
HOW CAN WE SUPPORT AND CHALLENGE SEND IN OUR SCHOOLS?

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GOVERNOR WORKSHOP

AGENDA

- Introductions
- Local and national developments in SEND
- The role of the governing body in relation to SEND
- Sharing our practice
- Resources for SEND Governors



GROUND RULES

- Confidentiality
- Listen to others
- Support and challenge each other
- Learn from each other; share good practice and ideas



SEND and Alternative Provision Improvement Plan: What mainstream leaders need to know

March 2023 the Government brought out the **SEND and alternative provision improvement plan**.

‘Our ambition is to create a society that celebrates, encourages, and enables the success of all children and young people, including those with SEND and in alternative provision. A society where we hold high aspirations for all children and young people, recognising that although success looks different for everyone, it is no less worthy of celebration.’

SEND and AP Improvement Plan, 2023, p.22

SEND and Alternative Provision Improvement Plan: What mainstream leaders need to know

Key points:

- A **SENCO NPQ** will be introduced which will be mandatory for those who do not hold the NASENCO qualification.
- The formation of a set of **evidence-based SEND and AP National Standards** (from 2025) will establish what support should be ordinarily available in mainstream settings, and for those receiving SEN Support and with Education, Health and Care Plans (EHC Plans).
- School leaders will need to ensure that their settings meet these requirements - **Reviewing your policy** and practice will be needed for you to **implement changes** where necessary.
- The National Standards will also clarify who is responsible for delivering provision and from which budgets. This should result in the financial responsibility for SEND being shared more fairly across education, health and social care.

What mainstream leaders need to know continued:

- The intention is that the **National Standards** will **improve provision** for those receiving SEN Support, resulting in reduced need for Education Health and Care Plans and/or access to specialist provision
- The **National Standards** will be a basis for developing a **national approach** to funding bands and tariffs. This is likely to result in increased funding in some areas and possibly decreases in others but will lead to greater equity between local areas; national funding bands and tariffs will be included in the response to the consultation on schools' National Funding Formula in 2023.
- The **National Standards** will be supported by SEND and AP '**practice guides**' for frontline professionals from the end of 2025, targeting the most prevalent needs (**SLCN, autism, SEMH**).
- The notional SEND budget is also being considered in the light of the National Funding Formula, with more detail to come later this year.

What mainstream leaders need to know continued:

- The **SEND Information Report** is also being reviewed to consider if more transparency can be improved.
- The SEND Code Of Practice will be amended in line with the Improvement Plan – this will be consulted on first before it is implemented.
- EHC Plans are to be **standardised nationally from 2025**, with increased use of digital technology.
- A longer-term approach to ensuring the **impact of teaching assistants** will be developed, starting with a research project to develop the evidence base (13 years since Maximising the Impact of Teaching Assistants was published). Effective TA deployment will also form part of the new ‘practice guides’.
- The ITT Core Content Framework and Early Career Framework will be reviewed to consider how they can better develop the confidence of teachers to meet the needs of children and young people with SEND. Guidance on the involvement of specialist schools in ITT will be developed.

OFSTED and other updates

- Brief discussion – Who has had OFSTED? Who is due OFSTED?
- OFSTED now and in the future – Changes might we expect to see

- Local changes – The Local Offer in your authority
- Barnet High Needs Review

Core Strategic Functions of Governing Bodies

In all types of schools, governing bodies should have a strong focus on three core strategic functions:

- a) Ensuring clarity of vision, ethos and strategic direction;
- b) Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- c) Overseeing the financial performance of the school and making sure its money is well spent.

Governing Bodies must:

Use best endeavours in exercising their functions to ensure that necessary provision is made for any pupils who have SEN;

Inform parents when SEN provision is being made for their child, because it is considered that s/he has SEN;

Make sure a responsible person makes all staff likely to teach the pupil aware of the pupil's SEN;

Best endeavours:

Governing Bodies must:

make sure teachers are aware of the importance of identifying pupils who have SEN & of providing appropriate teaching;

ensure there is a qualified teacher designated as SENCo;

reassure itself key responsibilities of the SENCo are identified from the CofP & that sufficient non-contact time is provided to the SENCo to undertake their role;

Governing Bodies must:

consider how the SENCo fits into the strategic management of the school;

ensure pupils with SEN join in everyday activities of the school together with children without SEN;

have regard to SEND Code of Practice when carrying out their duties towards all pupils with SEN;

Governing Bodies must:

where a LA or First-tier names a maintained school as the school the child attends on the EHCP, the governing body admits the pupil;

cooperate with the LA in supporting the Local Offer;

ensure the arrangements are in place to support pupils with medical conditions.

