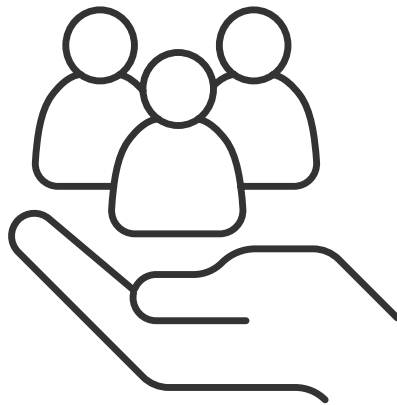


# SEND Governor Training

Reflective workbook



# Step On Reflective Workbook



The SEND governor or trustee is the governing board's SEND specialist. They champion the needs of pupils with SEND at a governing body level.

This pack has been designed to support your learning journey through the SEND training for governors and trustees. Used in conjunction with the digital modules, it will help you to embed understanding of the module content and materials and keep a record of your reflections and learning.

Through the modules you will find:



**Key aims of each module, outlined at the beginning.**



**Reflection points, giving you time to consider your own school or setting**



**Activities to undertake, putting your new understanding into practice.**

These will support you to critically engage with the content, helping you develop a robust understanding and informing your own effective practice as a governor or trustee. You will also have space to note your reflections and action points.

*NB Throughout the suite of modules and this accompanying workbook, we will use the term "governors" when referring to governors and trustees. Where the term "governing bodies" is used, it refers to both governing bodies and trust boards of governors.*

# Module 1 - Introduction and Context

## Aims and content



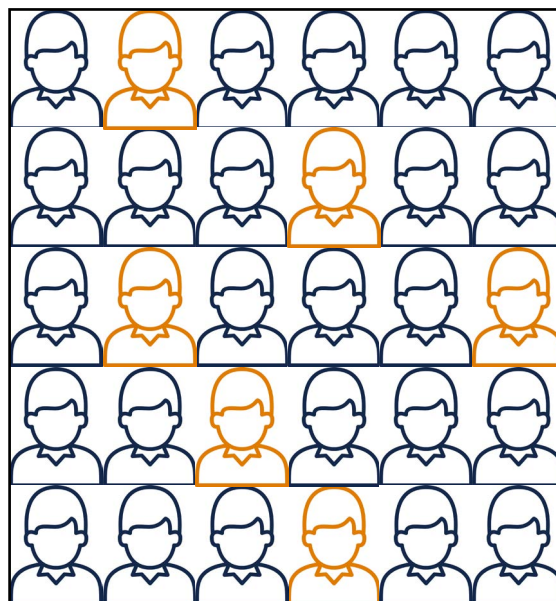
- Understand the requirements of the SEND governor role.
- Reflect on your level of confidence in understanding your role and responsibilities towards SEND as a governor.

## Special Educational Needs in Mainstream Schools

Over 1.6 million children and young people in England have Special Educational Needs.

The number of pupils with SEN in mainstream primary and secondary schools stands at around 16-17%. Data reflects a trend of increasing numbers over time, both for pupils with an Education Health and Care Plan (EHCP) and those with SEN Support.

On average, this would mean that a mainstream class of 30 children would be likely to include five or six children and young people with SEND.



## An overview of the governor role

As a school governor or trustee, it is important to understand how well all children and young people (CYP) benefit from the education provided in the school.

The law requires governing boards to use their 'best endeavours' (do everything they can) to ensure that pupils with special educational needs and disabilities (SEND) get the support they need.

It is the collective responsibility of **everyone** on the governing board to be able to offer the senior leadership constructive challenge and to be assured that children and young people with SEND are achieving, attaining, and progressing well.

The Statutory guidance, [the SEND code of practice](#), states that boards should appoint a link governor/trustee (or a sub-committee) to lead on the board's monitoring of support for pupils with SEND.

This role involves acting as the governing board's SEND specialist and championing the needs of pupils with SEND at board level. To do this successfully, you will need to understand fully how SEND provision works in the setting that you support.

 Department for Education

 Department of Health

**Special educational needs and disability code of practice: 0 to 25 years**

Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities

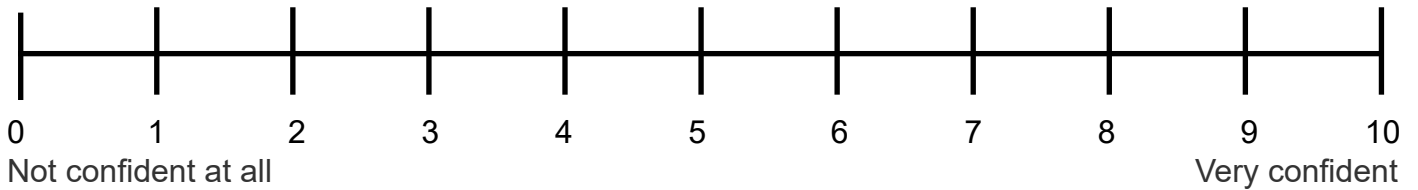
January 2015

This suite of modules will cover a range of areas related to a governor's responsibilities in supporting SEND.



Take a moment to reflect:

**How confident are you now in understanding your role and responsibilities towards SEND as a governor?**



Look at the Module content areas below and rate your confidence from 0-10. Add any reflections for those areas. Is there anything specific you would like to develop in this area?

Module Area	My rating	Notes and reflections:
What's meant by SEND?		
Definition of Disability		.....
Legal obligations of schools		.....
Governance responsibilities relating to SEND/Inc		.....
Duties of mainstream schools and academies		.....
SIR		.....
Role of the SENDCo		.....
High Quality Teaching		.....
Broad areas of need		.....
Identification of need		.....
Graduated approach		.....
EHCP		.....
Questions review		.....
Knowledge and understanding of SEND		.....
Fostering a culture of inclusion		.....
Participation and decision making		.....
Working relationships with the SENDCo		.....
Understanding SEND provision in the school		.....
Funding		.....
Monitoring and reporting		.....
What to avoid		.....

