

Lincolnshire Professional Advisers for Schools

# Narrowing the gap – Monitoring and Accountability Framework

## Guidance to:

- support school self-evaluation of provision for SEND and other vulnerable pupils
- promote discussions around school strategies for narrowing the performance gap

*This guidance should be used in conjunction with The Framework for School Inspection (Ofsted 2012) and the evaluation schedule for the inspection of maintained schools and academies.*

January 2012

## **Glossary of Abbreviations**

Ach	Achievement
Q of T	Quality of Teaching
L & M	Leadership and management
B & S	Behaviour and safety
PAfS	Professional Advisers for Schools
SA	School Action
SA+	School Action Plus
IEP	Individual Education Plan
CPD	Continuing Professional Development
SMSC	Spiritual, Moral, Social and Cultural
VFM	Value for Money

## Rationale

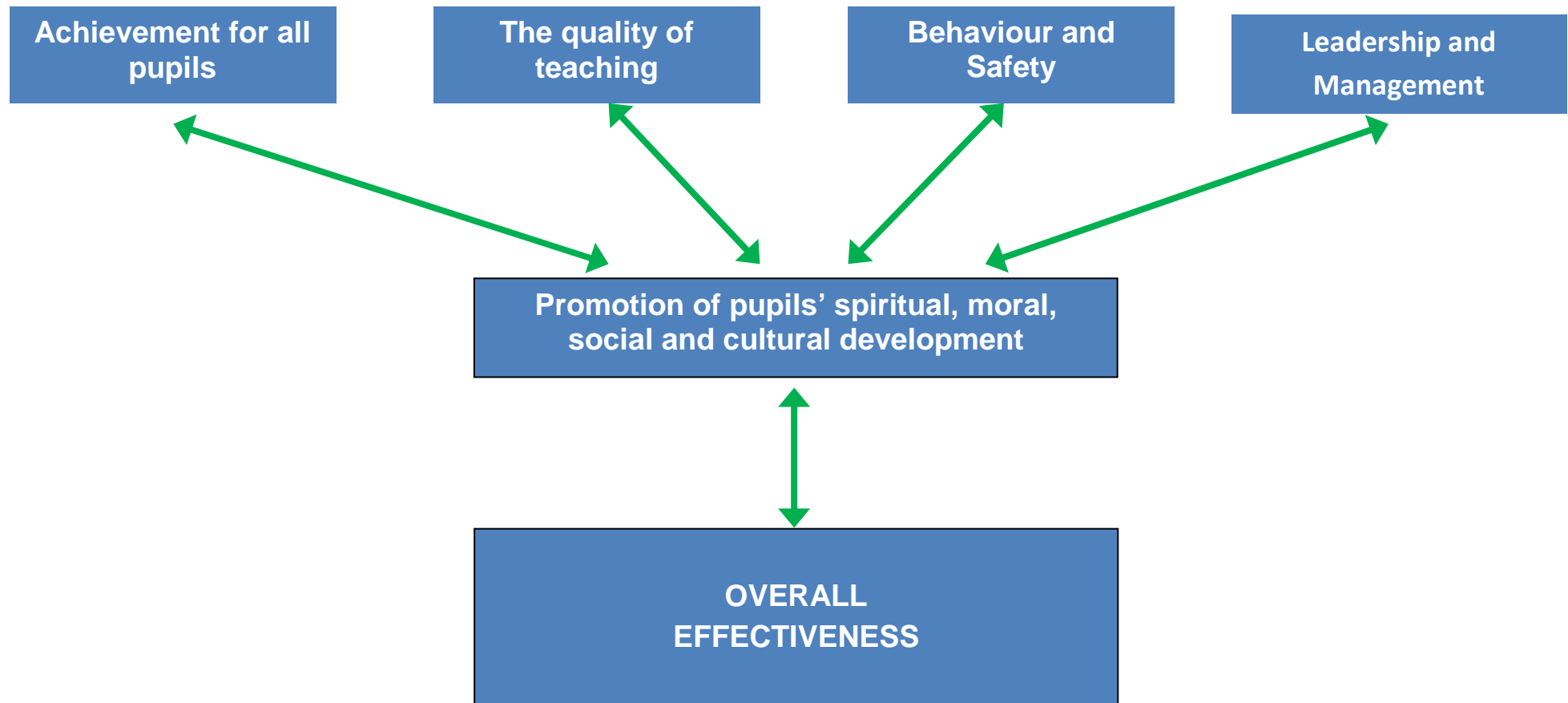
This guidance has been developed to support school leaders with their self-evaluation of how well gaps are narrowing between the performance of different groups of pupils, and to contribute to the school's strategic improvement planning processes. It is intended to be used as a prompt during school's discussions with Professional Advisers and within school's own evaluation activities. All evaluation should be considered within the individual context of the school and, as such, this document should be used as guidance for discussion taking account of the school's full monitoring and evaluation processes.

Leaders should routinely evaluate how well the education provided by their school helps all pupils to make progress and fulfil their potential especially those whose needs, dispositions, aptitudes and circumstances require particular perceptive and expert teaching and/ or additional support. In any particular school, such pupils may include:

- disabled pupils, as defined by the Equality Act 2010, and those who have special educational needs
- boys
- girls
- groups of pupils whose prior attainment may be different from that of other groups
- those who are academically more able
- pupils for whom English is an additional language
- minority ethnic pupils
- gypsy, Roma and traveller children
- looked after children
- pupils known to be eligible for free school meals
- lesbian, gay, bisexual, transsexual pupils
- young carers
- pupils from low income backgrounds
- and other vulnerable groups

This guidance aims to support schools in identifying key aspects of *The Framework for School Inspection* (Ofsted 2012) and *The Evaluation Schedule for the Inspection of Maintained Schools and Academies* which are to be considered when judging the extent to which the education provided by the school meets the needs of a range of pupils at the school, and in particular the needs of disabled pupils and pupils who have special educational needs.

Self-evaluation overview diagram



Achievement of pupils at the school

This refers to academic achievement (attainment and progress over time) together with the quality of learning and progress made by different groups of pupils including those with special educational needs and/ or disabilities.

While many pupils with special educational needs are not precluded from attaining as well as or better than their peers, for those groups of pupils whose cognitive ability is such that their attainment is unlikely ever to rise above 'low', the judgement on achievement should be based on an evaluation of the pupils' learning and progress relative to their starting points at particular ages and any assessment measures held by the school but should not take account of their attainment compared to national benchmarks

**Key evaluation areas for the purpose of this guidance:**

- how well pupils make progress relative to their starting points;
- how well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally;
- how well disabled pupils and those who have special educational needs have achieved since joining the school;
- the standards attained by pupils by the time they leave the school, including their standards in reading, writing and mathematics.

**The quality of teaching**

The most important role of teaching is to raise pupils' achievement and should be understood to include teachers' planning and implementing of learning activities across the whole curriculum, as well as marking, assessment and feedback. It comprises activities within and outside the classroom, such as support and intervention. The quality of teaching is key to pupils' learning and progress.

**Key evaluation areas for the purpose of this guidance:**

- the extent to which well-judged and effective teaching strategies successfully engage pupils in their learning;
- the extent to which teachers secure high-quality learning by setting challenging tasks that are matched to pupils' specific learning needs;
- the quality of teaching and other support provided for pupils with a range of aptitudes and needs, including for those with special educational needs; and/or disabilities, so that their learning improves.

**Behaviour and safety of pupils**

Schools should develop a case-study approach to evaluate the experience of particular individuals and groups, including pupils with special educational needs and/ or disabilities, looked after children and those with mental health needs

**Key evaluation areas for the purpose of this guidance:**

Although the evaluation schedule does not specifically identify SEND and vulnerable groups, it refers to **all** pupils

- pupils' attitudes to learning and conduct in lessons and around the school;
- pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment which may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability;
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity;
- pupils' ability to assess and manage risk appropriately and keep themselves safe ;
- pupils' attendance and punctuality at school and in lessons;
- how well the school ensures the systematic and consistent management of behaviour.

**The quality of leadership and management of the school**

Schools should consider how effectively leaders at all levels, including Governors, enable pupils to overcome specific barriers and promote improvements for all pupils and groups in the context of the individual school. Leaders and managers should regularly review the systems for identifying and supporting pupils with special educational needs, those with disabilities and pupils who have other significant disadvantages so that their progress is maximised.

**Key evaluation areas for the purpose of this guidance:**

- demonstrate an ambitious vision for the school and high expectations for what every pupil and teacher can achieve and set high standards for quality and performance;
- provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and that promotes their good behaviour and safety and their spiritual, moral, social and cultural development;
- engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development
- ensure that all pupils are safe.

