College
SEND REVIEW GUIDE

A sector-led approach to improving provision for all

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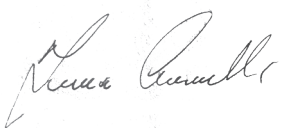
AUTHORS' FOREWORD

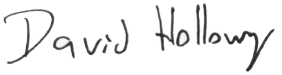
We know that all learners benefit when we place those with special educational needs and disabilities (SEND) at the centre of our college provision. Current figures suggest that students with SEND make up 21% of all college students and 26% of college students in the 16 to 18 year old age range[1]. We serve them best, as well as learners with hidden or unidentified learning differences, when inclusive teaching and learning approaches are used. Just as importantly, the college learning community as a whole benefits from a considered, person-centred approach, ensuring a positive experience of education for all. Colleges that live the values of inclusion are often recognised for outstanding provision. Not only is inclusion the right thing to do, there is a strong business case for it too.

This new College SEND Review guide, created in partnership with professionals working within the college sector, Whole School SEND (WSS), Association of Colleges (AoC), National Development Team for Inclusion (NDTi) and the Education and Training Foundation (ETF), aims to help you to achieve or build on inclusive practice. The guide is divided into sections to allow you to focus on particular areas of your college's approach to inclusion, like leadership or learner experience. The process should provide essential information to inform your self-assessment review (SAR) and quality improvement plan (QIP). We hope that this guide will form an integral part of your quality processes.

As this guide goes to print, we are expecting to see the publication of the government's review of the SEND system in early 2022. We hope that we will see change in the coming years to address systemic issues which currently present barriers to making the SEND system work. However, we know that people working in colleges will continue striving to ensure that our learners have the best possible experience and achieve their aspirations. We hope this guide will support you with this important, life-changing work. And finally, let's keep listening. Do take five minutes to hear from learners about how we might improve their experience.



Teresa Carroll
National Head for Inclusion, Education and Training Foundation



David Holloway
Senior Policy Manager – SEND, Association of Colleges

[1] AOC, 2021. College Key Facts 2021/22 Available at: <https://www.aoc.co.uk/sites/default/files/AoC%20College%20Key%20Facts%202021-22.pdf> [Accessed 19 January 2022]

INTRODUCTION TO THE SEND REVIEW GUIDE SUITE

Whole School SEND is a consortium that brings together schools, colleges, organisations and individuals who are committed to ensuring that every child, young person and young adult with SEND can achieve their very best, with the skills, experiences and qualifications that they need for their successful transition into adulthood, for finding their place in our communities, and for further education and employment.

A key principle underpinning the work of Whole School SEND is the use of SEND reviews to look at how schools, colleges and settings provide for learners with special educational needs and disabilities. The findings from SEND reviews can help improve SEND provision and strategy so that learners are appropriately supported to achieve good outcomes.

The benefits of self-evaluation, peer review and reflective practice are widely known and well understood. However, the successful implementation of these approaches can be challenging to achieve in practice. For this reason, Whole School SEND hosts a suite of freely available SEND review guides that act as a scaffold to support the effective reviewing of SEND at a range of levels from strategic leadership through to individual practitioners.

The intention is for SEND reviews to act as a catalyst for driving change and improving provision, so it is common for reviews to lead to an action plan. The suite of SEND review guides includes:

- SEND Review Guide
- Effective SENCo Deployment Guide
- Demonstrating Inclusion Tool
- Preparing for Adulthood from the Earliest Years Review Guide
- SEND Reflection Framework
- Teaching Assistant Deployment Review Guide
- MAT SEND Review Guide
- Early Years SEND Review Guide
- SEND Governance Review Guide

We recognise that every school, college or setting is individual and may require a tailored version of the SEND reviews. Therefore, the entire suite of SEND review guides is available in an editable format from the SEND Gateway – www.sendgateway.org.uk. We very much hope that this suite of SEND review guides is useful in providing a framework of support and challenge to make a difference to young people with special educational needs and disabilities.

Annamarie Hassall MBE
Chair, Whole School Send, CEO nasen

Alex Grady
Head of Whole School SEND, nasen

nasen
Helping Everyone Achieve

WholeSchool SEND

WHAT IS A COLLEGE SEND REVIEW?

This review tool is designed for colleges. Schools that include post-16 provision are better served by the original SEND Review Guide. Any college is able to use the College SEND Review in order to self-evaluate the effectiveness of its provision for learners with special educational needs and disabilities. This includes mainstream colleges, specialist settings and post-19 settings. The peer-review element of the College SEND Review should further help to ensure that all young people and adults, in all college settings, achieve their very best, including the skills and qualifications that they need for their successful transition into adulthood, further education and employment.

Colleges can decide themselves when the most effective time to conduct a College SEND Review would be, how long they spend on it, or whether they take a flexible approach. Models for its use are available on pages xx.

The full peer-review process normally takes 3-4 days when conducted in person by a single reviewer. This includes the preparatory work before going into the college, the time needed to collect evidence during the college visit, and the report writing and feedback that takes place after the review. Reviewers should normally commit to sending their report to the setting within two weeks of the visit, and the timescale for a review would normally be 2-3 weeks from preparation to reporting. Peer-reviews can be conducted in shorter timeframes, particularly when conducted virtually either entirely or in part. However, a sustained programme of support for a longer duration produces better conditions for transforming general practice.[2]

Rather than being seen as a one-off event, the College SEND Review process should be seen as the beginning of a development journey. Colleges may want to regularly self-evaluate, and to establish an on-going relationship with their reviewer for follow-up support and development. Follow-up visits may vary from intensive weekly visits to visits spread across the academic year.

A peer-review should be led by an experienced, independent system leader who has a track record of improving outcomes for learners with SEND. Organisations such as nasen, ETF and AoC can provide support to colleges seeking experienced reviewers.

[2] https://tdtrust.org/wp-content/uploads/2015/10/DGT-Summary.pdf

WHAT ARE THE BENEFITS OF COMMISSIONING A COLLEGE SEND REVIEW FROM A SYSTEM LEADER?

Any college is able to use the College SEND Review in order to self-evaluate the effectiveness of its provision for learners with special educational needs and disabilities. However, it is also suggested that colleges commission a SEND manager or specialist with a sound reputation from an inclusive organisation to conduct the peer-review element of the College SEND Review. The college receiving the peer-review benefits from an experienced practitioner with knowledge and expertise in preparing young people and adults for adulthood – and not just those with SEND, but all young people and adults attending the college. Reviewers also benefit from the process: they gain experience of different settings and can share what they learn with those they work with.

