

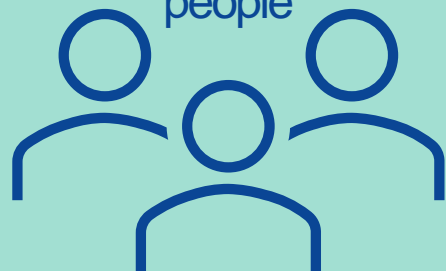
# Evaluate My School

**Introducing our new SEND  
self-evaluation platform**

In partnership with  EvaluateMySchool

# Right Support, Right Time

Improved outcomes for  
children and young  
people



Increasing parental confidence in mainstream school ability to meet the needs of CYP with SEND



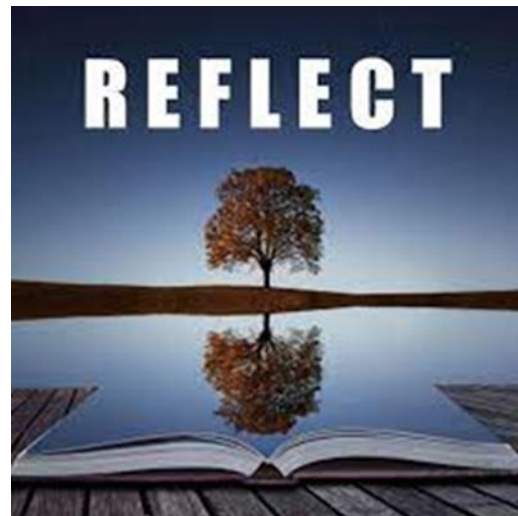
Increasing confidence of mainstream teachers, leaders and staff to identify and meet the needs of CYP with SEND.

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# Evaluate My School

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**How effective is the SEND provision in your school?**



**How do you know?**

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# Evaluate My School: aims

Improved outcomes for children and young people

Improved outcomes for  
children and young  
people



To improve and  
further develop  
SEND  
provision and  
practice across  
the local area

Support  
SENDCOs &  
SLTs in their  
strategic  
leadership of  
SEND

To support  
observable  
cultural  
changes in  
settings

To identify and  
utilise good  
practice and  
expertise  
across the  
local area

Improved  
attainment  
and  
progress  
over time

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# Evaluate My School: benefits

Improved outcomes for children and young people

Improved outcomes for  
children and young  
people



Results in  
improved and  
developed  
SEND  
provision and  
practice

Informs  
School  
Development  
Plan

Supports  
schools to  
identify  
strengths and  
areas for  
development

Provides a  
foundation for  
supporting  
school to  
school  
collaboration  
and targeted  
support

Positive  
comments in  
school Ofsted  
Inspections &  
local area  
inspections in  
LAs using it

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# Evaluate My School: approach

Improved outcomes for children and young people

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Evaluates against best practice statements which are quality assured by national experts

Provides a simple and efficient platform for evidencing impact

Generates an action plan for development areas

Supported by an engagement programme with national & local experts

Enables targeted support within & across MATs and partnerships

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# Evaluate My School – self-evaluation sections

INTENT

IMPLEMENTATION

IMPACT

WORKING WITH LEARNERS &  
FAMILIES

EFFECTIVE USE OF TAs

PROVISION MAPPING

IDENTIFICATION

# School case study 2

## Hagbourne Primary School

Improved outcomes for  
children and young  
people



How have you used it?  
What do you like about it?  
How has it supported self-evaluation and action planning?  
What impact has it had?  
What have been the benefits of using it?  
How will you use it going forward?

[Hagbourne Primary Evaluate My School Presentation April 2024 - Google Slides - 24 April 2024 - Watch Video](#)