## **Special educational needs and disability code of practice: 0-25 years**

The [SEND code of practice](#) is statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities.

The statutory code contains:

- Details of legal requirements which must be followed without exception.
- Statutory guidance that must be followed by by law unless there's a good reason not to.

It explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

Chapter 1 (Principles) and Chapter 6 (Schools) contain key information which you will need to understand as a SEND governor.



**Read chapters 1 and 6 of the SEND code of practice. We will refer to this key document throughout the next module.**

**Use this space for your notes.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# Top Takeaways - Module 1

The number of pupils with SEND in mainstream primary and secondary schools is around 16-17% and follows an increasing trend.

A class of 30 children would be likely to include five or six children with SEND.

The Law requires governing bodies to use their 'best endeavours' to ensure pupils with SEND get the support they need.

The SEND link governor champions the needs of children and young people with SEND at a governing body level.

You have also reflected on your confidence in understanding your role as a governor and may have identified some areas in which you are not as confident. The following modules will hopefully give you a better understanding of your role, and signpost to further sources of information and support.

## Resources / Links

[Statistics: special educational needs \(SEN\)](#)

SEND Code of Practice Chapters 1 and 6 - see website

[SEND Code of Practice SEND code of practice: 0 to 25 years](#) (Full Document)

# Module 2: What are the duties of mainstream schools and academies in identifying and supporting children and young people with SEND?

Before you begin this module, please ensure that you have read Chapter 6 of the SEND code of practice which relates to schools. We will refer to this key document throughout this module. You can find a link to both the full document and a condensed version containing chapters 1 and 6 on the learning module website.

## Aims and content

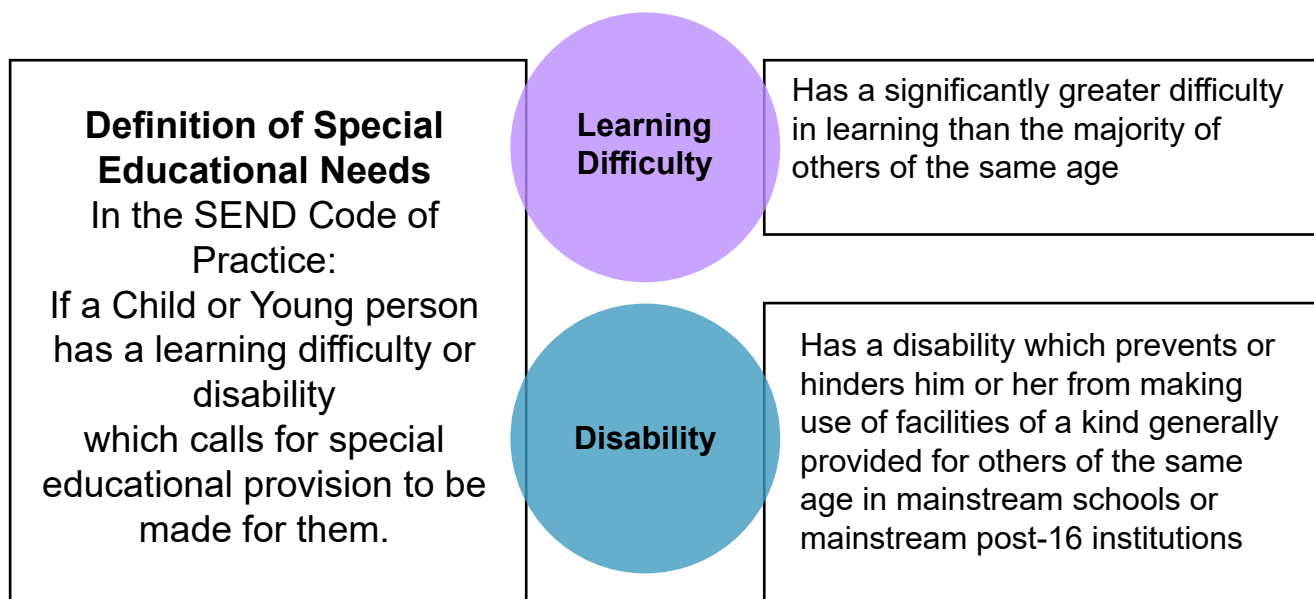
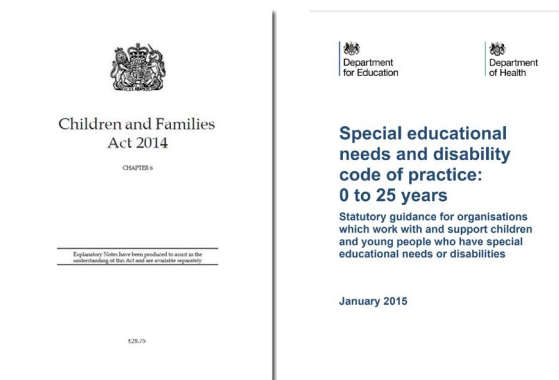


To understand:

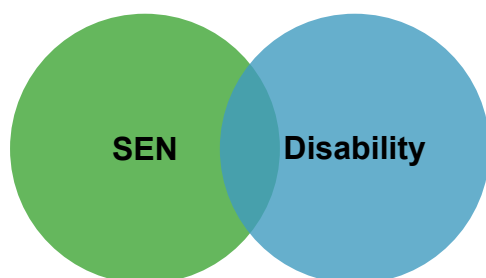
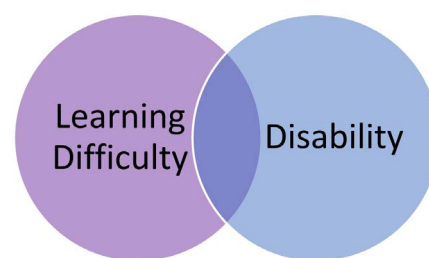
- What is meant by "SEND"?
- The definition of a "disability" and the legal obligations that schools have toward disabled children and young people
- The governance responsibilities related to SEND and inclusion
- The duties of mainstream schools and academies in identifying and supporting CYP with SEN
- The SEN Information Report (SIR)
- The role of the school's SENDCo

## What is meant by "SEND"?

Governing bodies have legal duties in relation to children and young people with SEND that are set out in the Special educational needs and disability code of practice (2015) and also in the Children and Families Act (2014).



