



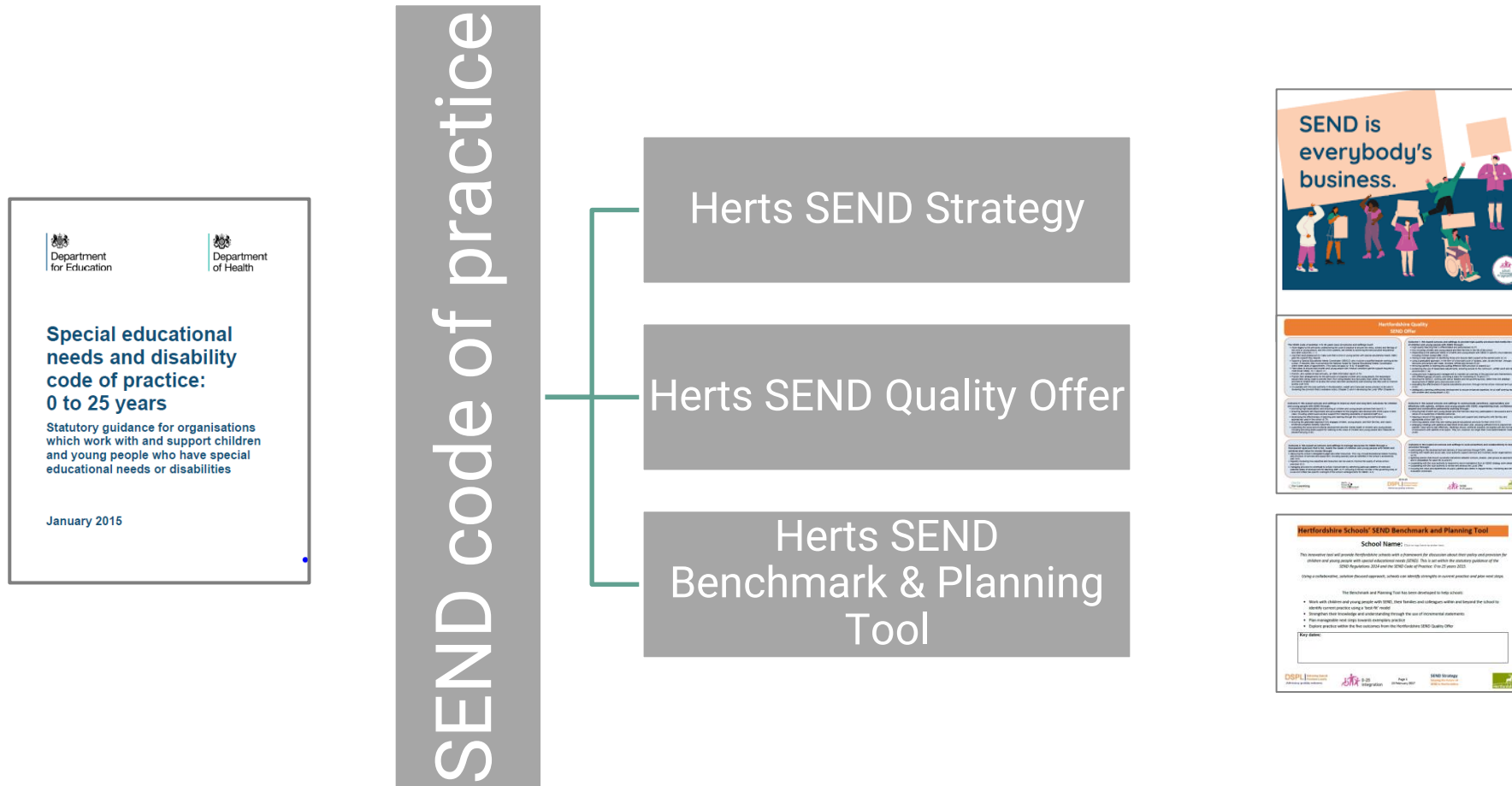
An introduction to ... Hertfordshire's SEND Benchmark & Planning Tool

