure children and young people, and their families, are informed and well supported in understanding choices. This enables them to participate in decision making and have co-ownership of desired outcomes. 2. Records from meetings are jointly developed, agreed and shared with children and young people with SEND, their families and appropriate school staff. |  |
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| 1. Whole school systems to meet with parent/carers are in place but there is no adjustment for families of children with SEND. 2. 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 | 1. There are arrangements to meet with parent/carers at least three times each year, allowing sufficient time to explore the views of children and young people with SEND and their families and to plan effectively. Discussions are led by a teacher with good knowledge and understanding of the pupil and who is aware of their needs and attainment.   d. There are effective  opportunities to capture and  explore the level of parental  confidence about the  school’s provision and  practice for children and  young people with SEND.  These are  understood and used by  teachers across the school. | 1. Arrangements are made to meet with parent/carers at least three times each year, allowing sufficient time to explore the views of children and young people with SEND and their families. This is promoted and evaluated. All teachers are supported and trained to manage these conversations as part of professional development. 2. The opportunities to capture and explore the level of parental confidence about the school’s provision and practice for children and young people with SEND are consistently applied across the school and gathered, analysed and used to inform developments in practice. |  |
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| **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** | | | | | |
|  | | | | | **Consider the following questions for each section:**  *1. What do you have in place? 2. How well does it work? What difference does it*  *make?*  *3. How do you know? What evidence do you have to*  *support this view? 4. Next steps* |
|  |  |  |  |  |  |
| Emerging | Expected | Exemplary | Evidence to support judgement |
| 1. There is inconsistent knowledge by leaders and governors of how resources, including funding, are used to improve outcomes and progress for children and young people with SEND. 2. The school has a provision map. | 1. Leaders and governors regularly review how expertise and resources are used to improve outcomes and progress for children and young people with SEND and improve the quality of whole-school provision. 2. Provision management is used to evaluate the impact of provision on outcomes and progress. Provision management contributes to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. | 1. Leaders and governors regularly review and evaluate how expertise and resources are used to improve outcomes and progress for children and young people with SEND and improve the quality of whole-school provision. Value for money principles form a central part of discussions. 2. Provision management systematically and consistently demonstrates the impact of provision on outcomes and progress. Provision management is central to school improvement and value for money principles are in place. |  |
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| 1. It is unclear how the school uses its delegated budget and other resources for SEND to improve outcomes and progress. | 1. The school’s delegated budget and other resources are used efficiently and effectively to promote good outcomes and progress. | 1. 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. |  |
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| Actions | | | | | |

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| **Outcome 5:**  **Working proactively and collaboratively to improve provision** | | | | | |
|  | | | | | **Consider the following questions for each section:**  *1. What do you have in place? 2. How well does it work? What difference does it*  *make?*  *3. How do you know? What evidence do you have to*  *support this view? 4. Next steps* |
|  |  |  |  |  |  |
| Emerging | Expected | Exemplary | Evidence to support judgement |
| 1. There is a limited knowledge of services available from education, health, social care and voluntary services for children and young people with SEND. | 1. 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. | 1. 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 |  |
| Emerging | Expected | Exemplary | Evidence to support judgement |
| 1. Systems for transitions within school, between schools and in preparation for adulthood are limited. There is a lack of evidence of person-centred approaches. | 1. Systems for transitions within school, 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. | b. 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. |  |
| Emerging | Expected | Exemplary | Evidence to support judgement |
| 1. 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. | c. The SEN information report is published on the website, updated annually and made increasingly accessible to children and young people and their families through well-embedded co-production. Teachers are aware of its content. | c. The SEN information report is published on the website, updated annually and made increasingly accessible to children and young people and their families through well-embedded co-production. All staff are knowledgeable about its content and this is reflected in consistent practices across the school. |  |
| Notes | | | | | |
| Actions | | | | | |

**Action Plan**

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| **Target - the overarching aim: (What do we want to achieve?)** | **Actions:**  **(What actions need to be taken to achieve the overarching aim?)** | **Person/s responsible:** | **Resources required: (Time, cost, materials, etc.)** | **Evaluation - evidence of success and impact:** | **Date completed:** |
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