



# SEND Diagnostic Review Overview



Alliance  
for Learning

## SEND Diagnostic Review Overview

### **For mainstream primary and secondary schools and academies**

The SEND Diagnostic Review is a tool for schools and academies wishing to undertake a rigorous partnership review to further develop their SEND provision. The audit tool includes an in-depth analysis of the achievement and outcomes for SEND pupils, personal development, behaviour and welfare, the effectiveness of leadership and management, the quality of teaching, learning and assessment. The review can also focus on additional issues selected by the school or academy such as the attendance of pupils with SEND and the effectiveness of TA support.

By the end of the process the school or academy will have effectively identified clear strengths and areas for further development within their SEND provision which will then inform other aspects of school self-evaluation.

The review will be brokered and organised by the Head of Teaching School/BFET Co-Principal and then implemented by senior leaders/SEND SLEs from Melland High School which is a designated National Support and is commissioned by Manchester LA to provide SEND support to other high schools. Melland High School is a strategic partner in the Alliance for Learning and part of Bright Futures Educational Trust.

### **Programme Structure**

The review usually takes place over two days and usually includes agreed paired activities with SLT members and SENCOs from the commissioning school or academy. These review activities may include whole school learning walks, lesson observations, individual pupil tracking and progress analysis in addition to face-to-face interviews with relevant staff, governors, pupils, parent/carers and multi-agency representatives. Following the review the SEND team create a detailed evaluative report highlighting the school or academies' strengths and areas for development. There will always be the opportunity for follow up additional support for SEND school improvement priorities and potential action plans setting out clear and precise objectives following the review.

### **Commitment and Collaboration**

The SEND Diagnostic Review is firmly rooted in the ethos of collaboration between schools / academies in order to achieve its aim of significantly improving outcomes for pupils with SEND. It requires clear commitment in terms of time and staffing from the participating school or academy and the involvement of senior leaders in the review process itself.



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Feedback from previous Reviews has been extremely positive;

*“The partnership with Melland High School has impressively assisted us in extending our strategic leadership roles and responsibilities to enable us to share responsibility for moving our significant SEND agenda forward”* Secondary School Principal

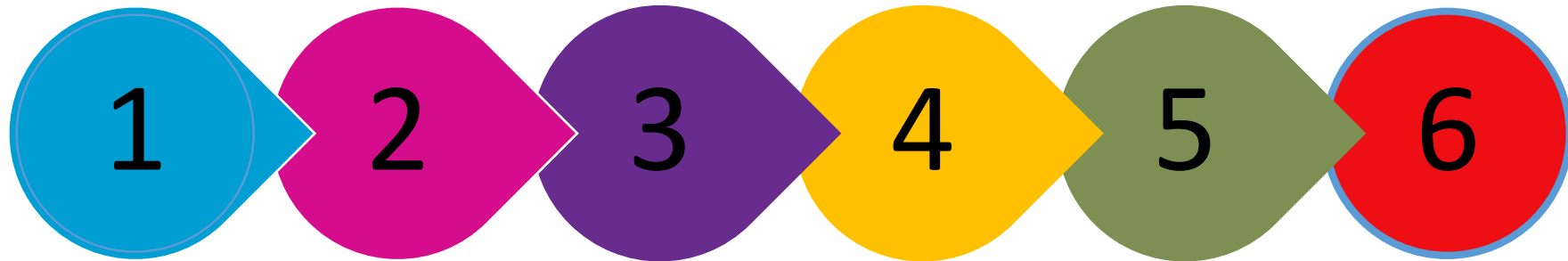
*“I thought the whole process was very professional....we are looking forward to the “what next” part of the audit and the action planning stage. A great experience which will be of significant use for SEND provision”* Primary Academy Executive Principal

*“The support from the Alliance for Learning SEND SLEs allowed our school to move from ‘good’ to ‘outstanding’. The Melland team were really approachable.”* Special School Headteacher



