

THE ETL SEN & INCLUSION CHECK-UP

10 QUESTIONS EVERY SCHOOL LEADER SHOULD ASK

A five-minute leadership reflection to identify strengths, gaps and priorities in your school's SEN provision.

Does your SEN system work when a teacher raises a concern?

This check-up is designed for principals, school owners, academic leaders and SENCOs who want a quick picture of how confidently their school identifies and supports additional needs.

BELONGING

OPPORTUNITY

CONFIDENCE

PROGRESS

Use it as a leadership conversation starter - not a compliance test.

Mark one response for each statement: YES / DEVELOPING / NOT YET.

How strong is your current SEN system?

1

CLEAR REFERRAL PATHWAY

Teachers know exactly what to do when they first become concerned about a pupil's learning, communication, attention, behaviour or wellbeing.

☐ YES

☐ DEVELOPING

☐ NOT YET

2

CLASSROOM SUPPORT FIRST

Teachers know which practical classroom strategies and reasonable adjustments to try before or alongside an SEN referral.

☐ YES

☐ DEVELOPING

☐ NOT YET

3

NEEDS BEFORE LABELS

Our school can respond to a learner's educational needs without waiting for a diagnosis or using labels inappropriately.

☐ YES

☐ DEVELOPING

☐ NOT YET

4

EFFECTIVE IEPs

IEPs or support plans contain a small number of clear, measurable targets with named strategies, responsibilities and a review date.

☐ YES

☐ DEVELOPING

☐ NOT YET

5

REGULAR REVIEW

Support plans and interventions are reviewed using evidence, and we change the approach when progress is limited.

☐ YES

☐ DEVELOPING

☐ NOT YET

6

TEACHER TRAINING

Teachers receive practical SEN training and feel increasingly confident supporting needs such as ADHD, autism, dyslexia, communication and SEMH.

☐ YES

☐ DEVELOPING

☐ NOT YET

7

PARENT PARTNERSHIP

Parents understand how concerns are handled and are involved respectfully in planning and reviewing support.

☐ YES

☐ DEVELOPING

☐ NOT YET

8

SEN TRACKING

We maintain a confidential, up-to-date way of tracking pupils receiving additional or targeted support.

☐ YES

☐ DEVELOPING

☐ NOT YET

9

SPECIALIST REFERRAL

Staff know when and how to involve appropriately qualified external specialists, and professional boundaries are clear.

☐ YES

☐ DEVELOPING

☐ NOT YET

10

LEADERSHIP IMPACT

School leaders can see evidence that SEN support is improving participation, progress, confidence or wellbeing for learners.

☐ YES

☐ DEVELOPING

☐ NOT YET

What does your score tell you?

Score each answer: YES = 2 | DEVELOPING = 1 | NOT YET = 0

TOTAL SCORE: _____ / 20

16 - 20

STRONG FOUNDATION

Your school has many of the key elements in place. Focus next on consistency, staff confidence and evidence of impact.

10 - 15

DEVELOPING SYSTEM

Important structures are emerging, but some areas may depend too heavily on individuals. Prioritise the gaps that affect teachers most.

0 - 9

PRIORITY FOR ACTION

Your school would benefit from a clearer SEN framework. Start with referral pathways, teacher training, practical IEPs and leadership oversight.

YOUR NEXT THREE PRIORITIES

Ready to strengthen your SEN provision?

START WITH AN SEN STRATEGY CONVERSATION

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