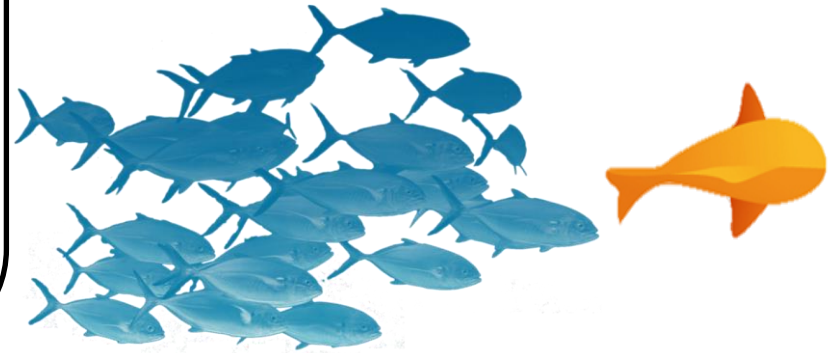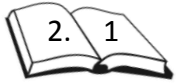# SENCO/School Success Planner (SSSP)

Areas of Expertise & Impact

This book belongs to…

....

Section 1

Areas of Expertise

(P.2 – P.26)

A.   Principles and Practice of Leadership in Different Contexts

1. The characteristics of highly effective leadership				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	- Understands the characteristics of highly effective leadership including: - Generating shared vision and values - Removing obstacles to improvement - Data, accountability and relationships - Setting high expectations - Developing learning communities.	- Demonstrates use of optimistic, inspirational, facilitative and confident approaches in own practice. - Communicates effectively with: - Teachers and support staff - Students with SEN - Parents - Other professionals.	Gives support and advice to teachers and support staff to help develop their leadership skills in relation to teaching and learning and wider outcomes for students with SEN.	Uses leadership knowledge and skills to actively contribute to the development of SEN policy and practice at a whole school strategic level.

2. Leadership and management processes and tools to support change

Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Understands the difference between leadership and management and the core principles underpinning each.	• Develops a range of processes and tools to support change and makes use of these in own practice.	• The sphere of influence includes teachers, guidance teams and support staff. • Knowledge and skills, about processes and tools to bring about change are used to inform improvements to teaching and learning. There is evidence of effectiveness gathered by data on progress and attainment of students with SEN.	• Leadership and management processes and tools are used to influence the strategic development of SEN policy and practice in collaboration with senior leaders within the school.

3. The role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement				
Pre (0)	**Emerging Confidence (1)**	**Fairly Confident (2)**	**Confident (3)**	**Very Confident (4)**
	• Is actively engaged in SEN networks and knows the importance of updating own knowledge through reading and research.	• Is able to demonstrate gains in own learning about SEN as a result of formal and informal professional development, reading and research.	• Uses gains in knowledge and skills in SEN to give professional development support to teachers to further improve their practice. • Supports teachers in sharing new knowledge and skills gained in relation to SEN with support staff.	• Works with senior leaders to implement a process to 'map and gap' the knowledge and skills of teachers and support staff in relation to SEN. Uses this to inform and lead on a strategic approach of continuing professional development (CPD) to raise the knowledge and skills of all staff in relation to teaching and learning for students with SEN.

4. Leadership including strengths and areas for development

Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Has considered the characteristics of effective leadership and is aware of own strengths and areas for development.	• Is aware of how leadership characteristics impact on own practice and can evidence steps taken to further develop skills and address areas for development.	• Actively supports teachers in helping them to determine their leadership strengths and identify their areas for development in relation to teaching and learning for students with SEN.	• Applies a strategic approach using leadership strengths to inform development of policy and practice for students with SEN.

5. The professional qualities of effective team leadership

Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)

	• Understands the principles of effective team leadership including:
	  o Joint ownership of intended outcomes
	  o Interpersonal skills and overcoming resistance
	  o Creating an evidence-based rationale for developing new initiatives.
		• Uses the principles of effective leadership in own practice and has evidence of impact on the progress and achievement of students with SEN.	• Uses effective team leadership skills to build a collaborative, jointly owned approach to teaching and learning for students with SEN.	• Is an active and positive contributor to the Whole School Approach to Integrated Education and is able to use professional qualities of effective team leadership to support the strategic development of policy and practice for students with SEN.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

B. How SEN Affects Pupil's Participation and Learning

| 6. The breadth and complexity of causes of underachievement				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Understands that underachievement is not always caused by SEN.	• Can evidence how knowledge and understanding about the complex causes of underachievement is used to inform own practice.	• Can evidence how support for colleagues in gaining understanding about the causes of underachievement impacts on student progress.	• Influences policy and practice at a strategic level to ensure good communication between leaders for student guidance teams. Works collaboratively to ensure good outcomes for students with SEN who may have other vulnerabilities.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

C. Strategies for Improving Outcomes for Pupils with SEN

7. Theories of learning as a basis upon which to design effective interventions				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Knows how to access relevant research relating to teaching and learning and the principles of using evidence-based interventions.	• Co-occurrence across SEN 'types'. • Metacognition. • Self-regulation. • Effective feedback. • Use the iceberg principle and use this to inform own practice.	• Supports colleagues in applying theories of learning in relation to the Whole School Approach to Integrated Education. • Helps colleagues evaluate the impact of intervention and achieve accelerated or sustained progress for students with SEN. • Helps colleagues embed knowledge and skills gained in interventions into everyday classroom learning.	• Works with senior leaders to implement a strategic approach to ensure that interventions are: o Jointly owned o Evidence-based o Tracked over time o Provide accelerated progress o Progress is sustained over time.
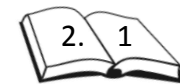
| 8. Removing barriers to participation and learning for students with SEN and/or disabilities				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)

	• Knows how to identify barriers to learning experienced by students with SEN within tiers 1, 2 or 3.	• Supports colleagues in identifying barriers to learning in the classroom and wider contexts and in applying appropriate differentiation and accommodations (reasonable adjustments).	• Advises teaching colleagues on strategies that can support the effective teaching and management of learning behaviours for students with SEN.	• Works with senior leaders to develop a whole school culture in which barriers to participation and learning are identified and removed.
				• Gathers evidence of the impact of this from:
				  o Teachers
				  o Students with SEN
				  o Parents.

Evidence

2. 1

Beginning of Course	End of Course

Action	By whom	By when	Notes

D. Work Strategically with Senior Colleagues to:

9. Advise on and influence the strategic development of person centred and inclusive ethos, policies, priorities and practices				
Pre (0)	**Emerging Confidence (1)**	**Fairly Confident (2)**	**Confident (3)**	**Very Confident (4)**

	• Knows how to access information about Person Centred Approaches.
	• Understands the key principles underpinning research and evidence-based practice relating to developing inclusive ethos, policies, priorities and practice.
		• Can evidence the impact of using Person Centred Approaches in own practice.
		• Applies the key principles of inclusive ethos and practices in own practice.
			• Provides advice and guidance to:
			  o Teachers
			  o Support staff
			  o Other stakeholders
			on using Person Centred Approaches to improve outcomes for students with SEN.
			
			• Provides or sources professional development that increase the capabilities of teachers to use Person Centred Approaches to facilitate choice and control for students with SEN and their families.
				• Establishes and measures the effectiveness of whole school policy and practice which promotes inclusive:
				  o Ethos
				  o Policies
				  o Priorities
				  o Practice
				and is underpinned by the use of Person Centred Approaches.

