

SEND and the governing board

A guide for governors and trustees

July 2021



Contents

| | |
|---|-----------|
| <u>Introduction</u> | <u>3</u> |
| <u>1. Governing board SEND responsibilities</u> | <u>4</u> |
| <u>2. Ensuring the effective governance of SEND</u> | <u>6</u> |
| <u>3. Influencing SEND culture</u> | <u>9</u> |
| <u>4. Monitoring impact and outcomes</u> | <u>11</u> |
| <u>Appendix 1: glossary</u> | <u>14</u> |
| <u>Appendix 2: the board's responsibilities</u> | <u>15</u> |
| <u>Appendix 3: the SENCO</u> | <u>19</u> |

National Governance Association

The National Governance Association (NGA) is the membership organisation for governors, trustees and clerks of state schools in England.

We are an independent, not-for-profit charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards. We are expert leaders in school and trust governance, providing information, advice and guidance, professional development and e-learning.

We represent the views of governors, trustees and clerks at a national level and work closely with, and lobby, UK government and educational bodies.

Introduction

This guide will help all governors and trustees build an understanding of their responsibilities relating to special educational needs and disability (SEND) and inclusion. It includes advice on how governors and trustees with specific responsibility for SEND can carry out that role effectively.

The guide covers:

- the legal duties of governing boards in relation to SEND
- how these responsibilities are met
- how governing boards influence an inclusive culture in their schools and trusts

What is SEND?

SEND relates to pupils that have a learning difficulty or disability that calls for special educational provision to be made. The [SEND code of practice](#) states that a pupil has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Where pupils require special educational provision, the governing board must ensure that this provision is in place.

Schools that work for all learners

This guidance draws upon [The Governance Handbook for SEND and Inclusion: Schools that Work for All Learners written](#) by Professor Adam Boddison, Chief Executive of the National Association of Special Educational Needs (nasen).

1. Governing board SEND responsibilities

The legal responsibilities of governing boards in relation to pupils with SEND are set out in the Children and Families Act 2014 and the statutory guidance, [the SEND code of practice: 0 to 25 years](#). They require governing boards to:

- Use 'best endeavours' (do everything they can) to ensure that pupils with SEND get the support they need.
- Ensure that relevant policies have been approved and monitor their effectiveness.
- Ensure the necessary SEND information is published on the school/trust website.
- Ensure that adequate resources are allocated to provision for pupils with SEND.
- Ensure a suitably qualified or experienced special educational needs coordinator (SENCO) has been appointed and is working effectively – see below section [working with the SENCO](#).

Ultimate responsibility rests with the full governing board. However, section 6.3 of the SEND code of practice stipulates that **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 and disability**. This applies to all governing boards, however, boards in special schools are less likely to have an individual or committee with specific SEND oversight given the nature of their provision.

We recommend that governors/trustees with specific oversight of SEND use the [checklist provided in appendix 2](#) to ensure that their school or trust is meeting its legal responsibilities.

The following are fundamental to governing boards meeting their legal responsibilities:

- **The role of the SEND governor or committee** that monitors the school or trust's arrangements for SEND and supports and challenges school leaders and the full governing board to ensure that priority is given to pupils with SEND. Our [SEND link governor/trustee role description](#) provides a full overview of responsibilities which can be adapted to suit your board.
- **Appointing a special needs co-ordinator (SENCO)** who is a qualified teacher responsible for implementing the school's policies in relation to SEND. The SENCO has a key role in identifying the needs of pupils and coordinating appropriate support. There is no requirement for a special school to appoint a SENCO, although some choose to. The key responsibilities of the SENCO are summarised in [appendix 3](#).
- **Adopting a policy for SEND** which is a description of the vision and values underpinning the approach to meeting the needs of SEND pupils in the school or trust.
- **Transparency and reporting** – governing boards at all schools, except special schools established in hospitals, are responsible for ensuring their school/trust publishes a SEN information report on their website (see [section 4.1](#)) detailing how their SEND policy is being implemented. The information report should be updated annually and any changes occurring during the year should be reflected in the report as soon as possible. The specific requirements of the report are covered in section 6.79 of the SEND code of practice and summarised in [appendix 2](#).

SEND governor/trustee role description

SEND link governors and trustees (or committees) take the lead on the governing board's monitoring of SEND arrangements, ensuring that all pupils with SEND get the support they need. Our [model role description](#) can be used to learn more about this role and develop effective practice.

2. Ensuring the effective governance of SEND

Governance needs to be effective if the board is to meet its legal responsibilities and secure high-quality outcomes for pupils with SEND.

The [SEND governance review guide](#), commissioned by [whole school SEND](#), provides a structure through which boards can evaluate their effectiveness, drawing upon the DfE's six features of effective governance:

- strategic leadership
- accountability
- people
- structures
- compliance
- evaluation

Based on the above, we would highlight the following as **key enablers for the effective governance of SEND**:

2.1 Governing board SEND knowledge and capacity

SEND is a whole board responsibility. While it is reasonable to expect SEND governors to undertake CPD that increases SEND knowledge and awareness, every member of the governing board should know what their legal responsibilities entail in practice. As a starting point, we recommend that:

- All governors and trustees familiarise themselves with chapter six of the SEND code of practice, which is just twenty pages.
- The induction that new governors and trustees receive provides an overview of the SEND provision at their school/trust, how this is developing and how inclusion is realised.

The knowledge and confidence to provide support and challenge over SEND and inclusion practice will, understandably, vary between members of the board. It is important that any gaps are identified and addressed using both the governor/trustee [skills audit](#) and by signposting to relevant training, support and resources.

Training need not be the same for all members of the governing board and does not need to be sourced externally. For example, the school business manager and the SENCO can deliver training to the board's finance and resources committee to explain how SEND funding works.

SEND resources

- Nasen have put together [a bank of information, support and resources](#), which are both easy access and contain the most up-to-date knowledge and support which is rooted in research and evidence-informed best practice.
 - NGA Learning Link gives subscribers access to more than 50 modules, including a [module](#) to help boards carry out SEND duties effectively.
-

2.2 Understanding SEND provision in your school or trust

In order to meet legal responsibilities and provide strategic leadership, governing boards need to build their understanding of SEND and inclusion in the specific context of their school or trust. This means knowing:

- The proportion of pupils that require additional support and how many of these have [EHC plans](#).
- The proportion of pupils that have specific needs relating to communication and interaction; cognition and learning, social, emotional and health difficulties; sensory and or physical needs.
- The level of funding the school/trust receives to meet the needs of pupils with SEND (the notional SEND budget and top up funding).
- How the funding and budget is used to deploy staff and resources to meet the needs of SEND pupils.
- How the curriculum is adapted to meet the needs of all pupils, including those with SEND.
- How staff at all levels are developed and supported to meet the needs of SEND pupils.
- What parents, carers, pupils and staff think about how the school or trust meets the needs of its SEND pupils (stakeholder feedback).
- Strengths and areas for development highlighted through inspection and self-evaluation.

It should also be noted that the Governance competency framework expects those governing to be able to question leaders on how the in-school assessment system effectively supports the attainment and progress of all pupils, including those with a SEND. This will require at least a basic understanding of how the attainment and progress of pupils with SEND is assessed in your school or trust.

The overview that governors/trustees receive at their induction will go some way toward giving board members the understanding they need, as will their school(s) SEN information report and information they receive from their SEND governor and or committee. However, the main source of information boards rely on are the routine reports provided by school leadership including the SENCO (see [section 4](#)).

2.3 Working relationships and collaboration

Collaboration and working effectively with leaders, staff and other stakeholders are characteristics of effective SEND governance. The SEND code also emphasises the need for collaboration between education, health and social care and other external bodies.

Working with the SENCO

The working relationship between the SENCO and the governing board – in particular the governor, trustee or committee that has oversight of SEND – is one of the most important in governance.

- The SEND governor/trustee should meet with the SENCO every term.
- The SENCO should attend a full governing board meeting at least once a year.
- The SEND governor/trustee and SENCO should collaborate to produce an annual report to the governing board on progress against priorities.

Through their engagement with the SENCO, the governing board should gain a clear sense of the whole school approach to SEND and the difference it is making for pupils. Discussions should cover such things as staff development needs (and how they are being met), the impact of targeted interventions and the allocation of resources through the SEND notional budget.

The context of the relationship will vary. For example, SENCOs in a trust may be employed centrally (rather than by individual schools), whereas in a special school there may not be a SENCO, so relationships will focus on those with leadership and co-ordination roles.

Working with families

Truly involving children, young people, parents and carers as meaningful partners in decisions about SEND at individual and strategic levels has many benefits. This engagement is something that the governing board can influence, although they are not actively involved in the discussions.

We encourage governing boards to discuss with their executive leader and SENCO examples of how the school or trust works with families to support the development and learning of pupils with SEND and identify support that is needed. Case studies are a good way of bringing these examples to life.

2.4 'Think SEND'

Underpinning collaborative working is the concept of 'think SEND': for every decision made by the board, consideration should be given to how that decision will impact pupils with SEND. In practice, what works well for pupils with SEND is often effective for all pupils. Therefore, it makes sense for SEND be built into the decision-making process at board level.

It is perhaps obvious for trustees and governors to think about pupils with SEND for decisions where there is a direct contextual link, such as the decision to introduce a sensory room. However, the principle of think SEND applies to all decisions, not just those that will overtly affect pupils with SEND. For example, changing policies such as homework, behaviour or complaints could impact on the inclusiveness of the school or trust due to unintended consequences.

3. Influencing SEND culture

Professor Adam Boddison, Chief Executive of Nasen, recommends five approaches governing boards can take to influence a culture that values and supports SEND in their schools and trusts. We encourage boards to reflect and discuss how these approaches can be incorporated into the development of their [strategy](#).

3.1 Give SEND an equivalent status to pupil premium

Most governing boards have a thorough understanding of the impact of pupil premium provision in their schools. This includes the number of pupils eligible for pupil premium, the amount of funding received and an overview of how that funding has been spent. Setting the similar expectations for SEND can help boards ensure that their monitoring is robust. For example, governing boards may wish to extend the annual pupil premium report to include pupils with SEND. There is likely to be a significant overlap between those eligible for pupil premium and those requiring SEN support.

3.2 Make SEND everyone's responsibility

Schools need to foster a culture of inclusion where SEND is everyone's responsibility in much the same way that safeguarding is everyone's responsibility. All those working in schools understand they have a role to play in safeguarding, and even though there are safeguarding leads, they would not seek to abdicate their safeguarding responsibilities. It is important that school leaders and governors seek to achieve a similar level of organisation-wide buy-in for SEND.

3.3 Ensure every leader is a leader of SEND

It is not only the SENCO or other members of the senior leadership team that have a responsibility towards pupils with SEND. Every leader within the school that has a distinct responsibility or leads on an area should be expected to incorporate SEND into the management of their area and decision making. For example, the head of English should be constantly thinking about how the curriculum meets the needs of all the pupils including those with SEND. This is something that governing boards can look out for in their monitoring of attainment and progress in different subjects and [CPD planning](#) in their school or trust.

3.4 Co-production: engaging with pupils and families

One of the main aims of the introduction of EHC plans was for pupils and families to be at the centre of decisions. This is more than ensuring a reasonable number of meetings with families – governing boards should be satisfied not only that the relevant meetings are taking place but that pupils and their families are being listened to. This should be evident in conversations that the SENCO has with the link SEND governor/trustee and by engaging with parents and carers (this could be via surveys). The NGA Knowledge Centre provides more [information on parental engagement](#).

3.5 Maximise the impact of the SENCO

Routine engagement with the SENCO should allow the board to evaluate their impact, both on the day-to-day operation of the school/trust SEND policies and on outcomes for pupils with SEND. Boards should take a close interest in:

- The amount of protected time the SENCO has to undertake the role.
- The administrative burden of the role and how it can be reduced.
- How the SENCO engages in leadership planning and decisions if they are not a member of the leadership team.
- The succession plan for the SENCO (such as the appointment of deputy or assistant SENCOs).

NGA agrees with the conclusion of the 2019 [Education Select Committee report on SEND](#): the role of SENCO is of such importance that those undertaking it should have enough dedicated time, pay and knowledge to enable them to do their job well.

Schools and trusts should strive to create the conditions for their SENCO to be outward facing and work effectively with families, external, national and local networks and national organisations to deliver best practice.

4. Monitoring impact and outcomes

Evaluating impact requires careful consideration and discussion between governing boards and school leaders over:

- The information and data available to measure progress and outcomes.
- Balancing the requirement for data, information and reports against other workload demands of staff.

Start with first principles – the governing board needs assurance that:

- Legal responsibilities are being met.
- The school or trust is sufficiently enabled to meet the needs of pupils with SEND.
- Strategic goals linked to SEND (such as building staff capacity) are being met, are sufficiently resourced and are having an impact (in terms of pupil outcomes).
- Resources (including the notional SEND budget) are being deployed effectively to meet strategic goals.
- Pupils with SEND achieve the best possible outcomes and are given the knowledge and cultural capital they need to succeed in life.
- There is an inclusive culture – for example, pupils are not entered for courses not in their educational interest, or removed from the school role without formal, permanent exclusion.

