**Using the Sheffield Support Grid:**

**Citywide Moderation** (proposed key questions)

**Support staff questions** (aimed to gather information about the day to day life of the child)

1. What are the child's needs? (Diagnosis, main area of need, secondary needs, impact on day to day life, triggers, behaviours)

2. Describe a general day for your child? (Focus on support they receive additional to that above Level 2, provision, strategies, approach)

3. Is there a personalised timetable and is it followed on a regular basis? (Interventions, specialist focus, key worker for trigger times, targeted to need)

3. What support is available if you are absent?

4. What training have you had to work with this child? (Behaviour, speech, Ed Psych, Autism Team, VI, in-house...)

5. What other support (training, provision intervention) would you put in place for your child if you had the choice?

**Teaching staff questions** (aimed to gather information about the provision and support within the classroom)

1. Describe the needs of your child.

2. How is your child supported in class by yourself and other classroom staff? (Planning, group and individual support in class 'tools' and resources)

3. Where on the SEN Register does your child sit and what level are they on the Sheffield Support Grid? To you, what does this mean they access?

4. How do you assess your child?(Locke & Beech, P levels, STAT, Boxall, standardised assessments...)

5. What school/outside agency support is provided to you and other classroom based staff to support your child?

6. What other support (training, provision intervention) would you put in place for your child if you had the choice?

**SENCo questions** (aimed to gather information about how the pupils with SEND are planned for throughout school, how the school interprets the SSG and the level of SLT involvement)

1. What does the provision in place look like for your child?

2. How is this provision monitored, quality assured and reflected upon? How regularly does this happen?

3. Which agencies have you accessed in order to support your child? How is this support transferred to practitioners and ultimately meet the needs of the child?

4. How have you moderated the SSG level decision of this child? Why are they not the level below or above on the SSG - reference statements on grid.

5. What opportunities do you have to share/communicate with staff working with vulnerable children in your setting?

6. How are you supported by your management structure to meet the needs of high needs children?

7. What other support (training, provision, intervention) would you put in place for your child if you had the choice?

**Head teacher** (aimed to gather information about the vision of inclusion within the school and their understanding of SEND within their school and locality)

1. Can you describe how your school is inclusive towards pupils with special educational needs?

2. What opportunity is there for your SENCo / Inclusion Team to meet with yourself and how does this effect your planning/vision for the whole school?

3. Regarding children at risk of permanent exclusion, what would your school response be in order to prevent exclusion and meet their needs?

4. How is the Locality distributed SEND funding used to support high needs children in your school?

5. Briefly describe how your school is responding to the increase in numbers of children attending school with high levels of SEND, which due to new ways of working will be expected to remain in mainstream schools.

6. How are pastoral and support staff deployed in your setting to support and engage SEND learners?

7. What other support (training, provision, intervention) would you put in place for your high needs children if you had the choice?