**Annual SEND Report for Governors**

|  |  |
| --- | --- |
| School: |  |
| SENCO: |  |
| Date of report: |  |
| SEN Governor: |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Total NOR | Total % on school census coded **K** and **E** for current year | Total % on school census coded **K** and **E** for previous year | Total number of learners with SEND in the school | Total number of learners with SEND in the school on the SEND register without an EHCP | Total number of learners with SEND in the school on the SEND register with an EHCP | Total number of requests for Statutory Assessment | Total number of requests for Statutory Assessment agreed |
|  |  |  |  |  |  |  |  |

**SEND Profile (for last 12 months)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Primary area of need** | **Communication and interaction** | **Cognition and learning** | **Social, Emotional and Mental Health needs** | **Sensory and/or physical needs** |
| **Total % across the school** |  |  |  |  |
| **Total number of learners with the primary area of need** |  |  |  |  |
| **\****subsequent rows for individual school breakdown i.e. key stages, phases, classes, subject* |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Key Points**

|  |  |  |
| --- | --- | --- |
|  | **Yes/no** | **Narrative** |
| **SEND information report is available on the school website and is dated within the last year**. |  |  |
| **SEND or Inclusion policy is up to date and available for review** |  |  |
| **Policy for Supporting pupils with medical needs is up to date and available for review** |  |  |
| **The SENCo holds the mandatory qualification** |  |  |
| **SEN governors training has been completed within the last year** |  |  |
| **Notional SEN budget** |  |  |
| **Overall SEND budget (notional and element funding)** |  |  |
| **Dates of any support focused on SEND** |  |  |

**Provision, Access and Support**

|  |  |
| --- | --- |
| **How does the school identify learners with SEND?** |  |
| **What happens when a learner has been identified?** |  |
| **What provision is in place to support teachers to provide for a learner with SEND?** |  |
| **How are parents and carers informed of identification?** |  |
| **How are parents and carers informed of progress a learner is making?** |  |
| **How effective is classroom teaching in supporting needs of learners?** |  |
| **What interventions are in place to support learners?** |  |
| **How is access to interventions planned?** |  |

**Intersectionality Data**

|  |  |  |
| --- | --- | --- |
| **Data type** | **Learners without SEND** | **Learners with SEND** |
| **Attendance** |  |  |
| **Persistent Absence** |  |  |
| **Suspensions** |  |  |
| **Exclusions** |  |  |
| **FSM** |  |  |
| **Ev6** |  |  |
| **EAL** |  |  |
| **Service Children** |  |  |
| **mobility** |  |  |

**Achievement and Attainment Data**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Learners without SEND** | **Learners with SEND** | **Attainment gap** |
| \*schools to use this table to present outcome data appropriate to their cohort. |  |  |  |

**SEND Funding**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Notional funding** | **Element funding** | **Total income for HNF and EHCPs** |
| **Previous year** |  |  |  |
| **Current year** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Budget category** | **Headline details** | **Expenditure** | |
| **Staff costs** |  |  | |
| **Professional services** |  |  | |
| **resources** |  |  | |
| **Staff development** |  |  | |
| **Misc.** |  |  | |
|  |  | Total: |  |

**SEND Improvement Priorities**

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **Key actions** | **Success criteria** | **Link to SIP** |
|  |  |  |  |

**Staff Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff** | **Overview of training** | **Expected impact** | **Cost** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**External Agencies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Agency** | **Purpose** | **Impact** | **Cost** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |