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Governors
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Conference
2022.

SEND Review

#GfSConference2022

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Introduction to SEND

Presented by Francesca Paul

The SEND Code of Practice

The [SEND Code of Practice](#) sets the framework for the way that local authorities (LAs) and schools support pupils with special educational needs and disability (SEND).

It covers young people up to the age of 25.

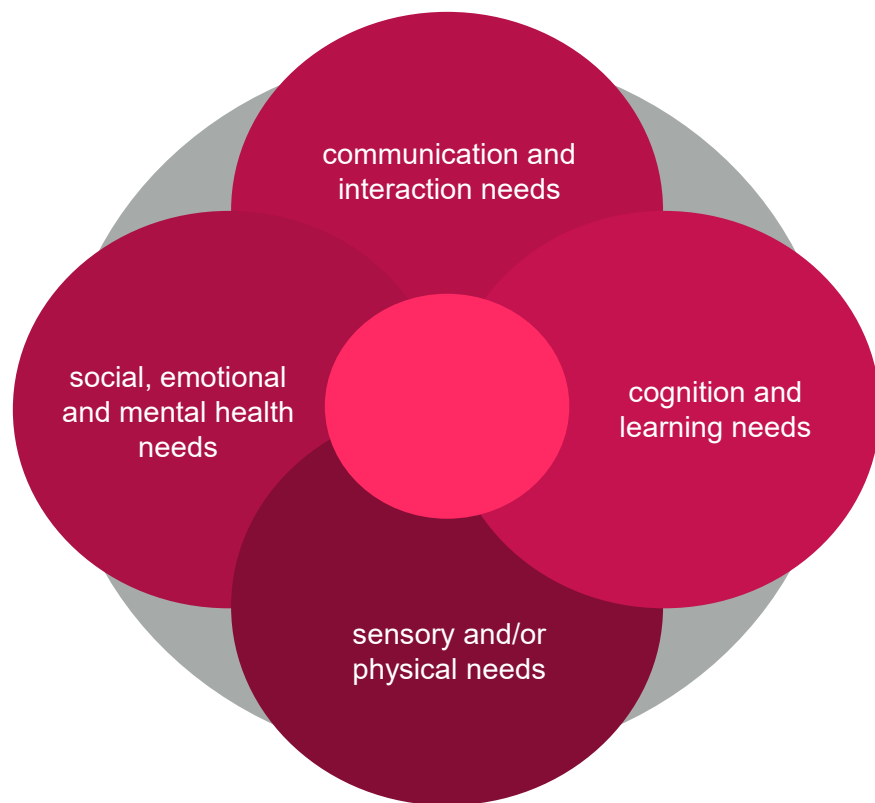
It sets out:

- Legal requirements
- Statutory guidance

It applies to LAs, health bodies, schools and colleges.

What is SEND and how prevalent is it?

4 areas of need



Scale of SEND in England

- Under 1.5 million pupils in England
- 12.6% of pupils in England need SEN support
- 4% of pupils in England have an EHC plan
- These figures have been increasing year on year since 2016

SEN support and EHC plans

SEN support

The first wave of provision schools put in place to support pupils with SEN.

This includes ‘quality-first teaching’, differentiation and interventions.

Provision is offered in a ‘graduated approach’: repeated cycles of ‘assess, plan, do, review’.

Education, Health and Care (EHC) plans

If the pupil has needs that can’t be met by the school, they will need an EHC plan.

These have replaced ‘statements’ as the key document for setting out provision.

EHC plans are individual to each child. The process for creating one is led by the LA.

Role of the governing board

- Making sure pupils with SEND and medical conditions get the support they need and are integrated into school life.
- Informing parents about SEND provision and reviewing the SEN information report.
- Co-operating with the LA to help them develop the local offer
- Making sure your school has a SENCO in place.
- Paying extra attention to safeguarding and making sure your child protection policy reflects the challenges that children with SEND can face.
- Recording accurately, and keeping up-to-date, the provision made for pupils with SEND.

Role of the SEND link governor

Make sure your school:

- Meets the needs of pupils with SEND.
- Has a suitable and up-to-date SEN information report and policy.

Meet with your SENCO regularly to monitor:

- All aspects of SEND provision & the progress of pupils with SEND.
- The school's spending of its SEND budget.

