

## Self-Evaluation Subject Profile

**Curriculum Area - SEN**

**Evaluation Area - The Statutory Basis**

<b>Descriptor</b>	<b>W</b>	<b>A</b>	<b>G</b>	<b>E</b>
Have regard to the <b>Code of Practice</b> in; - <ul style="list-style-type: none"> <li>• implementing <b>procedures</b></li> <li>• planning <b>provision</b> for pupils with SEN</li> </ul>				
<b>Publish</b> information on the school's <b>SEN policy</b>				
<b>Report to parents</b> annually on the <b>implementation of the policy</b>				
The <b>Governing Body</b> must: - <ul style="list-style-type: none"> <li>• Determine the school's general <b>policy &amp; approach</b> to SEN in co-operation with the HT</li> <li>• Ensure that teachers are aware of the importance of <b>identifying and providing for pupils with SEN</b></li> <li>• Include <b>information</b> re. the success of the SEN policy / any significant changes in it / any consultation with the LEA &amp; other schools / details of SEN resources</li> <li>• Designate either the HT or a governor as the '<b>responsible person</b>' to oversee SEN provision in the school (the GB may also appoint a committee to monitor overall SEN policy &amp; provision)</li> </ul>				

W = weak  
A = acceptable  
G = good  
E = excellent

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**Curriculum Area - SEN**

**Evaluation Area - Standards**

Descriptor	W	A	G	E
<b>Most / many pupils: -</b>				
Pupils achieve the <b>best possible standards</b> given their circumstances				
Achievements in lessons <b>match given assessments</b> of pupil capabilities				
Standards <b>match objectives &amp; targets</b> within pupils' IEPs				
Standards <b>match the teacher's knowledge</b> of pupils' capabilities				
<b>Improvements can be observed</b> compared to pupils' previous work				
Pupils <b>contribute toward evaluating</b> their work & progress				
Progress is observable / demonstrable in; - <ul style="list-style-type: none"> <li>• <b>knowledge</b></li> <li>• <b>understanding</b></li> <li>• <b>skills</b></li> </ul>				
Pupils are able to <b>apply their knowledge &amp; skills</b> in new situations				
Pupils are able to <b>choose suitable resources</b> for their needs				
<b>Key Skills: -</b> Pupils make appropriate & measurable progress in: - <ul style="list-style-type: none"> <li>• <b>Speaking</b></li> <li>• <b>Listening</b></li> <li>• <b>Reading</b></li> <li>• <b>Writing</b></li> <li>• <b>ICT</b></li> </ul>				
<b>Key Skills: -</b> Pupils' Key Skills allow them to effectively <b>access and progress</b> within the <b>wider curriculum</b> i.e. are pupils able to access a broad & balanced curriculum				

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## Self-Evaluation Subject Profile

**Curriculum Area - SEN**

**Evaluation Area - Teaching**

Descriptor	W	A	G	E
Allows pupils to make best possible <b>progress</b> in all curriculum areas				
Takes account of the nature & severity of pupils' needs without underestimating their <b>intellectual capabilities</b>				
IEPs ; - <ul style="list-style-type: none"> <li>• Match individual pupils' <b>needs</b></li> <li>• Contain suitable <b>targets</b></li> <li>• <b>Integrated</b> into work of the class</li> </ul>				
Work is matched to lesson's <b>aims &amp; objectives</b> & relevant to all pupils' needs				
Work is <b>differentiated &amp; matched</b> to pupils at different stages in Code of Practice				
<b>Assessment (&amp; other professional) information</b> is used effectively				
<b>Teaching methods / strategies</b> are varied, appropriate & effective				
Pupils in class are <b>positioned</b> to understand, respond & participate effectively				
Classroom strategies maintain pupils' <b>attention and promote good behaviour</b>				
Additional <b>aids / equipment</b> is sufficient and used effectively				
<b>Teacher – pupil</b> interactions / relationships are positive				
<b>Support staff</b> are deployed effectively				
<b>Support staff promote</b> development of pupils' independent learning skills				
Class or subject teachers are suitably developed & supported in taking <b>early preventative action</b> (School Action)				
Pupils' <b>literacy &amp; numeracy skills</b> are given close attention				

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**Curriculum Area - SEN**

**Evaluation Area - Assessment, Recording & Reporting**

Descriptor	W	A	G	E
There are clear, <b>regular assessment procedures</b> to identify difficulties & appropriate responses				
<b>Planned &amp; sequential approach</b> to identification & assessment				
Maximum use is made of all <b>available information</b> (both internal & external to the school)				
Assessments methods are appropriate for a <b>wide range of abilities &amp; SEN</b>				
Pupils' need are accurately <b>identified</b>				
Pupils' needs are identified at an <b>early stage</b>				
Teaching and / or additional / specialist support effectively address <b>individual needs</b>				
SEN information is disseminated to staff				
The school's <b>SEN register</b> ; - <ul style="list-style-type: none"> <li>• is up-to-date</li> <li>• provides a picture of provision for individuals / the school</li> <li>• is able to detect trends &amp; patterns</li> <li>• used to analyse aspects of provision</li> </ul>				
<b>Positive comments</b> are made regarding pupils' work				
Clear guidance is provided on how pupils' <b>work may be improved</b>				
Takes account of <b>special arrangements</b> for NC tests / public examinations				
Pupils' progress is <b>monitored against set targets</b>				
SEN records parallel whole school policy on record keeping & there is <b>co-ordination</b> of SEN & mainstream class records				
Assessment helps teachers to <b>evaluate their own input</b>				
For early years, there are links to <b>Desirable Outcomes</b> statements				
For pupils <b>below level 1</b> , small steps of progress are indicated				
<b>For KS4</b> , the outcomes are compared / measured against externally accredited qualifications				

