

## SEND Provision: Engagement Session with Governors 16 June 2021

Dear Colleagues

We are delighted to share the key notes, slides and answers to questions posed during the SEND engagement session we hosted on 27 May. The desire to engage in this crucial work was evident from the number of people (60) from across our community of Hackney governors and leaders who joined the event. The presentations reflected with honesty and clarity the key challenges and what improvements are needed to make sure we give children with SEND the very best education, social and health care.

The information we share within, addresses our Hackney Education vision for SEND provision and illustrates the role Hackney Education plays in supporting children with SEND. It also highlights the statutory responsibilities of governing boards to ensuring their school meets the learning needs of all children with SEND

This event marked the start of a focused strategic development for SEND provision across Hackney. In the new academic year, we will further engage school leaders, SENCOs and governors in these developments. We are also pleased to be working in partnership with NASEN and Whole School SEND, who are supporting our training offer for SENCO's, governors and head teachers.

We highlight some of the **training events for school leaders and governors** planned for the coming year and encourage you to hold relevant dates:

- **SEND Policy in Practice - for SENCOs and school leaders**
  - *Every Teacher a Teacher of SEND* - a guide through the Golden Nuggets of Special Educational Needs Policy & what that means in daily practice - **Thursday 23 September 4- 5.30pm**)
- **SEND Webinar - for SEND link Governors, other governors and SENCOs**
  - addressing what it means to have a special educational need or disability and what is the role of the governing body in monitoring the effectiveness of provision for students with SEND? **Thursday 14 October 5-7pm**
- **Inclusion in Action - for SENCOs, school leaders and for SEND link Governors**
  - Drawing on national guidance and research, to explore inclusive practices in schools. **Monday 11 October 4-5.30pm**
- **Inclusion Conference - for school leaders, SENCOs, and Governors**
  - To address Key themes still to be confirmed **Thursday 24 March 2022, 9 am to 4pm**
- **SEND training - for SEND link Governors, other governors and SENCOs**
  - Addressing how do governors ensure an inclusive approach for children with Special Educational Needs and Disabilities? **Tuesday, 29 March 5 to 7pm and, Thursday 9 June 9am – 11am**

**Further events focused on SEND provision relevant for school leaders, SENCOs::**

- **ADHD: Creating an Inclusive Environment - for class teachers**
  - **Monday, 1 November 2021, 1.30pm-3.30pm**
- **Building a Resilient Classroom - for class teachers**
  - **Wednesday, 1 December 2021, 9am-11am**

- **Cultural Competence: Tackling Disproportionality in Attainment and Exclusion of Young Black Men - for leaders and influencers**
  - *(one session, repeated) Wednesday, 17 November 2021, 9am-12.30pm, Wednesday, 9 February 2022, 9am-12.30pm, Wednesday, 18 May 2022, 9am-12.30pm*
- **Writing Effective Behaviour Plans and Pastoral Support Programmes (PSP)**
  - *Wednesday, 10 November 2021, 9am-11am*
- **SEND Music Network Meetings-** cross-phase professionals to meet, who are interested in making more inclusive music opportunities for learners with SEND. *Monday, 4 October 2021, 4.30pm-6pm, Monday, 24 January 2022, 4.30pm-6pm, Monday, 9 May 2022, 4.30pm-6pm*

We hope you find the information useful in guiding your work in supporting your school leaders' work and SENCOs to support children with SEND. We encourage you to share this information with board members and other colleagues in Hackney. We also encourage you to get in touch if you have any query regarding the governance of SEND, no matter how small, as it is always our pleasure to help.

We take this opportunity to thank you for your commitment to support the children in our community's generous leadership as governors.

We recognise the crucial role that school leaders and governors play in keeping the Hackney education system together, and in steering the work of our schools. We thank you for all that you do and look forward to engaging with you to further develop education, social and health care for our children with SEND.