Aspect	Focus for Discussion
<p><b>How well do pupils who have a disability, those who have special educational needs and those within any other identified vulnerable group achieve?</b></p> <p><b>Contributes to school's/ PAFs' evaluation of:</b></p> <ul style="list-style-type: none"> <li>Achievement</li> </ul>	<ul style="list-style-type: none"> <li>Consider the school's evaluation of the attainment and progress for all SEND and/ or vulnerable groups (as identified above) from their starting points.</li> <li>Assess how well these different groups have achieved since joining the school.</li> <li>Consider the performance gaps between different groups within the school and compared to all pupils nationally; is there evidence of narrowing of any gaps?</li> <li>Identify in which areas of learning or in which subjects or courses SEND / vulnerable pupils do best and why?</li> <li>Agree potential areas where provision for these groups of pupils could be improved so that they can make rapid and sustained progress over time.</li> <li>Evaluate the standards attained by these groups by the time they leave the school.</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>Interrogation of pupil performance data to include: <ul style="list-style-type: none"> <li>attainment of SEND / vulnerable pupils on entry (including prior attainment where relevant) and year on year benchmarking.</li> <li>school's SEND / vulnerable children performance data (including shadow analysis).</li> <li>valued added rates of progress from entry to the school and within academic year.</li> <li>trends over time within school and compared with local and national averages.</li> </ul> </li> <li>Evaluation of how RAISEonline, National Progression Guidance, school's own tracking data and any other evidence is used to inform provision, teacher planning, IEPs, individual or group target setting.</li> <li>Evaluation of the use of pupil data in designing provision so that pupil's basic skills are developed to enable them to access and progress through the curriculum.</li> <li>Evidence of high expectations for SEND / vulnerable pupils' attainment and achievement at leadership level and how teachers and pupils are challenged and supported.</li> <li>School self-review of levels and quality of additional support for SEND pupils.</li> <li>Evaluation of outcomes from parent, pupil and staff interviews/ questionnaires.</li> </ul>

Aspect	Focus for Discussion
<p><b>How effective is the school's provision for SEND and other vulnerable pupils?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li>• Achievement</li> <li>• Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of systems in place in narrowing the gaps between performance of different groups and the impact of expectations on outcomes</li> <li>• Consider the strategies and systems used to identify and support those pupils who have a disability, those with special educational needs or those who may otherwise be considered to be vulnerable so that they progress well through the school</li> <li>• Identify how the school manages and maps provision to evaluate impact and value for money</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>• Policies and processes; are these in line with statutory guidelines and are they reflected in day to day practice? How is compliance monitored and by whom?</li> <li>• Identification of SEND pupils:               <ul style="list-style-type: none"> <li>○ % with SEND out of the total school population.</li> <li>○ Number on register at each graduated response (currently SA, SA+ and Statement).</li> <li>○ Evaluation of nature, continuum of SEN type and diversity.</li> <li>○ Length of time pupils remain at each graduated response.</li> </ul> </li> <li>• Actions the school takes to separate underachievement from special educational need.</li> <li>• The impact of IEPs on improving provision and outcomes for individuals; appropriateness and tightness of targets, frequency of reviews; feedback to, and involvement of, parents/ carers.</li> <li>• Impact of policies and practice, including effective use of support from external services and agencies, on narrowing performance gaps.</li> <li>• Evidence of reputation of the school's provision for SEND and vulnerable pupils in the community from inspection or self-review findings.</li> <li>• Parent/ carer feedback.</li> </ul>



Aspect	Focus for Discussion
<p><b>How well does the school identify and address the effect of any particular aids or barriers to the attainment and progress of SEND and other vulnerable pupils so that gaps between different groups are narrowed?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li><b>Achievement</b></li> <li><b>Leadership and management</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss the school's evaluation of which enablers or removals of barriers have had the greatest positive impact on promoting progress for SEND or other vulnerable pupils.</li> <li>Consider the role of leaders at all levels, including Governors, in overcoming specific barriers.</li> <li>Evaluate how this has impacted on achievement for these groups and improvement rate of narrowing of gaps.</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>Outcomes of school analysis of pupil performance data</li> <li>Outcomes of school monitoring and evaluation by leaders at all levels including governors</li> <li>The Annual School Access Audit; does this identify potential barriers to achievement that need removing?</li> <li>The school's Accessibility Plan; does this identify the resources and actions required to remove potential barriers?</li> <li>School's evidence of monitoring their compliance with the Disability Education Duty and the requirements of the Equality Act 2010 (where relevant), and the effectiveness of their Disability Equality Scheme</li> <li>Evaluation of aids required to support pupils' access to the curriculum; are these identified and provided?</li> <li>Evidence of full access for SEND and vulnerable pupils to participate in the full curriculum, out of school activities, educational visits and the wider work of the school.</li> </ul>

