

SEN MONITORING: REVISED STRATEGY (June 2004)

A. Context

The report to the Education Scrutiny Panel (written in October 2003, presented in February 2004) evaluated the outcomes of the initial SEN monitoring audit (2002 – 2003) and set out proposals for a three year monitoring cycle. In the light of the recent publication of the SEN Strategy 'Removing Barriers to Achievement' by the DfES and other related documents, particularly the proposed National Performance Framework for SEN, the SEN Monitoring Strategy has been amended.

B. Objectives

The objectives of the monitoring will, however, remain as previously identified:

- To continue to enable the Council to fulfil its statutory obligation to ensure that delegated funding for SEN is used effectively
- To ensure that appropriate provision is made for pupils with SEN and disabilities
- To identify and share effective practice
- To support school self-review and evaluation in relation to SEN provision
- To provide individual schools with guidance on any aspects of SEN provision that continue to require further development
- To inform future CPD programmes provided by the Education Advisory Service

C. SEN Monitoring: a Two Year Cycle

1. Principles:

- All schools will receive a detailed audit of SEN provision every two years based on identified sections of the School Self-Review Schedule (SSRS) (*see Section Two below*)

- Some schools will receive an additional visit within the intervening year; the focus for additional visits may be:
 - to identify effective practice
 - to monitor development of specific aspects of SEN provision as identified in relation to the SSRS audit
 - to monitor arrangements for SEN and disability in schools where data analysis identifies under-performance in relation to inclusion (*see Section Three below*)
 - to monitor specific aspects of SEN provision in the light of local and/or national requirements/initiatives/legislation
 - to verify SEN Quality Mark applications
- Core monitoring functions will be on-going and will include:
 - quality of annual review returns and transition plans in conjunction with Children's Services
 - Applied Behavioural Approaches (ABA) – monitoring expenditure and quality of training and programme delivery by case managers / tutor
 - Accessibility Plans

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| 2. School Self-Review Schedule (SSRS) |
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- The SSRS will have three functions:
 - to provide an optional framework for schools to monitor their own effectiveness in relation to SEN provision
 - to provide a basis for SEN monitoring visits
 - to provide an opportunity for schools to gain the Education Advisory Service Quality Mark for SEN
- All schools will receive a copy of the SSRS in the Autumn term 2004
- For SEN Monitoring purposes, schools will be divided into two cohorts. Each school will receive a monitoring visit every two years that will be based on specific sections of the SSRS (*see Appendix One*). Monitoring visits will include detailed discussion with the headteacher, SENCO and often with the governor with responsibility for SEN; paperwork and related documentation will also be scrutinized. A report will be provided for the headteacher and chair of the governing body that recognises best practice and recommends future action to address any areas that require further development.

- The SSRS can also be used as a means of applying for an Education Advisory Service Quality Mark using the criteria and suggested evidence base. This will be verified by the SEN Monitoring Officers and can be linked to further accreditation.

3. Inclusion Indicators

- The information held in relation to SEN and inclusion by different departments within the Council (e.g. Education Advisory Service, Children's Services, Admissions and Access) will be collated by the SEN Monitoring Officers.
- The databases will be reviewed and extended where appropriate, taking account of the requirements of the National Performance Framework when it is published; systems for inputting data will be agreed
- Data analysis of these inclusion indicators by the SEN Monitoring Officers will be used to identify schools that may require an additional monitoring visit. These visits will focus on specific aspects of inclusion and will include detailed discussion with the headteacher, SENCO and often with the governor with responsibility for SEN and a report of the visit will be provided for the headteacher and chair of the governing body
- Where data analysis identifies under-performance of pupils with SEN, the SEN Monitoring Officers will liaise directly with the relevant Attached Adviser in order to ensure a coordinated approach to working with the school, if appropriate
- All SEN Monitoring will inform the Council's School Performance Monitoring procedures.

Gill Henderson 28/6/04

APPENDIX ONE**Monitoring visits based on SSRS:**

| | Year 1 | Year 2 | Year 3 | Year 4 |
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| 1st Cohort (50% of all mainstream schools) | Monitoring visit based on sections 1-3 of SSRS | | Monitoring visit based on sections 4-6 of SSRS | |
| 2nd Cohort (remaining 50% of all mainstream schools) | | Monitoring visit based on sections 1-3 of SSRS | | Monitoring visit based on sections 4-6 of SSRS |