

Whole School SEND¹ (WSS) Governance

<https://bit.ly/EssentialSend> (case sensitive)

1. Equality Act 2010 (Part 4)

Recommended Reading (5 pages)

<https://bit.ly/SendEqualityAct2010> (case sensitive)

- Disability defined as any long term (>12 month) physical or mental impairment
- **SEND pupils must be treated differently & favourably to promote Equality**
- Statutory Disability Provisions
- Unlawful Behaviour: Direct/Indirect Discrimination, Harassment, Disability Equality Duty
- **Making Reasonable Adjustments**
- School Duties & Responsibilities

2. SEND Code of Practice (Chapter 6)

Recommended Reading (18 Pages)

<https://bit.ly/SendCOP> (case sensitive)

- Legislation - The language used in this document is often 'must'
- Improving Outcomes & **Graduated Approach**: [Assess, Plan, Do, Review](#) (Repeat)
- Identification of SEND
- **Four Broad Areas of Need:**
[\(1\) Communication & Interaction, \(2\) Cognition & Learning, \(3\) Social, Emotional & Mental Health, \(4\) Sensory & Physical Needs](#)

Other Topics Covered: Equality & Inclusion, School Curriculum, Special Educational Provision, School Website & Publishing Information, Role of SENCO and Funding SEN

Recommendation: Consider set-up of **SEND Forum**, perhaps as an informal coffee morning, for SEND governor(s) to meet SENCO, parents & pupils. Ideally 2 weeks before FGBs.

3. WSS Governance Review Report

<https://bit.ly/EssentialSend> (case sensitive)

10 minute RAG questionnaire to assess & review SEND governance

Only complete "The Board Demonstrates" sections (21 tick-the-box questions)

Recommended for governors to complete RAG review

4. SEND in a Nutshell

1 page SEND review using school data vs national benchmarks by WSS. [Available on request.](#)

5. Ofsted

In an Ofsted review it is not possible to be outstanding if SEND provision is not outstanding

¹ WSS is a consortium of charities, schools and organizations to support SEND.