Governing Bodies must:

ensure the school produce and publish online SEN Information Report;

Produce the arrangements for admission of disabled pupils; the steps taken to prevent disabled children being treated less favourably than others; the facilities provided to assist access of disabled pupils;

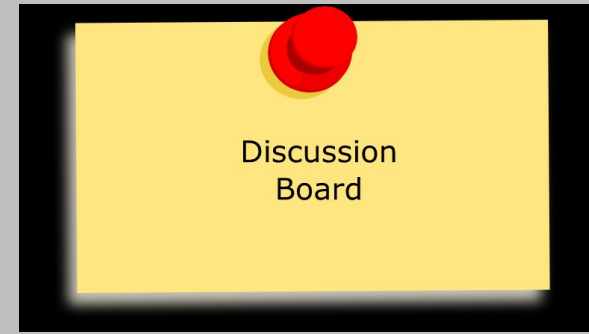
develop with the school the Accessibility Plan.

SEN Information Report and Accessibility Plan


- SEN Information Report must be reviewed annually in consultation with the school
- Must be on the website
- Accessibility Plan – on website, updated with due regard for building works and curriculum and adaptations

What do we know about our SEN Information Report ?


- How are you involved with this?
- How are other stake holders involved in this?



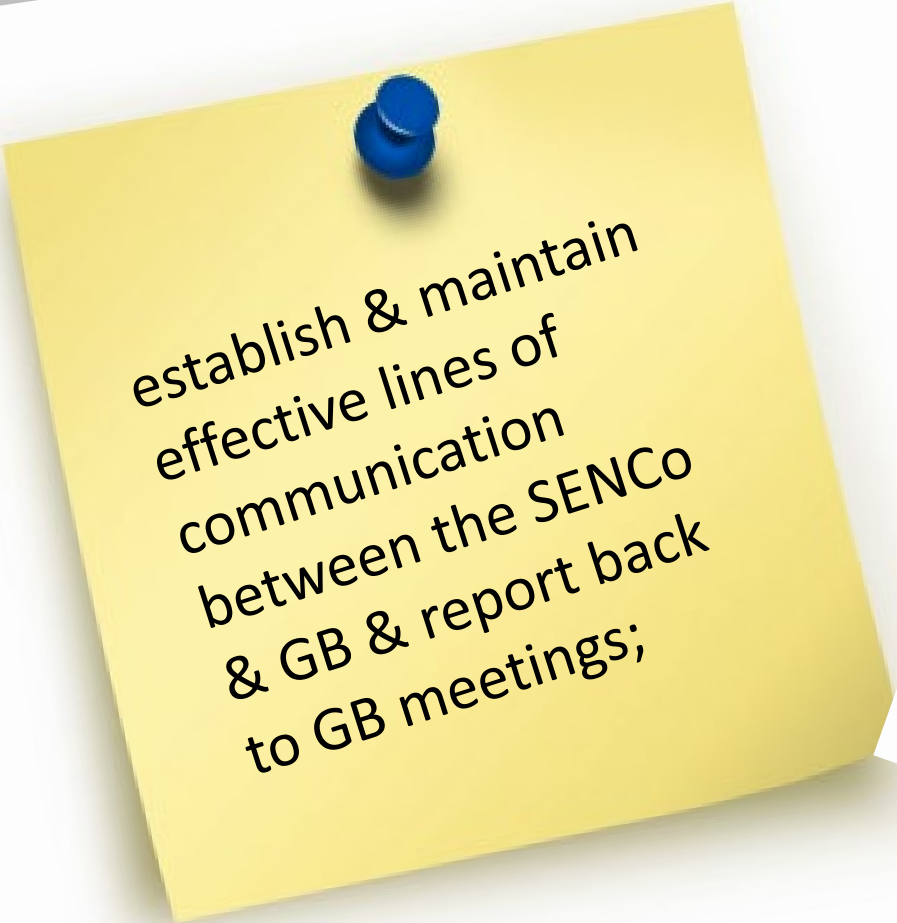
The SEN Governor:



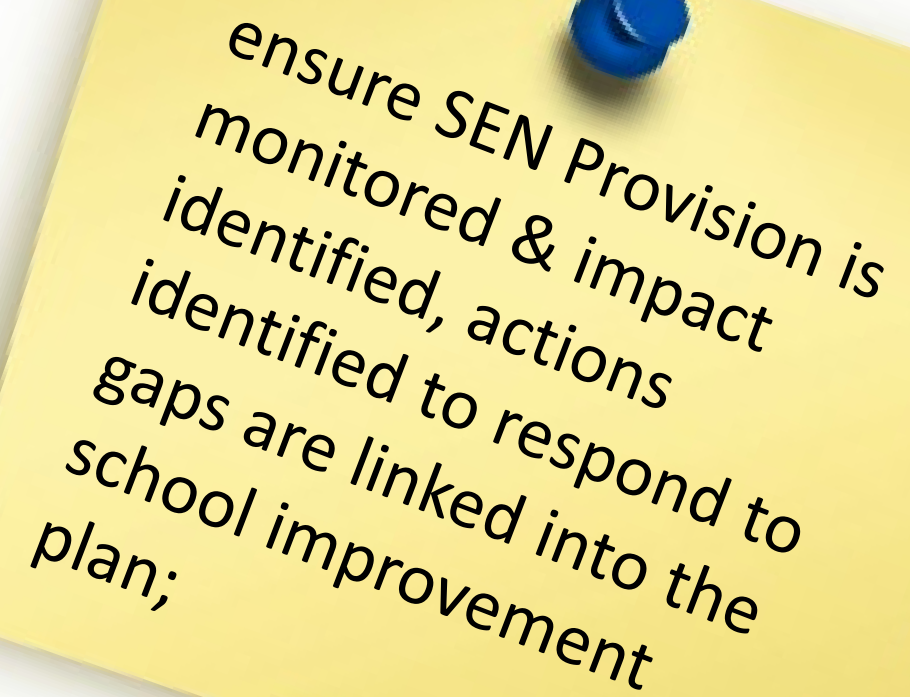
This is a strategic (not statutory) role associated with systems and processes and is not operational.