A child or young person may have a learning difficulty, a disability or both. Many children and young people who have SEN may have a disability under the Equality Act (2010). Disability is described in law as ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.



CYP with a disability do not necessarily have SEN, but there is a significant overlap between disabled CYP and those with SEN.



# The legal obligations that schools have toward disabled children and young people

The Equality Act sets out the legal obligations that schools have toward disabled children and young people.



- They **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled CYP.
- They **must not** discriminate for a reason arising as a consequence of a CYP's disability.
- They **must not** directly or indirectly discriminate against, harass or victimise disabled CYP.
- They **must** make reasonable adjustments to ensure that disabled CYP are not at a substantial disadvantage compared to their peers.

All disabled children and young people have a right to fully take part in all aspects of education.

Schools should put in place reasonable adjustments to make it easier for a disabled person to access or do something.

- Making signs clear or installing automatic doors.
- Sensory Adaptations: School uniform adaptations, or leaving a lesson a few minute early to avoid busy, noisy corridors.
- Arranging for a student who uses a wheelchair to have classes on the ground floor of the building.
- Giving a student with dyslexia a plastic overlay to make it easier for them to read text.

School governing bodies and proprietors **must** also publish information about:

- The arrangements for the admission of disabled children.
- The steps taken to prevent disabled children being treated less favourably than others.
- The facilities provided to assist access of disabled children.
- Their accessibility plans

The governing body is responsible for ensuring that an accessibility plan is in place, carried out, monitored, and reviewed. You can find out more about accessibility plans in the "delve deeper" section on page 11.

In this module we have learned that School governing bodies and proprietors **must** publish information about:

- the arrangements for the admission of disabled children
- 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

Pause the video now and visit your setting’s website, to check what is published regarding disabled children.

Are you satisfied that the information is:

- Easy to find?
- Complete and accurate?



Legal Requirement to be published	Is this information easy to find?	Is the information complete and accurate?
The arrangements for the admission of disabled children		
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		

If the information is not easy to find, complete or accurate, what actions will you take?

.....

.....

.....

.....

.....

.....

.....

## Accessibility Plans

An accessibility plan sets out how a setting is planning to improve accessibility for children and young people with special educational needs and/or disabilities, their families, and staff.

All schools must prepare an accessibility plan. The governing body is responsible for ensuring that an accessibility plan is in place, carried out, monitored, and reviewed.

You can find out more about Norfolk schools' accessibility strategy and supporting tools and resources [via this webpage](#). The webpage includes guidance on designing inclusive schools, an accessibility self-evaluation framework (SEF) and accessibility plan template.

Completing an accessibility SEF will help a setting to plan and prioritise the changes needed to improve accessibility for children and young people with special educational needs and/or disabilities (SEND), their families and staff.

It is recommended that an accessibility SEF is completed annually, involving:

- Children and young people with SEND
- Parents and carers
- Staff
- Leadership team
- Governors

Accessibility requirements also apply to your setting's website. The Government's [guidance on understanding web accessibility requirements](#) provides detail on making sure that content on websites and in apps works for everyone, regardless of their disability.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# The governance responsibilities regarding SEND and inclusion

Guidance for governing bodies and academy trust bodies on how to meet their legal duties is available in the DfE's governance guides for maintained schools and academy trusts.

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

This role provides strategic support and challenge to the school, to ensure that no Child or Young Person is treated less favourably, denied opportunities, or left behind because they have additional needs.

For every decision around policy and practice in your setting, governors should consider:

**“What is the impact of these decisions on children and young people with SEND?”**

SEND governors or trustees are champions for SEND, but ultimate responsibility rests with the full governing body.

## Legal Responsibilities of governing bodies:

**Monitor the school or trust's arrangements for SEND in order to support and challenge school leaders and the full governing body.**

**Ensure that priority is given to pupils with SEND**

**Appoint a special needs co-ordinator (SENCo or SENDCo) who is a qualified teacher responsible for implementing the school's policies in relation to SEND**

**Adopt 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**

**Ensure the school/trust publishes a SEN Information Report (SIR) on their website detailing how their SEND policy is being implemented. This should be updated annually and any changes occurring during the year should be reflected in the report as soon as possible**

# Activity:



Reflect on the legal responsibilities of your setting in relation to SEND. Are you confident that all of these are in place and are reviewed regularly by the governing body? Note any reflections or action points.

## Monitor the school or trust's arrangements for SEND in order to support and challenge school leaders and the full governing body, and ensure that priority is given to pupils with SEND

How regularly do you monitor SEND? What do you monitor?

How do you provide support and challenge to school leaders and the governing body?

Does the governing body consider the impact of decisions on children and young people with SEND?

Monitoring will be explored in detail in module 4.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Appoint a special needs co-ordinator (SENCo or SENDCo) who is a qualified teacher responsible for implementing the school's policies in relation to SEND

Is the SENDCo a qualified teacher?

Has the SENDCo completed/are they undertaking their National Award for SEN Co-ordination (NASECO) or NPQ SEND?

How does the SENDCo access ongoing CPD?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Adopt 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

Is your SEND policy annually updated and reviewed by the governing body?

Does the policy capture the values, vision and procedures with regard to SEN in the school?

Is the policy developed with families, children and young people, staff and governors?

.....

.....

.....

.....

NB: The SIR will be looked at in detail in the next section.



# The SEN Information Report (SIR)

Mainstream schools must prepare a SEN Information Report (SIR) and publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.

This is known as the SEN Information Report (SIR).