Make sure your governing board:

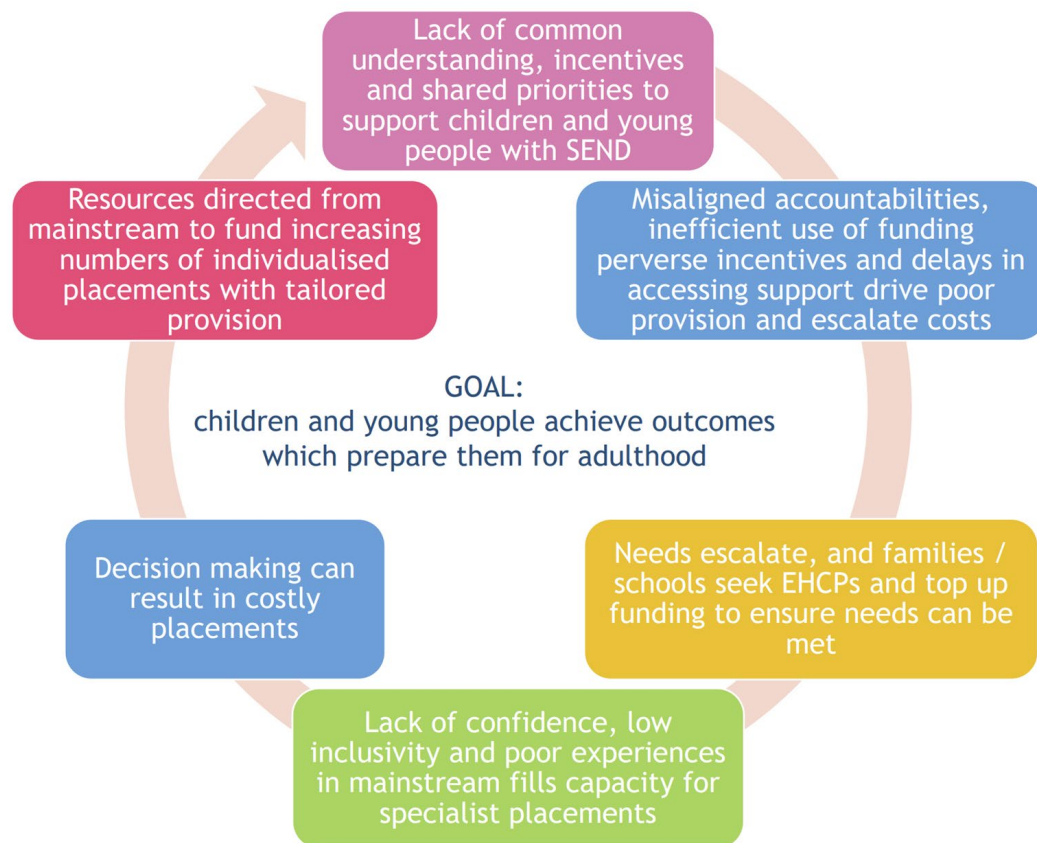
- Is kept updated on SEND issues.
- Considers SEND in budget discussions.
- Asks your school leaders challenging questions about their provision.
- Complies with its statutory duties.

The SEND review

Right support, right place,
right time

Problems with the current system

- Pupils with SEND have worse outcomes than their peers.
- Getting the support that pupils are entitled to is a very stressful experience for parents.
- There is huge inconsistency in provision across the country.
- The system isn't delivering value for money.



 HM Government

SEND Review:

Right support
Right place
Right time



**The Green paper
aims to improve
the system in 4
ways...**

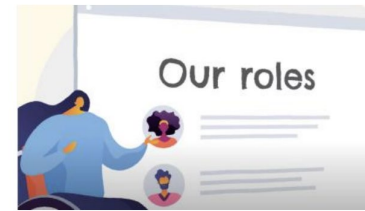
Turning the vicious cycle into a virtuous one

1. A single national SEND and alternative provision (AP) system.
2. Excellent provision from early years to adulthood.
3. A reformed and integrated role for AP.
4. System roles, accountabilities and funding reform.

Standards



alternative
provision



Thank you



What does the SEND review mean for your school?

A personal view

Governors for Schools

Conference 2022

Jenny Tosh

Getting it right for pupils with SEND and their families

Some thoughts

- We have to be the champions for all our pupils. (our moral imperative?)
- The culture of a school needs to be worked at, shared and pointed out.
- If we can get it right for pupils with SEND we can get it right for anyone.
- It is our staff in the broadest sense that will make the difference for our young people, we have to invest in them.
- Our governors need that investment just as much as any other member of staff, paid or unpaid.
- I have always believed It is through effective and supportive partnerships that we will succeed in in achieving our aims.

Developing our response to the SEND review

- Are we ambitious for all our pupils?
- Are our young people with SEND achieving and making good progress?
- What do we do to work in partnership with parents?
- If practice is inconsistent across schools and settings, how well are we doing?
- Does our school make the best use of the resources for our pupils with SEND?
- How do we evaluate not just what the school/setting is doing but our effectiveness as Governors?
- How will we know we have the right answers and what do we need to do differently?

If you don't ask and answer these questions Ofsted will.

Auditing our practice

- Does your school audit/review its practice regularly? Does it involve you in that process?
- Do you review your practice as governors?
- Getting an external view of your practice or at least involving others in your Reviews will help to provide evidence that you have not just taken a single view of anything.
- You could ask your LA SEN team to be involved, a National Leader of Governance (NLG) or work in partnership with another school. If you are part of a Trust this is easier to arrange. A paired review is an excellent way to share good practice and if money is tight you can offer to review them too. It also helps if there is little LA support to get free or even to buy.
- There are many audit tools or check lists available – see resource list.
- Use your Audit to write an action plan. Having a separate governors action plan that sits alongside or part of the school development plan demonstrates joined up thinking.

Examples of how to demonstrate the effectiveness of all governors

- **Away Days** for all leaders that revisit vision and direction for the school. Clear statements about Inclusion and ambition for all.
- **Detailed Induction** for Governors including external training, personalised induction handbooks, clear information that explains roles and responsibilities.
- **Performance data** that includes all pupils and identifies SEND and vulnerable pupils.
- **Information presented in a range of ways** Opportunities to triangulate/substantiate what you are told. Presentations from SENDCos, LA advisors, LA SEN services, Access to external review reports. Invites to be part of school monitoring process eg departmental reviews.
- **In School Days – (could be instead of a meeting)** following a presentation from SENDCo, opportunity to see practice in school. Meet staff and pupils if appropriate.
- **Governors table at Parents evenings** be prepared to say I will get back to you and then do it.
- **Ofsted Preparation** – Check lists and Governors SEF. Ensuring statutory responsibilities are met.

Examples of how to demonstrate the effectiveness of the SEND governor

- Specific Information on role included in Induction handbook.
- **Meeting with SENDCo** At least once a year in school, contact and updates every term. Set Agenda for meeting. Pre-visit report written by SENDCo, Visit guide provided by school with areas to explore and questions to ask. Meeting to include observing practice, explanation of SEND assessment process. Ask about how the school supports and communicates with parents of children with SEND.
- Ofsted will ask to track and sample some pupils with SEND . Good idea for Governor to do similar activity. SENDCo share case study of pupil with EHCP plan and maybe IEP.
- Joint feedback on visit with SENDCo to GB. Action points and areas to follow up.
- **SEND Information report** SEND governor involved in producing annual report on Website and feedback to GB.
- **SEND reviews** Invites to be part of school monitoring process eg departmental reviews.
- **Ofsted Preparation** – Check lists and Governors SEF. Being available for interview during inspection. Ensuring statutory responsibilities are met.

Ofsted

- We should not do everything with Ofsted in our thoughts. But we are unwise not to check how they will judge us.
- If you haven't already, read the new Handbook (updated July 2022) It is long but a good read!
- The policy, practice and (more importantly) outcomes for Pupils with SEND are mentioned and emphasised throughout the handbook.
- Notice the terminology and use of language. Make sure governors understand what Ofsted mean by key words and themes.
- In terms of SEND note the following sections and points:
 1. Pupils with SEND in both mainstream and specialist settings (248-254)
 2. Specific considerations for evaluating behaviour and attitudes (276 -279)
 3. Ofsted's approach to evaluating behaviour and attitudes (283- 288)
 4. Evaluating schools use of alternative provision (361 -375)

And finally ?

Keep on asking questions!!

‘judge a man by his questions rather than his answers’

Voltaire

‘he who asks a question may be a fool for five minutes, he who does not ask a question remains a fool forever’

Chinese proverb

‘life’s most persistent and urgent question is, ‘what are you doing for others?’

Martin Luther King, Jr.

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