

Inclusive Practice in Schools

SELF EVALUATION
CHECKLIST

2006

GLOSSARY OF TERMS

Accessibility Plan: A statutory requirement of the DfES, to be updated now for 2006-9. Identifies issues of access to the full and extended curriculum and how they will be addressed.

Annual Review: A yearly meeting with every pupil who has a Statement of Special Educational Need. All those involved with the child contribute to ensure that their needs and provision are updated and changed as necessary.

CPD: Continued Professional Development. Training for school staff – may take many forms.

EAL: English as an Additional Language. Children for whom English is not the first language spoken in their home.

EMA: Ethnic Minority Achievement. In some areas of England, there are teams of support teachers to help schools address issues of cultural diversity within schools/communities

External Agencies: Agencies who support pupils and staff in a variety of ways but are not directly involved with school every day e.g. Social Care; Barnados.

Gifted and Talented: Children in the best academically performing 5-10% of each school. Gifted children may have a particular expertise in one area of development. Some children may have Special Educational needs but are also gifted.

Good practice website: The Shropshire Council website which identifies good practice across the county.

ICT: Information, Communication & Technology

LA: Local Authority (Shropshire)

LAC: Looked After Children. Children who are in the care of a local authority (may be authorities other than Shropshire).

PANDA: annual data analysis figures of performance and achievement, produced for each school by the DfES. An important document in current OFSTED inspections.

PEP: Personal Education Plan. This plan is kept updated for 'Looked After Children' and must be regularly reviewed.

Performance Management: teaching staff review processes.

SEF: Self Evaluation Form. This is the form which schools must now keep updated to inform OFSTED inspectors (and others) re the progress and developments of their school. It should be collated through extensive consultation.

SEN: Special Educational Needs. This is the term for pupils who are receiving support which is additional to or different from what is normally available in schools. The pupils may be described as being at School Action or School Action Plus according to the type and amount of support they receive.

SSRS: School SEN Self Review Schedule. This is the monitoring tool used for schools to evaluate their provision for pupils with SEN.

It is used in conjunction with visits from LA officers.

SDP/SIP: School Development Plan/Improvement Plan. This school document identifies areas for development, how it will be done and evaluated.

SMART targets: Specific, Measurable, Achievable, Relevant and Time limited targets – essential in order to be effective.

INCLUSIVE PRACTICE CHECKLIST
SELF EVALUATION

SEF Questions	Key Questions	Evidence base	Action/Development
<p>1a Main characteristics of learners:</p>	<p>How many children are identified as having SEN?</p> <p>What is the nature and range of the SEN?</p> <p>How many have Statements? What are the prime needs identified in the Statements?</p> <p>How many children are 'Looked After' by the local authority?</p> <p>How many children are identified as 'gifted and talented'?</p> <p>How many children with English as an Additional Language are in the early stages of learning English?</p> <p>Which ethnic groups are represented in school as staff and pupils?</p>		
<p>1b Please summarise briefly your distinctive aims and describe any special features of your school:</p>	<p>What is the school's agreed definition of educational inclusion?</p> <p>How does this relate to the Every Child Matters outcomes?</p> <p>How does the school express its commitment to inclusion e.g .do you treat children equally; positively discriminate (inc. LAC children)?</p> <p>Who does the commitment apply to e.g. visitors; staff; governors; pupils; parents/carers?</p> <p>What are the school aspirations in terms of community</p>		

	<p>involvement/lifelong learning/family learning/extended schools?</p> <p>Is there a common format and language between policies regarding those with additional needs e.g. gifted and talented; EAL; SEN?</p> <p>Are there regular links between teachers and/or governors with responsibility for Looked After Children; EAL; SEN; G&T?</p> <p>Is there a provision map/audit of provision for children with additional needs?</p> <p>Is there a clear process for evaluating the effectiveness of such provision?</p> <p>How do these processes relate to personalized learning within the school?</p> <p>Are there opportunities for professional development regarding the teaching and learning of children with additional needs?</p> <p>Is the school - physically accessible?</p> <ul style="list-style-type: none"> - allow fully accessible extended curriculum? - Have access to information in forms other than writing? <p>Do these elements apply to pupils and the community e.g. visitors?</p> <p>Does the Accessibility Plan reflect all significant access issues for the school?</p>		
<p>1c Please outline specific</p>	<p>Are there relevant aspects of its geographical location</p>		

<p>contextual or other issues that act as aids or barriers to raising performance.</p>	<p>and/or numerical population?</p> <p>Is the staff group and governing body representative of the local community?</p> <p>Are there any demographic trends in the area?</p> <p>Are there local issues of mobility and/or attendance?</p> <p>Are there any significant community issues to be addressed e.g. closing/opening of major employers?</p> <p>Does the SEN Self Review Schedule highlight any particular issues?</p> <p>Does the PANDA reflect any particular issues with groups of pupils?</p>		
<p>1d. Please note any additional characteristics of your school that you would particularly like to draw to the attention of the inspection team.</p>	<p>Has the school achieved any relevant Quality Marks e.g. Basic Skills Quality Mark; Dyslexia friendly?</p> <p>Is the school developing expertise in....are there particular resources...has any good practice been entered on the Good Practice website?</p> <p>Does the school have a regular forum to reflect on inclusion issues with all relevant professional attending?</p>		
<p>1e Please outline the main priorities in your improvement/development plan and how they reflect the context in which you work.</p>	<p>Do these priorities reflect the importance of effective inclusion in your school?</p> <p>Are Inclusion issues a 'bolt on' feature of the school or an integral ethos, coordinated in all developmental areas?</p>		
<p>Main characteristics of your school: Grade for inclusion issues:</p>		<p>(1=Outstanding; 2= Good; 3=Satisfactory; 4= Poor)</p>	

2. VIEWS OF PUPILS, PARENTS/CARERS AND OTHER STAKEHOLDERS

<p>2a How do you gather the views of learners, parents/carers and other stakeholders, such as those accessing additional services, how often do you do this and how do you ensure the impartiality of the information?</p>	<p>Who has been involved with developing policies for children with additional needs?</p> <p>Do policies have a max reading age of 12yrs and is jargon explained/omitted?</p> <p>What opportunities are there for the pupils to be part of the decision-making process regarding inclusion issues?</p> <p>What opportunities are there for staff; parents/carers; governors and external agencies to be part of the ongoing evaluation/revision of inclusion provision and procedures?</p> <p>Are there clear responsibilities for ensuring that the views of the pupils and the parent/carer are taken into account at every stage?</p>		
<p>2b What do the views of learners, parents/carers and other stakeholders tell you about the learners standards, personal development and well-being, and the quality of your provision?</p>	<p>What aspects of inclusion do the following groups suggest are particular strengths or concerns:</p> <p>Pupils?</p> <p>Parents/carers?</p> <p>Staff?</p> <p>External agencies?</p> <p>LA?</p>		
<p>2c How do you share with parents/carers and other stakeholders the collated findings about</p>	<p>How do you share the collated findings about inclusion issues with:</p> <p>Pupils</p> <p>Parents/carers?</p> <p>Staff?</p>		

their views?	External agencies? LA? Other stakeholders?		
2d Can you give examples of action you have taken based on the views of learners, parents/carers or other stakeholders, with an evaluation of the effectiveness of what you did?	Can you give examples of action resulting from the above consultation, at individual pupil and whole school levels? Have the collated views affected the priorities in the School Improvement Plan? If so - in what way?		

2. Views of Stakeholders: Grade for inclusion issues: (1= Outstanding; 2= Good; 3= Satisfactory; 4= Poor)

3. ACHIEVEMENTS AND STANDARDS

3a What are learners achievements and standards in their work?	<p>Are there common, understood and effective referral and assessment processes for pupils to be identified as having additional needs, as early as possible?</p> <p>Are these processes effective with all additional needs e.g. G&T; EAL; SEN; LAC?</p> <p>How does the school compare with similar schools in terms of pupils who: Are Gifted and Talented ? Identified as having SEN? Are Looked After by the LA? Have English as an Additional Language?</p> <p>Does the school have individual, personalized learning targets to focus learning and evidence outcomes?</p> <p>Are these targets identified in each subject area?</p> <p>How do pupils (and/or significant others) contribute to</p>		
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	<p>their own targets and assessment?</p> <p>How are identified additional needs 'fed into' the target setting process?</p> <p>Are there assessment processes in place which recognize ALL aspects of progress, no matter how small or large e.g. 'P' Scales?</p>		
3c On the basis of your evaluation, what are your key priorities for development?			
3. Achievement and Standards: Grade for inclusion issues:		(1=outstanding; 2= good; 3= satisfactory; 4= poor)	
4. PERSONAL DEVELOPMENT AND WELL-BEING			
4a To what extent do learners adopt healthy lifestyles?	<p>Do all pupils have access to the full National and extended curriculum?</p> <p>Do pupils with additional needs understand the nature of their needs and how they can manage their additional needs?</p> <p>Are staff fully aware of pupils' additional needs (especially supply staff)?</p>		
4b To what extent do learners feel safe and adopt safe practices?	<p>Are there clear procedures in place to address issues of safety and bullying, which the pupils have contributed to?</p> <p>Are there specific programmes available for all pupils addressing issues of emotional literacy?</p> <p>Are there additional programmes of support available for pupils who require more additional support with</p>		

	<p>peer relationships?</p> <p>Are there preventative measures in place, such as peer mentoring; buddying...</p>		
<p>4c How much do learners enjoy their education?</p>	<p>Do all staff and children show an appreciation of cultural and child diversity which supports personalized learning targets?</p> <p>Is attendance good for those pupils with additional needs?</p> <p>Is there effective interagency communication to avoid duplication/omission of provision for children with additional needs?</p> <p>Are rewards and sanctions applied fairly yet flexibly, to account for individual targets?</p>		
<p>4d How well do learners make a positive contribution to the community?</p>	<p>Do all children, including those with additional needs, contribute fully to social and cultural activities of the school - including the helping of others?</p> <p>How do staff positively promote issues of race, gender, disability and diversity to pupils and the wider community?</p> <p>Is there positive discrimination for those most vulnerable children in the school e.g. LAC?</p> <p>Do children with additional needs have all their various needs met e.g. a pupil may have SEN but also be gifted in one area?</p> <p>Are contributions to the community celebrated in a public forum?</p>		

<p>4e. How well do learners prepare for their future economic well-being?</p>	<p>What opportunities are there for those pupils with additional needs to access specialist support/provision for career advice/opportunities?</p> <p>Do all pupils have full access to the common preparation for working life e.g. work experience; curriculum courses?</p> <p>Do all pupils have appropriate, personalized learning opportunities to acquire essential life skills, such as money management?</p>		
<p>4g On the basis of your evaluation, what are your key priorities for development?</p>			
<p>4. Personal development and Well-Being; Grade for inclusion issues: (1= outstanding; 2= good; 3= satisfactory; 4= poor)</p>			
<p>5. THE QUALITY OF PROVISION</p>			
<p>5a How good is the quality of teaching and learning?</p>	<p>Are staff familiar with the national Curriculum Statement 2000?</p> <p>Is there a comprehensive monitoring/assessment system which incorporates accurate assessment of additional needs in order to determine targets?</p> <p>Is whole school personalized learning in place and does this impact on daily teaching and learning? How?</p> <p>Do all teachers use appropriate individual targets and evaluation to inform their teaching and planning e.g. Assessment for learning? Are these targets SMART?</p> <p>Do all staff take account of different learning styles in their planning?</p>		

	<p>How do teachers differentiate for pupils with additional needs in their teaching and learning?</p> <p>Does classroom organization optimize learning opportunities e.g. groupings; use of ICT; use of support staff?</p> <p>To what extent do all staff take responsibility for the pupils within their identified class/group, and to what extent?</p> <p>Do teachers celebrate individual achievement in a common structured manner - and acknowledge all aspects of achievement?</p> <p>Are support staff and additional resources used within the school rationale and effectively?</p> <p>How are Newly Qualified teachers, supply staff and newly appointed teachers informed about pupils with additional needs?</p>		
<p>5b How well do the curriculum and other activities meet the range of needs and interests of learners?</p>	<p>Does the school use pupil tracking and data profiling to inform future curriculum and provision planning?</p> <p>How does the school identify, monitor and evaluate additional provision across the schools - provision maps?</p> <p>Are pupils and other stakeholders part of the decision-making process regarding curriculum and school activities?</p> <p>Are opportunities for other links with schools/Colleges and providers fully realized to optimize the flexibility</p>		