The SIR provides families with the information they need to understand how the school implements its SEND policy. It should be easily located and accessible on the school website.

The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

The SIR is an effective monitoring tool for the governing body.

It should be reviewed by the governing body annually.

The information required is set out in the Special Educational Needs and Disability Regulations 2014 and sections 6.79 to 6.83 of the code of practice (pages 106 to 107).

Supporting tools and resources are available on this webpage: [What is a SEN information report? - Norfolk County Council.](#)

This includes a best practice guide and SEN information report audit tool that you can use to review how your setting's SEN information report meets the requirements. You can find out more about the SIR by completing the on-demand training module.



- Revisit pages 106-107 of the SEND code of practice. These pages outline the information to be included in a setting's SEN Information report.
- Complete the on-demand training module. The link to this is below the module video, and at the end of this module on page. You can use the notes pages at the back of this booklet for your reflections and to note any actions.
- Visit the webpage: [What is a SEN information report? - Norfolk County Council.](#) Read through the best practice guide and SEN information report audit tool. Does your setting's SIR meet requirements? If your setting does not currently use the audit tool, would this be useful to implement?

# Review your setting's SEN Information Report



Reflection point	Reflections	Further action required?
Is the SIR easily located and accessible on the school website?		
Does the governing body receive a draft of the SIR in advance of publication, allowing sufficient time for it to be scrutinised?		
How are you involved in the development of the SIR as a governor?		

.....

.....

.....

.....

.....

.....

.....

.....

.....



## The role of the SENDCo

Schools must have a qualified teacher that is designated as SENDCo for the setting (this might be full time, part time or shared across a trust)

The SENDCo has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

**A SENDCo will be most effective in their strategic role if they are part of the setting's leadership team.**

**Day-to-day responsibility for the operation of SEN policy.**

**Coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.**

**Providing professional guidance to colleagues and will work closely with staff, families, and other agencies.**

**Be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.**



The Local Offer gives children and young people with SEND, and their families, information about what support services the local authority think will be available in their local area. You can find out more about the Norfolk SEND Local Offer by [following this link](#).



## Reflection Point

How do you, as a governor, know that the SENDCo is being supported to deliver the responsibilities of their role effectively? How do you check this?

A series of horizontal dotted lines for writing.

## Top Takeaways: Module 2

The DfE's governance guides for maintained schools and academy trusts outline legal duties in relation to SEND. The governors' role is to provide strategic support and challenge to ensure that the school meets its duties as laid out in the SEN Code of practice.

Governing bodies should have an individual responsible for specific oversight of the school's arrangements for children with SEND.

Governors should ensure that schools follow DfE guidance and should always consider "what does this mean for children and young people with SEND?"

The SENDCo has a key role in leading the strategic development of SEND. They will need to have sufficient protected time in order to carry out this role effectively.

## Resources / Links

[Statistics: special educational needs \(SEN\)](#)

SEND Code of Practice Chapters 1 and 6 - available on the module website

[SEND Code of Practice SEND code of practice: 0 to 25 years](#) - full document

[Accessibility resources - Norfolk Schools and Learning Providers](#) - Norfolk County Council

[Equality Act 2010](#)

[Maintained schools governance guide - Guidance](#)

[Academy trust governance guide \(Section 7.4.1\)](#)

[Maintained schools governance guide](#)

[What is a SEN information report?](#) - Norfolk County Council

[SIR On Demand Module](#)

[Transition to national professional qualification for special educational needs co-ordinators](#)

[SEND Local Offer - Norfolk County Council](#)

# Module 3: Identifying and Supporting children with SEND

Before you begin this module, please ensure that you have read Chapter 6 of the SEND code of practice which relates to schools. We will refer to this key document throughout this module. You can find a link to both the full document and a condensed version containing chapters 1 and 6 on page xxxx.

## Aims and content



To understand:

- The importance of High-Quality Teaching
- The broad areas of SEN need as outlined in the SEND Code of Practice
- Identification of a Child or Young Person's SEN needs
- The Graduated Approach (Assess, Plan, Do, Review, Cycle)
- Education, Health and Care Plans

# The Importance of High-Quality Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

---

“Special educational provision is underpinned by high quality teaching and is compromised by anything less. Additional intervention and support cannot compensate for a lack of good quality teaching.”

SEND Code of Practice

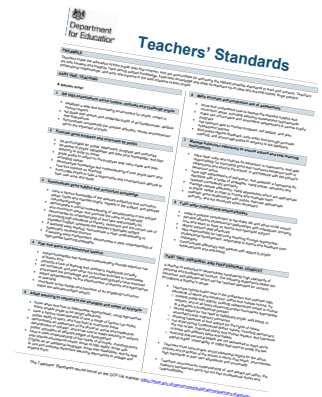
---

The Teachers' Standards exemplify this:

**Standard 5:** 'Adapt Teaching to respond to the strengths and needs of all pupils'.



## Activity: Teachers' Standards



Pause the video now and take a moment to familiarise yourself with the requirements of the Teachers' Standards.

Reflect on how the Teachers' standards ensures that the needs of CYP with SEND are supported.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# The broad areas of SEN need as outlined in the SEND Code of Practice

It is important that the individual profile of a child's needs is well understood so that the right support can be put in place.



## Activity: Broad areas of need

The SEN code of practice outlines four broad areas of need.

