Reflection	Response
What qualifications, CPD and experience does the SENCo have?	
What CPD have staff undertaken that has helped to support pupils with SEND?	
How many pupils are on the SEN register and how does this percentage compare with national averages?	
How do you decide what pupils should be placed on the SEN register?	
What is the main primary need of pupils with SEND and how does the school take action to reduce the impact this might have on success?	
How does school ensure that pupils with SEND have the knowledge and cultural capital they need to succeed in life?	
What are the processes used to for measure/evidence progress for pupils with SEND?	
How do you monitor and improve the impact of quality first teaching on pupils with SEND?	
How do you select, monitor and measure the "additional to and different from" interventions delivered to pupils?	
How does the school involve parents in deciding how best to support pupils with SEND and in co-production of SEND provision/documentation?	
What impact does the LA support have on pupils with SEND in school?	
How do you raise the profile/communicate needs of vulnerable groups and individuals with staff? How do you know this is effective?	
Can you describe a specific case where the school SEND provision has had a positive impact on pupils/families of pupils with SEND?	Big 13 skills **https://preview.tinyurl.com/u7s7ja9**
What are the procedures for transition for pupils with SEND (entry and exit)? How do you know these are effective in ensuring inclusion and success?	

What action has been undertaken to locate the views of pupils with SEND and their families and to support them to meet aspirational aims?	
Can you provide an example of how the curriculum has been developed to respond to the lifelong needs of all pupils?	Preparing for adulthood. **https://preview.tinyurl.com/qo6e6cm**
What additional curriculum opportunities are delivered to support the developmental/lifelong needs of pupils with SEND?	
What opportunities outside of the formal school days are provided to pupils with SEND? What impact have these had on pupils?	
How do you evaluate the impact of the school's pastoral support on pupils who have social, emotional and mental health needs?	
How can you demonstrate your levels of ambition for pupils with SEND?	
What would you expect an inspector to see if they undertook a learning walk focusing on SEND?	
How have you worked in partnership with external agencies to ensure the success and inclusion of pupils with SEND?	
What are your greatest strengths in responding to pupils and their families with SEND?	
What continue to be barriers to success and what are your plans for reducing these?	
How many exclusions (internal and external) have been issued to pupils with SEND and what action are you taking to reduce this?	
What support and information do you provide to parents and families to enable them to better support their child with SEND?	
How is the SENCo provided with supervision/support to ensure their well-being? How do the Governors ensure their workload is manageable?	
How are decisions made about funding provision?	
If pupils are removed from the classroom for intervention/support/sanctions, what is the impact this has on outcomes?	