# SEND Diagnostic Review Overview

## Six Stage Process



### IDENTIFICATION

Request for a review is made

### SELF-EVALUATION

School completes a brief self-evaluation of current provision

### PREPARATION

The reviewer requests preparatory information, analyses relevant data and confirms programme

### SCHOOL VISIT

The reviewer visits the schools, conducts the Review, collects evidence and delivers verbal Feedback

### REPORTING

The reviewer submits a written report within a timescale agreed with the school

### FOLLOW-UP

The school may agree follow-up visits and support



# 1

## IDENTIFYING SCHOOLS FOR A REVIEW

### When should schools commission a review?

Reviews can be commissioned for a variety of reasons including:

- Raising attainment and improving progress
- Improving the quality of provision for pupils with SEND
- To support effective implementation of the SEND reforms
- Reviewing the quality of inclusive practice at a school
- Increasing attendance and reducing exclusions for pupils with SEND
- Gaining a better understanding of the well-being of pupils with additional needs
- Identifying SEND as an area for development through self-evaluation
- Wanting a fresh perspective on provision from an experienced system leader
- Significant change in the demographic of the SEND population in the school
- A change in leadership and management at the school
- External validation of a school's evaluation of its SEND provision

### Who recommends that a SEND review should take place?

A review might be recommended as a result of a peer review process or it can be requested by a number of stakeholder bodies which include:

- A school, including the governing body
- Further Education Colleges
- Independent providers
- Regional Schools Commissioners
- A school's local authority
- A Teaching School Alliance
- An organisation involved in running the school such as a Trust or Diocese.



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### SELF EVALUATION

A school should take the opportunity to self-evaluate its SEND provision before the review takes place. This can provide useful information to the reviewer and also help the school to focus on what it does well and areas for development. Completing a self-evaluation is therefore a useful way for the school to make the most of their review. This should take into account the context of whole school improvement priorities.

It is recommended that the SENCO and a member of the senior leadership team complete this brief self-evaluation together and then forward to the reviewer before they arrive on-site.



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## PREPARATION

Taking time to collect a range of evidence before the review can provide invaluable information for the reviewer. Reviewers often spend at least a half-day in preparation prior to visiting the school. This can help to identify a particular focus as well as areas of strength and weakness. It is helpful to agree a programme and timetable in advance so that the right people are available on the day the review takes place.

Useful information for reviewers might include:

- The SEND information report and school website
- The school's Ofsted report
- Externally validated data such as RAISEOnline
- Current progress data, including pre/post intervention data
- The school Self-Evaluation Form
- SEND development plan
- A provision map
- An outline of roles and responsibilities within the SEND team
- External reviews or reports
- Statutory policies relating to SEND
- Comparative data for SEND students on attendance, fixed-term exclusions, permanent exclusions and internal isolation against the school, local authority, regional and national benchmarks
- Use of alternative/off-site provision for SEND students and assessment of its effectiveness
- Policy and practice for deployment of teaching assistants – induction and training of same
- Exemplar pupil passports or similar
- CPD programme for staff relating to SEND



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## SCHOOL VISIT

During the school visit, reviewers will follow a programme (agreed between the reviewer and the school) that may include gathering the views of a range of stakeholders including:

- Headteacher
- Senior lead for SEND
- Parents/carers
- Pupils
- SEND governor/Chair of governors
- Subject leaders
- Classroom teachers
- Teaching assistants
- Pastoral staff
- Specialist teachers, for example a speech and language therapist in a resource base for pupils with a specific need

Reviewers may also find it helpful to gather evidence in a variety of ways including:

- Lesson observation
- Observation of intervention sessions for pupils with SEND
- Assessment systems of all pupils including those with SEND
- A tour of the school/learning walk
- Paperwork scrutiny
- Learning walks
- Work scrutiny/evidence of learning for SEND pupils
- Observation of unstructured activities such as breaktime and lunchtime clubs
- Observation of alternative/off-site provision
- Review Access to Learning Plans/case studies

The school visit/self-evaluation template can provide reviewers with a useful framework that can build on the school's self-evaluation.





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### REPORTING

Reviewers are expected to produce a written report for schools, within an agreed timescale. The report should provide a summary of the strengths and areas for development, and a series of evidence-informed recommendations for improving the quality of provision for pupils with SEND. The report will give a summary on the context of the school. This might include the size of the school, levels of exclusion and attendance for pupils with SEND, the percentage of pupils on the SEND register and those that are eligible for the pupil premium. It may be helpful for reviewers to provide some reference to national statistics on special educational needs.



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### FOLLOW UP

Many schools have found it helpful to ask the reviewer to return after an agreed period of time to review progress with the recommendations (costs of follow up visits should be agreed between the reviewer and the school). Schools can also agree packages of support with their reviewer, or the reviewer may be able to direct schools to practitioners or organisations who can provide ongoing support. These regular visits can often help the school to maintain focus on the recommendations.



## SEND Diagnostic Review Overview

### Template 1: School Visit/Self-Evaluation Template

AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>The quality of teaching and learning for pupils with SEND</b>	<ul style="list-style-type: none"> <li>- Senior and middle leaders with responsibility for SEND work closely alongside class teachers to support differentiation and curriculum development. They are involved in reviewing and helping teachers improve the quality of teaching for all pupils.</li> <li>- Teachers have a clear understanding of pupil need and personalised strategies are informed by parent and carer partnership. These are consistently applied throughout the school.</li> <li>- The individual needs of pupils are communicated effectively to all staff.</li> <li>- Teachers use assessment information to plan and differentiate lessons effectively. This includes setting homework that is matched to pupils' individual needs.</li> <li>- Evidence from observations shows the teaching of interventions is considered to be consistently good or better.</li> <li>- Outcomes from interventions are integrated into classroom teaching and teachers capitalise on learning from interventions in whole-class and small group teaching.</li> </ul>		
<b>Working with pupils and parents/carers of pupils with SEND</b>	<ul style="list-style-type: none"> <li>- The SEND information report provides a comprehensive summary of provision at the school.</li> <li>- Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.</li> <li>- The school and parents work in partnership to achieve genuine co-production, for example parent/ carer forums and workshops, and structured conversations for pupils with SEND with EHC plans.</li> <li>- Pupils with SEND speak highly of the support they receive. Where appropriate, they are able to articulate how the support they have had from the school has made a real difference.</li> <li>- There are opportunities for pupils with SEND to become involved in pupil voice. For example pupils with SEND are represented on the school council.</li> <li>- Pupils with SEND are involved in wrap-around activities; they are supported through a variety of enrichment activities, lunchtime clubs and out of hours support.</li> <li>- Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (IASS).</li> </ul>		
<b>Assessment and identification</b>	<ul style="list-style-type: none"> <li>- Comprehensive assessment supports accurate identification of need and informs classroom practice.</li> <li>- The effectiveness of classroom teaching is taken into account before assuming a pupil has SEND.</li> <li>- The school scrutinises behaviour, exclusion and attendance data to ensure additional learning needs are not missed.</li> <li>- The SEND register is accurate and reviewed at least termly.</li> <li>- Parents and carers are fully involved in discussions with the school on identification and assessment.</li> </ul>		