**Maggie Kalnins, Leader of Governance Services**

## **SEND Provision: Engagement session for governors Thursday 24 May**

### **Welcome: Sharing the Hackney Education Vision for SEND provision**

The SEND Partnership board is working with schools to ensure an equitable, excellent and local provision for children. Currently, a large number of children are accessing education outside of the borough, this is not best for the child or public finances. The **strategic vision** is to develop a local community of mainstream, special schools and a local offer that can appropriately meet the needs of Hackney's children with SEND. *Slides 2/3*

### **Explaining the role of Hackney Education in supporting children with SEND**

The number of EHC plans is increasing both locally and nationally. Hackney has a high proportion of children and young people in mainstream settings. The number of children in additional resource provisions (ARPs) is less than the national and London averages. There are lower levels of children in maintained special schools but a very high proportion of children and young people in independent settings.

Duties to children with SEND derive from the **Children and Families Act 2014** and the **SEND code of practice**. Local authorities have over 200 statutory duties across children's Services *Slides 4-12*

**In Focus: What are the successes, key challenges and priorities that will ensure we provide a good education for all children with SEND?**

**Within Schools**

There is a commitment to **collaborative working** between the SEND Service, School Improvement Team and Governance Services.

**There are a number of successes within Hackney in relation to SEND:**

- There is very high SEND attainment by the end of Key stage 4. There is excellent work going on within schools to adapt the curriculum to ensure it is suitable for children and young people with SEND.
- There is an incredibly dedicated team of SENCO's working across Hackney schools, all of whom are qualified or in training to become qualified.
- The year 7 transition arrangements are continuing to evolve and develop. It is acknowledged that smooth transition is key especially with the disruption caused by the pandemic.
- Special school provision is very effective. The three special schools in Hackney are delivering very high quality special education. There is a need to increase special school provision within the borough.

**The recognised challenges are:**

- The work to be done around keeping SEND accessible, collaborative and exciting. It is acknowledged that the legislation needs to be made accessible for governors to ensure clarity of their role and how best they can challenge the head teacher and SENCO.
- The CPD offer around SEND has been lacking over the last few years and is to be developed. SENCO's have expressed an inconsistent understanding of the SEND budget and how this works in practice.
- There is a disproportionality between children with SEND and rates of exclusion. Work is being done with schools around this. There is a role for governors in challenging this disproportionality and what the school is doing to address this.
- There is a need to review the processes and support for children who may have SEND but do not yet have an EHCP.

**Question:** I think it would be very useful for new SEND link governors to be offered training on SEND finance and how to ensure any SEND budgets are being used in the best manner when looking at school finance budgets and forecasts?

**Answer:** Training dates for next year will be published and shared over the coming months.

**Some priority areas for the next academic year are:**

- The CPD offer - There have been links made with NASEN and Whole School SEND who will be delivering bespoke training for SENCO's, governors and head teachers.
- Hackney Education is in the process of developing a specific SEND Review Toolkit. The toolkit will take all of the Ofsted headings to review how schools operate in terms of their SEND provision. One of the key aspects of leadership and management is the governance of SEND which features very highly in the toolkit.

- There are already some useful resources available for governors however it is always useful to hear from governors directly as to what they may require in order to allow them to successfully fulfil their roles in relation to SEND.

*Slides 13-17*

### **Hackney Education SEND Services and Support**

A **graduated response** is being developed for children with SEND in Hackney. Ordinarily available provision describes what is expected to be ordinarily available in schools and settings for children with SEND. There has been partnership with settings and families to consider what should be in place for children with specific needs within a setting. Also, discussion around what support and services a setting should be able to access before having to come to statutory services.

The **SEND funding model** describes the funding available for different levels of need;

- Core funding (element 1) describes the funding available for mainstream schools, available for all children with and without SEND.
- SEN support funding (element 2) is a notional amount of money provided to the school. The money is not ring fenced but should be used to provide targeted interventions for children with SEND. For example, to buy-in an Educational Psychologist to support a group of children with SEND. The amount of funding varies depending on the size of the school and level of need within the school.
- EHC funding (element 3) is used to support children identified as having specific SEND and require specific provision to meet those needs. This funding comes from the local authority high needs block and is paid directly to schools and settings. The amount of funding available varies depending on the level of need and provision required to meet those needs. *Slides 18-21*

**Question:** I am most concerned that our school is underfunded in terms of EHCP/SEND - our school for many years has had more students who need funding than the funding we receive and the school has to use its other funds to support this situation. Will this ever change?

**Answer :** This is tied up in the national picture for SEND - The government is currently undertaking a SEND review and one of the factors considered will hopefully be a consideration of SEND Funding and how this is allocated.

### **Wider Partners**

Children and young people with SEND need to be considered holistically. Decisions made must encompass the education, health and social care considerations, as well as the wider family and community.

The SEND reforms, although very necessary, have placed a much greater responsibility and ownership on the local authorities and schools.

### **Developments**

There has been Improvement in the delivery of EHCPs within statutory timescales. The current 2021 average (January to now) shows 69% of EHC Plans were delivered on time. Which is above the England average of 58%.

Requests for ECHP's have increased and the resources within the service have not expanded in the same way. Work is being done to bring this percentage up. Not only is it important to get the plans finalised within the 20 week statutory timescale, it is essential that plans are of a high quality and have been produced collaboratively.

There is a lack of local special school provision. The level of need is forecasted to increase and to meet this need a significant amount of additional special school places will be required. An additional 84 special school places will be available by September 2021. Some of these places are at existing special schools and 20 places are within an additional resource provision, attached to a mainstream school.

Multi-agency decision making has now been thoroughly embedded into processes and procedures with health, education and social care working together on the decision making process.

**Question:** In overall plans to improve delivery of EHCPs, Does this include how quickly the annual reviews are acted upon and included in a redraft of EHCPs?

**Answer:** The paperwork involved in annual reviews is going to be adapted to become shorter and less bureaucratic, ensuring there is clear focus on any changes in the child's needs or provision required to meet their needs. There is some interim staffing being recruited to assist with annual reviews.

**Question:** Specialist provision in Hackney is, as acknowledged here and elsewhere, excellent and very effective. However, they are hindered by inconsistent quality of EHCPs for students coming from mainstream schools. This is the finding of the CYP Commission at Hackney. Another finding was a relative dearth of opportunities in the post-16 sector. How is this being addressed?

**Answer:** The inconsistent quality of EHCP's and review of the assessment and planning process is one of the seven priorities for SEND. It is acknowledged that there is work to be done around this.

It is recognised that the Post 16 offer needs to be strengthened. There is a working group who have begun reviewing this.

## **Priorities**

### **The priorities for SEND moving forward:**

- The current services are not fit for purpose in meeting the increasing volume of work. Services will need to be innovatively adapted to ensure that the best is being done for children and young people. Schools and governors will be consulted around this process over the summer/autumn period.
- There is a strategic and political commitment to increase local provision.
- A graduated response to SEND - The local authority is funded for the statutory responses to SEND but not the early help element. Creative thinking is underway to consider how the early help offer can be developed as this in turn should relieve pressure on the statutory elements.
- Joint commissioning – the local authority has a strong working relationship with the CCG. Under the SEND partnership board, work is being done with health colleagues on targeted areas of joint commissioning. The focus areas are; speech and language therapy, development of a joint up independent advice and guidance service and a review of the way in which

the provision for complex children is funded between statutory services.

*Slides 22-24*

**In focus: What are the statutory responsibilities of schools and governing boards to ensure their school meets the learning needs of all children with SEND.**

There is a **duty for governing boards** to identify a SEND link governor. Many of the details that need review in relation to SEND require in depth exploration that cannot be probed sufficiently at a governing body meeting. The link governor will be more experienced and have a better understanding to explore issues in depth.