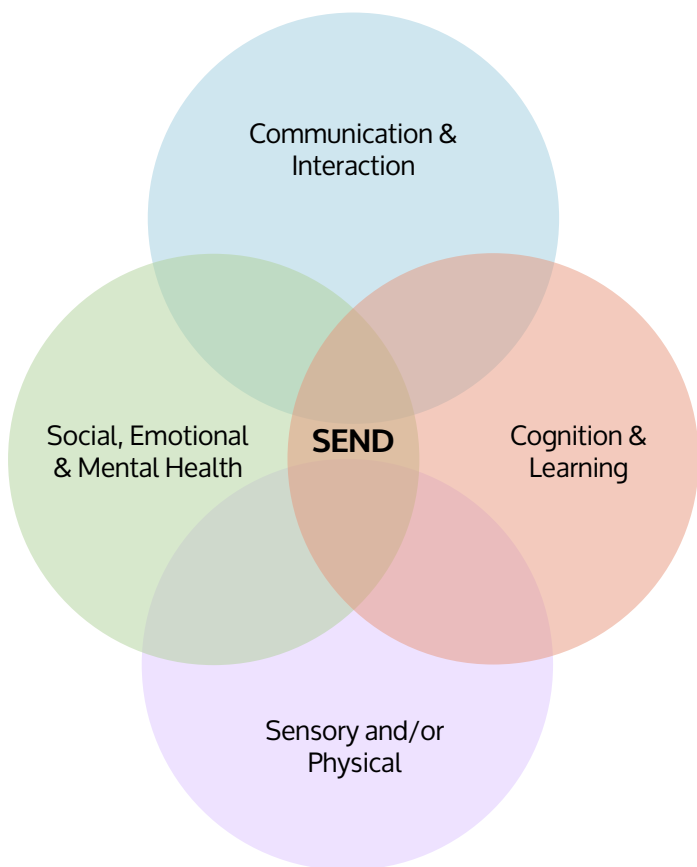
Revisit section 6.28-6.35 on pages 97-98 in Chapter 6 of the SEND code of practice.

Note down the four broad areas of need and list one or two examples of SEND which fall within each area.

<p><b>Broad area of Need:</b></p> <p>Examples of need:</p>	<p><b>Broad area of Need:</b></p> <p>Examples of need:</p>
<p><b>Broad area of Need:</b></p> <p>Examples of need:</p>	<p><b>Broad area of Need:</b></p> <p>Examples of need:</p>

# Identification of a Child or Young Person’s SEN needs

A CYPs needs may fall into more than one of these broad areas. These needs may change over time.



- What is your school’s approach to assessing and identifying CYP with SEND?
- Is this outlined in the SEND policy and SEN information report?

.....

.....

.....

.....

.....

.....

.....

.....

## Identification of needs descriptors in educational settings (INDES)

The INDES is Norfolk’s tool for identifying individual pupil needs.

This tool contains standardised statements to help schools identify the full profile of a child’s need.

Schools can use this to implement provision and strategies which are tailored to meet these needs.

Area of Need	1	2
Speech and Language	<ul style="list-style-type: none"> <li>- Development is not in-line with the typically developing child or young person (CYP)</li> <li>- An aspect of communication does present difficulties, as checked by use of recognised communication screen. Communication is not following a typical developmental pattern in relation to chronological age and is not developing in line with other skills.</li> <li>- One aspect of communication is presenting difficulties, as</li> </ul>	<ul style="list-style-type: none"> <li>- One aspect of communication is presenting difficulties as identified by use of recognised communication screen. Communication is following a typical developmental pattern but is delayed by 6– 12 months or is not following a typical pattern of development in one aspect. It is developing more slowly than other skills, with a gap of 6– 12 months</li> <li>- Two/Three aspects of communication are presenting</li> </ul>

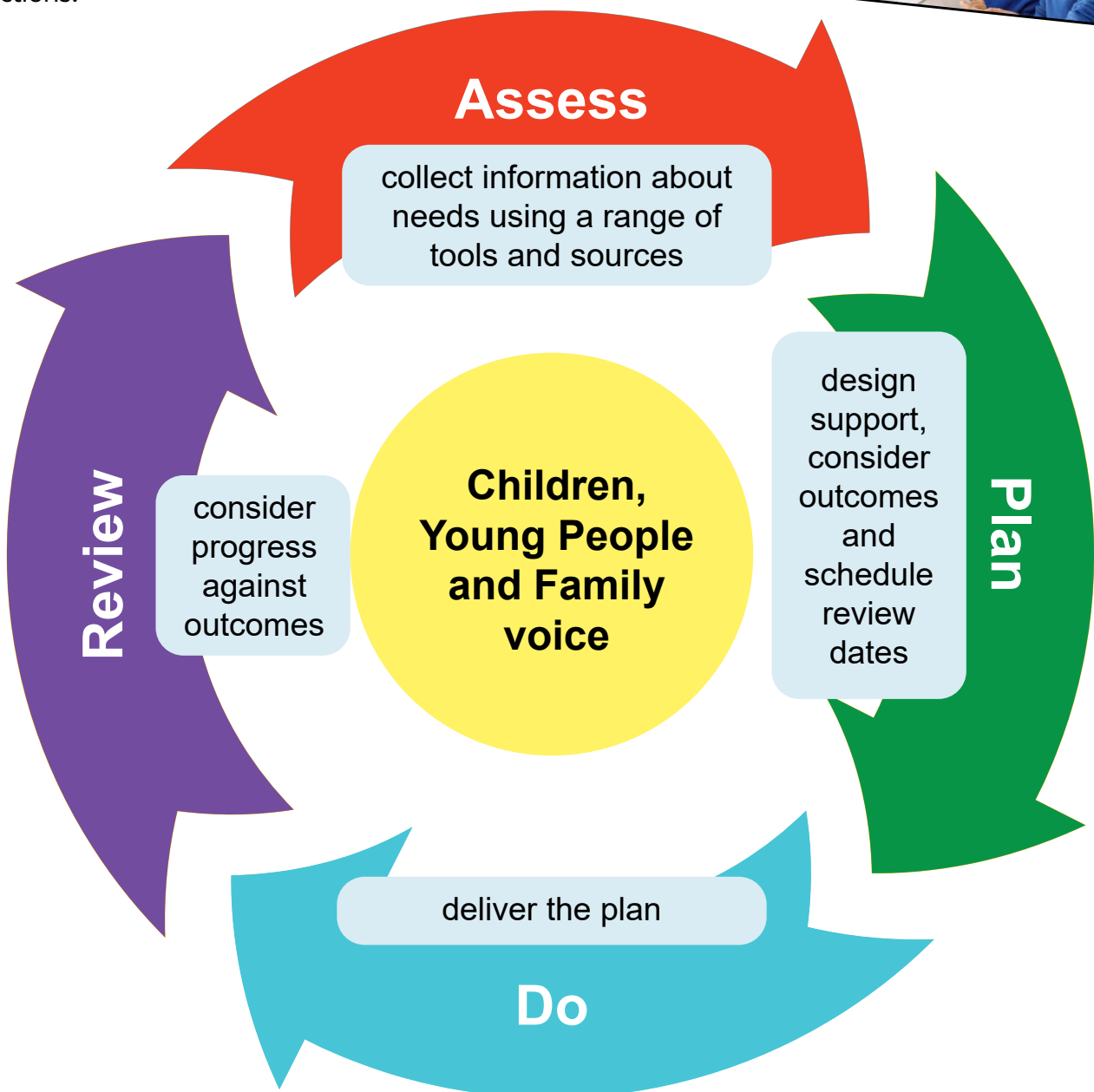
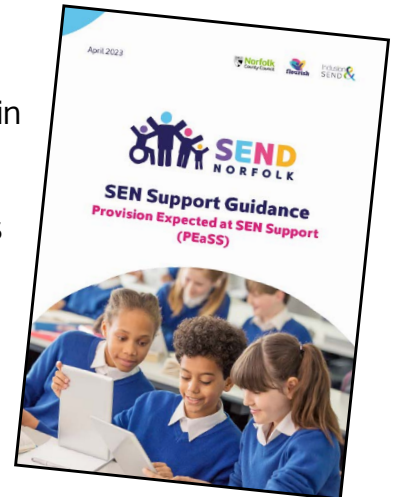
Complete the [INDES on-demand training module](#). You can use the notes pages at the end of this booklet for your reflections.

