**Whole School SEND[[1]](#footnote-1) (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

1. **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 & Interation, **(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.

1. **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

1. **SEND in a Nutshell**

1 page SEND review using school data vs national benchmarks by WSS. Available on request.

1. **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. [↑](#footnote-ref-1)