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Excellence in Special Educational Needs Award (ESENA)

An in-depth audit that will give you the confidence that your provision is accurately evaluated and has an action plan to take it forwards.

Who is it for?

- any organisation that is responsible for children, young people, students or vulnerable adults who are disabled and/or have special educational needs
- any nursery, primary, secondary, tertiary school/academy/college

How long is it current?

- 2 years with an option for a yearly light touch visit to upgrade from Gold to Platinum or to confirm continued excellence

Benefits

- a visit to your place of work where all key workers and a representation of stakeholders will meet with the auditor
- analysis of the institution's web site and an evaluation of how it presents itself, and the information it provides about its SEN provision as well as the local offer
- informative and informed discussions during the on-site visit with an expert auditor who will provide advice, make suggestions, share best practice garnered from their professional experiences
- a report is generated from the visit which highlights the best practice and identifies action points for improvement
- the body or institution is able to use the Excellence in SEND Logo
- access to newsletters and updates
- access to our SEND experts' advice

Registered in England. Registered office: 3 Filers Way, Weston Gateway Business Park, Weston-Super-Mare, BS24 7JP

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What makes this award stand out from other awards?

- we look closely to check that graduated SEN approach using the cycle of 'assess, plan, do, review' is embedded in the institution's systems and procedures and well understood by staff
- there is a high focus on the application and impact of policies on the ground
- we recognise innovative and creative practice that really makes a difference to learners with SEND
- we put children and young people with SEND at the heart of our award by ensuring that their views and those of their families are fully taken into account in the auditor's work
- we focus on the culture that leaders create to make sure learners with SEND are fully involved and included in the organisation's works and receive all the support they require.
- we pay particular attention to the quality of EHCPs, how they are matched to learners' needs and how well their impact on the learner's outcomes, including behaviours
- we look to see how well the institution collaborates with key partners such as health care and social services and uses their expertise to gain the best provision for their learners
- we do not expect institutions to collect a wide range of evidence to present to the panel prior to the audit. We work with what you already do, day in day out.





The Awards

The Platinum Award

To gain The Platinum Award, the organisation will need to gain Grade 1 of the 3 grades in each of the categories and demonstrate innovative practice that goes above and beyond that which is found normally. They will need to demonstrate that this work makes a positive difference to the people in their care.

The Gold Award

To gain The Gold Award, the body or institution must meet all the most important SEND criteria with only a few minor aspects that need to be addressed.

In order to gain either awards the school, body or institution will need to demonstrate

- how the institution keeps the child and their family at the heart of the process of identifying and meeting needs
- that leaders, including governors, understand their context and the range and diversity of SEND represented within their institution
- that all policies and processes meet statutory requirements as set out in the SEN Code of Practice
- that the curriculum is tailored around the needs of pupils with SEND and is well resourced to meet individual requirements
- that the quality of teaching for both specialist support and whole class teaching is of the highest order
- that the institution has appropriate systems for assessing the ongoing learning, progress and personal and social development of pupils with SEND; and assessment information is actively used to inform planning and provision
- that support staff, such as teaching assistants and learning mentors, are well trained, that their specialisms reflect the needs of the SEND learners and that they are well deployed
- that the training for class teachers prepares and supports them to provide effective teaching for the pupils with SEND in their lessons
- that leaders have successfully promoted an ethos whereby all staff listen to parents/carers of learners with SEND, engage positively with them
- that there are well developed mechanisms for working closely with parents and carers to draw up and review individual targets, objectives and plans such as EHCPs
- that the attitudes and behaviours of staff are reflected in the full integration of all learners, especially those with SEND, as part of the organisation's community
- that the admissions policy ensures that SEND learners are not discriminated against



- that the quality of provision is checked to make sure it is fit for purpose and that leaders know the impact that specific interventions have on the learning and personal and social development of pupils with SEND
- there is comprehensive analysis of outcomes for pupils with SEND, and the sub-groups within the group of pupils identified as having SEND
- that there are very effective procedures for the identification and registration of learners with SEND
- that the institution has mechanism for communicating key information about the needs of pupils with SEND to the staff who work with them; that this information is on a need-to-know basis and that it is confidentially maintained
- that the organisation's website openly demonstrates its commitment to promoting the interests of pupils and young persons no matter what their need, disability or difficulty; that it is informative, links to the local offer and provides the annual report as well as all related policies
- that any complaints or tribunals are well documented in terms of the SEND provision
- the impact of the SEND coordinator, their seniority within the staff, their qualifications, and the quality of the decisions that they and their team make
- that there is proper oversight of the needs of any children in care who also have SEND
- how well the SENCo works alongside local agencies in order to secure relevant services such as behavioural or occupational therapists, speech and language therapists etc, including their input into the development of EHCPs where appropriate
- that there is an effective process for early identification, evidence collection and then collaboration for writing, development and implementation of EHC plans and Annual Reviews
- that there is well developed transition from one setting to another, i.e. primary to secondary, as appropriate in the context of the institution and effective planning for the next stage/adulthood
- that governors are diligent in overseeing the use of funding for SEND and they have a strong commitment to supporting learners with SEND
- evidence of how well the records and files of learners with SEND are maintained to support their on-going and, where relevant, changing needs
- that any behaviour plans are managed well and that the effectiveness of the behaviour policy and behaviour records are rigorously monitored and analysed
- that the institution checks the attendance of SEND learners to identify if there are any significantly different trends between them and other groups of learners, and takes appropriate action
- the effectiveness of safeguarding policies in relation to learners with SEND and how records are monitored and analysed
- the children/young peoples' perception of how adults ensure they are fully included and valued
- evidence of parent and carer perceptions of how well the institution is meeting the needs of their child
- how well the equal opportunities act is promoted particularly in terms of respect for those with protected characteristics, such as learners with SEND.
- in terms of Intersectional work, how well EAL learners, if they have SEND, are identified
- that all risk assessments cover the needs of learners with SEND, and how well these are implemented, checked out and adhered to



- that learners with SEND are supported effectively if they have additional mental health issues.

The visit and scrutiny of policies will test out

- the extent to which leaders at all levels, including governors, **understand their responsibilities** under the SEN Code of Practice and ensure these are undertaken to a high standard
- the **timeliness, speed and accuracy** of **assessment** to identify needs and make plans to address them
- the extent to which leaders, governors and managers create a **positive culture and inclusive ethos** where the **needs of learners with SEND are met**, and **their voices, and those of their families**, are heard loudly and clearly
- the effectiveness of **staff** training so that they are **well equipped to meet the range of needs** represented in your institution
- the **quality** of the **curriculum**, including wider personal, social and physical development programmes, and **teaching** to meet identified needs across the institution
- the **quality of partnership work**, and **work with as wide a range of external agencies and professionals** as needed to ensure that the needs of pupils with SEND are met.

Scoring

3	Needs urgent action. Not meeting requirements
2	Mostly meets requirements but still some significant recommendations
1	High standard with possibly only one or two recommendations. Evidence of innovative and creative practice

The framework will be updated annually to reflect any changes in guidance.