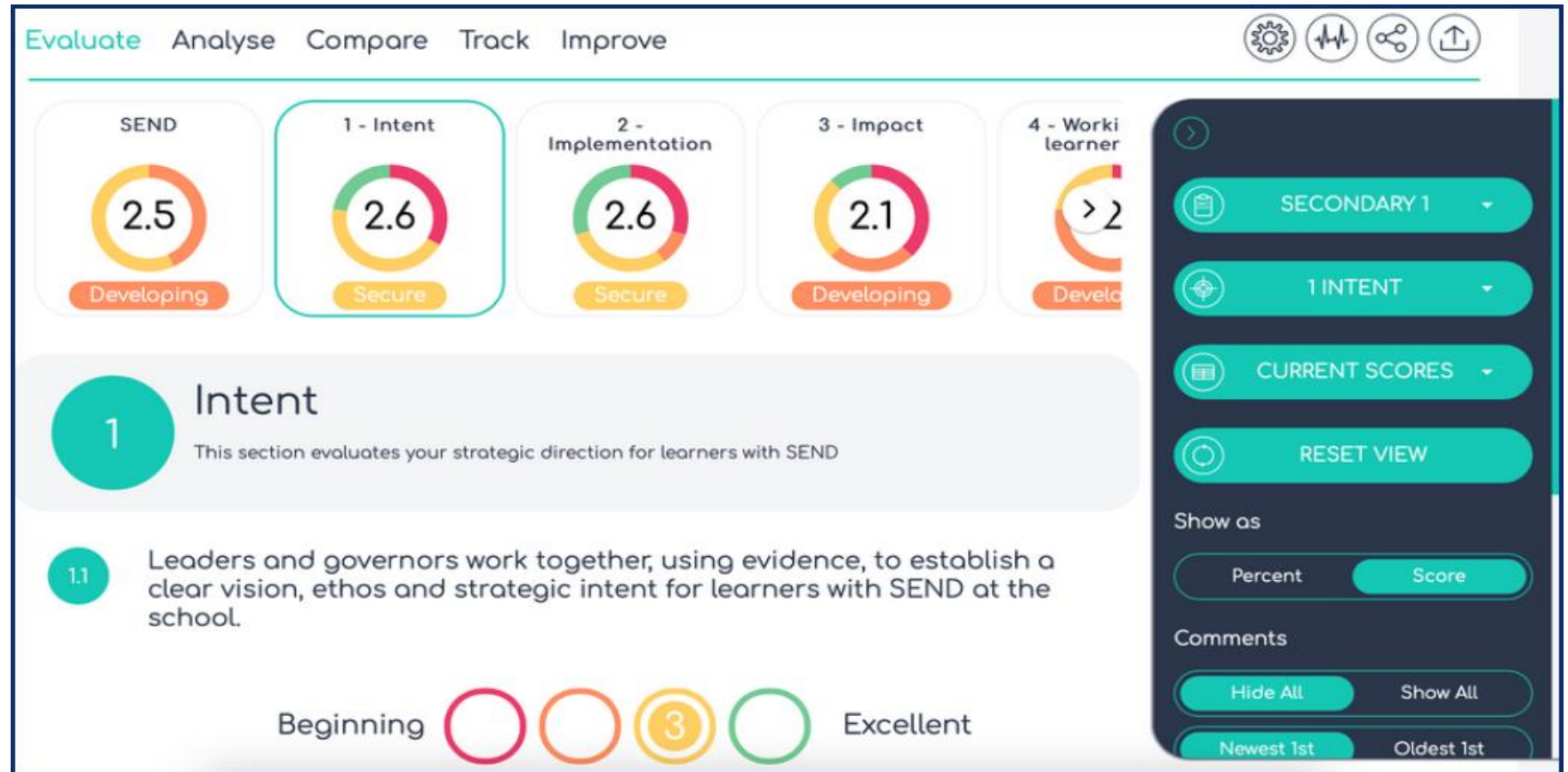
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# Evaluate My School – completing an evaluation

Improved outcomes for children and young people



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# What's happened so far?

- Launch event April attended by over 100 schools
- 118 schools registered so far
- 60 schools attended free 'Self-evaluating Inclusive Practice' engagement sessions in May

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# Self-evaluating provision - Implementation

Stakeholders

Sources of Evidence

Leaders with responsibility for SEND are involved in reviewing and helping teachers improve the quality of teaching for all learners.

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of learners with SEND, increasing their fluency and independence.

The work given to learners with SEND, over time and across the school, consistently matches the aims of the curriculum.

Teachers have good knowledge of the subject(s) and courses they teach and how to adapt them for learners with SEND.

Teachers use assessment well.

Teachers create an environment that focuses on all learners.

