

Questions to inform discussion with governors and SLT

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| In attendance: | Staff Roles: |
| School: | Date: |
| Questions to consider during a discussion: | Notes taken from responses: |
| How are SLT/governors involved in strategic decision making and SEN across the school? |  |
| How do you allocate your budget for SEN?What is the total amount spent on SEN provision?Comment on variance? |  |
| How do you assess/set targets and report on pupils with SEN? |  |
| How do you analyse school data in relation to outcomes for pupils with SEN?Does the school improvement plan have clear objectives to address any issues? |  |
| How well do pupils with SEN achieve/attain in this school? |  |
| How are targets set and monitored for pupils with SEN?How is pupil progress tracked? |  |
| How does school demonstrate an inclusive ethos that supports the learning and wellbeing of pupils with SEN? |  |
| How is additional/different provision planned for pupils with SEN and is it effective?Evidence base? |  |
| How does the school ensure all staff are effective in promoting inclusion?How does the school plan for relevant CPD? |  |
| Give examples of some interventions and their impact |  |
| Does the school have a Disability Equality Plan and is it compliant with DfE legislation?How is this monitored?How does the school tackle discriminatory behaviour? |  |
| How do you monitor and evaluate any patterns of exclusion among pupils with SEN? |  |
| How do you monitor and evaluate any patterns of absence among pupils with SEN?What measures has the school taken to tackle poor attendance of pupils with SEN?Does the school have clear action plans for re-engagement/ re-admittance of non attending pupils with SEN? |  |
| How do you ensure that pupils with SEN feel safe in this school? |  |
| What sort of things are pupils with SEN involved in when they are not in lessons eg clubs, specific role or responsibility in school?How do you ensure pupils with SEN feel listened to? |  |
| How do you engage parents/ carers of pupils with SEN and enable them to support their child’s learning? |  |