It would be useful for governors to visit the school and talk to parents and pupils, if appropriate, which will allow governors to understand how children are progressing and whether they are engaged.

Governors should meet with the SENCO and or senior leaders to review SEND provision including staff and other resourcing and provide regular reports to the Governing Board.

Governors should be reviewing how the school is spending the SEN notional budget (element 2 funding). Ensuring it is being spent in a fair and equitable way and having an impact on children and young people's learning.

There is a recurring theme highlighting the importance of the role of the SENCO in connecting the provision and the funds that go with it.

Governors should ensure that children with EHCPs are making progress, that they have annual reviews and that families are engaged with these. In addition, governors should review the additional support available for SEN learners and that they have timely access to specialist teachers and services where necessary.

Governors should review the schools policies in relation to SEND. An example would be the inclusion policy or the checking that the schools accessibility plan is on the website and compliant with DfE regulations.

Hackney Education will develop a reporting template for schools to use in order to report to governors on the aspects of SEND. This will ensure that schools and governors are aware of the relevant elements of SEND that need to be reviewed by governing boards.

*Slides 25-31*

**An opportunity to address comment submitted, take questions and hear reflections**

**Question:** I am wondering about disaggregating parent and child surveys by whether (any) child has SEND?

**Answer:** Surveys done at a school level can be disaggregated and could be a powerful tool. It is worth considering the purpose of the survey and whether some distinction needs to be captured.

**Questions:** The Co-design group made a recommendation about the funding model. Are you looking at this?

**Answer:** The recommendation was paused due to covid. It is very much still on the agenda and there should be some further updates towards the end of the year.

**Question:** I am particularly interested in developing a shared understanding of Hackney's approach to 'deferred entry' applications from parents of pupils with SEND/EHCP's? A number of research indicates short term benefits only however, parents of pupils with SEND may see this as a solution to missed education during covid. I am mindful that this may be case by case decisions. What are your thoughts?

**Answer:** The LA has a power to consider placements of Summer Born pupils as part of mainstream admissions [see Government Statement](#)

EHC Pupils - the LA can consider placing a pupil in a year group below chronological age. However, this is assessed on an individual basis and according to need. Cases should be considered in the round and look at other strategies such as provision contained in the EHC Plan.

**Question:** Can we at some point in the year look at emotional wellbeing and SEND pupils?

**Answer:** Yes, we will look to build this into our CPD programme.



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**Working for every child**





# **SEND Provision: Engagement event**

## **Thursday 27 May 2021.**

**Welcome to this event.**

**Please utilise the chat function to share your comments / questions in order for them to be addressed during this session and/or followed up after the event.**





## 1. Welcome:

# Sharing the Hackney Education vision for SEND provision

**Fran Cox**

Head of High Needs and School Places



## Hackney Education vision for SEND provision

Hackney has a vision to provide an **excellent equitable local** educational experience for all Hackney children and young people.

For the majority this will be within a **inclusive** mainstream early years settings and school environments.

But for many who are not as easily able to access mainstream education for various reasons, we want to have a **varied** and **child centred alternative offer** through specialist settings and alternative provision.

We want all our children to be able to **travel easily** to a great **inclusive local school** which **engages** with all their **neighbourhood parent/carer** community.

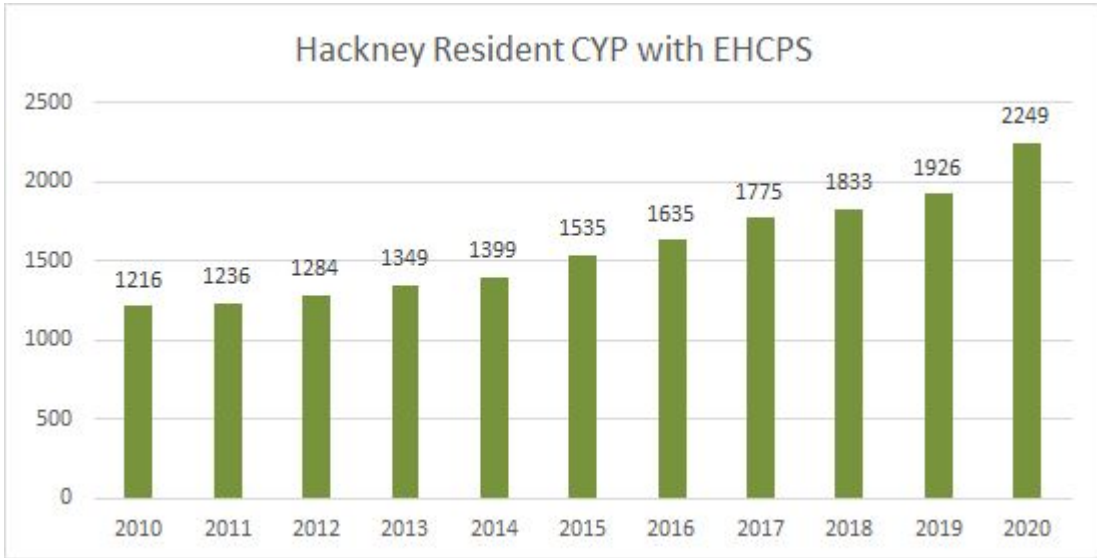
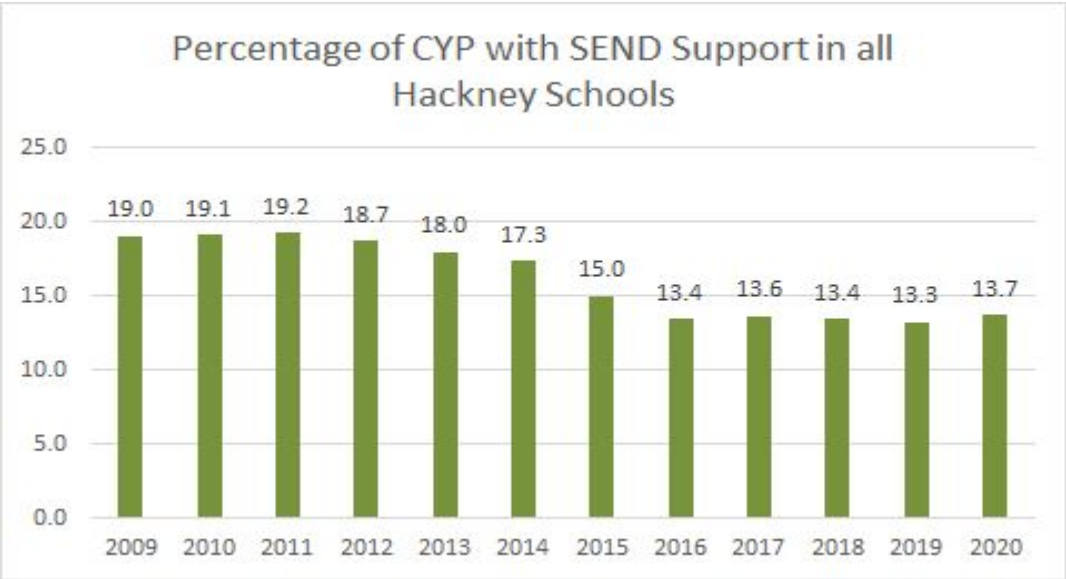
We want all our children to be in schools which **fairly** reflect the **diversity** of the Hackney community.



