

**DGAT SEND governor model monitoring questions**

This template provides a bank of model questions the SEND governor may ask various members of staff to maintain oversight and monitor SEND provision. The questions are laid out in table format, allowing space for the governor to make comments.

This checklist will help to enable governors to ensure that they are fulfilling the local governing board’s responsibilities by monitoring the school’s SEND provision and raising standards for pupils with SEND, and adherence to the Equality Act 2010.

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| **SEND governor key questions** | |
| Question | Comments |
| How is the school demonstrating it is supporting pupils with SEND and ensuring they flourish in all aspects of school life? |  | |
| How does the school’s vision influence how pupils with SEND are supported to achieve well and flourish? |  | |
| How do school leaders demonstrate they have and maintain high expectations for pupils with SEND? |  | |
| What does the school’s ‘environment for inclusion’ look like in practice? |  | |
| Is there a SEND development plan with clear aims and objectives in place? As a result, are key priorities are identified correctly? |  | |
| How are school resources used to support pupils with SEND? |  | |
| How does the school identify children either joining the school or pupils already at the school who have SEND? |  | |
| How are parents involved in the planning for support for pupils with SEND? |  | |
| How do early help procedures support the identification of unidentified SEND and any associated mental health issues? |  | |
| What training have staff had on supporting pupils with SEND and their responsibilities to them? |  | |
| What training has the DSL accessed to recognise the additional risks that pupils with SEND face online and the support they can provide? |  | |
| How do the SENDCO and DSL work in partnership to ensure the needs of pupils with SEND are met? |  | |
| What percentage of pupils with SEND receive behaviour sanctions or exclusions compared to pupils without SEND? |  | |
| How many pupils are accessing alternative provision? |  | |
| How do school leaders assure themselves an alternative provision setting is registered? |  | |
| How do leaders check pupil’s attendance and progress at alternative provision settings. |  | |
| What reasonable adjustments are there in the Behaviour Policy to meet the needs of pupils with SEND and support them to successfully meet the school’s behaviour expectations? |  | |
| How does the school work in partnership with other agencies when supporting pupils with SEND? |  | |
| Does the school have a successful track record of supporting the transition of pupils with SEND from specialist settings? Or to new settings? For example, the school successfully integrates pupils with SEND from alternative provision or from KS1 TO KS2. |  | |
| How are additional resources that are available to the school for individual pupils used to raise attainment and impact on their progress? |  | |
| How does the school ensure that pupils with SEND have equal opportunity to benefit from enrichment activities, including clubs and trips? |  | |
| What are the arrangements in place that have contributed to successful provision for pupils with SEND making good or better than expected progress? |  | |
| How well are pupils with SEND progressing in the school compared to pupils without SEND in the same year group? |  | |
| What additional support is in place to help specific pupils with SEND to catch up with age-related expectations? |  | |
| How does the attendance of pupils with SEND compare with their peers? |  | |
| **Governors and the SLT** | | |
| How does the SLT have oversight of the SENCO’s role and the progress of and issues for pupils with SEND? |  | |
| Do governors know whether the SLT is checking that actions are working and are ensuring suitable quality? |  | |
| Have the SLT and governors looked at research and reports around what works best to inform their decisions about how to create a SEND strategy? |  | |
| How is governor monitoring having an impact on pupils with SEND? |  | |
| **Teaching staff** | | |
| What arrangements are in place to allow the SENCO sufficient time and resources to discharge their responsibilities as set out in ‘Special educational needs code of practice: 0 to 25 years’ 2015 (e.g. to chair meetings, attend review meetings, liaise with staff etc.)? |  | |
| Are there any pupils on the SEND register who are not making the progress expected? Is there a common pattern or trend? |  | |
| Are teachers/TAs given appropriate CPD to effectively support their work supporting pupils with SEND? |  | |
| Do pupils with SEND have access to Quality First Teaching, alongside support? |  | |
| What training do staff receive to ensure they are alert to the possible link between pupils’ behaviour and mental health issues? |  | |
| How does CPD develop and understanding of individual needs and what teachers can do to promote learning in each subject? |  | |
| Are teaching staff expected to plan for all pupils in their class, including those with SEND? |  | |

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| **Action plan**  **Use this space to record any further actions identified** | | | | |
| **Autumn Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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| **Spring Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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| **Summer Term** | | | | |
| **Action/further information identified** | **Person responsible** | **Timescale** | **Date completed** | **Comments** |
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