

# Suggested structure — report to governors on special educational needs and disabilities (SEND)

## Suggested report structure

### 1. Update on the school's move to the new SEND system

This section of the report should tell governors:

- How the school is integrating school action/school action plus into the single category called SEN support
- How the school is going to implement the graduated approach
- Information about any statutory assessments for education, health and care (EHC) plans that have been submitted to the local authority (LA) and the outcomes of these
- The timescales for the transfer of statements to EHC plans — this is a governing body duty and schools should not be being asked to do this unless an LA representative is present at the transfer meeting

	<b>What provision is being made for these pupils?</b>	<b>What impact is this provision having?</b>
Pupils on SEN support		
Pupils with statements of SEN/EHC plans		

### 2. Identifying pupils with SEND

This section could cover:

- How the school identifies children with SEND
- What happens once a pupil has been identified

<b>Type of support</b>	<b>Number of pupils</b>
Special educational needs (SEN) support	
Statement of SEN	
Education, health and care (EHC) plan	

Areas of need	Number of pupils
Specific learning difficulty (SpLD)	
Moderate learning difficulty (MLD)	
Severe learning difficulty (SLD)	
Profound and multiple learning difficulty (PMLD)	
Social, emotional and mental health (SEMH)	
Communication and interaction needs	
Sensory and/or physical needs	

### 3. Progress made by pupils with SEND

- This should be a general overview and pupils should not be named.
- The report could also look at the impact of the interventions that are being used to support pupils with SEN.

### 4. SEND funding

This section should tell governors:

- How the school's SEND funding is allocated and spent
- Who is responsible for this
- Where pupils with SEND and/or disabilities are also eligible for the pupil premium, how the pupil premium is being used to support these pupils

### 5. Staff development

This section of the report could cover:

- The staff development that has been offered on SEND
- Any issues relating to time and resources to enable the SENCO to carry out his or her duties

### 6. Work with external agencies

- The report could also include information about any external specialist support services that work with the school, the impact they have and any concerns there may be around this specialist support, especially if it is not enough to meet need.