Similar benefits can be realised by conducting a College SEND Review on a college-to-college basis, with reciprocal peer-reviewing of each other's setting. This offers real opportunities for different colleges, schools and specialist settings to learn from each other and to benefit from this partnership approach: specialist colleges and mainstream colleges using the College SEND Review, and secondary schools with sixth forms using the SEND Review Guide. Where different types of college or school setting agree to mutual peer-reviews, this can support professional development, increase knowledge and inspire new ideas and ways of working.

A trial of the WSS SEND Review was conducted with colleges in 2021 in order to support the development of this College Review Guide. The mutuality of the college-to-college review process, and the trust that developed between them, was seen as a significant strength by colleges who participated. It built on mutual respect, a collaborative approach and even provided its own element of accountability in that each college experienced both sides of the review process. Please note, it is recommended that this process be overseen by an experienced, independent system leader when college-to-college peer-reviews are conducted in a large group as part of existing networks.

Colleges may choose to commission a peer-review without this mutuality. Where this is the case, the cost is agreed between the reviewer and the commissioning college and may vary depending on the time needed to complete the review and the experience of the reviewer. Organisations such as nasen, ETF and AoC can provide support to colleges seeking to commission a SEND review.

TAKING AN EVIDENCE-INFORMED APPROACH

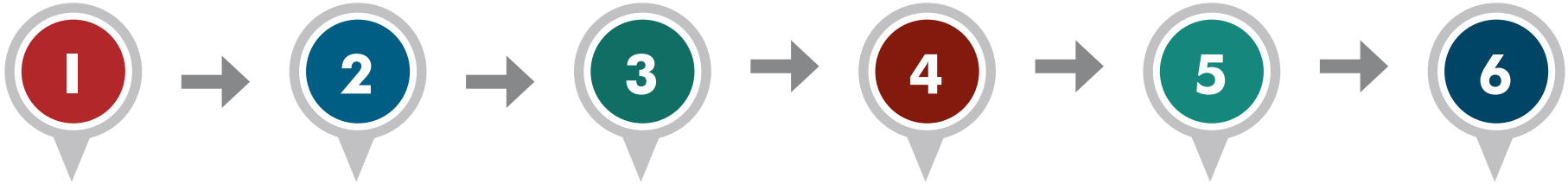
Excellent teaching for learners with SEND is excellent teaching for all. The SEND Code of Practice[1] emphasises that high quality teaching, differentiated for individual learners, is the first step in responding to those who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. High quality provision to meet the needs of young people and adults with SEND includes the use of evidence-based interventions and approaches. Educational settings, joint commissioning arrangements and local authorities are therefore responsible for accessing the best evidence available on interventions and approaches to support young people and adults.

An uncompromising focus on improvement and recognising what works and what does not for those identified with SEND will make a difference to all young people and adults. There is a growing and valuable evidence base which helps educators and leaders make evidence-informed decisions about which interventions can maximise impact and provide good value for money, for example the EEF Toolkit[2], The Communication Trust[3], NICE[4] and ASK Research.[5] Research from randomised control trials (RCTs) conducted by organisations such as these should be used to build on the professional judgement and the discretion of educators, as the most powerful knowledge about what works is informed by each context and the expertise of practitioners, particularly for the SEND sector.

Localised and applied research is likely to be most useful for informing strategy and teaching practice. Growing the research literacy of educators and building localised research of what works will strengthen both professional judgement and intelligent, informed decision-making, to deliver continuous progress for all young people and adults with SEND.

[1] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
[2] https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit
[3] https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/
[4] https://www.nice.org.uk/
[5] http://www.askresearch.org.uk/

The SEND Review framework for Colleges
SIX STAGE PROCESS



IDENTIFICATION
Decision for a review is made

SELF-EVALUATION
College completes self-evaluation of current provision

PREPARATION
The reviewer requests preparatory information, analyses relevant data and confirms programme

SCHOOL VISIT
The reviewer visits the college, collects evidence and delivers verbal feedback

REPORTING
The reviewer submits a written report within a timescale agreed with the college

FOLLOW-UP
The college may agree follow-up visits and support

IDENTIFICATION

Why should colleges decide to conduct a College SEND Review?

Reviews can be conducted by Colleges for a variety of reasons including:

- Raising attainment and improving progress
- Improving the quality of provision for learners with SEND
- Reviewing the quality of inclusive practice at a college
- Increasing attendance for learners with SEND
- Gaining a better understanding the wellbeing of learners with SEND in order to improve it
- Identifying SEND as an area for development through self-evaluation
- Feedback from learners with SEND, or their families
- Wanting a fresh perspective on provision from an experienced system leader
- Significant change in the demographic of the SEND population in the college
- A change in leadership and management at the college
- External validation of a college's evaluation of its SEND provision
- Improving outcomes and destinations for learners with SEND, such as employment, independent living, good health and wellbeing, and community inclusion
- As a result of a recommendation from an internal stakeholder such as a governor or member of the leadership team
- As a result of a recommendation from an external stakeholder such as a partner local authority
- To showcase existing excellence and identify areas in which good provision would be even better if developed in specific ways.

[3] https://www.aoc.co.uk/sites/default/files/AoC%20College%20Key%20Facts%202019-20.pdf

Themes on which a review can focus

In many cases the scale of a college's SEND provision might mean that it would be most useful to review only part of the provision. Some colleges have as many as 20,000 students. Self-reporting data suggest that 23%[3] of young college learners have SEND. In some colleges this figure is much higher and, of course, in Specialist Post-16 Institutions all students will have SEND. Many colleges may want to commission a review to evaluate a particular aspect of their provision such as:

- A review looking specifically at discrete provision in which all learners in a class have SEND and are studying a curriculum adapted to meet their needs. This might include evaluating the extent to which learners gain from being part of a larger institution and can, for instance, navigate shared facilities within the college.
- A review looking only at learning support provision on mainstream academic or vocational courses, on which learners with SEND learn alongside peers without identified SEND and are supported to access the same curriculum.
- A review focusing on work-based learning such as Supported Internships, apprenticeships, traineeships and other work-related activities.
- A review evaluating the effectiveness of what is provided for learners with particular needs – such as autism, or sensory impairments, or provision for young people with diagnosed mental health conditions.
- A review considering a particular aspect of provision such as the learner's experience of transition from school; or transition out to work, education, or social care; or the integration of therapies into students' college day.
- A review focused on the needs of learners who have SEND but do not have Education, Health and Care Plans (EHCPs) or those with EHCPs but not High Needs Funding.

