

The governance of SEND

Governing board SEND responsibilities checklist

How to use this checklist

This checklist is provided to support conversations between governing boards and school leaders. This may be particularly useful for SEND governors/trustees and SENCOs. The topics covered are extensive – you may wish to select one specific area to focus on that is pertinent to your priorities and the issues being discussed.

We recommend that this checklist is used in conjunction with our SEND guidance which explains how governing boards can ensure effective SEND governance and influence an inclusive culture.

Thank you for using this document. If you have any feedback you'd like to share, please email kcfeedback@nga.org.uk

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The role of the board		Y/N
1	Is the board confident that when carrying out their duties in relation to pupils with SEND, decisions take account of the SEND code of Practice?	
2	Is there a member of the governing board or a sub-committee with specific oversight of the arrangements for SEND?	
3	Is everyone on the board competent in questioning leaders on how the in-school assessment system in use effectively supports the attainment and progress of all pupils, including those with a SEND?	
4	Does someone lead on the board's knowledge of the requirements relating to the education of children with SEND?	
5	Does everyone on the board know about the duties related to SEND?	
The board's legal duties		Y/N
As set out in the Children and Families Act 2014 and the statutory guidance, the SEND code of practice: 0 to 25 years .		
1	Does your school or trust co-operate with the LA in reviewing the provision that is available locally and developing the local offer?	
2	Does your school or trust use its best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND?	
3	Does your school or trust ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND?	
4	Does your school or trust inform parents when they are making special educational provision for a child?	
5	Does your school or trust ensure that arrangements are in place in schools to support pupils at school with medical conditions?	
6	Does your school or trust provide access to a broad and balanced curriculum?	
7	Does your school or trust ensure that pupils from Year 8 until Year 13 are provided with independent careers advice?	
8	Does your school or trust have a clear approach to identifying and responding to SEND?	
9	Does your school or trust provide an annual report for parents on their child's progress?	
10	Does your school or trust record accurately and keep up to date the provision made for pupils with SEND?	
11	Does your school or trust publish information on their websites about the implementation of the board's policy for pupils with SEND (see below), the School SEN Information Report?	
12	Does your school or trust publish information about the arrangements for the admission of a pupil with a disability, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans?	
13	Does your school or trust ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school?	
14	Does your school or trust determine their approach to using their resources to support the progress of pupils with SEND?	

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Duties under the Equality Act 2010	
1	Does your board ensure that your school or trust does not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in relation to admissions?
2	Does your board ensure that your school(s) do not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in the way it provides education for pupils?
3	Does your board ensure that your school(s) do not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment?
4	Does your board ensure that your school(s) comply with the reasonable adjustment duty by taking reasonable steps to try and avoid any disadvantage that may place a pupil with a disability † a disadvantage compared to other pupils?
5	Does your board ensure that your school(s) comply with the reasonable adjustment duty by providing an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils?
6	Does your board ensure that your school(s): aim to Increase the extent to which pupils with a disability can participate in the curriculum; improve the physical environment to enable pupils with a disability to take better; advantage of education, benefits, facilities and services provided and improve the availability of accessible information to pupils with a disability
7	Does your board ensure that the accessibility plan is updated every three years?
8	Does your board ensure that the accessibility plan is approved?
Duties under the Admissions Code	
1	Does your board ensure that all pupils whose statement of SEN or EHC plan names the school are admitted?
The role of the SENCO	
1	Has your board reassured itself that the key responsibilities of the SENCO are drawn up?
2	Does your board monitor the effectiveness of the way the SENCO responsibilities are carried out against a list of illustrative activities, as described in the SEND code of practice?
3	Has your board reassured itself that the SENCO has sufficient time and resources to carry out their role effectively?
Publication requirements for ALL schools	
An information report to be published at least annually to include:	
1	The kinds of SEN that are provided for at the school
2	Policies for identifying children and young people with SEN and assessing their needs
3	Arrangements for consulting parents of children with SEN and involving them in their child's education
4	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents or carers and young people as part of this assessment and review.

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5	Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
6	The approach to teaching children and young people with SEN
7	How adaptations are made to the curriculum and the learning environment of children and young people with SEN
8	The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
9	Evaluating the effectiveness of the provision made for children and young people with SEN
10	How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
11	Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
12	How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
13	Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Publication requirements for MAINTAINED schools

In addition to the SEN information report that needs to be published on the school's website the Education (Special Educational Needs) (Information) (England) Regulations 1999 state that governing bodies of maintained schools should also publish specific information. The information should be published in a single document and be available free of charge for distribution to parents of pupils and prospective pupils, the LA, the clinical commissioning group for the area in which the school is situated and to the NHS Commissioning Board for them to request a copy at the school or through the post. A copy should also be held at the school for reference.

1	The objectives of the governing body in making provision for pupils with SEND and a description of how the governing body's SEND policy will contribute towards meeting those objectives
2	The name of the SENCO
3	The arrangements which have been made for co-ordinating the provision of education for pupils with SEND at the school
4	The admission arrangements for pupils with SEND who do not have a statement in so far as they differ from the arrangements for other pupils
5	The kinds of provision for special educational needs in which the school specialises and any special units
6	Facilities for pupils with SEND at the school including facilities which increase or assist access to the school by pupils who are disabled
7	How resources are allocated to and among pupils with SEND
8	How pupils with SEND are identified and their needs determined and reviewed
9	Arrangements for providing access by pupils with SEND to a balanced and broadly based curriculum (including the National Curriculum)
10	How pupils with SEND engage in the activities of the school together with pupils who do not have SEND

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11	How the governing body evaluate the success of the education which is provided at the school to pupils with SEND
12	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school
13	Any arrangements made by the governing body relating to in-service training for staff in relation to SEND
14	The use made of teachers and facilities from outside the school including links with support services for SEND
15	The role played by the parents of pupils with SEND
16	Any links with other schools, including special school, and the provision made for the transition of pupils with SEND between schools or between the school and the next stage of life or education
17	Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEND

Publication requirements for MAINTAINED SPECIAL schools

1	The objectives of the governing body in making provision for pupils with SEND, and a description of how the governing body's SEND policy will contribute towards making those objectives
2	The kinds of SEND for which provision is made at the school
3	Facilities for pupils at the school including facilities which increase or assist access to the school by pupils who are disabled
4	How resources are allocated among pupils
5	How the needs of pupils are identified and reviewed
6	Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum)
7	How the governing body evaluate the success of the education which is provided at the school to pupils
8	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils concerning the provision made at the school
9	Any arrangements made by the governing body relating to in-service training for staff in relation to SEND
10	The use made of teachers and facilities from outside the school including links with support services for SEND
11	The role played by parents of pupils
12	Any links with other schools, and any arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education
13	Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEND