

**SEND Governor’s Report to the Governing Board**

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**School: Date:**

**This report is for the period from: to:**

**Report Author:**

**NB The information in this report is confidential – names and specific circumstances cannot be discussed.**

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**Named Governor for SEND: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date last attended SEND Governor training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Overview:**

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| **Discussion points** | **What we do well** | **Priorities for year ahead** |
| % SEND support- breakdown by area of need  % EHCP  How does this compare to national data? |  |  |
| How is SEND identified in school? |
| How inclusive is the school? How do you know? |
| What information has been published on the school website? Is it accurate and compliant? Does it reflect the school’s ethos? |

**Teaching and Learning:**

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| **Question** | **What we do well** | **Priorities for year ahead** |
| How does the progress of pupils with SEND compared to that of their peers? |  |  |
| What is the impact of interventions? How are they being monitored and evaluated? |
| How are you liaising with the teaching & leading lead *(link with curriculum)* |
| What are the expectations for reasonable adjustments and adaptations for learners with additional needs? |
| How are the needs of pupils with SEND communicated to teachers? How do you know needs are being met in the classroom? |
| How is feedback from SEND learning walks used to support T&L? |
| What is the process for staff to be able to seek support easily when working with SEND pupils? |

**Environment:**

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| **Question** | **What we do well** | **Priorities for year ahead** |
| How well are reasonable adjustments being made for disabled pupils being made? *(if applicable)* |  |  |
| How well are reasonable adjustments being made for pupils with additional needs being made? E.g. sensory environment or purpose built spaces *(if applicable)* |

**Resources:**

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| **Question** | **What we do well** | **Priorities for year ahead** |
| Are resources in the department effective in meeting the needs of learners? If not, what further resource do you require and why? |  |  |
| What links have been made with external agencies? Are these effective? |
| How are teaching assistants deployed and how is impact measured? |

**Transition:**

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| **Question** | **What we do well** | **Priorities for year ahead** |
| What enhanced transition arrangements are in place for pupils with SEND? |  |  |
| Is there a strong link between the SEND team and careers for post 16 transition? *(if applicable)* |

**Families:**

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| **Question** | **What we do well** | **Priorities for year ahead** |
| How are children, young people and parents/carers of pupils with SEND involved in the processes? |  |  |
| What parent/carer feedback do you have regarding SEND provision in the school? |
| What do SEND learners say about their experiences in school? |
| Do pupils with SEND feel safe in the school environment? *(Link for safeguarding)* |

**Pastoral:**

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| **Question** | **What we do well** | **Priorities for year ahead** |
| How do the attendance rates for pupils with SEND compare to their peers? |  |  |
| What are the exclusion rates for pupils with and without SEN? |
| Are young people with SEND fully involved with the school community? |
| Do pupils with SEND access a wide range of extra-curricular activities? |

**Funding:**

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| **Question** | **Comments** | **Priorities for Governing board** |
| How is notional funding supporting the progress of pupils with SEND?  How do you know? |  |  |
| How is top up funding supporting the progress of pupils with and EHCP? |

**Governors:**

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| **Question** | **Comments** | **Priorities for Governing board** |
| What support do you need from the Governing Body to help pupils with SEND make better progress? |  |  |

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| **Which staff?** | **Training attended & date** | **Actions/Notes** |
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