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<p><b>Monitoring, tracking and evaluation</b></p>	<ul style="list-style-type: none"> <li>- Pupils with SEND have personalised plans that are reviewed with parents and carers at least termly.</li> <li>- Interventions follow a cycle of Assess, Plan, Do, Review.</li> <li>- Interventions are rigorously evaluated. Adjustment to the provision is then made accordingly.</li> <li>- The school has a good understanding of how pupils with SEND achieve with individual teachers and across subjects.</li> <li>- The SENCO uses externally validated data such as RAISEOnline to inform the planning of interventions.</li> </ul>		
<p><b>The efficient use of resources</b></p>	<ul style="list-style-type: none"> <li>- SEND has a high profile in staff continued professional development and learning.</li> <li>- Staff engage in high quality continued professional development and learning to support improved pupil outcomes.</li> <li>- Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality continued professional development and learning. This is linked to the school development plan and wider aims regarding pupil achievement and outcomes.</li> <li>- Deployment decisions in relation to teaching assistants and support staff are routinely reviewed and evaluated for impact.</li> <li>- There is a graduated approach to interventions. Class, group and individual support is balanced appropriately.</li> <li>- Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.</li> <li>- Interventions and support resources are coordinated and deployed effectively and strategically. Systems are in place to support this process, for example, through the use of a provision map.</li> <li>- Highly effective administrative support allows staff with responsibility for SEND to work strategically.</li> </ul>		
<p><b>The quality of SEND provision</b></p>	<ul style="list-style-type: none"> <li>- The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils with SEND have their statutory needs met.</li> <li>- Outside agency support is engaged appropriately and utilised effectively.</li> <li>- The school has developed a holistic approach to SEND and provision is responsive to the needs, development and well-being of all pupils.</li> <li>- The school has a high degree of expertise in SEND; it is aware of its strengths and areas for developing further.</li> <li>- The school is outward facing and engages critically with developments in practice.</li> </ul>		



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### Template 2 – Special School, PRU, AP, ARP, School Visit/Self-Evaluation Template

Context of the school/setting, for example number of pupils attending the provision, profile of pupils, staffing

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AREA OF FOCUS	SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT
<b>Outcomes for pupils with SEND</b>	<ul style="list-style-type: none"> <li>- From their different starting points, and considering their individual academic and non-academic needs, pupils make expected progress and both internal and national data sets are used to evidence this.</li> <li>- School systems promote parent/carer contributions to maximise outcomes for pupils with SEND.</li> <li>- Progress for pupils, across year groups and with differing SEND needs, is consistently strong, with evidence available through analysis of both internal and national data sets.</li> <li>- School records indicate that regular moderation takes place, both internally and with local and/or national partners.</li> <li>- The school is engaging with a range of methodologies for preparing pupils for the next stage in their education, training, employment, and independent life.</li> <li>- School records indicate that types, rates and patterns of bullying show that it is not a concern for any specific groups of pupils; the school's actions to prevent and tackle all forms of bullying and harassment are said to be effective.</li> </ul>		
<b>Leadership of SEND</b>	<ul style="list-style-type: none"> <li>- The school has a clear vision for the education of all pupils on its roll.</li> <li>- The school has a culture of high aspirations for all pupils irrespective of the complexity of need.</li> <li>- School leaders have created a culture and ethos that actively welcomes and engages parents/carers of pupils with SEND.</li> <li>- The school critically analyses its ability to meet the needs of all pupils equally.</li> <li>- The school has implemented the expectations of the Equality Act and SEND legislations, and advocates on behalf of the school population by informing locality provision such as the Local Offer.</li> <li>- Governors hold the school to account in order to have a positive impact on the outcomes for all pupils.</li> <li>- There is a clear strategic plan for the relationship between education and therapeutic provision.</li> </ul>		
<b>The quality of teaching and learning for pupils with SEND</b>	<ul style="list-style-type: none"> <li>-</li> <li>- Senior and middle leaders work closely alongside class teachers to support differentiation and curriculum development. The quality of teaching is reviewed in regular cycles.</li> <li>- Staff have a clear understanding of pupil need and personalised strategies are informed by parent/carer partnership. These are consistently applied throughout the school.</li> <li>- Effective teaching strategies, including setting homework where appropriate, are well matched to pupils'</li> </ul>		

