

# The SEND Governance Role training

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**achieving  
for children**

# Aims:

To look at the statutory requirements relating to Special Educational Needs and Disabilities (SEND)

To look at the SEND governance role, and recommendations / best practice in terms of carrying it out

# Agenda:



Definitions



The Legislation



The Governing Board's responsibilities



SEND Governor – including proforma



Governing Board meetings

## The SEND Code of Practice 2015 (0-25 years):

“A child or young person has SEN if they have a **learning difficulty or disability** which calls for special educational provision to be made for them.”

“A child or young person has a learning difficulty or disability:

- if they have a **significantly greater difficulty in learning** than the majority of others of the same age, or
- if they have a **disability which prevents or hinders them from making use of facilities** of a kind generally provided for others of the same age in mainstream schools”
- ‘A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age.’

## The Equality Act 2010 - defines disability as:-

“ a physical or mental impairment which has a **long-term** and **substantial** adverse effect on the ability to carry out normal day-to-day activities”

- **Long-term** is defined as “a year or more”
- **Substantial** is defined as “more than minor or trivial”
- Sensory (sight/hearing) impairments are included, as are long-term health conditions such as asthma, diabetes, epilepsy and cancer.

# Legislation and Guidance

- SEND code of practice (0-25 years) 2015- chapter 6
- Special Educational Needs and Disability Regulations 2014
- SEND and Alternative Provision Improvement Plan 2023
- Equality Act 2010
- Children and Families Act 2014
- Special educational needs (SEN) and disabilities: guidance for school governing boards 2025

**The common focus is:**  
**Inclusive practice and removing  
barriers to learning**

## What does it mean for schools?

- Children with long-term health conditions do not necessarily have SEN (and vice versa) but there is a significant overlap.
- Schools must not discriminate (directly or indirectly, for a reason arising in consequence of the disability) and they must make **reasonable adjustments**.
- Schools/leaders must have regard to both the Equality Act and the SEND Code of Practice when they are planning their provision.

# Be clear of roles and responsibilities

School Leadership and Governors - to support and challenge as well as hold the strategic overarching school vision and development plan, including SEND.

SENCo - Has whole school oversight, coordinates provision, quality assurance.

Class Teacher - **‘All teachers are teachers of SEND’ (CoP Jan 2015)**

**Deliver high quality teaching for all children**, implement the graduated approach and work collaboratively with parents.

Learning assistants - **deployed** effectively to ensure good outcomes, promoting independence and resilience.

**Inclusion is everyone's responsibility – not just the SENCo's!**



## Responsibilities of the Governing Board

Boards of maintained schools and academies have **legal duties** in relation to pupils with SEND, including that they must:

- Ensure that pupils with SEND engage in the activities of the school **alongside** those who do not have SEND.
- Use their **best endeavors** to make sure any child with SEND gets the support they need.
- Ensure parents are informed when making special educational provision for their child.
- Ensure arrangements are in place to support children with medical conditions.
- Co-operate with the LA on local provision and the Local Offer.

## Governing Boards must also

- Provide a broad and balanced curriculum.
- Have a clear approach for identifying and responding to SEND - including regarding the use of resources, keeping up to date, and the accurate recording of provision. **(SEND Policy)**
- Publish on their websites re **the implementation** of the board's policy for pupils with SEND **(SEN Information Report.)**
- Publish their arrangements for admission of disabled children, the steps being taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access for disabled children and their **accessibility plans.**
- Co-production and communication with parents on their child's progress.

## The SEND Governor

There should be a member of the governing board, or a sub-committee, with specific oversight of the school's arrangements for special educational needs (SEN) and disability *The SEND Code of Practice 2015 (page 92 para 6.3)*

## The SENCo

Governing Boards must ensure that there is a **qualified teacher** designated as Special Educational Needs Coordinator (SENCo) for the school.

*“...most effective if part of senior leadership team” (para 6.87)*

- achieve the relevant mandatory qualification within 3 years of appointment
- have sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school
- are empowered to support high quality outcomes for pupils with SEN and disabilities

**Do your school's arrangements meet these criteria?**

# Working with the SENCo

## Inside the brain of a SENCO



*This chart is based on the share of article views from SENCOs on **The Key for School Leaders***

## The role of the SENCo - (Code of Practice) 2015

Drive strategic vision for Inclusion

Overseeing the day-to-day operation of the school's SEN policy

Update statutory documentation (SEND policy, SEND information report, website)

Advising on the deployment of the school's delegated budget and other

Accuracy of SEND register

Coordinating provision for children with SEN

Liaise with external professionals

Staff training

Quality assurance (teaching and learning/plans)

Oversight of EHCP provision, annual reviews, consultations, EHC NA requests

Ensure interventions are evidence based, high impact and cost effective

Offer support, advice and guidance to class teachers **AFTER** at least once cycle of APDR.