IDENTIFYING THE NEED FOR A SEND REVIEW – SOME EXAMPLES

Headteacher Karen Hooker requested a SEND review for Downside Primary School, a large primary school in Luton. The focus of the review was to gain external validation of the school's SEND provision and to support effective implementation of the new Code of Practice (2015). The senior leadership team used the recommendations in the review to inform the school's development plan and to design an innovative support structure that develops teacher expertise in SEND.

Nova Hreod Academy identified SEND as an area for development through self-evaluation. This included addressing low levels of attendance for pupils with SEND. In 2014, Principal Darren Barton and Executive Principal Ben Parnell requested a SEND review as part of a wider strategy to improve outcomes for pupils at the Academy. In 2015, the number of pupils achieving 5+ A*-C GCSEs including English and Maths increased from 31% to 60% and outcomes for all groups of pupils with SEND improved significantly. The attendance of pupils with SEND increased from 89.74% to 92.12%.

Lilian Baylis Technology School is an outstanding secondary school in Lambeth. Headteacher Gary Phillips requested a SEND review to support the new SENCO with the implementation of the (2014) SEND reforms and gain an additional perspective on the provision. SEND practice at the school was recognised as a strength and the school is currently involved in supporting other schools to develop their provision.

In 2014, new Headteacher Rob Shadbolt commissioned a SEND review for Wood Green School in Witney. The school had recently been placed in Special Measures and the progress of pupils with SEND had been highlighted as an area of concern by Ofsted. The review was used to improve outcomes for pupils with SEND and to develop the quality of the school's current SEND provision. In July 2015 Ofsted judged the school to be Good in all categories.

WHO RECOMMENDS THAT A SEND REVIEW SHOULD TAKE PLACE?

A review might be recommended as a result of a peer review process or it can be requested by a number of stakeholder bodies which include:

- A school, including the governing body
- Further Education Colleges
- Independent providers
- Regional Schools Commissioners
- A school's local authority
- A Teaching School Hub
- An organisation involved in running the school such as a Multi-Academy Trust or Diocese.

2

SELF-EVALUATION

The College Self-Evaluation template on page 22 is a useful starting point for colleges to think about and reflect on the nature and quality of their current provision and decision-making and the impact that it has for young people and adults with SEND.

This also provides useful information to the reviewer as well as helping the college to focus on what it does well and areas for development. Completing a self-evaluation is therefore a useful way for the college to make the most of their review. This should take into account the context of the whole college's improvement priorities.

There is some overlap between the six sections that make up the College Self-Evaluation template. This is deliberate, to ensure that the process remains comprehensive for colleges should they choose to prioritise one section to focus on. The six sections are not intended to be hierarchical, and should not be inferred as such.

It is recommended that lead members of the college leadership team complete this self-evaluation together and then forward to the reviewer before they arrive on-site.

Colleges may find that they are able to use parts of their existing Self-Assessment Report when completing the College Self-Evaluation Template. Equally, a college's completion of the College Self-Evaluation Template may feed into the development of more inclusive self-assessment reports (SAR) and quality improvement plans (QIP).

3

PREPARATION

Taking time to collect a range of evidence before the review can provide invaluable information for the reviewer. Reviewers often spend at least a half-day in preparation prior to visiting the college. This can help to identify a particular focus as well as areas of strength and development. It is helpful to agree a programme in advance so that the right people are available on the day the review takes place.

Useful information for reviewers might include:

- Information on the college website
- The college's Ofsted report
- Feedback from SEND learners
- Externally validated data
- Current progress data, including pre/post intervention data
- The college's existing Self-Evaluation Form (SEF)
- The college's completed College SEND Review self-evaluation (page 22)
- SEND development plan
- Documents summarizing the college's support offer
- An outline of roles and responsibilities within the SEND team
- External reviews or reports
- Statutory policies relating to SEND
- Comparative data for learners with SEND on attendance, fixed-term exclusions, permanent exclusions and internal isolation against the college, local authority, regional and national benchmarks
- Use of alternative/off-site provision for learners with SEND and assessment of its effectiveness
- Policy and practice for deployment of learning support staff, therapists, nursing staff and job coaches – induction and training of same
- Exemplar student passports or similar
- CPD programme for staff relating to SEND
- Curriculum plans for discrete SEND provision.

4

COLLEGE VISIT

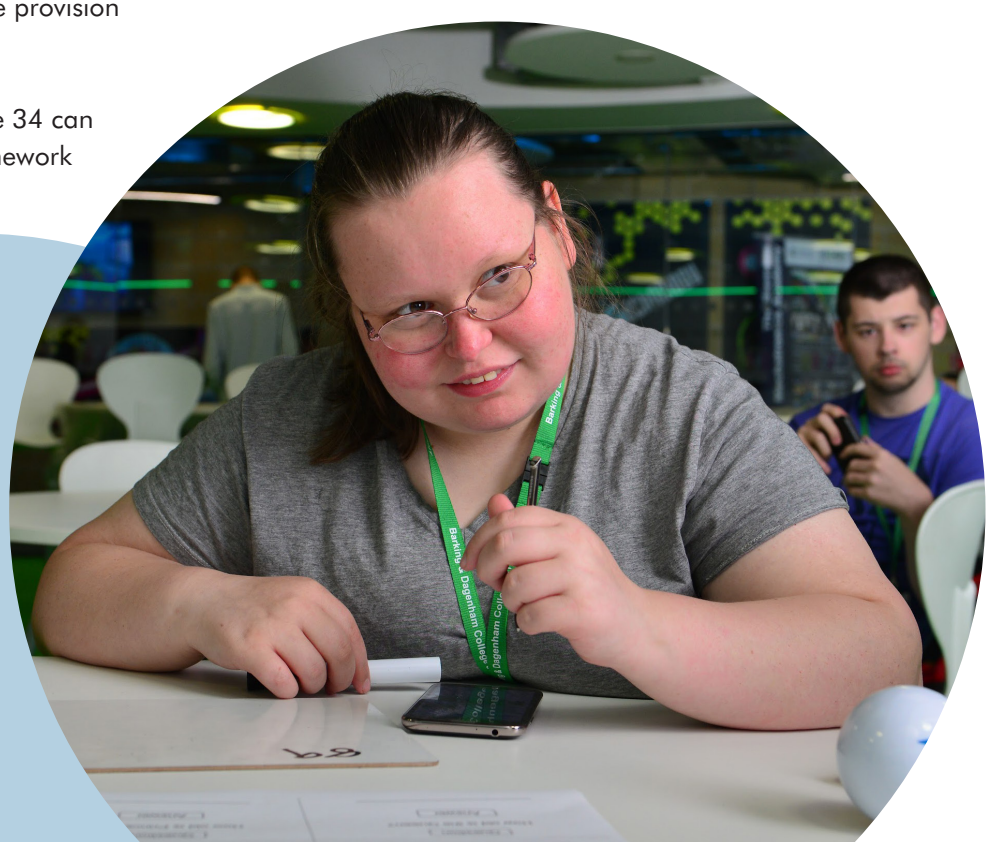
During the college visit, reviewers will follow a programme (agreed between the reviewer and the college) that may include gathering the views of a range of stakeholders including:

