COGNITION AND LEARNING – Whole School Audit:

WHOLE SCHOOL RESPONSIBILITIES				
This Audit is designed to be completed by the senior leadership team as an aid to school improvement. It is recommended that the Teacher Audit is completed first in order to inform the answers of this Audit. 1. School ethos and leadership responsibilities	Embedded	Developing	Emerging	None
1.1 The school has a clear framework that demonstrates a broad and balanced curriculum in all subject areas.				
1.2 The school has explicit policies on teaching and learning, including how pupils are grouped, marking/feedback and target setting.				
1.3 Associated schools policies such as Equality, SEND, and Behaviour are implemented and regularly reviewed.				
1.4 There is a SEND School Information Report that is published online, accessible to parents, and includes information about Staffordshire's Local Offer.				
1.5 There is a nominated Governor who is responsible for SEND and Inclusion who ensures SEND is prioritised and discussed regularly at Governors meetings.				
1.6 The senior leadership team ensures that all staff in school are aware of their individual responsibility with respect to SEND and are aware of the key content in the relevant documents, including: • The SEND Code of Practice (2014) • Children and Families Act (2014) • Equality Act (2010) • DfE Teachers' Standards (2013) • Ofsted School Inspection Handbook • The Education (Teacher Appraisal) Regulations (2012) • Education Endowment Foundation Teaching and Learning Toolkit (2011)				
1.7 There is a designated, qualified SENCo in school who is responsible for: • Informing strategic decision making with the senior leadership team • promoting SEND within school • provide support and guidance to all staff around SEND • being one point of contact for external support services, eg EPS • engaging parents/carers in supporting children's learning • maintaining awareness of relevant research and policy updates in the area of SEND • identifying the potential risk factors within the vulnerable groups in school • liaising with the governing body regarding SEND				

1.8 Appropriate funding is identified to support SEND. This may include the schools notional SEN budget, Pupil Premium, other SEND funding and a CPD budget. The SENCo is aware of these funding streams.				
1.9 The school leadership team promote an ethos of positive enquiry and acceptance of difference through: • Mutual respect • Assessment for intervention rather than assessment for diagnosis regarding learning concerns • Responsiveness to individual needs • Problem solving around SEND and solution finding • The development of collaborative and constructive relationships with peers and adults				
1.10 The school leadership team ensure there is a clear process for communication and the dissemination of information regarding SEND.				
1.11 School systems are flexible enough to support the individual needs of all children/young people on roll at the school including those educated off-site.				
1.12 There is adequate time available for school staff to fulfil their SEND duties as required, for example attending meetings.				

2. Whole School Procedures

2.1 All staff are committed to the promotion of inclusion of all children in school.				
2.2 All SEND support and interventions that are available in school is collated and detailed, for example on a Provision Map.				
2.3 There are processes in place that ensure that children/young people are aware of and involved in whole school decision making including support available in school regarding curriculum access, eg Pupil forums, Pupil panels etc.				
2.4 There are procedures in place to make transitions as smooth as possible for children and young people (for example when they are starting school/new year group but also during the school day/week).				
2.5 Staff skills are regularly audited (see Quality First Teaching section) and further training in SEND is offered to staff groups and individual staff when required.				
2.6 Schools encourage and support a team approach to addressing SEND. In particular: • Staff are given encouragement and opportunities to discuss concerns, problem solve and provide support both practically and emotionally to each other • There are planned opportunities for key staff to share good practice with staff from other schools • Senior staff actively promote and facilitate these networking and mentoring opportunities				

3. Whole School Assessment, Identification and Monitoring

3.1 There are procedures in place for the senior leadership team to assess how effectively staff are meeting learning needs, for example learning walks, drop ins and classroom observations.				