Louise Barrell

Aims for the session

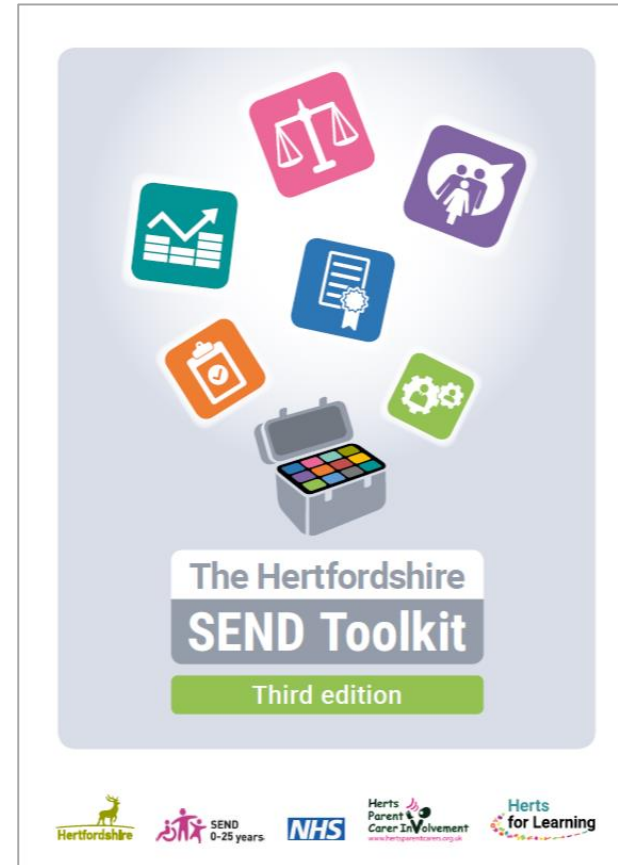
- Putting Hertfordshire's SEND Benchmark & Planning Tool (SEND B&PT) in to context
- Introducing the self-evaluation process
- Exploring how the incremental statements provide a clear structure for identifying manageable next steps and celebrating success

The Hertfordshire context



The Hertfordshire SEND Toolkit

Freely available to
all schools and
settings



Setting the Scene: Hertfordshire

Hertfordshire Quality SEND Offer

The SEND code of practice (2014) sets all schools and settings out:

- how regard to the principles underpinning the code of practice to ensure the needs, wishes and feelings of the child or young person, and the child's parents, are central to securing the best possible educational and other outcomes (1.5)
- Use their best endeavours to make sure that a child with special educational needs gets the support they require
- Appoint a Special Educational Needs Coordinator who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Co-ordination within three years of appointment. (This time may apply to 18 to 24 months)
- Take steps to ensure that children with mental conditions get the support required to meet their needs (8.7) and (11.1)
- Publish and update at least annually the SEND information report (8.7)
- Publish their arrangements for admission for disabled children, the reasonable adjustments being made to prevent disabled pupils from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and that reasonably plain showing how they plan to improve access over time
- Co-operate with the local authority in the Education, Health and Care needs assessment (8.9) and in reviewing the provision that a child needs locally (Chapter 10) and in developing the Local Offer (Chapter 4)

Outcome 1: We expect schools and settings to provide high quality provision (at least) for the needs of children and young people with SEND through:

- high-quality teaching that is differentiated and personalised (3.22)
- fully including children and young people and their families at the life of the school or setting
- responding to the particular needs of children and young people with SEND in specific circumstances, including children looked after (10.15)
- having a clear approach to identifying those who require SEN support at the earliest point (3.14)
- using a graduated approach, in the form of a four-part cycle of assess, plan, do and review, through which teachers and adults can make, monitor, adjust and review (3.46)
- removing barriers to learning, and putting effective SEN provision in place (4.6)
- enhancing the use of reasonable adjustments, ensuring access to the curriculum, wider social and learning environment (3.33)
- using person-centred mapping and management to maintain an overview of the programmes and interventions used with different groups of pupils, providing a basis for monitoring (3.75 and 3.77)
- working in the context of, working with senior leaders and the governing body, to develop the strategic development of SEN policy and provision (3.27)
- evaluating the effectiveness of special educational provision, through normal school improvement systems (4.40)
- strategically planning professional development to ensure in-school expertise, for all staff working regularly with children and young people (3.30)