- Principal or CEO
- Senior lead for SEND
- Learners with SEND
- Parents/carers
- Chair of governors
- Classroom teachers
- Learning support workers
- Pastoral staff
- Job coaches and employers on supported internships, traineeships, apprenticeships and other programmes in workplaces
- Specialist staff, for example a speech and language therapist
- Community links
- Local school staff and young people

Reviewers may also find it helpful to gather evidence in a variety of ways including:

- Learning walks
- Observation of intervention sessions for learners with SEND
- Assessment systems of all students including those with SEND
- A tour of the college
- Paperwork scrutiny
- Observation of unstructured activities such as breaktime and lunchtime
- Observation of alternative/off-site provision
- Review case studies on learners.

The visit reporting template on page 34 can provide reviewers with a useful framework that can build on the college's self-evaluation.



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REPORTING

Following the visit the reviewer is expected to produce a written report for the college leadership team, within an agreed timescale. The report should provide a summary of the strengths and areas for development, and a series of evidence-informed recommendations for improving the quality of provision for learners with SEND.

College leaders should expect to see recommendations for actions that can directly improve SEND provision (e.g. how to plan lessons to increase learner participation in decision-making) and planning (e.g. how to make better use of links with local businesses and community organisations). The report may also contain advice for college leaders on any wider college processes that require attention in order to secure the best possible approach to prepare learners for adulthood (e.g. ensuring all staff understand the importance of promoting independence).

The report will provide links to references and suggested resources in relation to implementing the recommendations, which college leaders may find useful.

The report will give a summary on the context of the college. This might include the size of the college, numbers of students receiving High Needs Funding, those with EHCPs, and others recorded as having SEND. It may be helpful for reviewers to provide some reference to national statistics on special educational needs.

The college and reviewer should agree a timescale for the delivery of this report. A suggested College SEND Review report template, using the themes of the college visit / self-evaluation framework, is provided on (page 34).

6

FOLLOW-UP

Following the reporting stage, colleges are likely to find themselves at the beginning of a journey of development, wanting to explore the themes emerging from the review in greater depth, and making changes in light of the recommendations.

As part of a process of monitoring progress, implementing recommendations and embedding change, colleges may find it helpful to request a further visit from the reviewer after an agreed period. Colleges can also agree a package of support with their reviewer, or the reviewer may be able to direct the college to practitioners of organisations who can provide ongoing support. Regular visits can help the college to maintain focus on the recommendations.

A suggested report template for follow-up visits is provided on page 35.

COLLEGE CASE STUDY 1

Purpose

College 1 had a discrete SEND provision which offered an appropriate curriculum to meet the needs of learners. While it was felt that quality assurance of provision was happening effectively, SEND leaders in college 1 sought both a broader and more detailed understanding of SEND provision in the rest of the college. The College SEND review was an opportunity to gain these insights. The college had approximately 750 learners with SEND working within mainstream programmes, of which 88 were identified as Higher Needs. These learners were distributed across 18 different faculties of study.

Priorities

- For the SEND reviewer to understand and challenge provision for SEND learners within the wider college curriculum
- For the review to be a vehicle to raise the visibility of SEND across the whole college
- To identify and validate strengths of a variety of stakeholders; particularly currently during the Covid 19 pandemic
- To use feedback from the reviewer to build on positive aspects and to identify future areas of development.

College to College Support

College 1 undertook a mutual college-to-college review with another college who had previous experience of the process (albeit using the original WSS SEND Review Guide). This arrangement kick-started a relationship between leaders in the two colleges, especially where the areas in which they both sought to improve were the same. College 1 noted that the review:

"Was very useful, it was good to speak to colleagues and share what we do. I found that the reviewer had high expectations, whilst living in the 'real world'! It was good to talk through areas of concern and gain another perspective with a peer who knows what you are talking about."

OUTCOMES AND IMPACT

The purpose of the review was to look at the quality of SEND provision across the college. College 1 identified a number of areas to focus improvement on when it completed the College SEND Review self-evaluation. It used the peer review to target these areas. The peer review process highlighted that it:

- Offered a really effective way of externally verifying the college's perception and understanding of SEND practices
- Re-enforced and provided further evidence to support the college's QA process
- Contributed to the allocation of a specific SEND governor
- Staff who were involved in the review were all really positive after the meetings and were again able to reflect and celebrate their good work. One member of staff commented that the reviewer had said that a "parent had spoken very highly of her", something which staff do not always hear.

COLLEGE CASE STUDY 2

Purpose

The review was used by college 2 to gain external validation for the provision for SEND learners across the college. This college was made up of two campuses. One campus delivered discrete provision for SEND learners, as well as a range of vocational programmes. The second campus offered a combination of Level 2 and Level 3 qualifications based on a model similar to that of a school 6th form, in addition to more specific provision for SEND learning. The college had 50 learners with identified Higher Needs on its discrete provision campus, and 112 learners with Higher Needs on its more 'mainstream' campus. The review took place over a week using a blended model (partly in person, and partly virtual), with the peer review element taking place onsite for 2 days. This meant there was opportunity to engage with a range of stakeholders, and to spend time holding collaborative learning discussions.

