

Self-audit for assessing your schools Intent, Implementation and Impact for SEND pupils

This audit is designed for you to reflect on your school's current practice for supporting all learners, including those with SEND in school.

If you need further support, please be in touch with helen.marriott@oneeducation.co.uk

INTENT – Is your SEND vision clear, coherent and meet statutory requirements?

Strategic

- A clear SEND vision is published and understood by all staff
- SEND priorities are explicitly stated in the School Improvement Plan
- All staff can articulate what inclusion “looks like” in this school
- The SENCO contributes strategically to policies and planning

Statutory Documentation

- SEND Policy is compliant, up to date, approved by governors and published
- SEND Information Report meets statutory requirements
- Accessibility Plan is current and monitored

Curriculum

- Curriculum statements reflect ambition for pupils with SEND
- Adaptation expectations are clearly defined for all subjects
- Leaders can explain how the curriculum is accessible to pupils with SEND

How can this be evidenced

Policies, SIP, subject intent statements, SEND strategy, staff voice

IMPLEMENTATION – Is practice consistent, high quality and in line with your intent?

Quality First Teaching

- Classroom practice reflects the intent
- Adaptive teaching is consistently evident across classrooms
- Teachers—not TAs—own progress for pupils with SEND
- Scaffolding, modelling and chunking are used effectively
- Staff understand their responsibilities under the Equality Act
- Reasonable adjustments are:
 - Planned
 - Consistent
 - Reviewed

Graduated Approach – APDR

- Assess:** Clear starting points and individual pupils needs are known
- Plan:** SMART targets and agreed adaptations are in place, shared with all relevant staff, parents and where appropriate pupils
- Do:** Strategies implemented consistently in class and across school
- Review:** Timely, evidence based reviews happen with parents and where appropriate pupils
- APDR cycles show progression, not repetition

Interventions

- Interventions are evidence based and timebound
- TAs are deployed strategically, not as substitutes for teaching
- Provision maps are up to date and linked to need, not labels
- External agency advice is implemented and monitored

How can this be evidenced

Lesson visits, work scrutiny, pupil plans, provision maps, staff interviews

IMPACT - Can you evidence improved outcomes, inclusion and confidence?

Pupil Outcomes

- Pupils with SEND make progress from their starting points
- Work scrutiny shows appropriate challenge and adaptation
- Outcomes for vulnerable groups are:
 - Tracked
 - Analysed
 - Acted upon
- Impact is measured beyond attainment alone. Leaders can demonstrate improvements in:
 - Engagement
 - Progress
 - Attendance
 - Behaviour
 - Confidence and independence

Inclusion & Experience

- Pupil voice shows they feel supported, included and safe
- Parents report positive communication and partnership
- Pupils with SEND participate fully in wider school life including trips and clubs
- Pupils are able to articulate the support that they receive, where appropriate

Leadership

- Leaders have a SEND dashboard or monitoring cycle
- Governors receive clear, meaningful SEND reports
- Leaders can confidently answer Ofsted's SEND questions
- SENCO workload is manageable and strategic

How can this be evidenced

Progress data, attendance trends, behaviour records, pupil voice, parent feedback