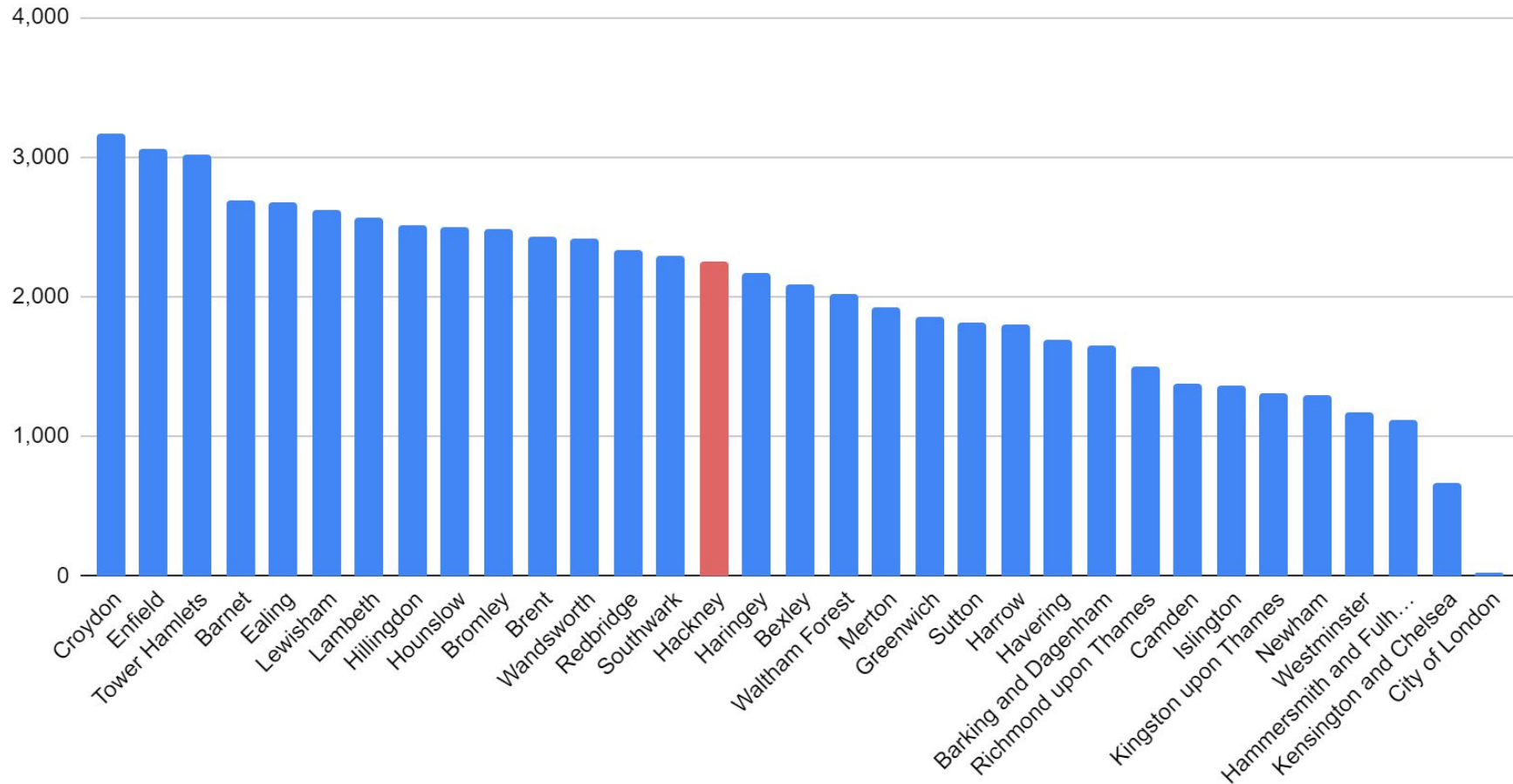
## 2. Explaining the role of Hackney Education in supporting children with SEND