Aspect	Focus for Discussion
<p><b>How effective are Teaching and Learning in meeting the needs of SEND and other vulnerable pupils?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of teaching</b></li> <li>• <b>Leadership and management</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify the strongest features of teaching and learning for SEND and vulnerable pupils and what impact these are having</li> <li>• Consider the range of teaching strategies are used to engage SEND and vulnerable pupils in their learning</li> <li>• Consider how teachers are setting challenging tasks and whether these are matched to specific learning needs</li> <li>• Identify how the quality of teaching and other support impacts on improvements in learning</li> <li>• Discuss what aspects of teaching these pupils most need improvement and what action is being taken?</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>• Evidence of impact of Teaching and Learning on progress of all SEND and vulnerable pupils from their starting point.</li> <li>• Observation of teachers' delivery of planning, including sharing of clear learning objectives and success criteria, to engage and inform SEND and vulnerable pupils.</li> <li>• Observation of grouping and/or setting arrangements in class, appropriate seating for learning; withdrawal, personal and bespoke, catch up and wider inclusion opportunities.</li> <li>• Observation of how teachers engage, motivate and encourage SEND and vulnerable pupils in their learning.</li> <li>• Observed use of range of appropriate teaching strategies and resources; how does the learning environment contribute to pupil progress?</li> <li>• Observed consistency in expectation of high standards of behaviour and discipline in lessons so that it does not interfere with progress and learning.</li> <li>• Evidence of effective deployment of teaching assistants; impact of their work on sustained pupil progress.</li> <li>• Work sampling and pupil interviews to ascertain how SEND / vulnerable pupils acquire new knowledge, skills, and develop their broad understanding.</li> </ul>

Aspect	Focus for Discussion
<p><b>How well do teachers assess SEND and vulnerable pupils' progress and provide them with constructive feedback?</b></p> <p><b>Contributes to school's/ PAFs' evaluation of:</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of teaching</b></li> <li>• <b>Leadership and management</b></li> </ul>	<ul style="list-style-type: none"> <li>• Identify how teachers are assessing pupil progress and using this information to provide constructive feedback, to plan lessons which build on previous learning and accurately match pupil need.</li> <li>• Discuss how additional support is evaluated and sustained impact measured.</li> <li>• Consider how teachers assess SEND and other vulnerable pupils' progress so that they know how well they have done and how to improve are.</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>• Outcomes of classroom observations, work sampling, planning scrutiny, pupil interviews, pupil progress meetings and parental voice to identify the extent to which teachers: <ul style="list-style-type: none"> <li>○ assess SEND and vulnerable pupil's work thoroughly and constructively;</li> <li>○ use the assessment to inform planning and target setting, including IEPs;</li> <li>○ provide written or verbal guidance for improvement which is responded to be the pupil and acted upon to ensure pupils understand how well they are doing and how they can improve;</li> <li>○ share information with parents/carers.</li> </ul> </li> <li>• Outcomes of school monitoring and evaluation by leaders at all levels including governors.</li> <li>• Outcomes of school analysis of pupil performance data.</li> </ul>

