

This content is no longer current and was archived on 14 June 2016.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



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This is a tool to help identify professional development needs within the SENCO role. If required it can be used as part of and to assist individual performance management within the performance development cycle.

Competency	I am good at this	I can do this OK	I need to develop
Know the characteristics of effective teaching			
Use ICT			
Keep up to date with Inclusion and SEN issues			
Effective communicator			
Co-ordinate and provide staff training			
Manage IEPs			
Analyse and interpret data			
Assist staff to set realistic expectations			
Disseminate good practice			
Monitor and evaluate the provision for pupils with SEN, including the effectiveness of teaching and learning			
Support literacy, numeracy, ICT and other developments			
Support pupils to become independent learners			
Manage transition effectively			
Collect and interpret assessment data			
Devise, implement and evaluate SEN systems			
Provide regular information for HT & governing body on the effectiveness of SEN provision			
Help staff understand the needs of pupils with SEN.			
Promote and achieve positive staff /pupil relationships			
Monitor pupil progress			
Co-ordinate reviews			
Develop positive partnerships with parents			
Develop effective liaison with other agencies			
Chair meetings effectively			
Manage time effectively			
Take responsibility for your own professional development			
Deploy resources effectively			
Maintain resources and explore opportunities to provide relevant and necessary resources to meet the needs of pupils			

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Ensure SIP includes developments from SEN department and policy objectives			
Contribute to the positive ethos of the school			
Promote inclusive practice			
Know how to recognise and deal with stereotyping in relation to race, disability and gender			
Advise HT, SMT and governors on the level of resourcing required to maximise pupil progress, attainment and ensure priorities are met			
Allocate resources effectively to achieve objectives			
Use specialist knowledge to assess the needs of pupils and advise on / use of appropriate			
Use specialist knowledge to assess the needs of pupils with difficulties in communication and interaction and advise on/use appropriate teaching methods			
Use specialist knowledge to assess the needs of pupils with behavioural, emotional and social difficulties and advise on/use appropriate interventions and teaching methods			

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Photocopiable master
Inclusion Manager /Co-ordinator Self Audit

	Need to develop	Competent	Effective
<p>Monitoring & evaluation</p> <ul style="list-style-type: none"> ○ Monitor the effectiveness of individual plans & provision for pupils with AEN ○ Monitor specialist assessment data & use it to inform & improve practice & provision ○ Monitor & evaluate the impact of resources on learning, including ICT. ○ Monitor & evaluate the school's systems for the identification, assessment, provision & review of AEN pupils with regard to the policy for inclusion ○ Evaluate provision for AEN pupils & inform the headteacher & governing body to enable effective decision making 			
<p>Pupil achievement</p> <ul style="list-style-type: none"> ○ Monitor pupil progress through targets on individual plans ○ Support colleagues in raising the attainment & achievement of AEN pupils ○ Review the needs, progress & targets of AEN pupils with professionals & support colleagues, parents & pupils 			
<p>Professional development (own & colleagues)</p> <ul style="list-style-type: none"> ○ Effectively organise & chair reviews, meetings & case conferences ○ Take responsibility for own professional development ○ Proficient at managing identified priorities & work load ○ Ensure all staff are aware of & fulfil their statutory duties towards pupils with AEN ○ Promote the professional development of support colleagues ○ Support, advise, co-ordinate & contribute to the CPD of staff increasing their effectiveness to meet the needs of AEN pupils ○ Provide support & induction to NQTs & new staff to develop their skills, knowledge & understanding of the 			

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<p>needs of AEN pupils</p> <ul style="list-style-type: none"> ○ Ensure all staff have the required information to improve the teaching of & learning opportunities for pupils with additional needs 			
<p>Working in partnership</p> <ul style="list-style-type: none"> ○ Develop & maintain partnership & liaison with parents & professionals from a range of support agencies to maximise support from pupils with AEN ○ Effectively communicate with parents regarding the targets, achievement & progress of AEN pupils 			
<p>Resource management</p> <ul style="list-style-type: none"> ○ Advise the school management of the priorities for expenditure. ○ Allocate resources to meet Inclusion Policy objectives to maximise attainment & ensure best value ○ Organise, co-ordinate & deploy staffing & resources, or assist the head, to meet the needs of AEN pupils & to ensure the efficient & effective use of expertise ○ Maintain existing resources & develop, acquire & incorporate new resources to improve the effectiveness of provision 			
<p>Leadership (see Monitoring and evaluation)</p> <ul style="list-style-type: none"> ○ Set standards & provide examples of best practice for colleagues in identifying, assessing and making provision for pupils' AEN ○ Ensure Inclusion Policy objectives are embedded in the School Improvement Plan ○ Effectively contribute to the positive inclusive ethos where all pupils access a broad & balanced curriculum & are enabled to participate in all aspects of school life ○ Ensure effective systems to identify & provide for pupils with additional needs 			
<p>Other identified aspects of the role</p>			

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**SUPPORTING PUPILS LEARNING EAL:
 CHECKLIST OF INCLUSIVE PRACTICE**

Aspects of Good Practice	Embedded / Fully In Place	Developing	Point for Action
<p>Needs analysis, ethnic monitoring and target-setting</p> <ul style="list-style-type: none"> • Is data analysed systematically to track the progress and attainment of pupils learning English as an Additional Language? • Is data and work scrutiny used to set curricular targets (speaking and listening, teaching, writing, proficiency in English) for groups / individual pupils? • Is teaching targeted and learning evaluated against these targets? • Are curricular targets shared with pupils and parents / carers? • Is the result of needs analysis used to determine the deployment of additional adults? <p>Planning for Teaching and Learning</p> <ul style="list-style-type: none"> • Does planning reflect inclusive principles and practice for pupils learning EAL? • Does planning for collaborative teaching define roles of all adults? 			