Outcome 2: We expect schools and settings to communicate sensitively, appropriately and effectively with parents, children and young people with SEND, engaging them, confidently, respectfully and constructively partnership working through:

- ensuring that children and young people and their parents have fully participated in discussions and have a sense of ownership of shared outcomes
- meeting a third of the agreed outcomes, actions and support and sharing this with families and appropriate external staff (3.74)
- informing parents when they are making special educational provision for their child (3.43)
- holding meetings with parents at least three times each year, allowing sufficient time to involve the parent, share and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of consultation with parents of all pupils. They will, therefore, be longer than most parent-teacher meetings (3.62)

Outcome 3: We expect all schools and settings to work proactively and collaboratively to improve provision through:

- participating in the development and delivery of local services through COPs, groups
- working with health and social care, local authority support services and voluntary sector organisations (3.70)
- agreeing actions that ensure successful transitions between schools, phases, year groups (4.4) appropriate (3.43)
- collaborating with the local authority to develop the necessary evidence base for SEND strategy work across (3.21) (3.76)
- collaborating with the local authority to review and refine the Local Offer
- regular review, monitoring and evaluation, including the views experiences and involvement of pupils.

Outcome 4: We expect schools and settings to improve short and long-term outcomes for children and young people with SEND through:

- promoting high expectations and ensuring all children and young people achieve their best (3.1)
- ensuring teachers are responsible and accountable for the progress and development of the pupils in their classes, including where pupils access support from learning assistants or specialist staff (3.6)
- measuring the effectiveness of the teaching and learning through self-evaluation and evaluation appropriate outside the school (3.74)
- building on the effective provision already engaged with parents, children and young people, and clearly outlining the programme of improvement
- supporting the emotional, mental and social development of children and young people, including providing staff support for learning, to the needs of children and young people and measures to prevent bullying (3.55)
- through planning and preparation for the transitions between phases in education and preparation for adult life (3.27)

Outcome 5: We expect all schools and settings to manage 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 through:

- identifying the schools' designated budget and other resources. This may include Educational Needs Funding, any provision of services and equipment, including voluntary staff as identified in the school's accessibility plan (3.8)
- regularly reviewing how capital and resources can be used to improve the quality of whole-school provision (3.42)
- developing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff (3.77) ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEN and disability (3.3)

DSPL
DASHLEY SPECIALIST PRACTICE
LONDON

SEND Strategy
0.22 pages

SEND Strategy
Making the Most of
What's in the Offer

SEND Strategy
Making the Most of
What's in the Offer

Hertfordshire SEND Quality Offer

The SEND code of practice: 0 to 25 years says all schools and settings 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. (1.11)
- Use their best endeavours to make sure that a child or young person with special educational needs (SEN) gets the support they require.
- Appoint a Special Educational Needs Coordinator (SENCO) who must be a qualified teacher working at the school. If required, they must achieve the National Award for Special Educational Needs Coordination within three years of appointment. (This does not apply to 16 to 19 academies)
- Take steps to ensure that children and young people with medical conditions get the support required to meet those needs. (5.11 and 6.11)
- Publish, and update at least annually, an SEN information report (8.79)
- Publish their arrangements for the admission of disabled children and young people, the reasonable adjustments being made to prevent them from being treated less favourably than others; the facilities provided to enable them to access the school 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 (8.56) and in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4)

Outcome 1: We expect schools and settings to provide high-quality provision that meets the needs of children and young people with SEND through:

- High-quality teaching that is differentiated and personalised (6.37)
- fully including children and young people and their families in life with SEND in specific circumstances, including children with SEND at the earliest point (6.14)
- responding to the particular needs of children and young people with SEND in specific circumstances, including children with SEND after (10.5)
- having a clear approach to identifying those who require SEN support at the earliest point (6.14)
- using a graduated approach, in the form of a four-part cycle of assess, plan, do and review, with a graduated approach, in the form of a four-part cycle of assess, plan, do and review, (6.44)
- through which decisions and actions are made, reviewed, refined and placed (4.4)
- removing barriers to learning and putting effective SEN provision in place (6.87)
- removing barriers to learning and putting effective SEN provision in place (6.87)
- evidencing the use of reasonable adjustments, ensuring access to the curriculum, written word and learning environment (1.34)
- using provision mapping and management to maintain an overview of the provision and interventions used with different groups of pupils, providing a basis for monitoring (8.76 and 6.77)
- ensuring the SENCO, working with senior leaders and the governing body, determines the strategic development of SEND policy and provision (6.87)
- evaluating the effectiveness of special educational provision, through normal school improvement systems (4.32)
- strategically planning professional development to secure enhanced expertise, for all staff working regularly with children and young people (4.32)

Offer

and settings must:

- involve the views, wishes and to achieving the best
- with special educational
- be a qualified teacher
- for Special Educational
- apply to 16 to 19
- conditions get the support

Outcome 2: We expect schools and settings to improve short and long term outcomes for children and young people with SEND through:

- stimulating high expectations and ensuring all children and young people achieve their best (6.1)
- ensuring teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff (6.4)
- enhancing the effectiveness of teaching and learning through the monitoring and self-evaluation of the approaches used in the school (6.74)
- using the graduated approach fully engages with children, young people, and their families, ensuring steady evidence of progress towards outcomes
- addressing the social and emotional development and the mental health of children and young people, including providing extra support for listening to the views of children and young people and measures to prevent bullying (4.32)

Outcome 3: We expect schools and settings to communicate sensitively, effectively and with parents, children and young people to build trust, confidence, respect and constructive partnership through:

- ensuring children and young people and their families have fully participated in discussions and decisions about the ownership of desired outcomes
- involving all of the agreed outcomes, actions and support and sharing this with families and pupils when they are making special educational provision for their child (6.43)
- ensuring that parents are consulted at least three times each year, allowing sufficient time to explore discussions with parents of all pupils. They will, however, be longer than most meetings. (6.69)

Outcome 4: We expect all schools and settings to manage resources for an inclusive approach that is fair, meets the needs of all children and young people with SEND and achieves best value for money through:

- ensuring the school's accessibility plan (6.9)
- regularly reviewing how expertise and resources can be used to improve the quality of whole-school provision (6.3)
- managing provision to contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. (6.77) ensuring a named member of the governing body or a sub-committee has specific oversight of the school's arrangements for SEND (6.3)

Outcome 5: We expect all schools and settings to work proactively and collaboratively to improve provision through:

- participating in the development and delivery of local services through DSPs, areas of specialism or other arrangements (6.79)
- agreeing actions that ensure successful transitions between schools, phases, year groups and settings (6.79)
- participating in and preparation for adult life (6.42/6.57)
- cooperating with the local authority to respond to recommendations from all SEND strategy work-streams
- cooperating with the local authority to review and develop the Local Offer
- including the views and experiences of pupils, parents and others in regular review, monitoring and self-evaluation process

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 SEND within the statutory guidance of the SEN Regulations 2014 and good practice of the SEND Code of Practice 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 provide a framework to help schools:

- Work with children and young people, their families and colleagues within and beyond the school to identify current practice using a 'best-fit' mind-set
- Strengthen 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

Key dates:

Who has been involved in the Benchmarking and Planning activity?