Aspect	Focus for Discussion
<p><b>How effective is the school in modifying the curriculum to meet the needs of SEND and vulnerable children?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li>• Behaviour and safety</li> <li>• Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how leaders and teachers are ensuring that the curriculum is modified to reflect the outcomes of classroom and whole school assessment.</li> <li>• Identify the best and most innovative and creative aspects of the curriculum for SEND and vulnerable pupils and why these are successful. Find evidence of the curriculum being effective in supporting good behaviour.</li> <li>• Consider how the school ensures it is providing a broad and balanced curriculum that is meeting the needs of all pupils.</li> <li>• Identify how the curriculum is providing highly positive and rich opportunities to deepen pupils' knowledge and understanding.</li> <li>• Discuss which areas of the curriculum most need improvement and what are the actions being taken?</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>• Outcomes of Subject Leader monitoring and evaluation of provision and analysis of pupil data.</li> <li>• Evidence of modification of the curriculum to meet pupils' needs through classroom observation, sampling of planning or pupil work.</li> <li>• Personalised timetables.</li> <li>• Curriculum mapping and related activities are inclusive and demonstrate equality of access and opportunity for SEND and vulnerable pupils.</li> <li>• Quality of transition planning to prepare pupils for the next steps in education training and or employment.</li> <li>• Evaluation of school CPD plan; is it focused on whole school and individual staff need; is there a review of skill sets between teachers and support staff to ensure their experience and qualifications match the school's requirements.</li> <li>• Evaluation of staff induction processes; are all new members of staff to the school inducted effectively in relation to provision for SEND and vulnerable pupils.</li> <li>• Learning walk to review quality of the learning environment to ensure pupil needs are met.</li> <li>• Interrogation of school's analysis of the impact of intervention and support for SEND and vulnerable pupils; is delegated funding managed well, transparent and demonstrating impact on pupil progression.</li> </ul>

Aspect	Focus for Discussion
<p><b>To what degree does the school take account of the spiritual, moral, social and cultural development of pupils and the extent to which provision enables SEND and vulnerable pupils to achieve?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li>• Behaviour and safety</li> <li>• Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how the school ensures the school curriculum promotes the spiritual, moral, social and cultural development of SEND and other vulnerable pupils.</li> <li>• Discuss which aspects of SMSC are stronger and why?</li> <li>• Which aspects are requiring further improvement; which what does the school propose to do about this?</li> <li>• Consider how bullying, racism, sexism and the issues of sexual orientation are tackled for SEND and vulnerable pupils.</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>• School self-evaluation documentation, classroom visits, learning walks with focus on the learning environment, pupil interviews, staff interviews, behaviour logs to review:             <ul style="list-style-type: none"> <li>○ SEND and vulnerable pupils' understanding and respect for others' feelings values and beliefs;</li> <li>○ SEND and vulnerable pupils' understanding of right from wrong;</li> <li>○ SEND and vulnerable pupils' understanding of diversity and cultural issues;</li> <li>○ evidence of pupil voice: e.g. SEND students represented on school councils, have specific responsibility within school; observation/interview of nurture or other intervention settings.</li> </ul> </li> <li>• Outcomes of school analysis of pupil performance data.</li> <li>• Outcomes of school monitoring and evaluation by leaders at all levels, including governors.</li> </ul>

Aspect	Focus for Discussion
<p><b>How effective is the leadership and management of provision for SEND and vulnerable pupils in narrowing the gap and promoting equality of opportunity?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li><b>Leadership and management</b></li> </ul>	<ul style="list-style-type: none"> <li>Consider how well leaders and managers an ambitious vision and high expectations for all pupils, particularly the senior leaders, the appointed Governor and the SENCo.</li> <li>Review how effectively leaders and managers use specific strategies to overcome specific barriers to learning and promote improvements for SEND and other vulnerable pupils.</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>A clear vision, sense of purpose, high aspirations drive and ambition to secure progress for SEND and vulnerable pupils across the whole school.</li> <li>Rigorous self–evaluation of the provision for, and performance of, SEND and vulnerable pupils undertaken on a minimum of a yearly basis; findings used to inform school strategic development and evidence for OFSTED and the Governing Body.</li> <li>SEND and vulnerable pupils' performance data is analysed, monitored, evaluated and used to review trends/patterns to inform appropriate actions to be taken at individual pupil or group level, at whole school, Key Stage and/ or department level; the difference between underachievement and SEND is debated and understood.</li> <li>Strategic planning at whole school and department level promote ambitious goals for SEND and vulnerable pupils.</li> <li>Evidence of monitoring by the school to ensure clear and unequivocal adherence to all statutory requirements; what actions does the school take to ensure it is Code of Practice compliant?</li> <li>Interview with SENCO; are they able to demonstrate their knowledge and innovative leadership of teaching, learning and the curriculum for SEND.</li> <li>Evidence of a whole school approach to provision for SEND and vulnerable pupils and inclusion exists which is equitable and where no individual child is left behind.</li> <li>Interview with governors: can they demonstrate The Governing Body is effective in promoting SEND and inclusion issues and are prompt to both praise and take developmental actions where and when required.</li> <li>Evidence that the quality of staff competence and expertise is monitored by the School Leadership Team and the Governing Body to ensure that the deployment of resources brings about positive impact for the school and positive outcomes for the pupils.</li> </ul>