Priorities

The review was used to focus on all aspects of SEND provision, but the college highlighted the following areas for specific attention:

- To review the differences in the SEND ethos, values and provisions across two different campuses, and to explore consistencies and inconsistencies that exist between them
- To validate the college's Quality Assurance processes for SEND, and to feed into the College Development Plan
- To highlight areas of strength in SEND practice in order for them to be shared and disseminated across both campuses
- To review the practice of Learning Support Practitioners.

OUTCOMES AND IMPACT

The review was well received by the college and had the following impact:

- It re-assured the college that their QA processes were accurate and consistent
- The college developed better practice for monitoring and evidencing EHCP outcomes
- The collaborative nature of the review allowed the college to successfully peer review another college, developing valuable networking opportunities
- The review will lead to further improvements through targeted action planning.

COLLEGE CASE STUDY 3

Purpose

College 3 was a Further and Higher education college, which provided a range of land-based courses to approximately 3,000 students. These included courses in Agriculture, Horticulture, Floristry, Greenkeeping, Hard Landscaping, Equine Studies, Agricultural and Horticultural Machinery, Metalsmithing, Animal Care and Veterinary Nursing, Countryside Management, Forestry and Arboriculture, Sports (Outdoor Education), Viticulture and Oenology, and Rural Business Management. The college offered FE courses, Foundation Degree and BSc courses, and its degree courses were provided in association with the Royal Agricultural University.

The college had 414 students with support needs, 193 students with an EHCP and 79 had been identified as High Needs.

The purpose of the visit was to gain a fresh perspective on the provision for learners with SEND from an experienced system leader, and to review the quality of inclusive practice.

Priorities

- To review learning support provision on mainstream, academic or vocational courses, on which learners with SEND learn alongside peers without identified SEND and are supported to access the same curriculum
- To evaluate the effectiveness of what is provided for learners with particular needs – such as autism, or sensory impairments, and provision for young people with diagnosed mental health conditions
- To assess the quality of provision for learners who have SEND but do not have Education, Health and Care Plans (EHCPs), and those with EHCPs but not High Needs Funding.

College to College Support

The review was led by an experienced leader of SEND from another college. College 3 and their reviewer had several online meetings before the visit. They discussed insights gained by completing the College SEND Review self-evaluation, and agreed areas for focussed support. It was agreed that the review visit would focus on assessing and developing the consistency of inclusive practice across college, building on strengths present in the Inclusive Learning and Development team. During visits conducted in person, the reviewer worked with the college to fully understand the context that it was operating in (particularly with regards to funding and the rural area of the college). Areas for development were then identified and agreed.

The project was seen as a collaborative process between college 3 and their reviewer, and this secured the momentum to implement proposed changes that came out of the College SEND review.

OUTCOMES AND IMPACT

The review confirmed that the needs of learners with SEND were being met by the college's support teams. However, it confirmed what the college had begun to recognise; that it needed to focus on training staff across the college in order to develop a consistently inclusive approach. The review directly influenced the college's approach to CPD, for example its choice to hold an INSET day on the theme of inclusive SEND practice.

A number of other areas for development were identified during the College SEND review, which the college planned to focus on over a longer term. Follow up meetings were held in order to consider and plan for how further changes could be implemented.

EXAMPLE MODELS

WSS does not seek to prescribe how colleges use the College SEND Review. However, it is recognized that descriptive models can be useful to illustrate how this document may be used flexibly and successfully, depending on the scope and/or depth of insight that colleges are seeking.

Model 1:

The college SEND lead and executive leadership focus on completing one section of the College SEND Review self-evaluation. The college and reviewer identify the section of the College SEND Review, which is prioritised during the review visit. Verbal and written feedback from the reviewer to the college then focuses on that area.

Model 2:

The college SEND lead and executive leadership RAG rates its ability to demonstrate the principles described within all sections of the College SEND Review self-evaluation, consulting with a range of internal stakeholders. The college and reviewer use this to identify several themes to prioritise during the review visit. The reviewer meets with a range of internal stakeholders, and examines some evidence of practice. Elements of the visit may be virtual. Verbal and written feedback from the reviewer to the college focuses on those areas identified as priorities, but not exclusively so. Action-points feed into college development plans and are assigned to named individuals or teams.

Model 3:

The college describes high-quality evidence that demonstrates the principles described within all sections of the College SEND Review self-evaluation. Preparatory meetings with a range of internal and external stakeholders provide the college with rich insights into its SEND provision. The scope, scale and depth of the review visit is comprehensive. The reviewer meets with a range of internal and external stakeholders (groups and individuals), and examines a range of evidence. They stimulate dialogue across all areas of the review, building a collective understanding of the college's SEND provision, and promoting the development of a shared vision for improved practice. Verbal and written feedback from the reviewer to the college encompasses many or all areas of the College Review Guide. Areas of strength and areas for development are clearly and articulately presented. Action-points feed directly into college development plans, assigned to named individuals or teams, and have clear intended outcomes and success criteria.

Flexible model:

The level of insight, clarity and articulation that colleges develop becomes deeper the more they engage with the College SEND Review guide, internal and external stakeholders, and the SEND reviewer. As such, the amount of time that is needed to complete the process (by the college and the reviewer) will vary depending on the approach taken. Similarly, the quality and quantity of outcomes, and the scope of impact, will also be different.

Colleges may choose to dedicate time and resources to the College SEND Review using different timescales. For example, they can complete all areas of the self-evaluation at once, followed by a comprehensive peer review visit. Alternatively, colleges might choose to cycle through different areas of the self-evaluation annually, allowing for more focussed peer review visits.

Equally, colleges can dedicate more or less time and resources at different stages of process. This is illustrated in the following model:

(see College Review Guide Menu Graphic on next page)

COLLEGE REVIEW GUIDE MENU GRAPHIC

1 2

IDENTIFICATION AND SELF-EVALUATION STAGES

The college SEND lead and executive leadership focus on completing one section of the College SEND Review self-evaluation.

The college SEND lead and executive leadership RAG rates its ability to demonstrate the principles described within all sections of the College SEND Review self-evaluation, consulting with internal stakeholders.

The college describes high-quality evidence that demonstrates the principles described within all sections of the College SEND Review self-evaluation. Preparatory meetings with a range of internal and external stakeholders provide the college with rich insights into its SEND provision.