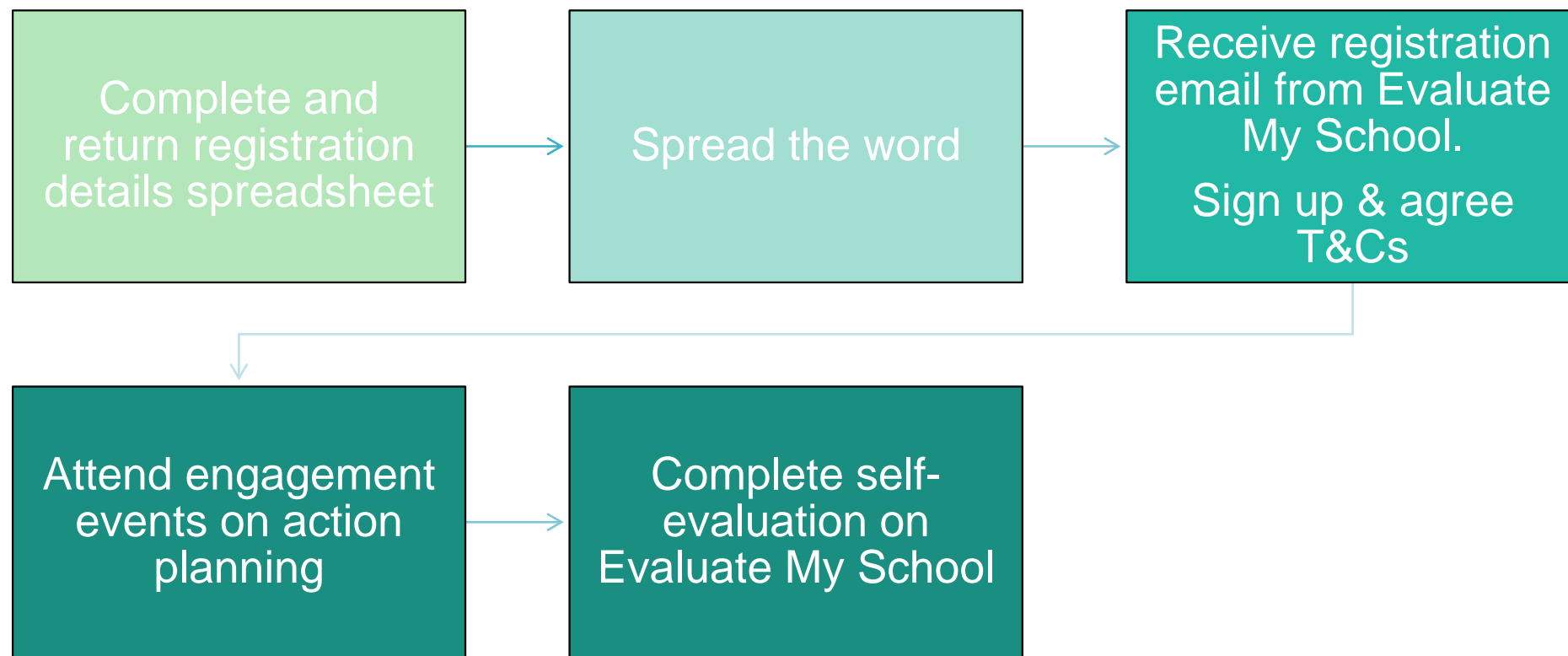
All staff are aware of their responsibilities to learners with SEND.

Leaders with responsibility for SEND are fully involved in the delivery of high quality, whole school CPD.

Statutory documentation is in place, reviewed regularly and of high quality.

Funding for SEND is transparent and allocated judiciously in order to maximise outcomes for learners with SEND.

# What next?



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# Support going forward

**Moving  
forward**

- 8th July: Special Schools Action Planning for Improvement - for Special School Headteachers and SENDCOs  
\* [Action Planning for Improvement - for Special School Headteachers and SENDCOs](#)  
| [Oxfordshire](#) | [Education Services](#)
- 9th July: Primary Schools Action Planning for Improvement - for Primary School Headteachers and SENDCOs  
\* [Action Planning for Improvement - for Primary School Headteachers and SENDCOs](#)  
| [Oxfordshire](#) | [Education Services](#)
- 10th July: Secondary Schools Action Planning for Improvement - for Secondary School Headteachers and SENDCOs  
\* [Action Planning for Improvement - for Secondary School Headteachers and SENDCOs](#)  
| [Oxfordshire](#) | [Education Services](#)

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# Support going forward



**Moving  
forward**

- Workshops to support each of the 7 sections of the self-evaluation
- Platform use workshop and Q&A
- Communities of Practice
- Peer support opportunities
- Celebrating and sharing best practice

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# Share your views on CPD needs around SEND

Please complete and share this [questionnaire](#) with staff in school to help us build a picture of CPD needs across the county in relation to knowledge, understanding and confidence in meeting the needs of children with SEND.

Please complete by **5 July**.

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