



SENDIA

SEND Inclusion Award

Hurworth school is committed to working towards gaining a national award that helps schools identify, develop and celebrate outstanding SEND provision.

Mrs Helen Whitten will be the school's SENDIA coordinator.

Should stakeholders in the school have any questions about the award these can be addressed to Mrs Helen Whitten or Mr Nick Lindsay. Any updates on the progress towards gaining the award will be posted on the school's website.

Below is a summary of what the SEND Inclusion Award offers, the principles behind it, as well as the 8 objectives it addresses.

SENDIA Overview

The **SEND Inclusion Award** offers mainstream schools the opportunity to gain accreditation for high-quality provision and outcomes for children with special educational needs and disabilities (SEND). Schools are required to reflect on and improve their provision in line with a series of objectives that fulfil both Ofsted criteria and the SEND Code of Practice*. Specifically, the award focuses on 'outcomes' for pupils and how schools can demonstrate the impact of their SEND provision. The award leads schools through a process of self-evaluation, action planning and evidence collection before final verification and accreditation.

The award will help schools develop high-quality SEND provision throughout the school by:

- ★ promoting awareness of SEND issues and inclusion for all staff, parents, pupils and governors
- ★ evaluating and improving classroom practice and interventions
- ★ focusing on pupil outcomes.

Successful completion of the award will enable schools to:

- ★ gain recognition for high-quality education and care for pupils with special educational needs and disabilities
- ★ demonstrate to parents, governors and Ofsted inspectors that the school provision complies with current legislation and the SEND Code of Practice, and is effective in achieving good outcomes for all pupils. NB The term 'parent' is used throughout to represent the principal adult or adults caring for the pupil with SEND and is intended to cover any main caregiver.

The principles behind the SEND Inclusion Award

'In practical situations in everyday settings, the best early years settings, schools and colleges do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN.'

(SEND Code of Practice 2015)

Current legislation and the SEND Code of Practice guide schools and colleges in shaping their philosophy, principles and practice. The SEND Inclusion Award reflects the same set of principles, which are designed to support:

- ★ inclusive practice
- ★ removing barriers to learning
- ★ high-quality teaching and learning
- ★ early and accurate identification of children and young people's needs using evidence-based, outcomes-focused interventions using a graduated approach based on a four-step model: assess, plan, do, review

- ★ the participation of children, their parents and young people in decision-making
- ★ improving outcomes through high expectations for all pupils
- ★ successful preparation for adulthood, including independent living and employment.

The SEND Inclusion Award will provide valuable support for schools. It provides a coherent framework that structures a systematic process of evidence/data collection and informs the actions needed to improve provision and outcomes for *all pupils* with special educational needs and/or disabilities.

The SENDIA Objectives

The process involved in the award will enable schools to:

- 1 Demonstrate a commitment to establishing outstanding provision for SEND pupils through achieving and maintaining the award.
- 2 Ensure that the school's SEND policy and practice is compliant with legislation and DfE guidance and promotes an inclusive ethos.
- 3 Establish and maintain strong and effective leadership and management of SEND provision.
- 4 Demonstrate that everyday teaching and learning for pupils with SEND is good or better.
- 5 Establish and maintain an effective system of identifying pupils' special educational needs.
- 6 Demonstrate that pupils are actively involved in decision-making about, and the delivery of, their own SEND provision/support.
- 7 Ensure that parents are actively involved in decision-making about, and the delivery of, their children's SEND provision/support.
- 8 Highlight their commitment to providing high-quality, on-going continuing professional development (CPD) on SEND.

Schools commit to completing the award within a 15-month timeframe.