3 4

PREPARATION AND COLLEGE VISIT STAGES

The college and reviewer identify one section of the College SEND Review, which is prioritised during the Peer Review visit.

The college and reviewer identify several themes from the College SEND Review, prioritising them during the Peer Review visit. The reviewer meets with a range of internal stakeholders, and examines some evidence of practice. Elements of the visit may be virtual.

The scope, scale and depth of the review is comprehensive. The reviewer meets with a range of internal and external stakeholders (groups and individuals) and examines a range of evidence. They stimulate dialogue across all areas of the review, building a collective understanding of the college's SEND provision, and promoting the development of a shared vision for improved practice.

5 6

REPORTING AND FOLLOW-UP

Verbal and written feedback from the reviewer to the college focuses on those areas identified as priorities for the Peer Review visit.

Verbal and written feedback from the reviewer to the college focuses on areas identified as priorities for the Peer Review visit, but not exclusively so. Action-points feed into college development plans and are assigned to named individuals or teams.

Verbal and written feedback from the reviewer to the college encompasses many or all areas of the College Review Guide. Areas of strength and areas for development are clearly and articulately presented. Action-points feed directly into college development plans, assigned to named individuals or teams, and have clear intended outcomes and success criteria.

ANNEX 1

College Self-Evaluation Template

Context of the college including key SEND statistics, for example % of students with SEND, % of pupils with an EHCP

ANNEX 1

Leadership of SEND

Leaders at every level and in every department should ensure that learners with SEND are always considered when strategic decisions are taken, and that the implementation of every college policy accommodates and supports all learners in practice. Leaders should ensure that proportionate evidence is collected and analysed to evaluate whether all learners enjoy and achieve at or in college. This information should shape departmental and organisational Self-Assessment Reports and development planning. Leaders should regularly reflect on the extent to which statutory guidance is followed and ensure that areas such as the college improvement plan and performance management processes support the prioritisation of effective SEND practice.

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
College leaders have a clear vision for the SEND provision and outcomes of the college. Leaders at all levels place learners with SEND at the heart of strategic planning, recognising that this approach benefits all learners and leads to organisational excellence. The college's corporate plan includes identified SEND strategic objectives, and is supported by an effective development plan for staff. College leaders promote an inclusive culture and ethos that actively welcomes and engages learners with SEND, parents, carers and families of learners with SEND, and other relevant stakeholders, ensuring that the learner's voice remains central. College leaders understand and monitor how learners with SEND achieve their goals and aspirations, across multiple sites where appropriate, adapting provision accordingly to maximise outcomes such as academic qualifications, the development of skills and behaviours in preparation for adulthood, and participation in the local community. College leaders ensure that clear systems are in place to support the transition of learners with SEND, from school and other provision to college, and then from college onwards. College leaders promote a culture of high aspiration and inclusion by being actively involved to ensure that everyone places the learner's aspirations at the centre of all they do.			

ANNEX 1

Leadership of SEND

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
College leaders recognise the importance of having a diverse and representative workforce and actively encourage employment of staff with SEND. SEND has a high profile in staff Continuing Professional Development, whilst the college continually invests in a broad, highly skilled team with expert SEND knowledge, which acts as a resource for all staff. The college leads and supports its community and employers to understand reasonable adjustments, enabling learners to access the community and employment. The college takes an active role in building and maintaining effective working relationships with partnering local authorities, schools, the community and other stakeholders, developing excellent opportunities for learning and future opportunities for learners with SEND, including employment. The impact of expenditure and resource deployment is evaluated effectively by college leaders. Governors systematically challenge college leaders about the progress, attainment and achievement of learners with SEND and the efficient use of resources. Leaders guide others to lead by example by showcasing the business case for inclusive organisations encouraging more leaders to take this approach. They share the challenges with others and celebrate the successes.			

ANNEX 1

Learner experience and enrichment

Learners should experience outstanding inclusive learning and development through the college's culture and ways of working. This should include opportunities to take part in lots of different and regular activities and events, both in college and the wider community. These may include student groups, societies and associations, reflecting the diversity of modern society. These opportunities contribute to the development of soft skills that should include but not be limited to communication, confidence, independence, resilience and social interaction. As a result, learners can take pride in their college, where learning has been designed with them in mind and college staff provide a holistic and inclusive approach to their education. This includes academic, social and emotional supports; differentiated curriculum and teaching methods; advocating; coordinating; advising and transitioning to adult life.

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The college has an inclusive culture, where individuality, diversity, and uniqueness are celebrated by all and learners with SEND are confident and have the freedom to be themselves.			
The college's culture, ethos and values are understood by learners with SEND, who take pride in the college and are committed to study in line with the college's community.			
There is outstanding external liaison and working relationships between professionals and stakeholders that maximises the college experience of learners with SEND.			
There is evidence of cohesive, positive experiences shared by learners with SEND at college.			
Learners with SEND, including those with severe and profound disabilities have the same equal opportunities to meaningful, visible participation in college life as their peers, differentiated to meet their individual needs, enabling them to confidently explore passions and interests and to maximise their social, emotional and communication development.			
A focus on wellbeing is fully integrated into the culture and practices of the college, with a well-developed range of differentiated services, support and information that learners with SEND know how to access, and which enable them to feel happy, healthy and safe.			

ANNEX 1

Learner experience and enrichment

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The college ensures all learners, and especially those with additional vulnerabilities, can enjoy student life free from bullying of any kind, whether physical or emotional, direct or distance (cyber bullying). Alumni learners with SEND promote the college, drawing on their positive experiences and describing how college prepared them for their next steps. Learners with SEND are supported to develop friendships and relationships, and to maintain and develop these as they leave education. Individual learning plans demonstrate a variety of media is used to support a person-centred approach and participation in planning of learners with SEND. The college has a Students' Union or representative body that enables the voice of learners with SEND to be heard. There is open collaboration and communication between learners, staff, parents, leaders and Governors and other interested stakeholders, characterised by clarity and transparency.			