3.2 There are whole school assessments, tracking and target setting procedures in place for all children/young people that allows staff to identify any children not achieving or making the expected progress, as early as possible.				
3.3 There is a whole school system in place to further assess these children to identify the barriers to learning and to baseline the skills causing concern in order to inform intervention.				
3.4 There are processes in place to monitor and record identified children's progress more closely such as Pupil Progress Reviews and Individual Support Plans using the principles of Assess, Plan , Do Review which includes teachers, parents and the child/young person.				
3.5 Pupils with SEND make at least expected progress.				
3.6 Children and young people are aware of who to approach in lessons and around school to seek help themselves				
3.7 Parents/carers know who to approach in school if they have concerns or information regarding their child's learning and/or progress.				
3.8 There are processes in place in school for sharing information with all staff regarding individual children/young people's learning and progress.				

QUALITY FIRST TEACHING

4. Assessment, Identification and Monitoring

4.1 Teachers use resources (eg environment checklists) to refine teaching and differentiation approaches.				
4.2 Teachers use recent assessment information to gain a better understanding of individual children/young person's learning level and to identify the barriers to their learning in the classroom.				
4.3 Teachers are aware of the targets/outcomes that the children with SEND are working towards.				
4.4 Teachers monitor the engagement in lessons and motivation of their class groups and plan appropriate interventions that can be delivered within class through the curriculum.				
4.5 Children/young people are involved in the development and evaluation of learning support strategies in class.				

5. Curriculum Content

5.1 Literacy and numeracy skills are incorporated in the school's curriculum and reflected across all subjects.				
5.2 Teachers provide and promote a range of opportunities for creativity within the curriculum for children/young people to experience success and/or explore their different skills and interests.				
5.3 Teachers ensure that teaching and learning opportunities are appropriately differentiated to take into account learning and motivation levels and to ensure there are appropriate levels of intellectual challenge and support.				

5.4 Staff are aware and take account of different levels of cognitive ability, attention levels, tolerance of errors, language skills, social and emotional development and acknowledge the effect that these could have on their learning levels.				
5.5 Specific study skills are taught within the curriculum to encourage independent learning.				
5.6 Teachers reflect on the demands of the subject area and make adjustments in order to improve access through: • Identifying sequential skills that are explicitly linked to prior learning • Identifying target vocabulary and using pre and/or post tutoring if needed • Differentiating by task, outcome or teaching materials • Opportunities for distributed practice and interleaved learning				

6. Curriculum Delivery

6.1 The instructions in the classroom are clear, concise and consistent – longer instructions are broken down into smaller steps when required.				
6.2 The teacher's expectations regarding behaviour and task completion in the classroom are clear and understood by the children/young people.				
6.3 There is effective use of ICT resources and other classroom resources.				
6.4 Children/young people who are meeting and exceeding classroom expectations are frequently noticed and praised, as appropriate to individual need.				
6.5 Adults use praise that is specific and meaningful and is aimed at effort and learning behaviour rather than just achievement.				
6.6 Teaching is delivered through: • Sequential skills that are linked to prior learning • Using meaningful and useful tasks • Ensuring children/young people in the class understand the purpose of the lesson and the desired outcome • Teaching independent learning skills • Monitoring the level of support given to children/young people to ensure that they have enough support to complete the task whilst not taking away the learning opportunity • Practical and generalisable skills where possible • Provide targeted marking and feedback on identified areas of need • Effective use of peer support and grouping				
6.7 Teachers give regular feedback to children/young people on their learning and progress.				
6.8 There are opportunities for flexible groupings and pairings and children/young people have access to positive and aspirational role models for their learning.				
6.9 Teachers use inclusive strategies, such as peer tutoring and co-operative learning.				

6.10 Teaching assistants work as part of a team with the class/subject teacher and are used to deliver structured evidence-based interventions.				
6.11 Teaching resources are age appropriate, inclusive and relevant.				
6.12 Homework is purposeful and encourages the generalisation of prior learning and is differentiated to ensure it can be completed independently at home.				
6.13 There are opportunities for pupils to take some responsibility within lessons, including involvement in goal setting.				