

Annual Cycle of SEND Governor Responsibilities

<u>Autumn Term (Meeting With SENCo and Learning Walk)</u>	<u>Spring Term (Annual Report)</u>	<u>Summer Term (Meeting With SENCo)</u>
<ul style="list-style-type: none"> • What are the main SEND needs present in your school? • How are SEND needs communicated to staff? How do staff raise concerns or ask for support? • Check SENCo has or is progressing towards the National Award for SENCos • To whom does the SENCo report? Is there a separate inclusion lead? • SEND numbers at the school – statement/EHCP plus those on SEND support. • How does the SENCo feed into the Academy Improvement Plan and Inclusion Policy? • How are Teaching Assistants used to support SEND Learners? • See example provision maps and Inclusion Strategy. • How much time per week does the SENCo commit to specific duties; are lessons properly covered? 	<p>Work with the SENCo to produce an annual impact analysis report of the school's provision, covering:</p> <ul style="list-style-type: none"> • Attainment and progress of SEND Learners • The SEND notional budget, how it is used and its impact on Learners. • Attendance, punctuality and exclusions of SEND Learners. • Behaviour of Learners with inclusion and SEND needs and how the school supports this. • Provision forecast based on following year's admissions, where available. • The accessibility of the school site for Learners, 	<ul style="list-style-type: none"> • Upcoming training. • Parental and Learner engagement – how are they involved in decisions? • What is the SEND and inclusion provision in the School Improvement Plan for the following year? • Primary schools: Are any Learners going to be discounted from phonics screening? Do any Learners need access arrangements for tests? • What preparations are being made for pupils joining and leaving the school? How much foresight does the school have of its intake? Is the SENCo involved in visits to schools and individual Learners to understand need? • What are the implications of the following year's budget for Learners with SEND and inclusion needs? • Services available from the Local Authority; access to higher needs funding. • How effectively does the local area identify children and young people

<ul style="list-style-type: none"> • Understand staff training in SEND – is there evidence? Does it include TAs? • Understand the school's use of outside agencies. • Understand types of SEND need: Communication & interaction; Cognition & learning; Social, emotional & mental health; Sensory and/or physical. • How does the school manage access arrangements? • Secondary schools: Are any access arrangements being made for public exams? How many? What are they? What will be the likely effect? Note: Assessments need to be completed by February 	<p>staff and visitors, linked to the published accessibility plan.</p> <p><i>If possible, the SEND governor is encouraged to meet the person with responsibility for literacy in school.</i></p> <p>Develop understanding of literacy provision at the school:</p> <ul style="list-style-type: none"> • What are the reading and spelling levels across year groups? • Does the school make use of Drive for Literacy provision? • What impact is this having? • Are all staff supported in identifying and responding to Learners with literacy needs? • Who is the subject lead for literacy? Does the SENCo work closely with him/her? 	<p>who have special educational needs and/or disabilities?</p> <ul style="list-style-type: none"> • How effectively does the local area assess and meet the needs of children and young people who have special educational needs and/or disabilities? • How effectively does the local area improve outcomes for children and young people who have special educational needs and/or disabilities?
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