## The SENCo

“The school should ensure that the SENCo has sufficient time and resources to carry out their functions. This should include providing the SENCo with sufficient administrative support and sufficient time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school. “

## School context

*It is an important part of a board's role to analyse school performance data and build an evidence base to underpin its strategic oversight.*

### **Cognition and Learning Difficulties**

- Specific Learning Difficulties (SPLD)
- E.G. *Dyslexia, Dyscalculia*,
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

### **Social, Emotional and/or Mental Needs**

- Depression
- Attention Deficit Hyperactivity Disorder (ADHD)
- Eating Disorders
- Anxiety Disorders
- Mental Health Issues
- Social Disorders

### **Communication and Interaction Needs**

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

### **Sensory and/or Physical Needs**

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

- **SEND demographic compared to national**
- **How does school provision meet the need?**
- **How is progress measured?**



# The SEND data headlines

**2024**      2023

**18.4%**  **17.3%**

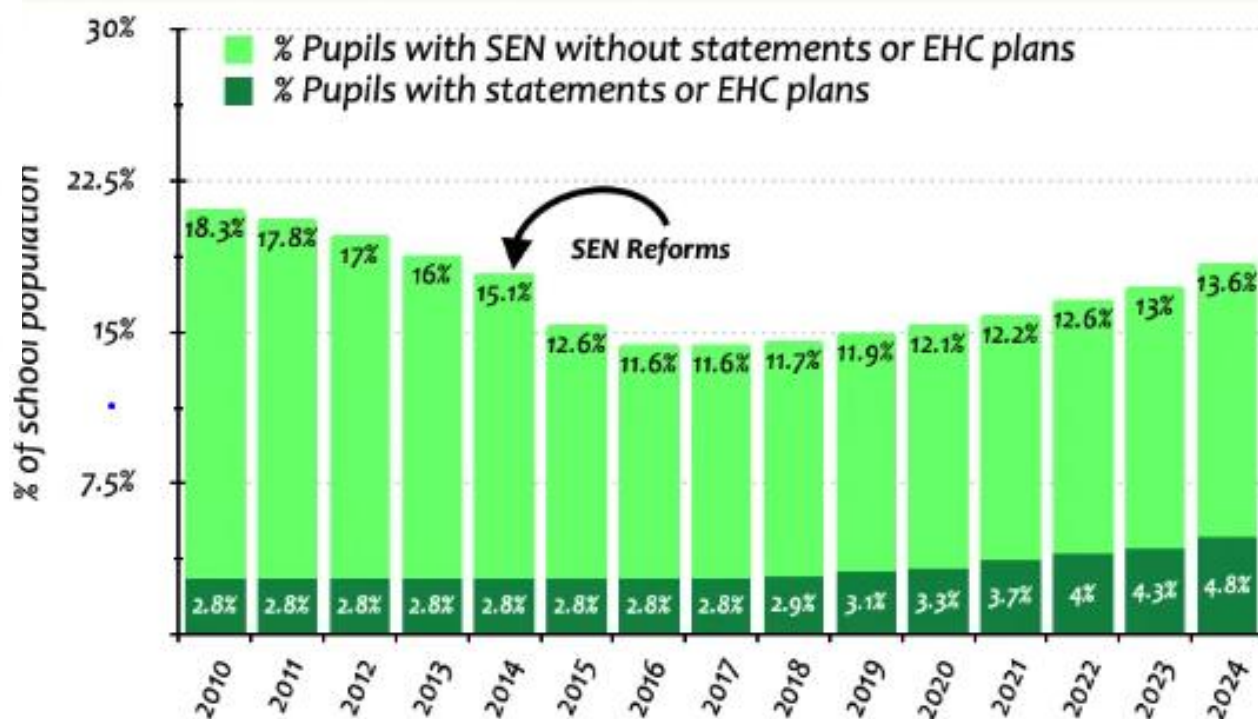
Of children in England had SEND

**4.8%**  **4.3%**

Had an EHCP at end of Jan '22

**13.6%**  **13%**

Of pupils were on SEN Support



**SPECIAL  
NEEDS  
JUNGLE**

# Funding

The SENCO, headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

*The SEND Code of Practice 2015 (page 110)*

- **Notional funding-** Funding formula given to schools from the LA towards their best endeavours to meet needs of children and young people.
- **High needs funding-** Top up funding to provide the targeted and specialist support detailed in EHCP plans- statutory provision