The individual SEN Governor has no additional responsibilities or powers in relation to SEN provision instead the School Governance Regulations 2013, explain that where functions of the GB, such as the responsibility for SEND provision have been delegated to an individual, any actions or decisions taken must be reported to the full governing body.



establish & maintain
effective lines of
communication
between the SENCo
& GB & report back
to GB meetings;



ensure SEN Provision is
monitored & impact
identified, actions
identified to respond to
gaps are linked into the
school improvement
plan;

The Code of Practice (2015) states:

Schools must use their best endeavours to ensure effective provision for all pupils with SEN.

Teachers are responsible and accountable for the progress of all pupils in their class.

Special educational provision is underpinned by high quality teaching.

High quality teaching is the first step in responding to pupils who have or may have SEN

The quality of teaching for pupils with SEN should be part of performance management and CPD approaches.

School SEND Governor Roles and Responsibilities

The Send Governor will in consultation with the Head Teacher and the SENCO:

- Inform the Governing Body and Board of Trustees about SEN systems and practices in the school and assuring that the school is compliant with statutory duties;
- help to raise awareness of SEN and Disability issues at meetings;
- ensure that the notional budget for SEN is appropriately allocated to support pupils with SEN;
- ensure that all SEN and /or disabled pupils have access to a broad and balanced curriculum;

School SEND Governor Roles and Responsibilities

The Send Governor will in consultation with the Head Teacher and the SENCO:

- give up-to-date information to the governing body and the board on the quality and effectiveness of SEN and disability provision within the school;
- help to review the policy on provision for pupils with SEN;
- ensure that the school has regard to the SEN Code of Practice;
- visit the school to talk to stakeholders about their satisfaction with the SEN provision; gain insight into the progress and outcomes for young people with SEN and or disability;

Making the most of visits

The SEND Governor should aim to meet the SENDCO on a termly basis to keep up to date with SEND developments within the school and to review the implementation of the SEND policy on an ongoing basis. The following are key points to think about:

- Current numbers of the SEND register at the different stages (but not their names)
- Identification procedures for pupils with SEND
- Staffing arrangements for pupils with SEND
- Staff training
- Use of resources
- How pupils with SEND are ensured access to the curriculum
- Provision being made for individuals
- Progress on any parts of the School Improvement Plan relating to SEND
- Progress with the implementation of the SEND policy
- Whether statutory reporting requirements are being met
- Liaison with external agencies and support services
- Links with special/mainstream schools
- Communication with parents

**Time to
share**

What's going well?

What are your
concerns?

Resources for SEND Governors

- Barnet Local Offer - <https://www.barnetlocaloffer.org.uk/>
- Barnet SENCo Zone - https://www.barnetlocaloffer.org.uk/senco_zone
- Barnet Toolkits - <https://www.barnetlocaloffer.org.uk/pages/senco-zone/teachers-and-support-staff>
- SEND Code of Practice January 2015:
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- NASEN: <http://www.nasen.org.uk>
- Barnet Governor Training Programme -
<https://wwc.barnet.gov.uk/working-children-barnet/information-schools/school-governors/governor-training-programme#:~:text=Governor%20Services%20is%20a%20traded%20services%20with%20the,of%20courses%20is%20organised%20on%20a%20termly%20basis.>
- National Governance Association www.nga.org.uk
- OFSTED Inspection Handbook
<http://www.ofsted.gov.uk/resources/school-inspection-handbook>
- Governors Handbook
<https://www.gov.uk/government/publications/governors-handbook--3>

Resources continued

- **The Governance Handbook for SEND and Inclusion: Schools that Work for All Learners (nasen spotlight) - Adam Boddison**

[The Governance Handbook for SEND and Inclusion: Schools that Work for \(routledge.com\)](https://www.routledge.com/The-Governance-Handbook-for-SEND-and-Inclusion-Schools-that-Work-for-All-Learners/nasen-spotlight/Adam-Boddison)

- **Podcast - SEND Governance: schools work for all learners with Professor Adam Boddison**

<https://thekeysupport.com/insights/2021/01/21/key-voices-96-send-governance-schools-that-work-for-all-learners-with-professor-adam-boddison>

- **Education Endowment Foundation -**

<https://educationendowmentfoundation.org.uk/>