10. Promote a whole school culture of high expectations and best practice in teaching and learning to improve outcomes for students with SEN				
Pre (0)	**Emerging Confidence (1)**	**Fairly Confident (2)**	**Confident (3)**	**Very Confident (4)**
	- Is aware of key sources of data, and uses these to inform target setting in own practice. - Familiar with the concept of the 'Assess, Plan, Do, Review' cycle. - Is clear about the role of senior leaders in relation to students with SEN. - Is clear about the role of the School Management Committee (SMC) in relation to students with SEN.	- Provides advice and guidance to teachers on using appropriate data to set targets and track progress for students with SEN. - Provides advice and guidance to colleagues on maintaining an outcomes-focused approach to teaching, learning and provision for students with SEN.	- Provides advice, guidance and support to teachers on how to use the 'Assess, Plan, Do, Review' cycle to improve outcomes for students with SEN. - Contributes to the implementation of effective assessment and monitoring for students with SEN.	- The 'Assess, Plan, Do, Review' cycle is strategically embedded in the school's system. - Works strategically to ensure aspirational targets and high expectations are set for students with SEN.
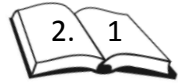
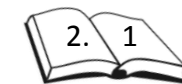| 11. Commission, secure and deploy appropriate resources to reinforce the teaching of students with SEN and evaluate and report upon their impact on progress, outcomes and on cost and time effectiveness				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Ensures an appropriate match of needs to resources in own practice. • Evaluates outcomes, analyses and reflects using value for time and or money principles.	• Supports colleagues in ensuring appropriate match of needs to resources and leads discussion which helps colleagues to evaluate outcomes and analyse and reflect on outcomes using value for time and or money principles. • Knows when and how to apply for and evidence the need for additional funding, resources or skills, how to deploy and how to evaluate effectiveness against outcomes expected.	• Thorough provision mapping and management systems are in place. These provide a strategic overview and clear evaluation of the impact of additional provision and resources using value for time or money principles.	• The provision management cycle is embedded in the whole school system and used to set targets and measure progress. • There is evidence of ongoing analysis of value for time and/ or money efficiency and effective use of data to track progress. • Resources provided for students with SEN who access other funding or external provision are tracked against outcomes achieved using the provision management cycle.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

E.   Lead, Develop and where necessary, challenge

12. Promote improvements in teaching and learning to identify, assess and meet the needs of students with SEN using a Person Centred Approach				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Knows how to access information about Person Centred Approaches. • Understands how to apply the 'Assess, Plan, Do, Review' approach using Person Centred Approaches.	• Provides advice and guidance to senior leaders, teachers and other professionals on how to use Person Centred Approaches to improve the teaching and learning environment for students with SEN.	• Works collaboratively with senior leaders, teachers and other professionals to establish systems and processes that are driven by the views and experiences of students and their families. • Ensures evidence is gathered to show impact of Person Centred Approaches on teaching, learning and progress for students with SEN.	• Person Centred Approaches are integral to the policy and practice developments for all students including those with SEN. • There is evidence that Person Centred Approaches are central to achieving good outcomes for students with SEN.

13. Model effective practice, coach and mentor colleagues				
Pre (0)	**Emerging Confidence (1)**	**Fairly Confident (2)**	**Confident (3)**	**Very Confident (4)**
	• Is able to identify the key elements of effective teaching using and analysing distinctive approaches in own practice. • Understands how to differentiate and reasonably adjust (accommodate) the teaching and learning environment. • Knows how to access key research on effective practice to ensure progress for students with SEN.	• Uses key tools (e.g. observation, research, lesson study, discussion, coaching, mentoring) to promote high quality teaching for students with SEN.	• Provides advice and guidance to teachers on how to involve students with SEN in reflecting and contributing to changes in the teaching environment which enable effective learning to take place.	• Works with senior Leaders to ensure all teachers provide high quality teaching which is appropriate differentiated and reasonably adjusted to achieve good outcomes for students with SEN. • Shaping good inclusive practice through modelling, mentoring and/or coaching is in place across the school.

2. 1

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

F.   Critically Evaluate Evidence about Learning, Teaching and Assessment

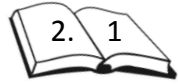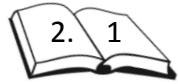| 14. Select, use and adapt approaches, strategies and resources for assessment to personalise provision for students with SEN				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Is aware of different methods and approaches that can be used to ensure students with SEN can access learning and make progress. • Is aware the research identifying the importance of developing meta-cognitive (learning to learn) skills for students with SEN.	• Has evidence of the impact of robust 'Assess, Plan, Do, Review' processes and matches provision accordingly. • The planning process following assessment and/or diagnosis is person centred and outcomes focused.	• Provides advice and guidance for senior leaders and colleagues on how to use an evidence-based approach to selecting or adapting resources to achieve good outcomes for students with SEN. • Provides advice and guidance to senior leaders and colleagues on how to carry out a clear analysis of the needs of students with SEN.	• Works with senior Leaders to ensure systems, processes and principles of good practice are in place to accurately assess and respond to the learning and social needs of students with SEN.