# The Graduated Approach (Assess, Plan, Do, Review, Cycle)

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place to meet the needs identified.

The Norfolk Provision Expected at SEN Support (PEaSS) guidance provides a shared understanding of the provision that should be made available for all children and young people with SEND.

Read the PEaSS guidance and complete the on-demand training module. You can use the notes pages at the end of this booklet for your reflections.



This cycle should continue for as long as the CYP receives SEN support. In each cycle, earlier decisions and actions should be revisited, refined and revised together with the CYP and their family. This is known as the graduated approach.

To find out more about SEN Support, you can [watch the video "SEN Support in mainstream schools."](#) You can also read the description of the [graduated approach to SEN Support](#).



## Education, Health and Care Plans (EHCPs)

Most CYP with SEND will have their needs met through SEN Support in a mainstream school. However, some children who have complex special educational needs may need more support than is available through SEN Support, and may therefore require an Education, Health and Care Plan or EHCP.

As a SEND governor, you will need to ensure that the school is meeting its legal obligations regarding EHCPs, including annual reviews.

Further information about EHCPs can be found on the [Norfolk SEND Local Offer](#).

---

### Top Takeaways: Module 3

The SEND code of practice outlines four broad areas of need. It is important to recognise that a CYP's needs may fall into more than one broad area, and that their needs may change over time.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place to meet the needs identified.

The process of delivering SEN support should follow a cycle of "Assess, Plan, Do, Review." This is called the graduated approach.

### Resources / Links

[Teachers' standards: overview](#)

[Identification of need and inclusive provision - Norfolk County Council](#)

[Provision Expected at SEN support](#)

[EHC needs assessment requests - Introduction - Norfolk County Council](#)

# Module 4: How to carry out the role of SEND governor effectively

Alongside this module. Please use the resource: 'Questions for governors and trustees to ask about SEND' to support conversations and reflection alongside the SENDCo.

The questions are organised in sections to support each of the key themes in this module.

## Aims and content



To understand:

- Knowledge and understanding of SEND
- Fostering a culture of inclusion
- Participation in decision making
- Working relationships and collaboration with the SENDCo
- Understanding SEND provision in the school/trust
- Monitoring and reporting

# Knowledge and understanding of SEND



Whilst governing bodies will appoint link governor/trustee (or a sub-committee) to lead on the governing body's monitoring of support for pupils with SEND, it is the responsibility of the whole governing body and every member should understand their legal responsibilities.

- It is helpful if all governors and trustees:
- Are familiar with chapters one and six of the SEND code of practice
- Complete the SEND Essentials e-learning module.
- Complete the CDC SEND Basic Awareness Level 1 and 2

Is this something which your governing body has completed?  
How is governor CPD identified and facilitated for your governing body?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

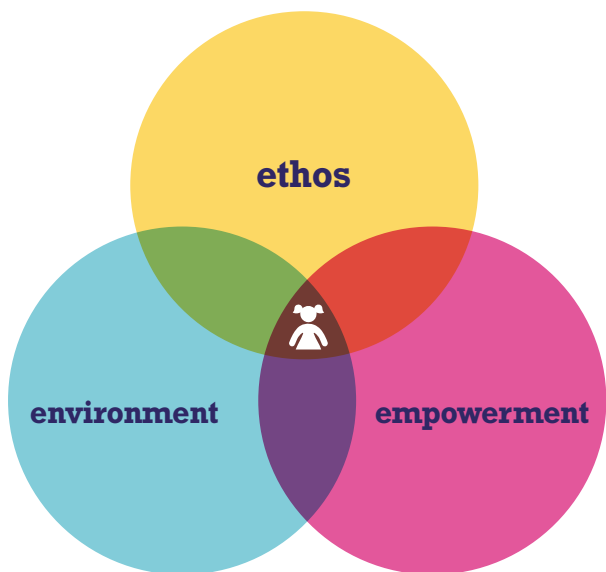
### Staying up to date

- To ensure that you stay up to date with local SEND updates, it is recommended you subscribe to:
- Norfolk Schools Ecourier
  - Norfolk SEND Bulletin

# Fostering a culture of inclusion

SEND is everyone's responsibility.