**Discussion: Thoughts on the SEND  
Governor visit template**

**How often should visits take place?  
What should the SEND Governor do...  
and report?**

## Governing board meetings

As well as SEND Governor verbal and written reports:

- SENCo presentations / reports to the Board (*maybe*)
- Documents such as SEF/SEND review/SEN audits
- Headteacher's reports (including statistics relating to attendance, behaviour and exclusions)
- Finance committee minutes/reports: SEND notional funding and allocation; resources and facilities
- Standards committee minutes/reports:
  - Progress and attainment data for groups of pupils
  - Quality of teaching and assessment (*including CPD*)
  - Curriculum and co-curriculum/extended provision

## Does the Board... ?

- Allocate appropriate meeting time to SEND?  
*Could this be a standing item on agendas?*
- Review the SEND Policy on a regular basis, and ratify the SEN Information Report annually?  
*How is the SEN Information Report reviewed?*
- Ensure **all** the school's policies fully support the principle of inclusion of pupils with SEND (behaviour, outdoor learning, educational visits.... )
- Provide a succession plan opportunity for prospective SEND governors?

## The SEND Governor – final points

- **Keep an aspirational strategic whole-school overview.** It is not the remit of the SEND Governor to become drawn into issues relating to individual children.
- **Respect confidentiality.** The SEND governor may on occasion receive sensitive information about the circumstances of children who, although anonymised, may be identifiable by process of deduction - particularly in smaller schools. It is essential that the SEND Governor respects the confidentiality of such information.







## GLOSSARY

# SEND glossary of terms

TERM	DEFINITION
Types of SEND	
SEN	Special educational needs. A pupil has SEN if they need special educational provision due to a learning difficulty or disability.
SEND	Special educational needs and disability. Both terms are used, often interchangeably.
Areas of need	4 broad categories are used to describe a pupil's SEN. They are: <ul style="list-style-type: none"><li>• Communication and interaction</li><li>• Cognition and learning</li><li>• Social, emotional and mental health</li><li>• Sensory and/or physical needs</li></ul>
ASD/ ASC	Autistic spectrum disorder/condition
MLD	Moderate learning difficulties.



# Where can schools go for advice and support?

## Collaborative responsibility resource (AfC/RBWM)

\***Co-produced** for professionals, parents and carers as a useful resource to share ideas for **reasonable adjustments** and **quality first teaching** strategies in the classroom for all **four broad areas** of need.

\*Clear guidance on **graduated offer**, **assessment tools**, **interventions**, with a useful **glossary**.

\***Signposting** to external professionals

<u><a href="#">Special educational needs and disability</a></u> (SEND) area-wide offer	<u><a href="#">Identification and assessment</a></u> The graduated Approach	<u><a href="#">Support for broad areas of need: Cognition and Learning</a></u>
<u><a href="#">Support for broad areas of need: Communication and interaction</a></u>	<u><a href="#">Support for broad areas of need - Social Emotional Mental Health</a></u>	<u><a href="#">Support for broad areas of need - Sensory and/or physical needs</a></u>
<u><a href="#">Resources, advice and consultation available</a></u>	<u><a href="#">Assessment tools</a></u>	<u><a href="#">Recommended Interventions</a></u>
	<u><a href="#">Glossary</a></u>	

<https://www.leadershipupdate-rbwm.co.uk/collaborative-responsibilities-resource/>

# Key messages of the Collaborative Responsibility Document

Support for pupils is  
'needs led'

It is full of practical  
strategies

Encourages co-  
production

Reinforces and  
supports the  
graduated response

Quality first  
teaching is at the  
centre

## In-line with inclusion charter

### Everyone Matters

We believe that all children and young people in Windsor, Ascot and Maidenhead, including those with additional needs, have the right to be included in local services, so they can thrive and reach their potential.

### Inclusion Charter for children and young people

This charter sets out what all children and young people should expect when accessing services



Services welcome and value all children, young people and their families to...	So you can....
Make sure that you feel listened to and treated with respect	Have your say and feel safe
Work together to understand and support any reasonable adjustments that you may need	Belong to a community, such as your local school, leisure centre, club, etc
Talk with you and your family to help us understand your need and solve problems together	Feel understood and helped to achieve your best
Speak to other professionals who support you, so you only have to tell your story once	Tell someone what you want to achieve and how we can help

Understanding equality, diversity and inclusion (Equality Act 2010)



