

Template for SEN Governor Annual Report

The purpose of this document is to provide a framework for a discussion between the SEN Governor and operational staff in school in order for the Governor to create a meaningful report for presentation to a full governing body/Board. It can be difficult for governing bodies, particularly if they have limited expertise regarding SEND, to identify precisely what their roles might be and how they can hold the leaders of settings internally accountable. Ultimately the governing body is, however, responsible for securing effective outcomes for learners with SEND.

Quick Checks

	Y/N	Comment
SEN Information Report is available on website and is dated within the past year		
Policy for Supporting Pupils with Medical Needs is available on website and up to date		
SENCo holds the mandatory qualification		
SEN Governor training in past year		
Notional SEN budget for school		
Overall SEND budget for fiscal year (Notional + LA element 3 funding)		
Date of any support re SEN provision (eg SEN Review, School Improvement Lead activity, School Improvement Partner visit)		

Background

Type of Support	Number of Pupils	% of school population
SEN Support		
EHCP		
Learners for whom COSA requests have been made 2019/20		

Area of need	Number of Pupils
SpLD (Specific Learning Difficulties)	
MLD (Moderate Learning Difficulties)	

SLD (Severe Learning Difficulties)	
PMLD (Profound and Multiple Learning Difficulties)	
SEMH (Social Emotional and Mental Health)	
C and I (communication and Interaction)	
Sensory/Physical	

1. Provision, Access and Support (Sections 1,3,4,5,6 of School Self Evaluation and Review Framework)

The Graduated Approach	Involvement of parents/carers and learners
-------------------------------	---

<p>Does the school use comprehensive assessment to support the accurate identification of need?</p> <p>How is the effectiveness of classroom teaching taken into account before assuming that a pupil has SEND?</p> <p>How does the school identify CYP with additional needs?</p> <p>What happens once a pupil has been identified? What are the types of provision available within the school?</p> <p>How are parents and carers informed of identification of need and kept informed and involved?</p> <p>Information about any EHC needs assessments that have been requested by the school and outcomes of the assessments?</p> <p>Is the school scrutinising behaviour, exclusion and attendance data to ensure additional needs are not being missed? How?</p>	
--	--

2. Achievement and Standards (Section 1,6 of School Self Evaluation and Review Framework)

Outcomes evaluation

How is the school's SEND funding allocated and spent? Who has responsibility for this?

What impact has additional support had on the progress of pupils? How is this evidenced?

Where pupils with SEN/D are also eligible for pupil premium, how is it used to support them?

5. Work with external agencies

Impact and Concerns

Which agencies are currently working with the school?

What is the impact of those services? How is it measured/evaluated?

What are the opportunities and challenges provided by multi agency working?

6. Additional points re structures and processes:

1. Is there systematic scrutiny of behaviour, exclusion and attendance data to ensure that additional educational needs are neither missed nor disproportionately represented?
2. Does comprehensive assessment support the accurate identification of need and inform classroom practice?
3. Is all SEND documentation accurate and maintained, reviewed and updated regularly?
4. Are SEND responsibilities and roles clearly understood by all?
5. How does the school prepare SEND learners for arriving and/or moving on? ie how do you support pupils at transition points?

7. Areas identified for further development: