

Whole School SEND Governance Review completed by:



On 29th June 2021

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STRATEGIC LEADERSHIP** | | **R** | **A** | **G** |
| **THE SETTING DEMONSTRATES:** | | | | |
| A strategic approach that incorporates SEND as part of a broader aspiration for inclusion across all stakeholder groups. An embodied vision for the education of all learners with SEND that will deliver a culture of high aspiration for all learners. | |  |  |  |
| A culture, values and ethos which actively welcomes learners with SEND and successfully includes parents and carers to support high-quality outcomes. | |  |  |  |
| Its strategic SEND priorities and can explain how these inform short to medium-term goals in support of its broader vision. | |  |  |  |
| Collective ownership and responsibility of the implementation of the settings strategic plan with appropriate systems for monitoring. | |  |  |  |
| **THE BOARD DEMONSTRATES:** | | | | |
| Up to date knowledge regarding SEND policy and practice and can hold the setting to account in line with their statutory obligations. | |  |  |  |
| That it models a culture of high aspiration for all learners. | |  |  |  |
| Active participation in building a culture, values and ethos which welcomes learners with SEND and includes their parents and carers. | |  |  |  |
| That they monitor and evaluate progress towards the effective implementation of strategic priorities and goals for SEND. | |  |  |  |
| Proportionate risk management policies and procedures are in place to support the setting’s strategic SEND priorities. | |  |  |  |
| **Strengths** | **Areas for development** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACCOUNTABILITY** | | **R** | **A** | **G** |
| **THE SETTING DEMONSTRATES:** | | | | |
| SEND provision is evaluated effectively alongside other priorities in the school development plan. | |  |  |  |
| Data analysis specifically highlights the outcomes of learners with SEND as a cohort, across key phases and other defined characteristics, e.g. 4 broad areas of SEN need, gender, disadvantage (pupil premium), Looked After, etc. | |  |  |  |
| The budget is allocated and managed effectively and transparently to ensure outcomes for learners with SEND identified in short and medium-term plans are met. | |  |  |  |
| Staffing and leadership structures actively support the strategic priorities associated with SEND. | |  |  |  |
| **THE BOARD DEMONSTRATES:** | | | | |
| Confidence that robust performance management processes underpin high-quality outcomes for learners with SEND. | |  |  |  |
| Changes to relevant legislation, policy and practices are reflected upon and, where necessary, organisational or procedural adaptations are made. | |  |  |  |
| Reporting and publication of key SEND information is made publicly available, such as relevant policies and a SEN information report. | |  |  |  |
| **Strengths** | **Areas for development** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STRUCTURES AND PROCESSES** | | **R** | **A** | **G** |
| **THE SETTING DEMONSTRATES:** | | | | |
| That comprehensive assessment supports accurate identification of need and informs classroom practice. | |  |  |  |
| Systematic scrutiny of behaviour, exclusion and attendance data to ensure additional educational needs are neither missed nor disproportionately represented. | |  |  |  |
| That all SEND documentation is accurate and is maintained, reviewed and updated regularly. Safeguarding procedures are clear and accessible to all. | |  |  |  |
| Specific SEND roles and responsibilities are clearly understood by all staff and volunteers. | |  |  |  |
| **THE BOARD DEMONSTRATES:** | | | | |
| That it robustly interrogates reports from the headteacher or others specifically focusing on requirements related to learners with SEND. | |  |  |  |
| Governor business is focused on priorities identified in the short and medium-term plans, including those related to SEND. | |  |  |  |
| That its committee structure ensures SEND is considered strategically and effective communication supports this. | |  |  |  |
| Terms of reference make clear that decision making by any sub-committee or working group must take in to account the needs of learners with SEND. | |  |  |  |
| **Strengths** | **Areas for development** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **PEOPLE MANAGEMENT** | | **R** | **A** | **G** |
| **THE SETTING DEMONSTRATES:** | | | | |
| There are clearly defined opportunities for professional development for all staff and volunteers in relation to SEND across all phases and faculties. | |  |  |  |
| Gaps are identified in SEND knowledge, skills and understanding and appropriate professional development opportunities are put in place to close these. | |  |  |  |
| Roles and responsibilities for SEND provision are clear. As a result, all staff and volunteers understand and accept their responsibilities and accountabilities. | |  |  |  |
| The SENCO works collaboratively alongside the headteacher, senior leaders, parents and carers, and external agencies, including the voice of learners to develop a whole setting response to SEND. | |  |  |  |
| **THE BOARD DEMONSTRATES:** | | | | |
| All governors understand their accountabilities towards learners with SEND. | |  |  |  |
| At least one member has demonstrably enhanced knowledge, skills and understanding of SEND. | |  |  |  |
| Skills audits identify levels of understanding of SEND and the board has developed an action plan to address any skills or development gaps. | |  |  |  |
| The Chair ensures that governor inductions include a comprehensive setting-specific introduction to SEND. | |  |  |  |
| **Strengths** | **Areas for development** | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EVALUATION** | | **R** | **A** | **G** |
| **THE SETTING DEMONSTRATES:** | | | | |
| There is a comprehensive understanding of strengths and areas of development for strategic planning of SEND informed by the SENCO and other professionals. | |  |  |  |
| That it seeks meaningful involvement from stakeholders, including learners with SEND and their families and carers, which is used to reflect critically on progress and outcomes. | |  |  |  |
| An openness to change policies and practices where necessary to foster inclusion and meet the needs of learners with SEND. Rigorous self-evaluation processes demonstrate a commitment to continuous improvement for SEND provision. | |  |  |  |
| There is a comprehensive understanding of strengths and areas of development for strategic planning of SEND informed by the SENCO and other professionals. | |  |  |  |
| **THE BOARD DEMONSTRATES:** | | | | |
| The setting’s vision, ethos and values including SEND are reviewed and updated as necessary. | |  |  |  |
| How their decision-making impacts on learners with SEND. | |  |  |  |
| That it compares internal data with external sources of information to challenge the improvement of the setting’s SEND provision. | |  |  |  |
| A willingness to provide peer support and proactively identifies opportunities to share effective SEND governance with other settings and boards. | |  |  |  |
| An understanding of the views of learners with SEND to enable it to check information provided by the setting’s leaders. | |  |  |  |
| **Strengths** | **Areas for development** | | | |