The school's vision, values, ethos, define and create this culture, reinforced by the setting's policies and the actions of leadership.



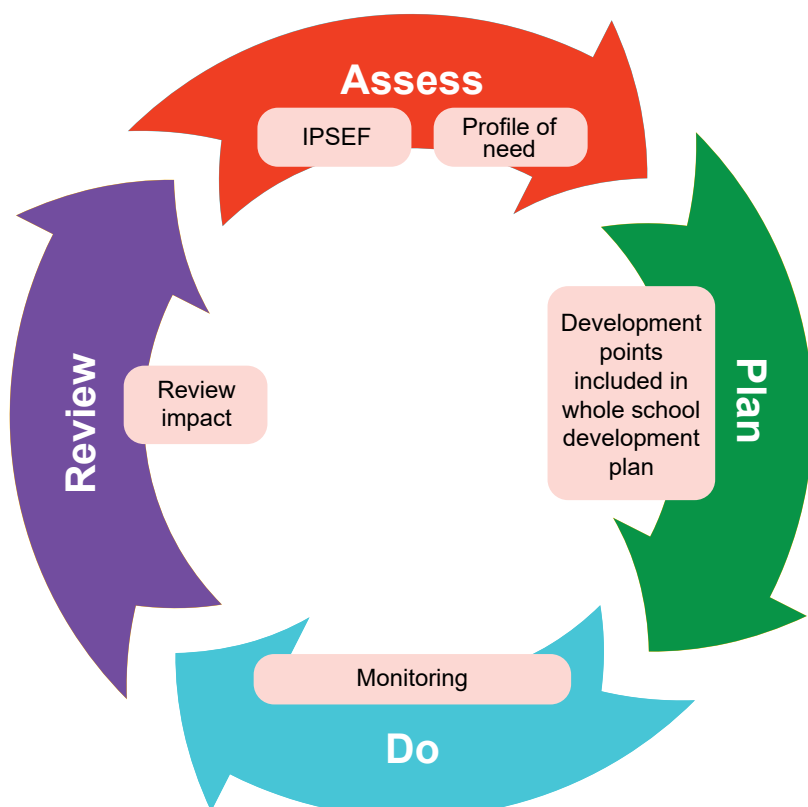
- **Ethos** – intentional commitment to inclusion
- **Environments** – prioritising a core additional needs offer through a school
- **Empowerment** – information, CPD, outreach

**everywhere, every day**

## The Inclusion and Provision Self Evaluation Framework (IPSEF)

The IPSEF is a tool that Norfolk settings can use to evaluate their provision to support inclusive practice. Settings can use the IPSEF to identify areas of strength and development for SEND.

The IPSEF should feed into the whole school development plan and be reviewed as part of the setting's cycle of whole school evaluation and development.



Complete the [on-demand module](#) on the IPSEF and the benefits of its use. You can use the notes pages at the end of this booklet for your reflections.



If you would like to know more about participation, you can read [Norfolk's participation and co-production best practice guidance](#) and the [participation strategy](#).

Consider the Lundy Model of Participation and reflection prompts.

- Are these in place in your setting?
- How do you know?

## Checklist for participation

### Space

**How:** Provide a safe and inclusive space for children to express their views

- Have children's views been actively sought?
- Was there a safe space in which children can express themselves freely?
- Have steps been taken to ensure that all children can take part?

### Voice

**How:** Provide appropriate information and facilitate the expression of children's views

- Have children been given the information they need to form a view?
- Do children know that they do not have to take part?
- Have children been given a range of options as to how they might choose to express themselves?

### Audience

**How:** Ensure that children's views are communicated to someone with the responsibility to listen

- Is there a process for communicating children's views?
- Do children know who their views are being communicated to?
- Does that person/body have the power to make decisions?

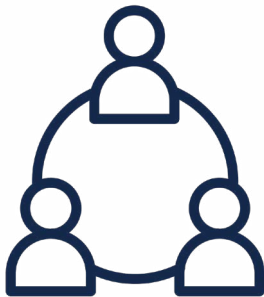
### Influence

**How:** Ensure that children's views are taken seriously and acted upon, where appropriate

- Were the children's views considered by those with the power to effect change?
- Are there procedures in place that ensure that the children's views have been taken seriously?
- Have the children and young people been provided with feedback explaining the reasons for decisions taken?

## Working relationships and collaboration with the SENDCo

The working relationship between the SENDCo and the governing body is vital.



The SEND governor/trustee should meet with the SENDCo at least every term.



The SENDCo should attend a full governing board meeting at least once a year.



The SEND governor/trustee and SENDCo should collaborate to produce an annual SEND report to the governing body meeting at least once a year.

## Understanding SEND provision in the school/trust

High Quality Teaching ensures that all CYP have the opportunity to succeed and thrive. Curriculum and the learning environment should be adapted to meet the needs of all CYP.

As a governor, you will need to be aware of how progress and outcomes for CYP with SEND compare to those children without SEND, and to national averages.

Staff across the school should access regular training to ensure that they are confident to meet the needs of CYP with SEND.

The identification of need in settings should be a systematic process, with provision matched to identified need. Governors should be aware of the ways in which the setting identifies need, and how provision is well matched to this, including the impact of this provision.

