



## SEND CHECKLIST

### A SUMMARY OF THE POWERPOINT ON “WHAT DOES SEND GOOD PRACTICE LOOK LIKE IN SCHOOLS FOR LEARNERS WITH SEMH NEEDS?”

We suggest that Co-ordinators may like to use this as a “crib sheet” when receiving referrals from schools either at Inclusion Forum or Panel/Core Groups. It aims to help you evaluate whether the student being referred is arriving with you after the school has exhausted every effort to find ways to keep him or her at school. Although schools might be sensitive about a process that judges their input they will appreciate that you are acting to ensure “a level playing field” where the Partnership strives hard to ensure that each students accesses programme management only when a clear threshold has been reached.

You might find it helpful to RAG rate each statement – or to record where you had no evidence to form a judgement.

At the end of the document there are a few suggestions as to what you might do next, particularly if you are concerned that the student being referred might have kept the school place had the school’s provision been more effective.

What you hope to observe	What will you look for and ask about?	RAG or NE
The School sees SEMH as a special educational need		
	Is the SENDCO always involved in identifying need for these young people?	
	Does the school use language such as “behaviour communicates underlying need”	
	Does the school show its awareness of ACE	
	Does the member of staff referring the child avoid cataloguing the student’s misdeeds and instead try to explain underlying need?	
The school ensures that it assesses need		
	When the school refers a student can it show evidence of Boxall or similar assessments?	
	Has the school done other assessments for other SEN issues?	
	Is the information on the referral form complete and up to date and does it include academic progress data?	
	Has the school made a referral for specialist advice – it EP or STS?	
The School uses a cycle of Assess Plan Do Review		
	Is there a SEND Plan that is made available at the time of referral?	

	Is there evidence in the plan that the school has regularly reviewed the student's progress?	
	Does the plan have some key indicators that allow for assessment of progress?	
	Is there evidence that the student has been involved in reviewing progress?	
	Are Parents engaged in the process?	
The School ensures that all staff are aware of the child's needs and implement the recommended strategies		
	Does the school have a robust system for communicating to all staff the plans it has made for the student?	
	At referral is the member of staff who presents the case knowledgeable about the child and the plan?	
	Does the student indicate that staff try to follow the plan?	
	Does the school have robust incident tracking?	
	Does the school indicate that it seeks to ensure that all staff follow the advice contained in plans?	
The School works hard on all transitions		
	Is the school able to describe the student's experiences at primary school?	
	Has the school considered how to prepare the students for transition to the partnership?	
	Does the school have clear expectations that it communicates to you about what it hopes for the students at the partnership?	

### Strategies to support schools;

Aim to be open and transparent about your concerns as far as you can be.

1. Have a discrete conversation with your Inclusion Forum EP about any concerns that you have – they may be able to offer some support.
2. Find a way to use the associated powerpoint with schools – or get one of them to do something similar for all schools.
3. Use Partnership Funds to pay for some relevant training.
4. Put a relevant issue onto the agenda of your Practitioners Group Meetings.
5. Discuss with the Chair any continuing concerns – this may need tackling by Headteachers.
6. Use a colleague from another school to offer advice – the Partnership might pay some release time for a SENCO to do a cross school project.
7. Have a look at your own paperwork – can you change the questions you ask on your referral form to help the school thing in the way that you want.
8. Use one of your support staff to demonstrate good practice – for example the support staff might develop their own mini plan for the support that they will offer with some clear performance indicators.
9. Talk to the Inclusion Team particularly if a Governors' Exclusion Hearing is pending and you think that the school has not done enough to support the child's SEND needs prior to an exclusion decision.
10. Recommend that the School becomes involved in a SEND Review. For details go to page 158 of the [LA SEND Handbook](#)