4.1 Reporting to the board

There are a range of sources that can provide boards with assurance, and support questioning and further scrutiny. This includes the report from the executive leader to the full governing board, reporting from the SENCO to the governing board and reports to relevant committees. Reports should provide the board with:

- Relevant context (areas of need, type of support, statutory assessments etc.).
- Evidence of how the needs of pupils with SEND are being identified and met.
- Progress and attainment headlines including the impact of interventions.
- Evidence of how funding and resource is allocated to meet the needs of pupils with SEND.
- Staff development issues including an assessment of the SENCO role and impact.
- Relevant information about engagement with families, external agencies and its impact.

Key to effective reporting is the level of detail. Reports should be detailed enough to tell the board what it needs to know, but not so detailed as to make it difficult to read. We recommend that governing boards and school and trust leaders make time to discuss the board’s reporting needs and how they are met, so that reporting can be improved without creating an unnecessary workload burden.

| Information sources | Details |
|--|---|
| <p>The special educational needs information report</p> | <p>This document (which is reviewed annually) is aimed at providing families with the information they need to understand how the school implements its SEND policy. It should be easily located and readily accessible on the school website.</p> <p>The report can also be an effective monitoring tool for governing boards. While in practice the SENCO writes the report, it is the governing board’s responsibility. Therefore, the board needs to ensure that it receives a draft in advance of publication, allowing sufficient time for it to be scrutinised.</p> |
| <p>Data</p> | <p>It is useful to for the board to receive a breakdown of progress and attainment data by complexity or type of SEND. This will allow boards to compare different groups and see more easily how the school/trust approach is working for them. Aside from progress and attainment, there is other data that the board can use to monitor and evaluate SEND provision, such as:</p> <ul style="list-style-type: none"> ■ Exclusions data – are pupils with SEND disproportionately represented when it comes to fixed term and permanent exclusions? ■ Attendance data – are absence rates for pupils with SEND higher than those without? ■ Data on bullying incidents – is bullying more prevalent among pupils with SEND? ■ Accident reporting – are the school premises suitable for pupils with SEND? ■ Staff CPD tracker – have staff undertaken appropriate CPD in relation to SEND? |
| <p>Feedback from the SEND governor/trustee or committee</p> | <p>This includes matters discussed with the SENCO, achievements to celebrate, areas for development, risks and issues to consider strategically.</p> |

| | |
|--|---|
| <p>Governor and trustee monitoring visits</p> | <p>Monitoring visits provide governing boards with essential information about how their strategy is being implemented and how issues discussed at board level translate into the everyday life of the school. From a SEND perspective, they offer opportunities to see first-hand how the physical environment is inclusive to all pupils and hear from pupils, staff, volunteers and families about what the school/trust approach to SEND means to them.</p> |
|--|---|

4.2 Questions to ask

Below are five important questions that governing boards can ask about SEND provision in their school or trust. Consider how you might use these in your own context:

1. How successful are we in meeting the needs of pupils with SEND so that they achieve good outcomes?
2. How do we know?
3. If outcomes are not good, is this a resourcing (staff numbers, competence, CPD requirements or classroom resources and equipment) issue?
4. What are the barriers to further improvement and even better outcomes for children with SEND?
5. What actions could the board take to ensure that priorities address any barriers and challenges concerning SEND?

Appendix 1: glossary

The subject of SEND contains a variety of acronyms and terms and so below is a mini glossary:

SEND – Special educational needs and disabilities

EHC plans – Education, health and care plans are documents that confer legal responsibilities on the agencies involved in providing support for a child or young person. The plan will bring together the child or young person’s needs in regard to education, health and care.

SENCO – Special educational needs co-ordinator is a qualified teacher with day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN

SEND code – The Special educational needs and disabilities Code of practice. Statutory guidance which sets out a school or trust’s duties, policies and procedures in relation to SEND.