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	<ul style="list-style-type: none"> <li>- individual needs.</li> <li>- Evidence from observations shows the teaching of all pupils is considered to be consistently good or better.</li> <li>- There are effective systems in place for supporting the transition of pupils between classes, phases and beyond the school.</li> <li>- There is a comprehensive, whole school CPDL (Continued Professional Development and Learning) programme.</li> </ul>		
<b>Working with pupils and parents/carers of pupils with SEND</b>	<ul style="list-style-type: none"> <li>- The SEND information report provides a comprehensive summary of provision at the school.</li> <li>- The school recognises the role pupils, parents, carers, and advocates have in co-production and can demonstrate this.</li> <li>- Systems are in place to allow parents and carers to meaningfully contribute to shaping the quality of support and provision.</li> <li>- The school asks for feedback from parents and carers on the quality of support and provision.</li> <li>- Pupils are provided with the opportunity to express their views on the education they receive in a meaningful way through appropriate communication methods.</li> <li>- Pupils representing the full range of SEND within the school become involved in pupil voice, both within and beyond the school.</li> <li>- Pupils have access to an equitable offer of meaningful enrichment activities, lunchtime clubs, and wraparound activities.</li> <li>- Pupils, parents and carers are made aware of local and national services that provide impartial advice and support such as the SEND Information, Advice and Support Service (IASS).</li> </ul>		
<b>Assessment and identification</b>	<ul style="list-style-type: none"> <li>- Comprehensive assessment supports accurate identification of need and informs classroom practice.</li> <li>- The school scrutinises behaviour, exclusion and attendance data to ensure all needs are addressed effectively.</li> <li>- Parents and carers are fully involved in discussions with the school on identification and assessment.</li> </ul>		
<b>Monitoring, tracking and evaluation</b>	<ul style="list-style-type: none"> <li>- Pupils have personalised plans that are reviewed with parents and carers at least termly.</li> <li>- Classroom practice is rigorously evaluated. Adjustment to the nature of the provision is only made when based on carefully considered evidence.</li> <li>- Teachers and leaders have a good understanding of how pupils with SEND achieve with individual teachers and across subjects, irrespective of the complexity of need.</li> <li>- The school uses externally validated data to inform school improvement.</li> </ul>		
<b>The efficient use of resources</b>	<ul style="list-style-type: none"> <li>- Teachers engage in high quality continued professional development and learning to support improved pupil progress and outcomes.</li> <li>- Teaching assistants receive professional reviews. Teaching assistants and support staff receive regular and high quality continued professional development and learning.</li> <li>- Interventions are evidence informed and coordinated effectively to ensure a cycle of review measures the priority being addressed.</li> <li>- School provision is efficiently resourced based on the cohorts of SEND. An informed process is in place to introduce new approaches or resources which promote meaningful provision developments.</li> </ul>		
<b>The quality of SEND provision</b>	<ul style="list-style-type: none"> <li>- The school is appropriately staffed and resourced in order to ensure high quality provision and that pupils have their statutory needs met.</li> <li>- Multi-agency support is engaged appropriately and utilised effectively.</li> <li>- The school has developed a broad range of balanced provision and pupils can access a wide range of support.</li> <li>- The school has a high degree of expertise; it is aware of its strengths and areas for developing further.</li> <li>- The school is outward facing and engages critically with developments in practice.</li> </ul>		

# Template 3 – Reporting Template

Context of the school including key SEND statistics, for example % of pupils with SEND, % of pupils with an EHCP

FOCUS	STRENGTHS	AREAS FOR DEVELOPMENT	RECOMMENDATIONS
Outcomes			
Leadership			
The quality of teaching and learning for pupils with SEND			
Working with pupils and parents			
Assessment and identification			
Monitoring, tracking and evaluation			
Efficient use of resources			
The quality of SEND provision			

<p>What is the vision for SEND provision at the end of the review process? What will have improved?</p>	
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## SEND Diagnostic Review Overview

### Template 4 - Follow-up Visit Template

REVIEWER:	SUPPORT SCHOOL:	DATE:
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Summary of visit	
Action points for the school	
Action points for the reviewer	
What is the vision for SEND provision at the end of the visit? What will have improved?	
Date of next visit	