	<p>of provision offered?</p> <p>Do students with additional needs experience many opportunities to be part of teams with pupils who do not have additional needs, if they so wish?</p>		
5c How well are learners guided and supported?	<p>Does the school operate a policy of welcoming admissions from students with any additional needs?</p> <p>Is there a graduated response which recognizes a continuum of need for individual children?</p> <p>Does the school create a climate where the achievements of all are valued and success is celebrated?</p> <p>How are the needs of pupils with additional needs managed effectively on transfer and transition?</p> <p>How are interagency links kept effective and clear e.g. combining Annual Review meetings with Social Care Reviews and Personal Education Plan meetings?</p> <p>Is there a keyworker system in place?</p> <p>How is the support from within the school and external agencies coordinated to ensure they meet the identified needs of each child?</p> <p>How are home/school links maintained positively? Are staff prepared to visit with parents/carers at home?</p>		
5e On the basis of your evaluation, what are your key priorities for development?			
5. Quality of Provision; Grade for inclusion:		(1=outstanding; 2= good; 3= satisfactory; 4=poor)	

6. LEADERSHIP & MANAGEMENT

6a What is the overall effectiveness and efficiency of leadership and management?

Is there are specific policy for inclusion issues or an inclusion statement within all policies?

Is attendance, exclusion and performance data regularly reviewed to identify issues of inclusion and whole school change that may be required?

Is the performance of specific groups of pupils tracked and does this inform planning?

Is there a clear process to evaluate the appropriate and efficient use of funding to meet pupils' additional needs?

Are specific roles and responsibilities clearly and appropriately allocated to staff?

What are the links between those staff with responsibility for various additional needs and the senior management team?

How many staff with these designated responsibilities are members of the senior management team?

Are the Statutory commitments for each of these areas of additional need understood and acknowledged by the senior management team?

Does the school comply with the race relations, DDA and SEN related legislation and guidance?

Does the school take a proactive approach to cooperate with and support local authorities in discharging their statutory duties to promote the educational achievement of Looked After Children (including admissions duties)?

	<p>Is confidentiality respected appropriately?</p> <p>How are staff/governor training needs accurately identified and the impact of any CPD evaluated?</p> <p>Are inclusion issues incorporated into Performance Management self evaluation processes?</p> <p>Are incidents of racism, bullying or inequality recorded and dealt with appropriately?</p> <p>Are pupils and parents/carers aware of their rights and any support that may be available for them e.g.Parent Partnership?</p> <p>Have appropriate staff been appointed to meet the needs of the current and anticipated pupil groups?</p> <p>On what rationale are resources deployed to ensure identified outcomes are achieved effectively and efficiently?</p> <p>How are regular links made with external agencies to ensure the whole school provision of effective integrated care, education and extended services to enhance learning?</p>		
<p>6c On the basis of your evaluation, what are your key priorities for development?</p>			
<p>6.Leadership and Management: Grade for inclusion:</p>		<p>(1= outstanding; 2 = good; 3= satisfactory; 4= poor)</p>	

7.OVERALL EFFECTIVENESS AND EFFICIENCY			
7a What is the overall effectiveness of the provision, including any extended services and its mains strengths and weaknesses?	Where are the main areas of strength regarding inclusion issues and where are the most significant weaknesses?		
7b What is the effectiveness of any steps taken to promote improvement since the last inspection and as a result of your self evaluation?			
7c What is the capacity to make further improvement?	Have the staff got the capacity and willingness to meet the needs of all learners more effectively?		
7d How effective are links with other organizations to promote the well-being of learners?			
7e What steps need to be taken to improve the provision further?			