**SEN AUDIT OF STATUTORY DUTIES AND ASSOCIATED RESPONSIBILITIES**

**Including**

**Special Educational Needs (Information) Regulations (2014) requirements**

This audit will help to provide evidence that the school is compliant with the statutory duties in the Children and Families Act/Code of Practice (2014)

|  |  |
| --- | --- |
| **School:** | **SEN Governor:** |
| **SENCO:** | **LA Support from:** |

**About the Wakefield SEN Audit:**

* From 1 September 2014 as part of the new SEND Code of Practice (2014), schools have to publish information about SEND under the Special Educational Needs (Information) Regulations. Completion of the SEN Audit will help schools ensure that they are compliant with this requirement.
* The SEN Audit assists SENCOs and Inclusion Managers to fulfil the strategic and managerial aspects of their role, i.e. to manage, review and evaluate SEN provision, its quality and value for money (VfM) (SEND Code of Practice 2014; 6.84-6.94).
* The completed audit will be useful to share with Headteachers/SLT, Governors, Ofsted, School Improvement Partners, School Improvement Officers, SEN Advisers, EPs, SEN Support Services, Outreach providers and other partner agencies.
* In addition it will be possible to publish the key summaries from the SEN Audit on your school’s website along with the setting’s SEN Policy and Accessibility Plan. Publication of these documents will support compliance with the SEN Information report (SEND Code of Practice 2014; 6.79-6.83).

**Thanks to Devon LA**

**However: where the size of the school is such that the identification of individual pupils or staff is possible then schools will need to adapt the audit to ensure anonymity before publishing on the school’s website. It is recommended that schools below the size of 100 adapt the audit accordingly.**

* When completed, this document will provide an overview of SEN/D at your school that will help clarify:
* Types and numbers of SEN currently at your school
* Any issues the particular combinations of needs present for your school
* Additional vulnerable groups represented in the SEN numbers and the implications of these for your school
* Provision your school is currently making to meet the needs of pupils with SEN
* Transition arrangements made for pupils with SEN
* SEN income and expenditure
* Outcomes for pupils with SEN
* Future SEN planning needs.

**SECTION 1**

**IDENTIFICATION OF NEED**

Pupils receiving SEN/My Support Plan Support

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEN/MSP Support** | | | | | | | | | | | | |
|  | **Key Stage 3** | | | | | | | **Key Stage 4** | | | | |
| Category of need |  | Year  7 | | Year  8 | | Year  9 | | Year  10 | | Year  11 | | Totals: Prime Need |
|  |  | M | F | M | F | M | F | M | F | M | F |  |
| **Cognition & Learning** |  |  |  |  |  |  |  |  |  |  |  |  |
| Specific Learning Difficulty | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| Mild/Moderate Learning | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| **Social, Emotional and Mental Health** | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| **Communication & Interaction** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Speech, Language & Communication | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| Autistic Spectrum Condition | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| **Physical/Sensory Impairment** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Visual Impairment | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| Hearing Impairment | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| Multi-Sensory Impairment | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| Physical | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| Other Sensory Impairment | SEN |  |  |  |  |  |  |  |  |  |  |  |
| MSP |  |  |  |  |  |  |  |  |  |  |  |
| Totals: prime need by year group and gender |  |  |  |  |  |  |  |  |  |  |  |  |
| Pupils supported through SEN Support: **TOTAL NUMBER** | | | | | | | | | | | |  |

**SECTION 2**

**PUPILS WITH A STATUTORY EHC PLAN OR STATEMENT**

P = No. of pupils with this as Prime need

A = No. of pupils with this as Additional need

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EHCP/STATEMENT** | | | | | | | | | | | | |
|  | **Key Stage 3** | | | | | | | **Key Stage 4** | | | | |
| Category of need |  | Year  7 | | Year  8 | | Year  9 | | Year  10 | | Year  11 | | Totals: Prime Need |
|  |  | M | F | M | F | M | F | M | F | M | F |  |
| **Cognition & Learning** |  |  |  |  |  |  |  |  |  |  |  |  |
| Specific Learning Difficulty | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| Mild/Moderate/Severe Learning | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| **Social, Emotional and Mental Health** | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| **Communication & Interaction** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Speech, Language & Communication | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| Autistic Spectrum Condition | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| **Physical/Sensory Impairment** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Visual Impairment | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| Hearing Impairment | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| Multi-Sensory Impairment | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| Physical | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| Other Sensory Impairment | P |  |  |  |  |  |  |  |  |  |  |  |
| A |  |  |  |  |  |  |  |  |  |  |  |
| Totals: prime need by year group and gender |  |  |  |  |  |  |  |  |  |  |  |  |
| Pupils supported through SEN Support: **TOTAL NUMBER** | | | | | | | | | | | |  |