2. 1

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

G. Develop, Implement, Monitor and Evaluate Systems to:

15. Identify students who may have SEN				
Pre (0)	**Emerging Confidence (1)**	**Fairly Confident (2)**	**Confident (3)**	**Very Confident (4)**

	• Knows how to access information about the good practice principles for identifying students who may have SEN.
	• Knows how to access information about vulnerabilities or other barriers to learning which are not SEN.
		• Regularly attends meetings and contributes to discussions about student progress.
		• Has a growing confidence in own ability to bring enhanced and specialist knowledge to support discussion about whether a student requires tier 1/2 or 3 provision.
			• Supports teachers in identifying whether a student requires tier 1, 2 or 3 provision using:
			  o Observation
			  o Additional focused assessment using specific tools and processes
			  o Trialing and evaluating different teaching approaches
			  o Modelling and coaching
			  o Providing continuing professional development (CPD)
			  o Ensuring Person Centred Approaches are in place.
				• Works with senior leaders to ensure the systems and processes for identifying students who require tier 1, 2 or 3 provision are in line with guidance. These systems and processes are regularly evaluated and effectively communicated to teachers, students and their families.
				• The principles of the Whole School Approach to Integrated Education are evident in practice across the school and are underpinned by Person Centred Approaches.

16. Plan and intervene to meet the needs of students with SEN

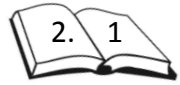| Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Knows how to access information about different types of support, intervention and strategies that can be used to promote good outcomes and progress for students with SEN.	• Works with teachers and in consultation with students and parents puts in place adjustments, interventions and support to achieve agreed outcomes. • Uses fit for purpose planning formats. Including person centred learning plans.	• Works collaboratively with staff to ensure that support and interventions identified are based on reliable evidence of effectiveness and that high quality teaching is in place. • Establishes systems to ensure class or subject teachers work effectively with teaching/ learning assistants or specialist staff to plan and assess the impact of support and/or interventions.	• Works with senior leaders to ensure outcome measures include the detailed tracking of wider issues (e.g. attendance, bullying, wellbeing, exclusions, etc.) • Establishes whole school systems that track the effectiveness of the collaborative approaches used by teachers, students with SEN and their families, and measures the impact on progress and attainment.

17. Record and review the progress of students with SEN				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Is aware of the information systems used by the school to keep data, records and to monitor the progress and development of all students. • Is aware of the requirements to accurately record information about provision made for students with SEN and to determine an approach which uses the normal progress data and record keeping systems used by the school.	• Understands the principles of provision management. • Understands the principles of provision mapping.	• Works collaboratively with teachers and other stakeholders to develop and use provision management to match provision to need and evaluate the impact on progress for students with SEN. • Works collaboratively with teachers and other stakeholders to develop provision mapping systems that show all the provision that the school makes with tiers 1, 2 and 3.	• The provision management cycle is strategically owned and evaluated within the cycle of school development. • There is evidence of ongoing analysis of value for time or money efficiency and effective use of data to track progress. • Additional provision for students with SEN whose additional resources or provision is tracked using the provision management cycle.

18. Make effective use of data to evaluate and report on the effectiveness of provision and its impact on progress and outcomes for students with SEN				
Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)

	• Knows about principles and practice underpinning the use of evidence-based approaches to agreeing provision for students with SEN.
	• Knows that teachers are responsible and accountable for the progress and development of all students in their classes.
	• Has knowledge of research underpinning the concept that: 'high quality teaching, differentiated for individual students in the first step to responding to pupils who may or may not have SEN'.
		• Uses outcomes focused approaches including expected progress and attainment and the views and experiences of the student and their parents to determine special educational provision.
		• Supports teachers in putting in place adjustments (accommodations), approaches and interventions aimed at achieving agreed outcomes.
		• Makes use of local and international research and information to advise on the appropriateness of interventions to achieve agreed outcomes.
			• Provides advice and guidance on how to use qualitative and quantitative data to measure the effectiveness of provision for students with SEN including:
			  o Baseline
			  o Expected outcomes
			  o Actual outcomes.
			• Supports discussions with teachers, students and their parents as well as other stakeholders focusing on analysis of qualitative and quantitative data in order to determine next steps.
				• Works with senior leadership team to ensure there is a strategic approach to gathering and analysing data about the effectiveness of provision for students with SEN.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