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<ul style="list-style-type: none"> Does planning for newly arrived beginners provide alternative / parallel opportunities when objectives cannot be made accessible during particular elements of the Literacy Hour? 			
Aspects of Good Practice	Embedded / Fully In Place	Developing	Point for Action
<p>Planning for Teaching and Learning (Continued)</p> <ul style="list-style-type: none"> Does planning include preview / review sessions to prepare for / reinforce literacy objectives for pupils learning EAL? Does your planning and teaching include: <ul style="list-style-type: none"> - focused use of first language for learning? - opportunities for collaborative independent work? - use of visual prompts, scaffolding materials, etc Does forward planning take place to allow for the preparation of additional resources and / or activities? Is time allowed for teaching assistants' preparation and liaison with class teachers? Do wider curriculum plans provide opportunities to consolidate and apply language and literacy skills related to objectives covered in the Literacy Hour? 			

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TEACHING			
Whole-Class Teaching			
<ul style="list-style-type: none">• Do you ensure that the print environment reflects the linguistic as well as cultural diversity of the pupils and is related to the curriculum work?• Do you ensure appropriate seating arrangements so that EAL learners have a good view of the teacher and big book / white boards, etc?• Do you take account of the pupils' proficiency in English in your language of instruction?			
Whole-Class Teaching (Continued)			
<ul style="list-style-type: none">• Do you use a multi-sensory approach, e.g. visual, mime, gesture to support oral delivery synchronise speaking with reading and pointing?• Do you model responses for reading and text composition?• Do you support learning of writing by:<ul style="list-style-type: none">- using texts as models for language as well as writing?- using teacher demonstration, teacher scribing and supported composition?• Do you use a range of closed and open-ended questions?			

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<ul style="list-style-type: none"> • Do you use role play / drama for fiction as well as non-fiction texts? • Do additional adults have a clear and active role in leading and supporting delivery? • Do you encourage participation by: <ul style="list-style-type: none"> - calling on less confident pupils? - allowing sufficient thinking time? - encouraging partner talk? 			
<p>Aspects of Good Practice</p>	<p>Embedded / Fully In Place</p>	<p>Developing</p>	<p>Point for Action</p>
<p>Guided and Independent Work</p> <ul style="list-style-type: none"> • Are tasks set at appropriate level of challenge? • Do you provide scaffolding materials, e.g: <ul style="list-style-type: none"> • picture prompts? • word cards / banks? • sequencing cards? • bilingual dictionaries? • picture dictionaries? • cloze passages with picture • substitution (for new arrivals)? • Are there opportunities to work collaboratively in pairs and small groups? 			

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Aspects of Good Practice	Embedded / Fully In Place	Developing	Point for Action
<p>Guided and Independent Work (Continued)</p> <ul style="list-style-type: none"> • Do EAL learners get the opportunity to work with pupils who offer good language models? • Do you include beginner learners of English in groups of pupils with SEN or according to their cognitive ability? • Are there opportunities to revisit the objective / prepare for the objective? • Is ICT used often and effectively? • Do you draw on curricular areas / own experiences to provide contexts for writing? <p>Resources</p> <ul style="list-style-type: none"> • Do you use texts that: <ul style="list-style-type: none"> - reflect cultural diversity? - are well illustrated? - enable pupils to draw on own experiences? • Does the classroom environment reflect and value linguistic and cultural diversity? • Do you provide a high level of visual support: <ul style="list-style-type: none"> - artefacts, realia, story sacks, etc? • Do you provide books and 			

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<p>story tapes in a variety of languages, and particularly those spoken by pupils in your class / school?</p>			
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<p>Partnership With Parents</p> <ul style="list-style-type: none"> • Do parents feel welcome to come into school and at ease to liaise and to help? • Are parents informed of language and literacy teaching and learning through: <ul style="list-style-type: none"> - translated letters? - workshops with translators? - drop-in surgeries? - home visits? • Is there a system in place for two-way communication to take place to find out: <ul style="list-style-type: none"> • what parents/siblings do at home to support children's learning? • to capitalise on home literacy practices in school? • Is there a system for ongoing liaison with parents: <ul style="list-style-type: none"> • to keep them informed of the Literacy Hour focus of the week or of the current unit? • to enlist ongoing help with reinforcement at home? • with providing resources from home (such as family photos, newspapers in different 			

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<p>languages)?</p> <ul style="list-style-type: none">• Does the school provide induction and training for volunteer helpers?• Are texts made available for parents / siblings to use at home?			
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