# SEND GOVERNANCE

## Review Guide



### The 5 Pillars of SEND Governance

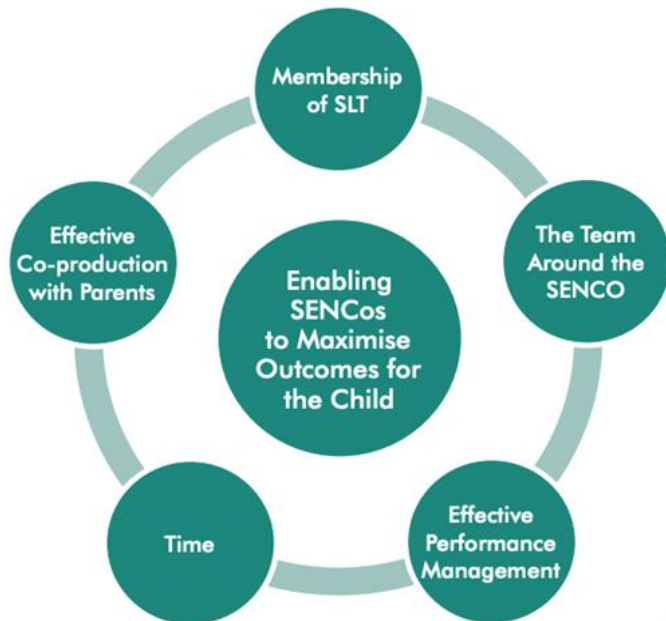




<https://www.youtube.com/watch?v=YX6QPn0RCK0>

# Effective SENCo Deployment Guide - WSS

*The aim of this document is to help line managers of SENCOs feel confident that leadership of SEND is well-supported, purposeful and progressive; and, ultimately enhance educational outcomes and personal developments of children and young people with SEND.*



*The Five Key Themes to help Maximise the Impact of the SENCO*

<https://www.sendgateway.org.uk/resources/effective-senco-deployment>



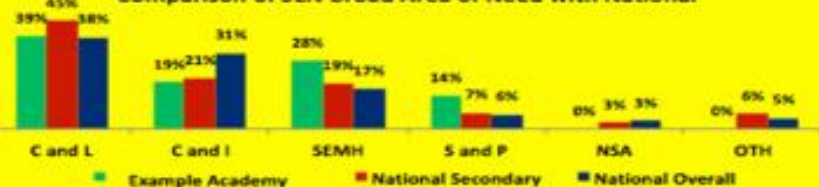
# SEND in a nutshell

Schools have responsibility for deciding who has SEND based on the implementation of the assess, plan, do, review approach

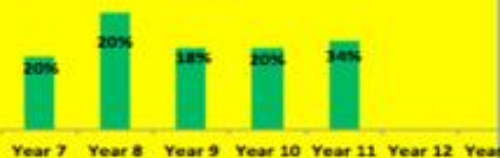
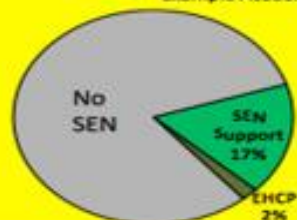
## Identification

SEN Total - 109/579 students - 19%

Comparison of SEN Broad Area of Need with National



Students on SEN Support by Year Group



## Interventions

### Additional provision and impact examples (termly)

C & L	C & I	SEMH	S & P
Accelerated reader RWI (Freshstart) Lexia Real stories group Symphony maths Maths catch up  R.A + = 9m (24 students) SM - average M.A + = 8m (13 students)	Communication Matters ASD social group School SALT ASD base support ELKLAN  Significant improvement in personal SALT targets (9 students)	1:1 counselling Y7 Nurture group Art therapy THRIVE ELSA Young carers group  RDACS scale shows good progress in 12 out of 15 students	Sensory support Motor skills group 1:1 physiotherapy Modified resources Lesson access School nurse  4 students with VI receiving fully modified resources

## Attendance, Exclusions, Outcomes

### % Fixed Term Exclusions

	SEN Support	EHCP	No SEND
2018-19	3.13	0	1.56
2017-18	2.16	0.72	1.20

	Ave. Y9 Grade Target	Y10 Progress 8	Y11 Progress 8
All Students	4.73	+0.13	+0.02
SEN Support	3.2	+0.08	-0.32
EHCP	2	-1.77	-0.59

### Attendance

	SEND
2018-19	83.78%
2017-18	85.86%
2016-17	95.30%



## Key Strengths

- Inclusive philosophy with ambition for all pupils
- Pupils feel well supported and involved
- A range of effective targeted interventions
- Pupils with SEMH are particularly well-supported
- Feedback from parents – feel confident in the school

## Key Areas for Development

- Further develop links with specialist provision
- As the school grows ensure staff are able to respond effectively to the inclusive philosophy
- Ensure new TAs are trained across the four broad areas of SEN need

I've always had really brilliant support with my learning here. You always involve me in decisions – that's important.  
Year 11 student

Any questions?



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