Aspect	Focus for Discussion
<p><b>How well does the school promote the confidence and engagement of parents and carers?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li>• Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>• Review the effectiveness of the school's engagement with parents/carers, and families of SEND and vulnerable pupils.</li> <li>• Consider what actions the school takes to promote the confidence and engagement of parent and carers in their child's learning and behaviour.</li> <li>• Identify the strongest features of this work and what evidence is available to support the schools view?</li> <li>• Consider what areas need improving and what actions are being taken?</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>• Sampling of information about provision for SEND and vulnerable pupils in the school in addition to general school information; do all parents/carers of SEND and vulnerable pupils receive accurate and high quality information about their child's achievements and progress.</li> <li>• Evidence of parents/carers' views being routinely sought and acted upon.</li> <li>• Evidence of school's analysis of partnerships with the parent/carer and how this contributes to the learning outcomes for SEND and vulnerable pupils at home and at school.</li> <li>• Incidents of any parental complaint or concern regarding provision for SEND or vulnerable pupils, pupil progress or behaviour; were they dealt with promptly, effectively and to the parents'/carers' satisfaction?</li> <li>• Where complaints are unresolved, parents/carers have been signposted to the support and mediation available through Parent Partnership Services.</li> </ul>

Aspect	Focus for Discussion
<p><b>How well does the school work with other schools and external agencies?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li>• Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the relationship between school and other professionals in providing integrated services to support students.</li> <li>• Consider what the strongest features are and why; what are the identified areas for development?</li> <li>• Discuss how the school works in partnership with other schools, external agencies and the community to extend the curriculum and increase the range of quality of learning opportunities for all pupils.</li> <li>• Support the school with identifying next steps for effective partnership working, including where partnerships may appear stuck.</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>• Participation by SENCO in local or county training and contribution to local SENCO groups or forums.</li> <li>• SEND collaborations with other schools (including Special Schools) and contribution to wider developments.</li> <li>• Established effective management arrangements for school or linked shared provision; does school use special school expertise where appropriate.</li> <li>• Established mechanism for the transfer of SEND pupils and their records.</li> <li>• Evidence of use of the Local Authority's Specialist Educational and Social Care support services.</li> <li>• Outcomes of monitoring and evaluating the additional impact of the external service providers.</li> <li>• Outcomes of community based projects within the school.</li> <li>• Opportunities for cross sector working (college placements, work placements etc.).</li> <li>• Evidence of joint planning and co-ordination of appropriate support (academic, emotional, social).</li> </ul>



Aspect	Focus for Discussion
<p>How effectively is the school using multi agency approaches to improving learning? What is the impact of this work?</p> <p>Contributes to school's/ PAFS' evaluation of:</p> <ul style="list-style-type: none"> <li>Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>Consider how many referrals have been made since the last adviser visit/ review by school leaders and how active cases are progressing in respect of CAF/TAC, CIN, LAC, CP</li> <li>Identify how school monitors impact of the work of partners and agencies on the outcomes for SEND and other vulnerable pupils</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>Evidence of genuine partnership working, with school staff participating in initiatives led by external partners.</li> <li>Evidence of contribution made by external partners being valued within the school.</li> <li>Joint training of staff across agencies; a positive approach to reduce any barriers to effective working.</li> <li>Evidence of understanding and respect for the language, culture and roles of each agency, including understanding of legislative nature of each partner's work.</li> <li>Joint planning for projects; pupils have access to appropriate learning / experiences.</li> <li>Joint reflection on practices within school and the efficacy of them; if cases are stuck what are the identified barriers and how might they be addressed? (Refer school to Team Around the Child Action Group via the Locality Team Around the Child Co-ordinator or equivalent.)</li> <li>Evidence of opportunities taken of team work to seek improvements in pupil learning.</li> <li>Evidence of an integrated approach to assessment.</li> <li>Case study.</li> </ul>