Section 2

Impact

(P.28– P.37)

1. Student Progress

Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Some students with SEN have an understanding of: o What they need to do o What they are learning o What their next steps might be • There is some awareness of targets and plans to support progress towards learning outcomes. • Some students with SEN contribute confidently and appropriately to discussions. • Some students with SEN actively listen to the contribution of others. • Some students with SEN talk about their work with their teachers and peers. • Students with SEN are able to access systems which help them recognise progress in learning.	• All students with SEN can identify some strengths and weaknesses in their own work and make suggestions on how to improve. • There is a positive climate of differentiated outcomes, high expectations and a full engagement of students with SEN in these. • Most students with SEN demonstrate a range of independence skills by using strategies and resources available within the classroom. • There is evidence of active contribution from all students with SEN to small group or whole class discussions.	• All students with SEN can, with support, actively contribute to determining the success criteria for their learning outcomes. • All students with SEN can relate key learning objectives to prior, present and future learning. • All students with SEN can relate knowledge, understanding and skills to other aspects of their learning. • In whole class or group discussions, identified students with SEN demonstrate a willingness to take risks by sharing their thinking and constructively challenging others. • Students with SEN are aware of how to improve their knowledge, understanding and skills from the marking and feedback given by teachers and support staff.	• All students with SEN demonstrate an understanding of lesson objectives. They show confidence in discussing these and use language which is appropriately related to teaching and learning outcomes. • All students with SEN demonstrate a high level of independence in carrying out the aspects of their knowledge. • All students with SEN are proactive in using appropriate communication skills to support their learning and the learning of others. • There is a classroom 'buzz' to which all students with SEN are able to demonstrate extended thinking around key concepts. • All students with SEN demonstrate an appetite for learning. • All students with SEN are able to identify next steps in their learning.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

2. 1

2. School Management Committee (SMC) Confidence and Participation

Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	- SMC understand their role in relation to supporting the Whole School Approach to Integrated Education. - SMC have an awareness of the current frameworks for measuring progress for all students including those with SEN.	- There is a clear mechanism in place to support the flow of information between Principal/SENCO, SMCs, students, parents/carers regarding inclusive teaching, reasonable adjustments/accommodations, support and interventions. - The SMC has knowledge of Person Centred Approaches and actively engages in reviewing the effectiveness of these approaches on outcomes and progress for students with SEN.	- The SMC is involved in setting clear annual priorities and objectives for promoting inclusive teaching practices. - The SMC fully supports the initiatives designed to improve the life chances of vulnerable groups including those with SEN. - The SMC actively engages in discussion about provision management and mapping.	- The SMC are actively involved in improving the inclusion, progress and attainment of students with SEN. - SMC embrace provision management and mapping process (which identify time and costs) and measure progress against 'value for time/money' principles.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

3. Staff Confidence

Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Teachers have an awareness of how to include students with SEN in their lessons. • An audit of teacher knowledge and confidence about SEN has been completed. • Areas of learning have been identified and an action plan for training and professional development has been created.	• Teachers take the initiative in identifying areas where changes/developments need to take place to create an inclusive teaching environment. • Teachers use knowledge gained through training to inform their practice. • SENCOs, Principals and/or Senior Leaders consider where changes, developments and monitoring need to be put in place at a whole school level.	• On-going observation of teaching and learning shows most teachers apply person centred, inclusive teaching approaches. • Observations of TAs show they support the development of independence skills for students with SEN. • All teachers work collaboratively to create inclusive Quality First Teaching which supports students at the point transition. • Marking and feedback for students with SEN is of a high quality and is effective in promoting independent learning and student knowledge of next steps.	• All teachers demonstrate an ability to overcome barriers to learning for students with SEN using annotated lesson plans, differentiated and reasonably adjusted lesson delivery and effective evaluation of outcomes. • Teachers evaluate outcomes by communicating regularly with students with SEN, their families and TAs where appropriate. • Marking and feedback for students with SEN is of exceptional quality and facilitates high level of knowledge, understanding and skills. • There is an ongoing programme of continuing professional development (CPD) and professional development within the school focusing on overcoming barriers to learning for all students with SEN. • Training is available to newly appointed staff. Impact is actively evaluated. • Class and subject teachers contribute to the training for support staff and volunteers within the school focusing on improving outcomes for students with SEN.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

