

## Special Educational Needs and Disabilities - what governors need to know

16<sup>th</sup> December 2020



# Etiquette



It is good to see colleagues, but you can turn your **camera** off if you wish.



We will all remain on mute unless we have a question we would like to ask.



If we wish to ask a question we will either use the raise hand function and/or use the chat. Please also use the chat facility to make any useful comments

# Welcome



Steve Barker



@bettergovernor



# Aims of the session:



to provide governors with clarity on their school's duties relating to Special Educational Needs and Disabilities (SEND);



to understand the responsibility of governors for SEND;



to be equipped to ask questions aimed at ensuring SEND pupils' needs are being met.

Children & young people with SEND ?



# The SEND Code of Practice



## **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**

# SEND – a definition

*A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents/hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

SEND Code of Practice 2015



# What type of need?

Code of Practice identifies 4 categories of need:

- Communication and interaction
- Cognition and learning
- Social emotional and mental health
- Sensory and /or physical



# Key Guidance:

- SEND code of practice: 0-25 years (2015)
- SEND –guide for parents & carers (2014)
- Supporting pupils at school with medical conditions DfE (2015)
- Keeping Children Safe in Education (*Sept. 2020*)
- London Borough of Hillingdon Local Offer

# The four stages of SEND support are:



## **Special educational needs and disability**

A guide for parents and carers

August 2014

- Assess
- Plan
- Do
- Review

# Key elements of the Code of Practice

- Covers the 0-25 age range
- Focus on the views of children and young people and their role in decision-making
- Joint-planning and commissioning of service
- Personal budgets as part of Educational Health & Care Plan (EHCP)

# Governance Competency Framework

## Everyone on the board

- questions leaders on how the in-school assessment system in use effectively supports the attainment and progress of all pupils, including those with a Special Educational Need or Disability (SEND)

## Someone on the board

### *Knowledge*

- the requirements relating to the education of children with Special Educational Needs and Disabilities (SEND)

# The Governing Board must ensure that:

- the school has regard to the SEND Code of Practice;
- information is published on the school's website;
- a qualified teacher is designated as SENCo;
- the school cooperates with the LA;
- pupils with medical needs are supported;
- EHCP provision is delivered.

# What maintained schools must publish online:

## Special educational needs and disability (SEND) information

You must publish an Information Report on your website about the implementation of your school's policy for pupils with SEN and should update it annually.

You should update any changes occurring during the year as soon as possible. The report must comply with section 69 of the Children and Families Act 2014, meaning that it must contain:

- the 'SEN Information' specified in schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#). (Statutory guidance on this is contained in section 6.79 to 6.82 of the [Special educational needs and disability code of practice: 0 to 25 years](#))
- information as to:
  - the arrangements for the admission of disabled pupils
  - the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
  - the facilities you provide to help disabled pupils to access the school
  - the plan prepared under [paragraph 3 of schedule 10 to the Equality Act 2010](#) (accessibility plan) for:
    - increasing the extent to which disabled pupils can participate in the school's curriculum
    - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
    - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

# The Governing Board should:

- ensure that all pupils inc. those with SEND make good progress in relation to their start points (*now a focus under Quality of Education in Ofsted framework*);
- ensure outcomes for SEND pupils are monitored;
- be aware of interventions that support the learning and care of SEND pupils.



# Questions for governors to ask:

- Where is SEND featured on the School Development Plan?
- How are parents/carers involved in the development/review of policy and practice?
- Does the SENCo have sufficient time for the role?
- How does the SENCo support other teachers?

# COVID19 related issues



- Are all EHCP pupils in school?
- Does remote learning, if needed, meet their needs?
- Are families of all SEND pupils being communicated with by the school?



Questions?



# Further information

- Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

- Parental guide

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417435/Special\\_educational\\_needs\\_and\\_disabilities\\_guide\\_for\\_parents\\_and\\_carers.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf)

- Competency Framework

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/583733/Competency\\_framework\\_for\\_governance\\_.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/583733/Competency_framework_for_governance_.pdf)



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