



Further Guidance for your Application

(essential evidence)

a) A narrative account/personal statement demonstrating your awareness of and commitment to inclusion (max 500 words)

Possible evidence:

- reference to relevant legislation and guidance (e.g. Children and Families Act, 2014, The SEND code of practice, 2015, Equality Act 2010, The UNESCO Salamanca Statement, 1994)
- **reference to the Teachers' Standards**
- reference to the development of inclusion in your school (e.g. Inclusion policy)

b) Examples of how you meet the needs of children or young people with SEND

Possible evidence:

- **actions taken and their positive impact** on the achievement, attainment and/or progress of children or young people with SEND and your reflection in the form of next steps
- examples of practice evidencing aspects within the SEND Reflection Framework, partnership working with outside agencies, collaboration with a range of staff in school, engagement with pupils with SEND to empower ownership of their own education (e.g. pupil voice in provision and policies, other decision-making)
- **relevant CPD**, what relevant qualifications you hold (e.g. at L7 – post graduate certificate in...)
- the title of any SEND face-to-face or online training you have taken in the last 3 years
- **membership of relevant professional bodies** (e.g. nasen, NAS, BDA, NASS) and the benefit of this to your practice
- other routes to professional learning in SEND you use (e.g. which social media sites or general websites you visit for your own learning)
- the title of any books, journals or magazines you read to keep up to date with SEND
- the web address of any news sources or organisations you regularly use to keep up to date with SEND (e.g. Ofsted or DfE)

c) Examples of how you work effectively in partnership with children or young people with SEND and their families

Possible evidence:

- examples of practice evidencing aspects within the SEND Reflection Framework
- how you engage directly with children and young people with SEND for their benefit
- how you engage directly with parents/carers of children with SEND for the benefit of their children
- **how this engagement has had a positive impact** on outcomes for children and young people with SEND (e.g. testimonials from parents/carers)

d) Endorsement from a line manager or senior leader from your school