**Reporting to governors: a SENCO’s checklist**

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| **What to include** | | **√** | **Comments** |
| **1. Brief statement summarising the quality of SEND provision and outcomes in the past 12 months** | Using Ofsted’s education inspection framework (EIF) as a guide, consider:   * the quality of education for pupils with SEND (including the curriculum) * the behaviour and attitudes of pupils with SEND * the level of personal development for pupils with SEND * the quality of SEND leadership and management.   Use the outcomes of your SEND self-evaluation to write a brief statement. The sections below will provide an opportunity to go into more detail. |  |  |
| **2. Current SEND profile (the information on your SEN register)** | Provide an overview of your SEN register cohort. Specify:   * the number/percentage of pupils on SEN Support * the number/percentage of pupils with an EHCP * the total number/percentage of pupils on the SEN register.   Include information on any significant changes from last year and the reasons for change (e.g. pupils coming off the SEN register). You can also include the number of EHCP or high needs funding applications in process.  Show comparisons of your cohort data with national data (see [www.gov.uk/government/statistics/special-educational-needs-in-england-january-2021](http://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2021) for details)  Of the pupils on your SEN register, specify the number and percentage in each of the four broad areas of need (as defined in the SEND Code of Practice):   * communication and interaction * cognition and learning * social emotional and mental health * sensory and physical.   Provide any information about overlap with other conditions that bear an impact on provision. For example, the number of pupils with SEND who are eligible for pupil premium or EAL. |  |  |
| **3. Summary of progress and attainment of pupils with SEND in past 12 months** | Where current data is available (either from statutory tests, Analyse School Performance or teacher assessment), include the following.  **Key stage 1**   * Percentage of pupils with SEND on track/achieving expected standard in the phonics screening check at Y1 (and Y2). * Percentage of pupils with SEND on track/achieving expected standard and greater depth in reading at the end of KS1. * Percentage of pupils with SEND on track/achieving expected standard and greater depth in writing at the end of KS1. * Percentage of pupils with SEND on track/achieving expected standard and greater depth in maths at the end of KS1.   **Key Stage 2**   * Percentage of pupils with SEND on track/achieving expected standard in reading, writing and maths. * Percentage of pupils with SEND on track/achieving at a higher standard in reading, writing and maths combined. * Progress score for pupils with SEND in reading and the percentage of pupils achieving expected standard and higher standard in reading. * Progress score for pupils with SEND in writing and the percentage of pupils achieving expected standard and greater depth in writing. * Progress score for pupils with SEND in maths and the percentage of pupils achieving expected standard and higher standard in maths.   Also include a summary of any additional in-school data you have available to show progress and attainment of pupils with SEND. This includes:   * progress in reading, spelling, maths of pupils receiving targeted interventions * progress in other key skills e.g. social, communication, attitudes to learning * progress in attendance, exclusions, behavior.   You may also want to include an anonymised case study to show the journey of a child with SEND at your school. |  |  |
| **4. Arrangements for the admission, identification and assessment of pupils with SEND** | Include a brief statement in relation to admissions procedures for pupils with SEN, including those with an EHCP.  Include a brief description of the process for early and accurate identification, including any assessment arrangements. Note any changes made in the last 12 months. |  |  |
| **5. Equalities and accessibility arrangements** | Provide information on any changes that have been made to the school’s accessibility arrangements in the past 12 months, including any updates to the accessibility plan and equalities objectives.  Note any priorities for improvement that have arisen from your monitoring of the equalities duties. |  |  |
| **6. Financial accountability** | Indicate the following, where the information is available.   * Total SEN budget (including notional budget and high needs funding). * Any significant changes to funding from the previous year. * How funding has been prioritized. * What the impact of the funding has been; does current provision demonstrate value for money? |  |  |
| **7. Arrangements for SEND policy and provision, including staffing arrangements** | Include any information on changes to the SEN information report and SEN policy in the last 12 months, including any changes made as a result of Covid-19 arrangements.  Summarise any key changes to the curriculum for pupils with SEN over the last 12 months, including changes to interventions or any new initiatives introduced.  Note any key changes to the staffing arrangements for pupils with SEN over the last 12 months, including any increases and decreases to overall staffing and impact on provision. |  |  |
| **8. Arrangements for staff development in SEND** | Note any continuing professional development (CPD) opportunities for staff that focus on SEND. This could include in-house CPD (Inset, staff meetings) or external CPD (course attendance, visits to other schools).  Comment on the impact this CPD has had on teaching, learning and progress. |  |  |
| **9. Partnership with other stakeholders** | Highlight any significant changes in the last 12 months to:   * the school’s partnership with parents of children with SEND, and how it has influenced outcomes * the level of support from external agencies, and the impact of changes on provision for SEND. |  |  |
| **10. Summary of strengths and areas for development** | From your SEN self-evaluation (and building on the first section in this report), identify:   * the main strengths of SEND provision and outcomes in the school * any areas for development over the next 12 months * the actions you intend to take to develop these areas over the next 12 months and how these will be built into strategic planning. |  |  |