Notional SEND budget- Funding that forms part of the school or trust’s budget that must be used to fund the first £6,000 of provision for pupils with SEND

Appendix 2: the board’s responsibilities

Governing board SEND responsibilities checklist

This checklist is provided to support conversations between governing boards and school leaders. This may be particularly useful for SEND governors/trustees and SENCOs. The topics covered are extensive – you may wish to select one specific area to focus on that is pertinent to your priorities and the issues being discussed.

| The role of the board | | Y/N |
|--|--|------------|
| 1 | Is the board confident that when carrying out their duties in relation to pupils with SEND, decisions take account of the SEND code of Practice? | |
| 2 | Is there a member of the governing board or a sub-committee with specific oversight of the arrangements for SEND? | |
| 3 | Is everyone on the board competent in questioning leaders on how the in-school assessment system in use effectively supports the attainment and progress of all pupils, including those with a SEND? | |
| 4 | Does someone lead on the board’s knowledge of the requirements relating to the education of children with SEND? | |
| 5 | Does everyone on the board know about the duties related to SEND? | |
| The board’s legal duties As set out in the Children and Families Act 2014 and the statutory guidance, the SEND code of practice: 0 to 25 years . | | Y/N |
| 1 | Does your school or trust co-operate with the LA in reviewing the provision that is available locally and developing the local offer? | |
| 2 | Does your school or trust use its best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s SEND? | |
| 3 | Does your school or trust ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND? | |
| 4 | Does your school or trust inform parents when they are making special educational provision for a child? | |
| 5 | Does your school or trust ensure that arrangements are in place in schools to support pupils at school with medical conditions? | |
| 6 | Does your school or trust provide access to a broad and balanced curriculum? | |
| 7 | Does your school or trust ensure that pupils from Year 8 until Year 13 are provided with independent careers advice? | |
| 8 | Does your school or trust have a clear approach to identifying and responding to SEND? | |
| 9 | Does your school or trust provide an annual report for parents on their child’s progress? | |
| 10 | Does your school or trust record accurately and keep up to date the provision made for pupils with SEND? | |
| 11 | Does your school or trust publish information on their websites about the implementation of the board’s policy for pupils with SEND (see below), the School SEN Information Report? | |
| 12 | Does your school or trust publish information about the arrangements for the admission of a pupil with a disability, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans? | |

| | | |
|---|---|------------|
| 13 | Does your school or trust ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school? | |
| 14 | Does your school or trust determine their approach to using their resources to support the progress of pupils with SEND? | |
| Duties under the Equality Act 2010 | | Y/N |
| 1 | Does your board ensure that your school or trust does not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in relation to admissions? | |
| 2 | Does your board ensure that your school(s) do not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in the way it provides education for pupils? | |
| 3 | Does your board ensure that your school(s) do not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment? | |
| 4 | Does your board ensure that your school(s) comply with the reasonable adjustment duty by taking reasonable steps to try and avoid any disadvantage that may place a pupil with a disability t a disadvantage compared to other pupils? | |
| 5 | Does your board ensure that your school(s) comply with the reasonable adjustment duty by providing an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils? | |
| 6 | Does your board ensure that your school(s): <ul style="list-style-type: none"> - aim to increase the extent to which pupils with a disability can participate in the curriculum; - improve the physical environment to enable pupils with a disability to take better; advantage of education, benefits, facilities and services provided and - improve the availability of accessible information to pupils with a disability | |
| 7 | Does your board ensure that the accessibility plan is updated every three years? | |
| 8 | Does your board ensure that the accessibility plan is approved? | |
| Duties under the Admissions Code | | Y/N |
| 1 | Does your board ensure that all pupils whose statement of SEN or EHC plan names the school are admitted? | |
| The role of the SENCO | | Y/N |
| 1 | Has your board reassured itself that the key responsibilities of the SENCO are drawn up? | |
| 2 | Does your board monitor the effectiveness of the way the SENCO responsibilities are carried out against a list of illustrative activities, as described in the SEND code of practice? | |
| 3 | Has your board reassured itself that the SENCO has sufficient time and resources to carry out their role effectively? | |
| Publication requirements for ALL schools | | Y/N |
| An information report to be published at least annually to include: | | |
| 1 | The kinds of SEN that are provided for at the school | |
| 2 | Policies for identifying children and young people with SEN and assessing their needs | |
| 3 | Arrangements for consulting parents of children with SEN and involving them in their child's education | |
| 4 | Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents or carers and young people as part of this assessment and review. | |
| 5 | Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society. | |