**SECTION 3**

**IDENTIFIED GROUPS OF PUPILS**

Use to identify vulnerable groups of pupils, and record where SEN details overlap. You may wish to use the blank boxes to add to the categories, e.g. by adding other vulnerable groups relevant to your school, e.g. Services pupils, Pupils working on P scales, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Need** | **Total number in school** |  | **SEN/MSP Support** | **EHCP/Statement of SEN** |
| Pupil Premium (disadvantaged) |  |  |  |  |
| LAC (Looked After Children) |  |  |  |  |
| CP register (Child Protection register) |  |  |  |  |
| Children in Need (CIN) |  |  |  |  |
| EAL (English as an Additional Language) |  |  |  |  |
| Ethnic Minorities Traveller |  |  |  |  |
| Pupils out of Year group |  |  |  |  |
| Gifted, Able & Talented pupils |  |  |  |  |
| Poor attenders  below 95% |  |  |  |  |
| Persistent Absentees below 85% |  |  |  |  |
| Number of pupils with medical needs (Health Care Plans/Toileting Plans) |  |  |  |  |
| Service Children |  |  |  |  |

**Exclusions:**

For this Academic Year

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Non-SEN Pupils** | **Pupils receiving SEN/MSP Support** | **Pupils with EHCPs/Statements** |
| Number of Fixed term exclusions |  |  |  |
| Number of Permanent exclusions |  |  |  |
| Number of Managed transfers |  |  |  |
| Number of Managed moves |  |  |  |
| Number on Part-time Timetables |  |  |  |

**SECTION 4**

**OVERVIEW OF SYSTEMS, POLICY AND PRACTICE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard** | **Yes** | **No** | **In Part** | **Evidence** |
| **Quality of Teaching & Learning** |  |  |  |  |
| Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support |  |  |  |  |
| The quality of teaching is regularly monitored to ensure pupils’ needs are met, e.g. effective differentiation |  |  |  |  |
| Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers |  |  |  |  |
| Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils |  |  |  |  |
| The quality of provision in place to meet pupils’ needs is effective in promoting good or better progress for all pupils with SEND |  |  |  |  |
| Pupils with SEND have access to a broad and balanced curriculum |  |  |  |  |
| There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND |  |  |  |  |
| **Monitoring and Assessment of Pupil Progress** |  |  |  |  |
| The school’s data demonstrates that pupils with SEND make at least good progress |  |  |  |  |
| Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development) |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Policies/Statutory Compliance** |  |  |  |  |
| SENCO has appropriate experience and/or qualifications |  |  |  |  |
| SEN policy is in place and reflects current practice and provision |  |  |  |  |
| SEND responsibilities under the Equality Act 2010 are in place |  |  |  |  |
| SEN Governor is in place and has an overview of SEND provision |  |  |  |  |
| SEN Information Report is published on the school website and is updated at least annually |  |  |  |  |
| School website has a link to Wakefield’s Local Offer website |  |  |  |  |
| Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND |  |  |  |  |
| School’s SEN policy is embedded within the school’s performance management, self-evaluation and improvement planning |  |  |  |  |
| **Involvement of Parents, Carers and Pupils** |  |  |  |  |
| Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year |  |  |  |  |
| Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers and appropriate school staff |  |  |  |  |
| Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities |  |  |  |  |
| The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being |  |  |  |  |
| Family leadership is encouraged and parents and carers are equal partners in securing their child’s achievement, progress and well-being |  |  |  |  |
| **Leadership & Management** |  |  |  |  |
| SENCO is part of the SLT and works strategically with senior colleagues and governors |  |  |  |  |
| SENCO clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement |  |  |  |  |
| SENCO promotes a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities |  |  |  |  |
| SENCO clearly identifies the Notional SEN Funding and organises resources appropriately to facilitate the best possible outcomes for pupils with SEND |  |  |  |  |
| SENCO deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities |  |  |  |  |
| Strategic financial planning, budget management and use of resources are in line with best value principles |  |  |  |  |
| SENCO is closely involved with professional development of staff so that **all** staff improve their practice and take responsibility for removing barriers to participation and learning |  |  |  |  |
| School, led by the SENCO, works effectively with external agencies across education, health and social care. SENCO ensures that, where appropriate, advice is implemented |  |  |  |  |

**SECTION 5**

**SUMMARY OF SEN RESOURCES**

**Income**

* Use this table to identify all the SEN related income
* Insert additional rows if required

|  |  |  |
| --- | --- | --- |
| **Income** | **£** | **Comments** |
| **Itemised SEN Funding** |  |  |
| Funding within Schools Block through AWPU (Element 1) |  |  |
| Delegated SEN Funding (Element 2) |  |  |
| Top up funding for individual children (Element 3) |  |  |
| Other (please specify) |  |  |
| **Total income** |  |  |

**SECTION 6**

**INTERVENTIONS FUNDING**

* Use this table to identify provision that is ***additional to*** and ***different from*** what would be ordinarily available in the school
* Insert/delete and change titles of rows where required

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Expenditure** | | | | | |
| **Interventions** | **Number receiving** | **Frequency** | **Duration of session** | **Staffing** | **£** |
| Learning Support Teacher.  Supporting SEN provision across school |  |  |  |  |  |
| Additional Teachers |  |  |  |  |  |
| Learning Mentor |  |  |  |  |  |
| Individual SEN Support |  |  |  |  |  |
| Various interventions |  |  |  |  |  |
| Laptops/equipment/software dedicated to SEN |  |  |  |  |  |
| management of staff, meeting families, assessment of pupils, etc. |  |  |  |  |  |
| Other resources |  |  |  |  |  |
| Training |  |  |  |  |  |
| Bought in advice and/or support |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Total** |  |  |

**Total Expenditure**