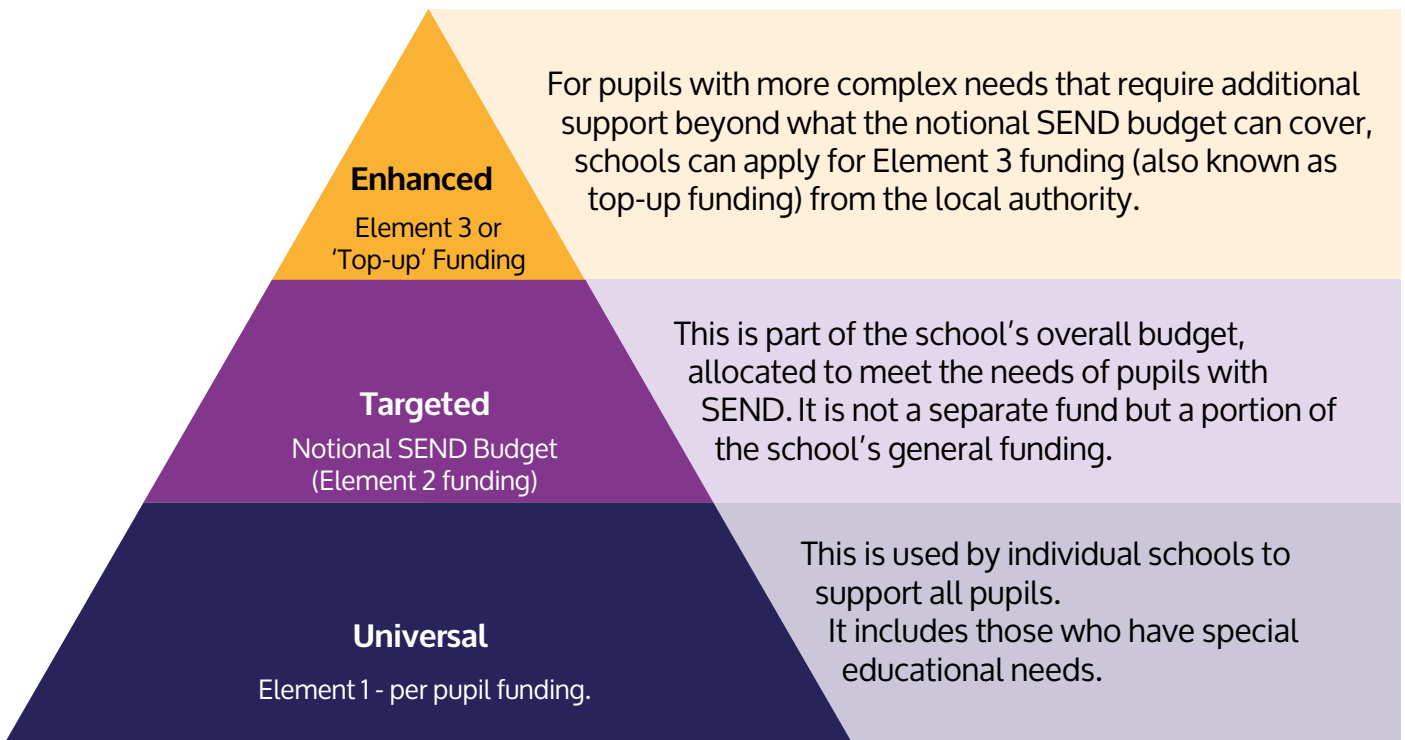


The “Inclusion in a Nutshell” tool can be used to compare outcomes and key data. Comparisons can be made for children and young people with or without SEND, and for local and national averages. It can also capture the setting’s IPSEF data, profile of need and graduated provision maps.

[Complete the on-demand module on the Inclusion in a Nutshell tool.](#) You can use the notes pages at the end of this booklet for your reflections.

# Funding

Understanding SEND funding is important for governors to ensure that resources are effectively allocated to support pupils with SEND.



Governors should ensure that the funding is used effectively and represents good value for money. This involves regular monitoring and evaluation of the impact of the funding on pupil outcomes.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Monitoring and reporting

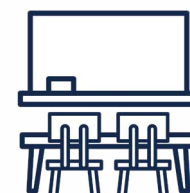
Understanding SEND funding is important for governors to ensure that resources are effectively allocated to support pupils with SEND.

Reports should provide the board with an overview of:

- The relevant context of SEND in the school (profile of need, type of support, statutory assessments etc.)
- How the needs of pupils with SEND are being identified and met
- Progress and attainment, including the impact of additional support or interventions
- Funding and resource allocation to meet the needs of CYP with SEND
- Staff development needs and the impact of training/CPD, including an assessment of the SENDCo role and impact
- Engagement with families and external agencies and the impact of this



Governing bodies and school/trust leaders should make time to discuss the board's reporting needs and how these can be met effectively, without creating an unnecessary workload burden.



The SEND policy,  
SEN Information Report  
Accessibility plan

Key data  
(including progress,  
outcomes, attendance  
and exclusions data)

Feedback from the  
SEND governor

Feedback from  
monitoring visits

## Top Takeaways: Module 4

Every member of the governing body should understand their legal responsibilities in relation to SEND. Additional training should be accessed where needed

Governing bodies have a key role to play in fostering a culture of inclusion, to ensure that SEND is seen as 'everyone's responsibility'

The governing body should champion engagement with children and young people and families to promote their participation in decision making at all levels

Link governors should facilitate a positive working relationship with the SENDCo and meet with them regularly to ensure they maintain an accurate understanding of SEND in the setting

The governing body should consider monitoring and reporting needs with school leaders and establish how these can be met effectively, without creating an unnecessary workload burden for school staff

Governors should have an understand SEND funding, to ensure that resources available are effectively allocated to support pupils with SEND

## Resources / Links

[SEND Essentials e-learning module.](#)

[CDC SEND Basic Awareness Level 1 and 2](#)

[Norfolk Schools Ecourier](#)

[Norfolk SEND Bulletin](#)

[IPSEF - Norfolk Schools and Learning Providers - Norfolk County Council](#)

[participation and co-production best practice guidance](#)

[participation strategy.](#)

[Inclusion in a Nutshell - Norfolk Schools and Learning Providers - Norfolk County Council](#)

## Notes:

A series of horizontal dotted lines for writing notes.

## Notes:

A series of horizontal dotted lines for writing notes.



**Norfolk**  
County Council