<input type="checkbox"/> Head Teacher	Name: Click here to enter text.	Date: Click here to enter text.
<input type="checkbox"/> SENCO	Name: Click here to enter text.	Date: Click here to enter text.
<input type="checkbox"/> Senior Leader	Name: Click here to enter text.	Date: Click here to enter text.
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<input type="checkbox"/> Parent / Carer	Name: Click here to enter text.	Date: Click here to enter text.
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<input type="checkbox"/> Other Professionals	Name: Click here to enter text.	Date: Click here to enter text.
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<input type="checkbox"/> Pupils	Name: Click here to enter text.	Date: Click here to enter text.
	Name: Click here to enter text.	Date: Click here to enter text.
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<input type="checkbox"/> Other Role	Name: Click here to enter text.	Date: Click here to enter text.
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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

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The SEND B&PT Structure

- 5 sections: outcomes from SEND strategy
- Each outcome has a range of incremental statements to be discussed and best-fit highlighted



- Key questions to support discussion and evidence
- Space for notes and actions



Emerging

Inconsistent

Some

Limited evidence

Informed

.

Lacks impact

Expected

regularly

teachers

good evidence

consulted, engaged

promotes good
outcomes/progress

Exemplary

consistent

all staff

comprehensive/
wide ranging evidence

partnership,
participation

evidences strong
outcomes/progress

A snippet from the Quality SEND Offer

Outcome 5: We expect all schools and settings to work proactively and collaboratively to improve provision through:

- participating in the development and delivery of local services through DSPL groups
- working with health and social care, local authority support services and voluntary sector organisations (6.79)
- agreeing actions that ensure successful transitions between schools, phases, year groups as appropriate (6.42)
- cooperating with the local authority to respond to recommendations from all SEND strategy work-streams (2015-2018)
- cooperating with the local authority to review and develop the Local Offer
- regular review, monitoring and evaluation, including the views experiences and involvement of pupils, parents and others

Outcome 5:

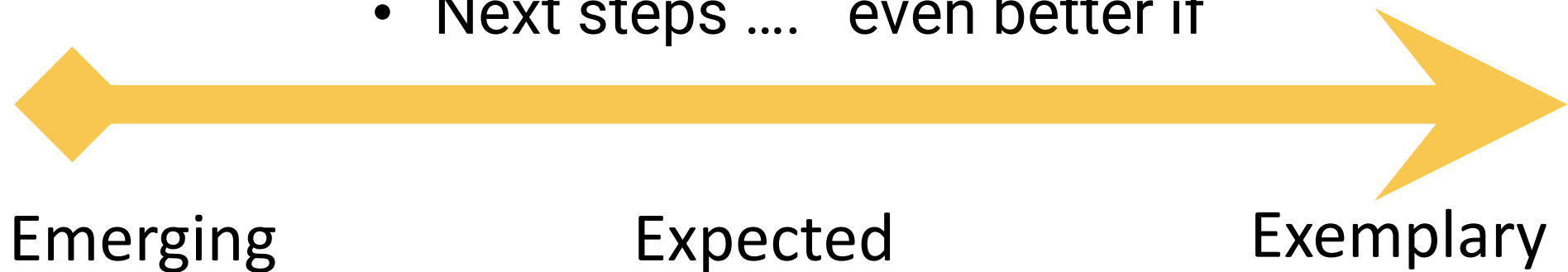
Working proactively and collaboratively to improve provision

			Consider the following questions for each section:
			<ol style="list-style-type: none"> 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
a. There is a limited knowledge of services available from education, health, social care and voluntary services for children and young people with SEND.	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.	a. 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
b. Systems for transitions within school, between schools and in preparation for adulthood are limited. There is a lack of evidence of person-centred approaches.	b. 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
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.	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			
•			

Key Questions

- What do you have in place?
- How well does it work and what difference does it make?
- How do you know? What evidence to you have to support this view?
- Next steps even better if



Action Plan

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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Annual Survey – summer term



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- Plan manageable next steps towards exemplary practice
- Explore practice within the five outcomes from the Hertfordshire SEND Quality Offer

Key dates:

DSPL | Delivering Special
Provision Locally
Achieving quality outcomes

 0-25
Integration

1

SEND Strategy
Shaping the Future of
SEND in Hertfordshire



Thank you for joining the session