Aspect	Focus for Discussion
<p><b>How well managed are the safeguarding arrangements for SEND and vulnerable pupils?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li>• Behaviour and safety</li> <li>• Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>• Identify whether the school is able to demonstrate that it manages the safeguarding arrangements to ensure there is safe recruiting and all pupils are safe including the effective identification of children in need or at risk</li> <li>• Discuss how well safe practices and a culture of safety for all pupils are promoted through the curriculum</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>• Outcomes of monitoring of safeguarding procedures; are these in place in accordance with LCC safeguarding requirements and OFSTED regulations and guidance.</li> <li>• Outcomes of Health and Safety monitoring; are SEND pupils in a safe and secure learning environment?</li> <li>• Outcomes of LA Safeguarding Audit.</li> </ul>

Aspect	Focus for Discussion
<p><b>How well are SEND and vulnerable pupils' attitudes to learning and how does the school ensure other personal qualities are developed?</b></p> <p><b>Contributes to school's/ PAFS' evaluation of:</b></p> <ul style="list-style-type: none"> <li><b>Behaviour and safety</b></li> </ul>	<ul style="list-style-type: none"> <li>Discuss SEND and vulnerable pupils' attitudes to learning and their behaviour in a range of different teaching activities and settings</li> <li>Discuss SEND and vulnerable pupils attitudes to staff including support and administrative staff, new and inexperienced staff and supply teachers</li> <li>Review current data and trends over time for attendance, punctuality and exclusion rates and how this compares with schools nationally; is there noticeable difference between different groups?</li> <li>Agree what steps the school needs to take to either maintain high standards or to address issue if required?</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>Attendance data for SEND pupils.</li> <li>Analysis of school's exclusion rates and how they compare to similar schools and schools nationally.</li> <li>Attendance Policy; how often is this reviewed and by whom; how is good attendance and punctuality promoted and enforced; is poor attendance of SEND or vulnerable pupils followed up?</li> <li>Analysis of data: has the school identified a correlation between attendance/exclusion and pupil attainment; how is the school promoting high expectations of attainment and achievement for these groups of pupils?</li> <li>Evidence that the school, within the context of attendance and exclusion, ensures SEND and vulnerable pupils are safeguarded?</li> <li>Evidence of monitoring of the behaviour of SEND and vulnerable pupils in lessons and evaluation of the relationships between members of staff and pupils evaluated?</li> <li>Examples of how self esteem and confidence levels of SEND and vulnerable pupils are promoted and evaluated.</li> </ul>

Aspect	Focus for Discussion
<p>How high are standards of behaviour and conduct? What targeted support is available for behaviour? How are children protected from bullying and harassment?</p> <p>Contributes to school's / PAFS' evaluation of:</p> <ul style="list-style-type: none"> <li>Behaviour and safety</li> </ul>	<ul style="list-style-type: none"> <li>Consider the expectations and consistency of behaviour of all groups of pupils and the impact this has on attitudes for learning.</li> <li>Determine how well the provision is supporting and guiding all groups of pupils so that lessons are able to proceed without disruption.</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>Classroom visits, pupil interviews, learning walks, behaviour policy and logs, interviews with parents/ carers, to review:             <ul style="list-style-type: none"> <li>how the school sets good habits; how is expected behaviour made explicit?</li> <li>what systems are in place for early intervention;</li> <li>rewards and sanctions;</li> <li>how staff are supported with behaviour management;</li> <li>the effectiveness of the school's working with parents/carers;</li> <li>the school's commitment to equal opportunities;</li> <li>the actions taken by staff to understanding underlying causes;</li> <li>how the school implements IDP strategies and high quality classroom provision.</li> </ul> </li> </ul>

Aspect	Focus for Discussion
<p>Does SEND provision contribute to an overall sense of VFM?</p> <p>Contributes to school's / PAFS' evaluation of:</p> <ul style="list-style-type: none"> <li>Leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the school's systems for identifying the appropriate provision and making modifications necessary to meet the needs of their pupils.</li> <li>Consider reporting and reviewing methods including costing and impact of intervention/ additional provision.</li> </ul> <p><b>Evidence base may include:</b></p> <ul style="list-style-type: none"> <li>Provision Mapping (use of Provision Management and Mapping tools).</li> <li>Outcomes of school analysis of pupil performance data.</li> <li>Outcomes of school monitoring and evaluation by leaders at all levels, including governors.</li> <li>Minutes from Governor Finance Committee/ Governing Body meetings.</li> </ul>