ANNEX 1

Transition

Transition represents many features of a learner's experience. It can be momentary, daily, or over much longer time frames. It includes the journey learners make into college, between college courses, between college and the community, further education or employment, and more broadly into adulthood. Colleges should work with a range of stakeholders to effectively support learners throughout all stages of their education. Transition should not be exclusive to short periods of time when learners change phases of education, but should be a process that is embedded within the ethos of the provision. A good model of transition would be one where the learner's point of view is well understood and takes priority in decision-making, and where the learner has an understanding of the supportive mechanisms available in order to make appropriate and effective decisions.

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The college has a strong relationship with local authorities and is represented on the Preparation for Adulthood (PfA) strategic board of the main local authority/ies that it works with.			
The college is involved in the ongoing development of the local PfA vision with the local authority, schools, health commissioners and providers and other stakeholders to ensure that EHC planning processes and funding are robust across settings.			
The college has strong and productive partnerships with schools so that appropriate information is transferred between establishments at the appropriate time.			
The college has a clear way of sharing information with learners and families so they are aware of the study programmes that are available and the level of study.			
The college has a consistent transition programme with all local schools that begins at the earliest opportunity, and for learners with EHC plans this is preferably well before PfA activities become statutory from Year 9.			
The college works closely with schools to ensure a smooth transition of examination access arrangements, with systems to ensure the sharing of key documentation, such as EAA form 8, PEEP care plans and an up-to-date EHCP.			
The college has a strategy for recruiting NEET learners, including those with SEND.			

ANNEX 1

Transition

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The college has a strategy for recruiting NEET learners, including those with SEND.			
The college has an effective application and admissions programme that allows all learners' needs to be identified at their earliest point, including NEET learners or learners joining mid-year, placing learners on ambitious and appropriate study programmes.			
Effective collaboration and communication exists between learners and all stakeholders in relation to individual needs, ambitious aspirations, appropriate interventions, and support strategies in an Individualised Learning Plan (ILP) or similar.			
Learners with SEND have positive long-term outcomes and support in their progression pathway at every step. Short term objectives are set to help long term goals be achieved.			
The college has a culture of support that allows learners to be able to share their thoughts throughout all aspects of transition.			
The college provides independent careers advice and access for learners with SEND to work-related opportunities that are ambitious and appropriate, are aligned to the Gatsby Benchmarks,[4] and ensure learners are aware of the next stages of education and/or employment.			
The college has well-developed external links and engages well with outside stakeholders, such as local or national businesses, training providers or HE establishments, in order to provide well-considered, planned, individual progression pathways that help learners to navigate into Further Education and employment or training opportunities after college education.			
The college has well-developed links with local authority health and care systems in order to provide smooth supportive transition to adult services for those learners for whom this is appropriate.			

[4] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

ANNEX 1

Curricular offer and support

High quality SEND provision is characterised by an effective curricular offer with appropriate level of support and co-production at its heart. Learners with SEND succeed when there are systems in place to continually assess their skills, knowledge and behaviours, in order that ambitious and appropriate individual learning goals can be set and communicated. Learner voice and agency is critical to the success of this. Learning goals may range from readying the learner to learn, to achieving next steps in education, society or employment destinations.

The college's programme of CPD should support educators to effectively consider the individual, their perception of their context, their relationships and delivery of content. This should be designed to support a positive relationship between learners' motivation and engagement, promoting positive internal and external feedback and outcomes. This approach will engender in learners the self-determination and metacognition skills necessary to keep learning and to adapt to an ever-changing world.

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The team around the learner looks to identify their individual needs, personalise their curriculum, plan their support and share it accordingly to ensure consistency. They recognise the approach may be different for each student. Learners are guided appropriately to the level and type of study programme according to individual's needs, competence, progress intentions and pathways towards their aspirations for their next destination. SEND curriculum programs contain ambitious content, providing an appropriate level of challenge. They motivate and engage learners because they are designed to be relevant, meaningful, exciting, and enhance learner agency. Learners access a broad curriculum that shows progress against their individual, co-developed targets. Frequent learner reflections are encouraged in order to reinforce self-efficacy, oracy, meta-cognition and ownership. Teaching and support staff engage with high quality SEND specific training and CPD to ensure high belief and aspirations for their learners, as well as being informed and aware of their own learning needs. This includes the four broad areas of need and their unique relationship to context, social and emotional development, psychological motivation and engagement.			

ANNEX 1

Curricular offer and support

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
Teaching and support staff develop skills that enable learners to be independent, and to access their community and employment. Facilitation of individuals' learning is high quality, specific, and empowering, and promotes independence and self-agency in learning. The college provides clear information on the provision of professionals such as the Occupational Therapists or Speech and Language Therapists. This includes the named person responsible for this provision, and the named person responsible for arranging the necessary external professionals to meet the learners needs and EHCP provisions. Educators make effective use of information about the learner, to ensure that teaching is appropriately challenging and leads to positive outcomes. Educators seek to create inclusive learning environments, in which programmes and materials are individualised and differentiated to accommodate diverse individual needs and potential vulnerabilities. Learners have opportunities for experiential learning according to their individual needs, both within the college and the wider community, which promote the development of soft skills and skills for independence. The college has a robust framework for review, monitoring of progression, improving outcomes, capturing learner voice and celebrating achievement. Reviews of provision are carried out throughout the year to enable practitioners and learners to reflect upon their own learning and progress made, in order for adjustments to be effective and live across stakeholders. The learner's voice remains central and enables unique information to be collated and contribute to their individual profile, allowing them to identify their aims to aid progression throughout the year.			

ANNEX 1

Community links

Colleges should work collaboratively with learners with SEND, staff, families, the local authority, local stakeholders and employers in order to shape and influence its community. These partnerships should enhance the learning and experiences of learners with SEND, and break down social barriers that may otherwise limit their active participation in community and other life outcomes. For example, colleges can support local employers to engage well with learner placements, work experience, supported internships, traineeships and apprenticeships, placing them in a strong position to support the transition learners make into sustained work that is an appropriate skills-match and where reasonable adjustments are in place.

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The college has strong and productive partnerships with a broad range of employers, schools and other stakeholders, resulting in positive outcomes for learners with SEND.			
The college works collaboratively with local community groups to prepare learners for adulthood.			
The college provides enrichment and voluntary opportunities within its curriculum which enables learners to become valuable members of their community.			
By working in partnership with community groups including business and careers services, the college is able to meet the current and future needs of employers with a sustainable employment model.			
Learners value each other and their diverse community and build mutually beneficial relationships.			
The college has strong stakeholder participation in the evaluation and review processes for learners with SEND. This allows the college to identify strengths, weaknesses and gaps in provision to add value to its community.			
The college is an active community resource that shares its resources, expertise and facilities with community groups.			

ANNEX 1

Destinations

College is the step that supports many learners with SEND, whether they have an EHCP or not, to have the same experiences and opportunities as their peers with employment; independent living; good health and wellbeing; friends and relationships and community inclusion. Colleges should have robust systems in place to co-produce with learners with SEND a personalised vision for their future, in partnership with local services and other stakeholders. Co-producing 'next-steps' together should lead to improved options and support after college education ends, and ensure learners have clear pathways to achieve their goals and aspirations.

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
The college supports appropriately ambitious outcomes/destinations for learners with SEND, developing high aspirations of staff, employers and stakeholders that fosters success.			
It is understood how Preparation for Adulthood (PfA) underpins employment, friends' relationships, community, independent living and good health for all learners with SEND.			
Vocational profiling is used appropriately and effectively to develop learners' vocational and employment skills.			
There is a mechanism in place for key partners to use information from the plans of learners with SEND to develop future curriculum if they are going onto further study.			
The college works closely with LA parent/carer forums and learners with SEND to develop the Preparation for Adulthood section of the Local Offer, including the development of clear 14-25 pathways to positive life outcomes (employment; independent living; good health and wellbeing; friends and relationships and community inclusion).			
The college supports learners and families to access and interpret the Preparation for Adulthood section of the Local Offer.			
The college has a strong relationship with adult social care and health services, and purposefully develops an integrated package of support that leads to fulfilling lives in the community.			

ANNEX 1

Destinations

SUGGESTED THEMES AND AREAS TO EXPLORE	STRENGTHS	AREAS FOR DEVELOPMENT	KEY STAKEHOLDERS
There is a clear joint commissioning strategy in place with evidence of mutual understanding and positive working relationships between key professionals and agencies. Systems are in place to capture and understand information about the destinations and life outcomes of alumni learners with SEND. Learners with SEND are able to participate in the community where they will live when they leave education. Study programmes cover independent living and housing options and individual plans have clear outcomes around independent living. Learners with SEND are supported to ensure they are on the housing register from age 16 if appropriate.			

ANNEX 2

Reporting Template

Context of the college including key SEND statistics, for example % of students with SEND, % of pupils with an EHCP

FOCUS	STRENGTHS	AREAS FOR DEVELOPMENT	RECOMMENDATIONS
Leadership of SEND			
Learner experience and enrichment			
Transition			
Curricular offer and support			
Community links			
Destinations			
What is the vision for SEND provision at the end of the review process?			
What will have improved?			

ANNEX 3

Follow-Up Visit Template

REVIEWER:	REVIEWED COLLEGE:	DATE:
Summary of visit		
Action points for the college		
Action points for the reviewer		
What is the vision for SEND provision at the end of the visit? What will have improved?		
Date of next visit		

ANNEX 4

Further Education Workforce Development Programme

The Education & Training Foundation has a comprehensive website with a range of supportive material that Further Education (FE) colleges can draw on.[5] This includes three Centres for Excellence in SEND – colleges who provide expert support for leaders, managers and practitioners who wish to put learners with SEND at the centre of their organisation.[6]

Each Centre hosts a SEND Strategic Leadership Hub, where support is offered to leaders from all types of providers across England's FE sector. Each centre also hosts communities of practice to provide support to managers and/or practitioners from colleges.

[5] https://www.et-foundation.co.uk/about-us/

[6] https://send.excellencegateway.org.uk/centres-for-excellence

CONTRIBUTORS

Erin Brown, EHCP Advisor, City College Norwich

Teresa Carroll, National Head for Inclusion, Education and Training Foundation

Maxine Chatterton, Parent Representative

Elaine Dale, Director of SEND Support & Nursery, City College Norwich

Jon Foster, Education Consultant, J Foster SEND Consultancy

Alex Grady, Head of Whole School SEND, nasen

David Holloway, Senior Policy Manager - SEND, Association of Colleges

Linda Jordan, Senior Development Advisor, NDTi

Matt McArthur, Assistant Head Teacher, Frank Wise School

Leila Morne, Advanced Autism Practitioner, Weston College

Julie Pointer, Programme Lead – Children and Young People, NDTi

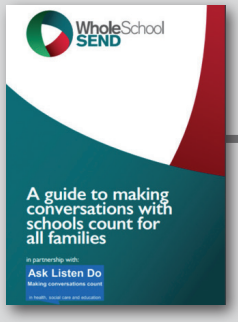
Matt Silver, CEO, Pathways Education Ltd

Luke Thompson, Student, City College Norwich

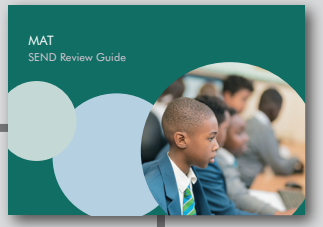
Sarah Toombes, Student, John Taylor High School

Jo Turrell, Leader of Inclusive Education & SENCO, John Taylor High School

WHOLE SCHOOL SEND RESOURCES

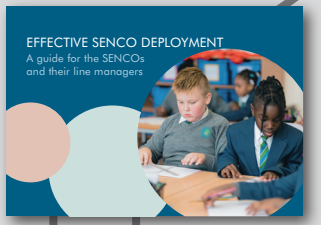


For Parents



For Headteachers, Executive Headteachers and Trustees

For Governors in all schools



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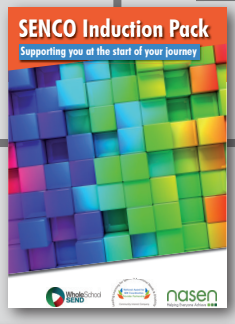

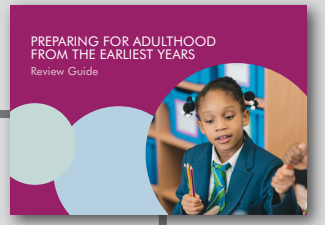

For SENCOs and other Senior Leaders

Condition-Specific Introductory Videos for NQTs

For individuals or whole staff in schools

Design by Christina Newman, Black Dog Design, Buckingham

Photography by Education and Training Foundation

The next update is due by September 2024

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info@wholeschoolsend.com

020 3925 3596

01827 311500

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