4. Parent/Carer Confidence and Participation

Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Parents/Carers are involved in discussions about their child using Person Centred Approaches. • Issues and complaints are mostly resolved effectively and sensitively. • Parents/Carers are provided with information about inclusive teaching and learning practices.	• Parents/Carers and teachers share information and take action to identify and overcome barriers to learning. • Parents/Carers are involved in discussions about inclusive teaching and learning practices and are able to share their views and experiences. • Senior leaders and teachers are aware of the 'structured conversation' approaches used to engage in conversation with parents/carers. • Parents/Carers have regular opportunities to contribute to the school and its extended services. • Senior leaders and teachers make active use of Person Centred Planning.	• Parents/Carers are regarded as experts on their own child/young person and their views are actually sought through the use of Person Centred Approaches. • Class teachers regularly engage parents/carers in positive discussions about overcoming barriers to learning. • Discussions between teachers and parents focus on the appropriate sharing of information and ideas to promote good outcomes. • Parents/Carers are able to contribute ideas on how to improve policy and practice for students with SEN with SEN. • Parents/Carers actively contribute to the regular review and update of the SEN Information Report.	• Parents/Carers contribute as equal partners to target setting and reviewing learning outcomes for students with SEN. • Parents/Carers actively contribute to the discussions about identifying and overcoming barriers to learning. • A framework is in place to ensure parents/carers provide regular feedback on the impact of inclusive teaching and learning practices. • Parents/Carers are considered to be part of the 'team around the child' approach and there is a mechanism in place to help them reflect on the impact of their contributions. • Person centred review approaches are used to inform planning and agree next steps.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes

5. Student Voice

Pre (0)	Emerging Confidence (1)	Fairly Confident (2)	Confident (3)	Very Confident (4)
	• Students with SEN are aware of the mechanisms for sharing views and listening to peers. • Students with SEN are aware of the mechanisms to share their views with teachers, the SENCO and the senior leadership team. • Students with SEN are aware of the mechanisms by which the school communicates with parents/carers.	• Students with SEN take an active part in sharing their views and listening to their peers. • Students with SEN take an active part in sharing their views and listening to the views of senior leaders. • There is evidence of changes at a whole school level because of the exchange of views between students with SEN and key adults. • Students with SEN take an active part in sharing their views and contributing to the communication between the school and parents/carers. • Person Centred Approaches underpin communication between students, their teachers, other adults in school as well as the student's parents.	• Students with SEN have opportunities to extend and challenge the views of their peers and develop their own ideas due to an exchange of views. • Students with SEN have the opportunity to extend ideas and discuss issues with teachers and support staff. There is evidence of enriched learning outcomes because of this. • Students with SEN have opportunities to become actively involved in discussions with Principals and senior leaders about a range of issues. • There is evidence of students with SEN contributing to changes at a whole school level. • Students with SEN can instigate and inform communication links between home and school.	• Students with SEN are actively involved in the collaborative learning approaches used in the classroom. • Students with SEN contribute to the review of the effectiveness of key communication systems with teachers and support staff. • Students with SEN contribute to the review of the effectiveness of the communication systems used in the classroom and at a whole school level. • There is evidence of positive change within the class and at a whole school level brought about by responding to students' views. • Students with SEN are actively involved in reviewing their own learning and an understanding of their strengths and strategies to use to help them overcome barriers to learning. They are able to discuss these with teachers to improve their access to the teaching and learning environment. • Students with SEN actively participate in establishing and reviewing changes within the school through school council or similar.

Evidence

Beginning of the Course	End of the Course

Action	By whom	By when	Notes