



SEN-D Reforms (2014) - Governor Action List

Arrange to meet with the Head teacher and or SENCO and confirm the following points:

1. Has the SEN register been updated replacing the categories of School Action (SA) and School Action Plus (SA+) with SEN Support? How useful has the SENCO found the 4 categories of SEN Support to define barriers to learning?
2. Is the SENCO aware of the LA timetable for converting Statements in to Education, Health and Care Plans? Do they know where the relevant paperwork is or how to access it?
3. Have parents/carers and pupils 'co-produced' our SEN information report?
4. Using the SEN information report 'compliance checklist,' agree the level of compliance and any areas for development?
5. What information has been made available to families about the SEN-D reforms and new Code of Practice? Is the Parent/Carer Guide published by the DfE on the school website?
6. Look at the Local Offer and discuss how this information is useful?
7. Does our SENCO meet the statutory requirements of being a SENCO? (QTS and National Award unless previously worked as a SENCO before 2009)
8. Do all staff and governors know their duties under the Equality Act 2010? (Not to discriminate, harass or victimise children or adults, relating to any of the protected characteristics of the Act, and to make and anticipate 'reasonable adjustments' as well as publishing our evidence of how we do this, and our admissions policy.) Is our Accessibility Plan up to date? (Describing how we will ensure access to the curriculum, to the environment and to information.)
9. What does our performance data show about progress for learners with SEN-D? Are children with SEN-D over represented in exclusion, bullying or non-attendance data?
10. How can the governors find out the views of parents/carers and learners themselves about the effectiveness of SEN provision?