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| **Governors** | **Headteachers** | **SENCOs** |
| Ensure you are familiar with Chapter 6 of the SEND Code of Practice (Jan 2015) including the 4 broad areas of need. It is 20 pages long. | | Ensure you are familiar with the SEND Code of Practice (Jan 2015). It is 292 pages long. |
| Ensure SEND and Pupil Premium receive similar coverage at board meetings. What is the offer for pupils who are double-disadvantaged and triple-funded? | Consider the deployment of the SENCO. Could they focus more on high quality teaching and less on paperwork? | Think about how to progress through the stages of coproduction (done to, done for, done with) and how to embed the ‘graduated approach’. |
| Use profile of need to inform strategic decision making (e.g. resource allocation and CPD priorities). Is our school a ‘SEND magnet’? | | Use profile of need data to probe the accuracy of identification (and reduce exclusions) and to inform targeted small-group interventions. |
| Would you feel confident in articulating why your school (and its curriculum) is inclusive? Is this intent for inclusion consistently understood (including by families)? | | |
| Is your school fully compliant with statutory guidance (in particular the SEND Code of Practice 2015 and the Equality Act 2010). Ensure your school has a high quality, accessible SEN Information Report | What does it mean for students with SEND to ‘achieve exceptionally well’ in your school? Is this only about academic outcomes? | |
| Ensure that SEND is ‘built in’ to your school improvement plans and not a ‘bolt-on’. Undertaking SEND reviews at a range of levels could inform this. | | Ensure that teaching assistants are being deployed effectively (e.g. how much teacher-time do learners with SEND receive?) |
| Familiarise yourself with the SENCO Induction Handbook to ensure a triangulated approach to SEND leadership. | | |