

Audit for provision, practice and training

Theme	RAG rating	Action
How well do colleagues understand their responsibilities to children with SEND?		
How well do colleagues understand the school's approach to identifying and meeting the needs of children with SEND?		
Do colleagues understand the process of how to raise causes for concern to the SENCO and caregivers? Do they have the confidence to initiate early intervention?		
How confident are staff in implementing the graduated response: assess, plan, do and review cycle?		
How well are children with SEND learning and making progress? Are outcomes good in all year groups with all members of staff?		
How well supported and trained are all staff employed by the school? Is the process for the induction of new staff and supply staff effective?		
How closely engaged are caregivers and how is their information/suggestions/concerns responded to?		
How well does the school liaise with external agencies and is this supportive to the SENCO in their role?		

Table 3.1 reproduced from Martin-Denham, S. and Watts, S. (2019) *The SENCO Handbook*. London: Sage.