

This content is no longer current and was archived on 14 June 2016.

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Service Children's Education

School Self Review (SEND)

1. Name of School:

Date of review	By whom?	Comments	Who has this been shared with?*

* Headteacher/Senior Leadership Team/SEP/LIA

Other (please specify)

Persons involved in the review process (e.g. LAT/LIA?SLT etc)

Name	Designation	Involvement	Date

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2. Factual information about SEND in your School.

Headteacher:

Inclusion Manager:

SENCO:

Level of qualifications and experience of SENCO *refer to National Standards for SENCOs
Level of qualification and experience of Inclusion Manager
Teaching and Non - Teaching Staff with SEND qualifications*
* (E.g. recognised SpLD training, Circle time training, NVQ modules on behaviour management etc.)

Lead professional for CAF (if applicable)

Relevant Other/s*

* (E.g., SLT, SESW etc.)

3. Information about school organisation and staffing

No. of Teaching Staff	
No. of Teaching Assistants	
No. of Higher level teaching Assistants (HLTAs)	
No. of SAEN Teaching Assistants	
No. of Lunchtime supervisors	
% of SENCO and or IM non contact time to carry out SAEN duties	

4. Policies

	Developing Working party writing policy	In place All staff have a copy of the policy. If required training has been delivered	Date of review	Date of next review
Inclusion Policy				
SEN Policy				

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Disability/Accessibility Plan				
EAL Policy				
Behaviour Policy				
Gifted & Talented Policy				
Restraint Policy				
Racial Equality Policy				
Others				

5. Information about compliance with Statutory Requirements

	Fully in place	Partly in place	Not in place
The school has regard to the Special Educational Needs Code of Practice (2014) when meeting children's learning difficulties and/or disabilities and makes policy known to parents.			
The school meets the requirements of the Equality Act 2010. It has told parents about its policy and arrangements.			
The provider's procedures for child protection follow the requirements of the Local Safeguarding Children Board (LSCB) ensures that these are followed.			

6. Information about the learners

Number of learners

Please give the current number of learners on the roll in each of the categories in the table.

		Boys	Girls	Total
FOUNDATION STAGE	FS1			
	FS2			
KEY STAGE 1	Year 1			
	Year 2			
KEY STAGE 2	Year 3			
	Year 4			
	Year 5			
	Year 6			
No of learners on roll		Boys	Girls	TOTAL

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7. Organisation of classes across key stages

In some schools classes are organised across year groups. Please indicate :-

The number of composite classes		Average class size	
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Please specify details of classes, year and age groups and numbers below

Composite year groups

Number of classes	Years and age groups	Number of learners in total

8. The nature of learners SAEN

Please give the numbers of learners with a **Service Children’s Assessment of Need / Statements/ EHC Plans** or who are receiving support through **SEN Support** under the Special Educational Needs Code of Practice (2014) who are in each of the following groups. If you use the last line of the table marked ‘other’ please specify the disability or difficulty in the brackets. Please enter each learner **once** only according to the most significant disability/difficulty.

Disability/difficulty	SCAN / STATEMENTS/ EHC Plans							
	FS1	FS2	YR1	YR2	YR3	YR4	YR5	YR6
Communication and Interaction								
Cognition and Learning								
Social, mental & emotional health								
Sensory &/or physical								
Total no. of SCAN/ Statements / EHC Plans								
Disability/difficulty	SEN Support							
	FS1	FS2	YR1	YR2	YR3	YR4	YR5	YR6
Communication and Interaction								
Cognition and Learning								
Social, mental & emotional health								
Sensory &/or physical								
Total no. receiving SEND Support								

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9. Breakdown of Special/Additional Needs

Description	Number on roll	% of learners	Number on roll	% receiving group interventions
Boys				
Girls				
EAL learners				
LAC learners				
LAC Exclusions				
Exclusions – permanent				
Exclusions – fixed term				
Turbulence: No of learners in/out				
Absence data				

No of learners on SEN Register

% of school roll

10. SEN breakdown by year/Graduated response

Year	SEN Support	SCAN / EHC Plan/ Statement
FS1		
FS2		
1		
2		
3		
4		
5		
6		
Total		

11. EAL breakdown

Year	First/other language(s)	Number(s)
FS1		
FS2		
1		
2		
3		
4		
5		
6		
Total		

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12. Medical Needs Register

Name	DoB & Yr. group	Prime medical need	Health care Plan in place with date	On SAEN register with date

13. Movement on SEN register.

	SEN Support	SEN Support to SCAN/ Statement / EHC Plan
Autumn Term		
Spring Term		
Summer Term		
Total		

Movement off SEN register

	SCAN / Statement/ EHC Plan ► SEN Support	SEN Support ► off register
Autumn Term		
Spring Term		
Summer Term		
Total		

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14. Mobility of SEND learners

Year group	No. of starters Autumn Term	No. of leavers Autumn Term	No. of starters Spring Term	No. of leavers Spring Term	No. of starters Spring Term	No. of leavers Spring Term
FS1						
FS2						
1						
2						
3						
4						
5						
6						
Total						

Mobility comparison

	%		%
SEND Learners		Whole school	

15. Information from and agreed at termly meeting with the Local Area Team (LAT)

OUTSIDE AGENCY – focus for term and comments	Autumn Term
	SEP
SESW	
SLT	
OTHER	
	Spring Term
SEP	
SESW	
SLT	
OTHER	

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	Summer Term
SEP	
SESW	
SLT	
OTHER	

16. FINANCE AND SUMMARY OF SEN PROVISION

Income	Term 1	Term 2	Term 3	Whole year
SENCO Allowance				
% of SENCO salary for non-contact time/responsibilities				
SEN Funding Delegated				
SEN Funding Devolved				
Total School Budget for SAEN				

Expenditure	Term 1	Term 2	Term 3	Whole year
SENCO/Inclusion Manager				
TLR for SENCO				
TLR for Inclusion Manager				
SAEN LSAs				
Resources Expenditure				
Total SAEN Expenditure				

* You may wish to use this part of the document to track the use of delegated funding in conjunction with a costed provision map providing a detailed breakdown of expenditure and outcomes for learners.