| | | |
|--|--|-----|
| 6 | The approach to teaching children and young people with SEN | |
| 7 | How adaptations are made to the curriculum and the learning environment of children and young people with SEN | |
| 8 | The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured | |
| 9 | Evaluating the effectiveness of the provision made for children and young people with SEN | |
| 10 | How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN | |
| 11 | Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying. | |
| 12 | How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families | |
| 13 | Arrangements for handling complaints from parents of children with SEN about the provision made at the school | |
| <p>Publication requirements for MAINTAINED schools</p> <p>In addition to the SEN information report that needs to be published on the school's website the Education (Special Educational Needs) (Information) (England) Regulations 1999 state that governing bodies of maintained schools should also publish specific information. The information should be published in a single document and be available free of charge for distribution to parents of pupils and prospective pupils, the LA, the clinical commissioning group for the area in which the school is situated and to the NHS Commissioning Board for them to request a copy at the school or through the post. A copy should also be held at the school for reference.</p> | | Y/N |
| 1 | The objectives of the governing body in making provision for pupils with SEND and a description of how the governing body's SEND policy will contribute towards meeting those objectives | |
| 2 | The name of the SENCO | |
| 3 | The arrangements which have been made for co-ordinating the provision of education for pupils with SEND at the school | |
| 4 | The admission arrangements for pupils with SEND who do not have a statement in so far as they differ from the arrangements for other pupils | |
| 5 | The kinds of provision for special educational needs in which the school specialises and any special units | |
| 6 | Facilities for pupils with SEND at the school including facilities which increase or assist access to the school by pupils who are disabled | |
| 7 | How resources are allocated to and among pupils with SEND | |
| 8 | How pupils with SEND are identified and their needs determined and reviewed | |
| 9 | Arrangements for providing access by pupils with SEND to a balanced and broadly based curriculum (including the National Curriculum) | |
| 10 | How pupils with SEND engage in the activities of the school together with pupils who do not have SEND | |
| 11 | How the governing body evaluate the success of the education which is provided at the school to pupils with SEND | |
| 12 | Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school | |
| 13 | Any arrangements made by the governing body relating to in-service training for staff in relation to SEND | |

| | | |
|--|---|------------|
| 14 | The use made of teachers and facilities from outside the school including links with support services for SEND | |
| 15 | The role played by the parents of pupils with SEND | |
| 16 | Any links with other schools, including special school, and the provision made for the transition of pupils with SEND between schools or between the school and the next stage of life or education | |
| 17 | Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEND | |
| Publication requirements for MAINTAINED SPECIAL schools | | Y/N |
| 1 | The objectives of the governing body in making provision for pupils with SEND, and a description of how the governing body's SEND policy will contribute towards making those objectives | |
| 2 | The kinds of SEND for which provision is made at the school | |
| 3 | Facilities for pupils at the school including facilities which increase or assist access to the school by pupils who are disabled | |
| 4 | How resources are allocated among pupils | |
| 5 | How the needs of pupils are identified and reviewed | |
| 6 | Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum) | |
| 7 | How the governing body evaluate the success of the education which is provided at the school to pupils | |
| 8 | Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils concerning the provision made at the school | |
| 9 | Any arrangements made by the governing body relating to in-service training for staff in relation to SEND | |
| 10 | The use made of teachers and facilities from outside the school including links with support services for SEND | |
| 11 | The role played by parents of pupils | |
| 12 | Any links with other schools, and any arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education | |
| 13 | Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEND | |

Appendix 3: the SENCO

The SENCO is the lead member of staff for SEND within the school. Below are their key responsibilities:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating 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 early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governors/trustees 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

Thank you for reading this guide. If you have any feedback you'd like to share, please email kcfeedback@nga.org.uk.

More from NGA

Knowledge Centre: best practice guidance

NGA members get exclusive online access to best practice school governance guidance from NGA's Knowledge Centre. Go to [NGA's Knowledge Centre](#) and log in to browse and download guidance, templates, model policies, information summaries and more.

GOLDline: bespoke advice

NGA's [GOLDline advice service](#) provides independent and timely advice to governing boards with GOLD membership. Our advisers guide members through topics including governance roles and responsibilities, admissions, exclusions, complaints, and board constitution.

Find out more about [NGA GOLD membership](#) and sign up.

Don't miss out on membership benefits

If you're an NGA member, check your account details are correct by logging in at nga.org.uk and visiting the account management page. Every member of your governing board needs an up-to-date account to access benefits including our Governing Matters magazine and weekly e-newsletter. If you don't have an account or you're not sure, talk to your clerk or chair or [contact us](#).

Learning Link: e-learning anytime



NGA Learning Link provides cost-effective, comprehensive training for governors, trustees, chairs, and clerks. Learning Link subscribers can access more than 50 engaging modules 24/7.

NGA governing boards can purchase Learning Link at discounted prices. Learn more about [subscribing to Learning Link](#).
