



SEND in relation to Governors

Questions for Governors to ask schools





Introductions:



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LEGAL RESPONSIBILITIES FOR MEETING SEND NEEDS IN SCHOOL

- SEN Code of Practice 2015
- Children's and Families Act 2014
- Equality act 2010



The SENDCO role

All maintained nurseries and mainstream schools ***MUST*** have a SENDCO who holds, or is working towards, the relevant qualification.

The SENDCO ***SHOULD*** be part of the school leadership team.

The SENDCO ***SHOULD*** have sufficient time and administration support to carry out their duties.



The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with partner agencies
- Preparing for transitions
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date



The Graduated Approach to SEN Support

Step 1 -Quality First Teaching

Children's needs are met within the classroom through adaptive teaching strategies and reasonable adjustments in line with the equality act

Step 2 -Targeted SEND support

If a child or young person has received QFT, differentiated teaching and learning experiences but has not made the expected progress and requires additional support in school/setting, Targeted SEND Support is offered.

Step 3 -Specialist SEND support

If Targeted SEND Support is not sufficient to meet a child or young person's SEND, then they will be helped through Specialist SEND Support. This decision will be made jointly with parents / carers, adults working closely with a child, and the child or young person, where appropriate



What does the SEND code of practice say about sharing statutory SEND information with Governors?

Nothing!

There is no statutory information that needs to be shared with governors in relation to SEND. It is up to the executive leaders to share sufficient information with the governors, to enable them to do their job well.



Question

How does the SEND profile of the school compare to the national picture?

Expected response

- % of children with SEN compared to national figures
- Number/% of EHCPs in school
- Primary areas of need
- Awareness of national and local trends
- Rationale for any identified differences



Question

How does the school identify SEND needs?

Expected response

- Assess, Plan, Do, Review (ADPR cycle)
- Parent voice
- School level interventions
- Referral processes



Question

How does the school ensure effective working with partner agencies?

Expected response

- Relationship with the Local authority or MAT
- Links with health
- Links with social care



Question

How does the school allocate funding to ensure SEND needs are met?

Expected response

- Awareness of notional SEND budget
- Application of EHCP funding
- Alternative funding streams
- Efficient use of resources



Question

How does the school build ongoing, holistic support for your pupils and their needs?

Expected response

- Training and staff support
- Reasonable adjustments
- Utilising the EHCP process
- Seeking professional advice
- Behaviour and Welfare

The SEND journey...





Time for any questions...