SEND Review Overview

What is a SEND review?

- Any setting can commission a SEND review to evaluate the effectiveness of its provision for pupils with special educational needs and disabilities. This includes mainstream settings, alternative provisions and specialist settings.
- A SEND review should help to ensure that all children, in all educational settings, achieve their very best, including the skills and qualifications that they need for successful transition, further education and employment.
- The review process length will be dependent on the package commissioned. This includes the preparatory work before going into the setting, the time needed to collect evidence during the setting visit, and the report writing and feedback that takes place after the review. Many settings will establish an ongoing relationship with their reviewer who can provide follow-up support and advice.

Who pays for the review and how much will it cost?

- Settings are responsible for paying for their SEND review. The cost is agreed between the reviewer and the commissioning setting based upon the package of SEND review support.

Taking an evidence-based approach

- Excellent teaching for pupils with SEND is excellent teaching for all. The Code of Practice emphasises that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

- Additional intervention and support cannot compensate for a lack of good quality teaching. High quality provision to meet the needs of children and young people with SEND includes the use of evidence-based interventions and approaches. Educational settings, joint commissioning arrangements and local authorities are therefore responsible for accessing the best evidence available on interventions and approaches to support children and young people.

- An uncompromising focus on improvement and recognising what works and what doesn't for those identified with SEND will raise attainment and make a difference to all children.

- There is a growing and valuable evidence base which helps teachers and leaders make evidence-informed decisions about which interventions can maximise impact and provide good value for money. For example the EEF Toolkit, The Communication Trust and NICE. Research from randomised control trials (RCTs) should be used to build the professional judgement and the discretion of teachers, as the most powerful knowledge about what works is informed by each context and the expertise of practitioners, particularly for the SEND sector.

- Localised and applied research is likely to be most useful for informing strategy and teaching practice. Growing the research literacy of teachers in settings and building localised research of what works will strengthen professional judgement and intelligent, informed decision making to deliver continuous progress for all pupils with SEND.
  1. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
  2. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit
  3. https://www.thecommunicationtrust.org.uk/whatworks
  4. https://www.nice.org.uk/

Packages of SEND Self-Assessment and Review

A: SEND Brief Review

Prior to Visit	Visit(s)	Post-visit	Total hours
	• Meet with SENCO, share perceptions of review, agree and plan next steps • SEND policy • SEN Report • SEND templates • Website • Accessibility Plan	• Setting send completed Action Plan to Inclusion Advisory Teacher • Feedback given via email and phone call	• HIST Settings 6 – 9 hours • BPSI Settings 8 – 12 hours

B: SEND Self Review, leading to SEND Development Plan and report

Prior to Visit	Visit(s)	Post-visit	Total hours
• Schools complete Barnet SEND Self Review format and data analysis prior to visit and send to Inclusion Advisory Teacher	• Meeting with SENCO and Headteacher and/or Line Manager for Inclusion • Learning Walk on 1 identified key theme • Case studies / sample files / book samples • Verbal feedback given • Co-production of report with identified areas for development	• Setting send completed Action Plan to Inclusion Advisory Teacher • Feedback given via email and phone call	• HIST Settings 12 – 15 hours • BPSI Settings 16 – 20 hours

C: SEND Self Review in collaboration with key stakeholders, leading to SEND Development Plan and report

Prior to Visit	Visit(s)	Post-visit	Total hours
• Schools complete Barnet SEND Self Review format and data analysis prior to visit and send to Inclusion Advisory Teacher	• Meeting with SENCO and headteacher and or line manager • Learning Walk on up to three identified key themes • A Joint Lesson/intervention group observation • Meet with staff (selected TAs / Teachers) • Book samples, case studies, review of children files • Meet cohort of children / young people • Meet cohort of parents • Meet SEND governors • Verbal feedback given • Co-production of report with identified areas for development	• Summary report written • Detailed development plan shared • Feedback meeting Support actions (e.g. forms/articles development Additional time agreed at review) • 8-week follow up visit	• HIST Settings 18 - 21 hours • BPSI Settings 24 - 29 hours

Who to contact

If you are interested in finding out more about an SEND Review, please contact Samantha Rothwell (Samantha.Rothwell@barnet.gov.uk) or Joann Moore (Joann.Moore@barnet.gov.uk)