



# SEND in relation to Governors

Questions for Governors to ask schools





## Introductions:

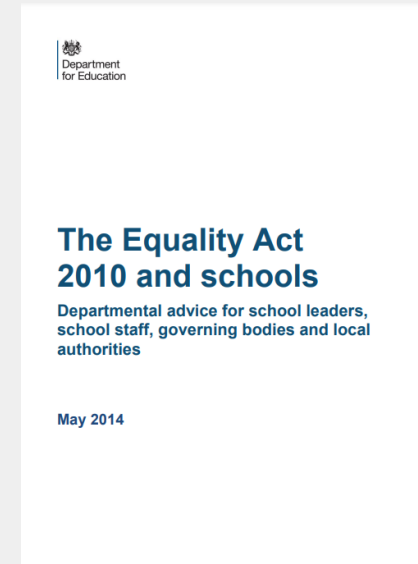
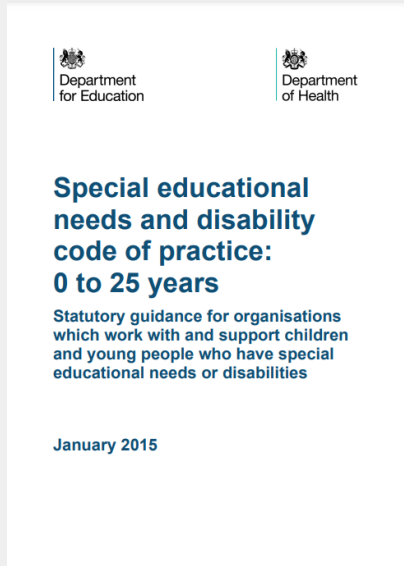


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# LEGAL RESPONSIBILITIES FOR MEETING SEND NEEDS IN SCHOOL





## 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 National SEND challenge

A quick SENse check!

*'The worst it's ever been': teachers decry  
Send crisis in England's schools*

*Shortages in Special School  
Places*

*Special needs funding claims in English  
schools 'increasingly being refused'*

*The £10bn special needs catastrophe unfolding in  
our schools*  
An ever-growing number of children with special needs are being let down by a system that is crumbling

**SEND deficits risk bankrupting almost three quarters of England's largest councils by 2027, with government urged to take action**



## School placements:

Children have a right to a mainstream education

Section 9.79 of the Code also states that if a child's parent or young person makes a request for a particular nursery, school or post-16 institution in these groups the local authority **must** comply with that preference and name the school or college in the EHC Plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the effective use of resources



## School placements:

The CoP within subsection 9.93 suggests that only extreme and/or persistent behavioural difficulties may produce an incompatibility that is not curable by reasonable steps: ***“where the child or young person’s behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others”***.

This judgement clarified that that ***‘efficient education...indicates a standard, not the very highest desirable standard or the very basic minimum but something in between...’*** Although ‘incompatible’ is indeed a very strong word, indicating that there is no way of avoiding the admission of the single child involved reducing the quality of education provided to some other children with whom he would be educated to below that standard, its force must be applied in the context of that standard’

***When considering ‘efficient education of other children’, the circumstances of only the child in question and other children who are already known or predicted to be in the category of those who would be educated with the child, will be relevant. A clear and positive impact on these children must be demonstrated by the prospective admission.***





## **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...



“Waiting Well”



# 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





**Any questions?**