

SEND Support Arrangements Meeting Prompt Sheet (to be used for both QA and Statutory Request Meeting – can be shared with schools)

<p>One page profile</p> <ul style="list-style-type: none"> Is it completed, has the pupil been involved.
<p>SEND Support Arrangements Paperwork</p> <ul style="list-style-type: none"> Has each section of the paperwork been completed Has the child and family section A been completed with the pupil and parents, with a particular focus on what they or their child’s aspirations are Part B – Is the description of need accurate, is the nature, extent and context of SEN clear Have the arrangements been used over time to build evidence of their strengths and skills / needs Has the paperwork been completed in accordance with the Right Provision Right Time.
<p>Professional input</p> <ul style="list-style-type: none"> Who has been involved, were they the relevant professional and are the reports attached. Are there other professions that we need to gain advice from.
<p>Progress</p> <ul style="list-style-type: none"> Is there evidence of academic progress, level of attainment and has this been explained as each school may record this differently How do the levels quoted relate to the Right Provision Right Time e.g. severe, complex and enduring needs Has progress been only been made due to the support, is there evidence to show this, can they predict the level of progress they would have made without this.
<p>Section 5</p> <ul style="list-style-type: none"> Do the arrangements include outcomes that have been reviewed over time Are the Outcomes person Centred Are the Outcomes still appropriate, do we need to add any additional Are the targets SMART Are they linked to needs and outcomes Have school incorporated advice from the agencies Have the targets had a review and the impact been evaluated
<p>Further evidence</p> <ul style="list-style-type: none"> Have there been regular reviews, ideally termly over a 2 term period, of the pupils progress towards targets. Have the targets, interventions and the costed provision map been amended accordingly. Is the rate of progress explained, what would be expected/good progress for the young person given their age and starting point Have the behaviours logs been analysed how has this informed intervention.
<p>Costed Provision map</p> <ul style="list-style-type: none"> Are there 2 costed provision Maps Are they easily understood Has the element 2 funding (£6,000) been used, evidence for this Does the costed provision Map reflect the specific interventions in place to support progress against outcomes that are distinct from the main classroom support(Wave 1 funding) Is the costed provision map linked to the outcomes. Does this tally with other information reference in the documentation Is SENCo and Class Teacher time only included for specific withdrawal work