**Joe Wilson**

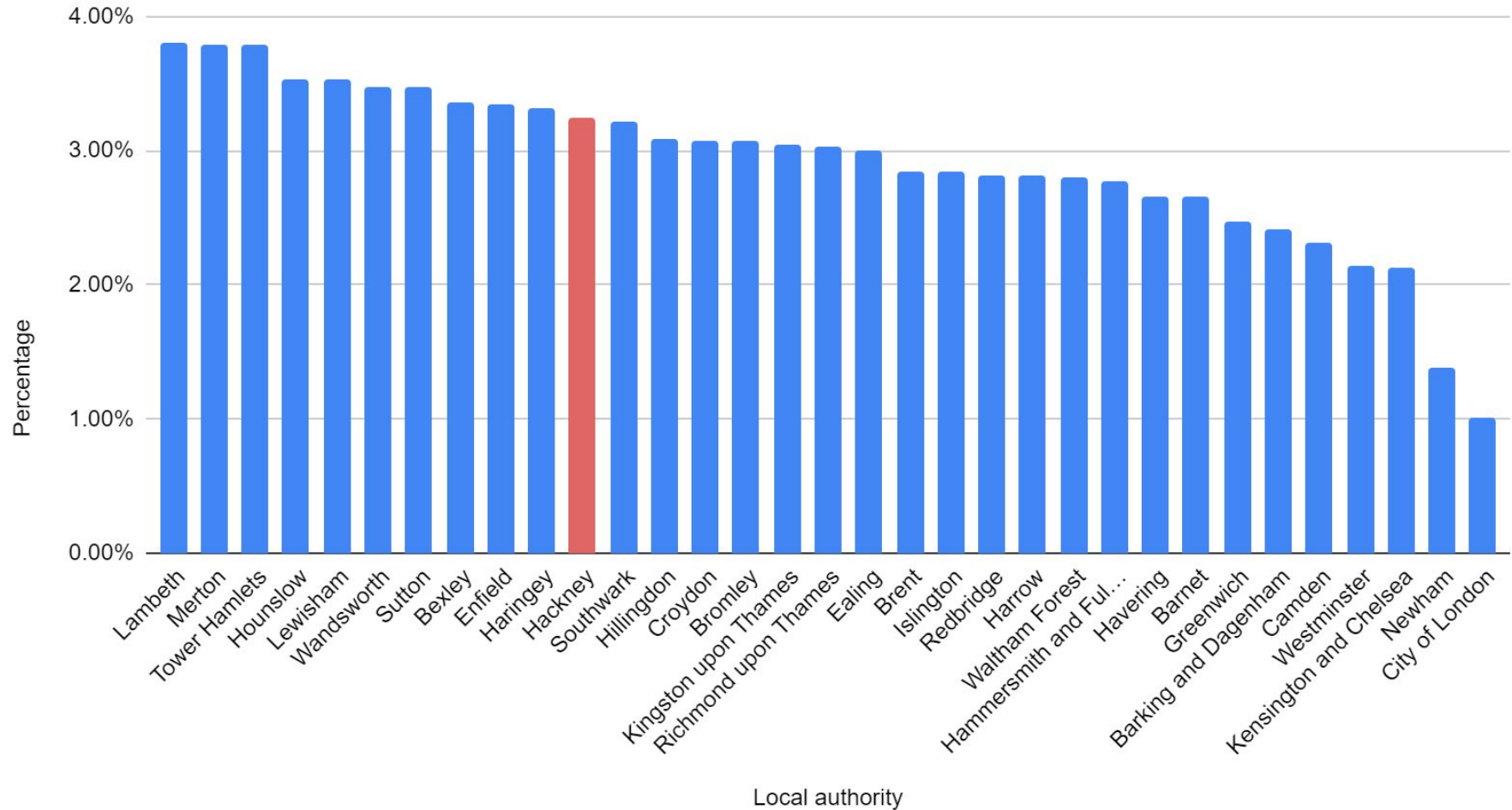
Head of SEND



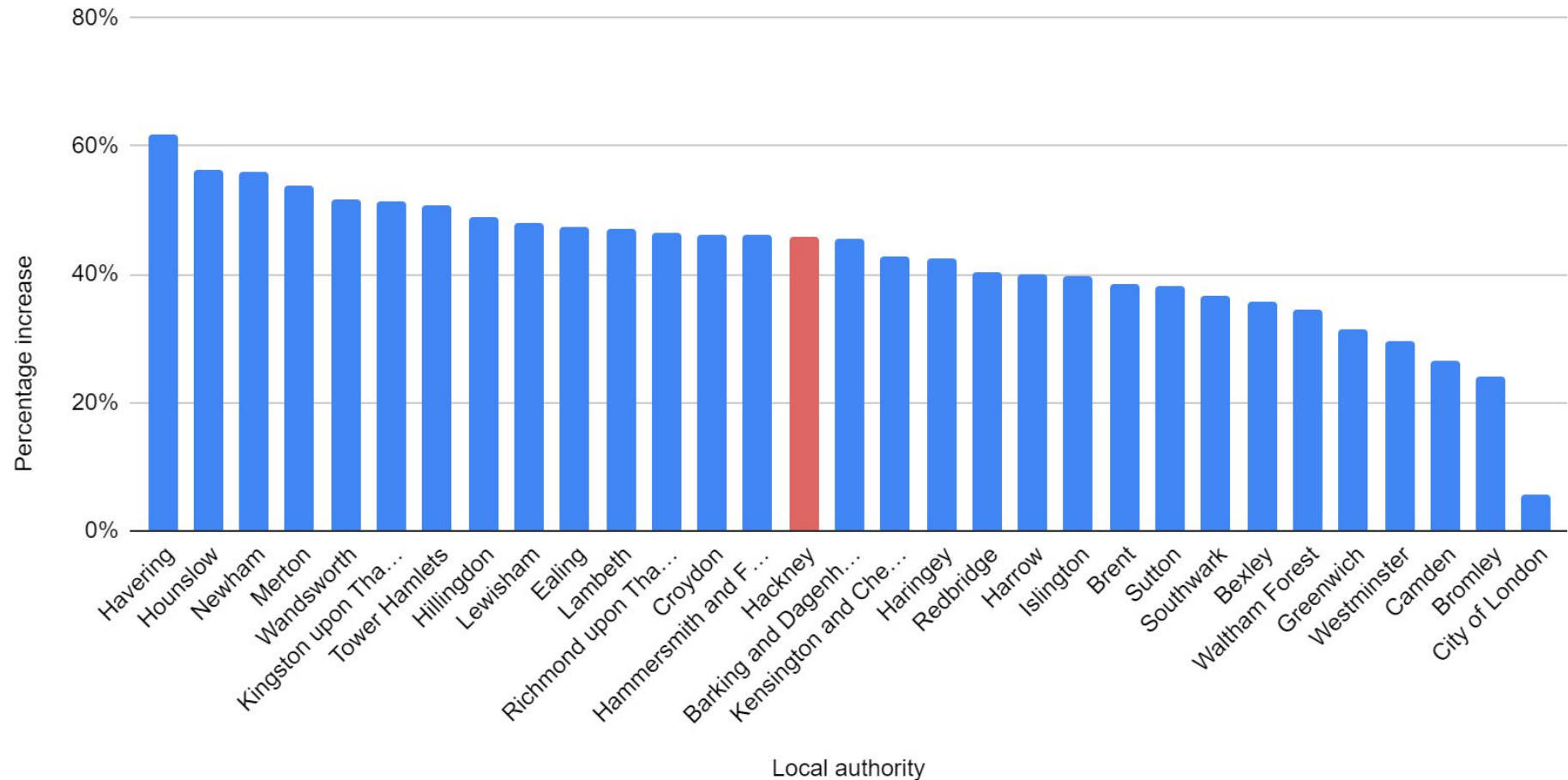
## Number of EHCPs for local authorities in London



## Number of EHCPs for London local authorities as a percentage of the 0-19 population

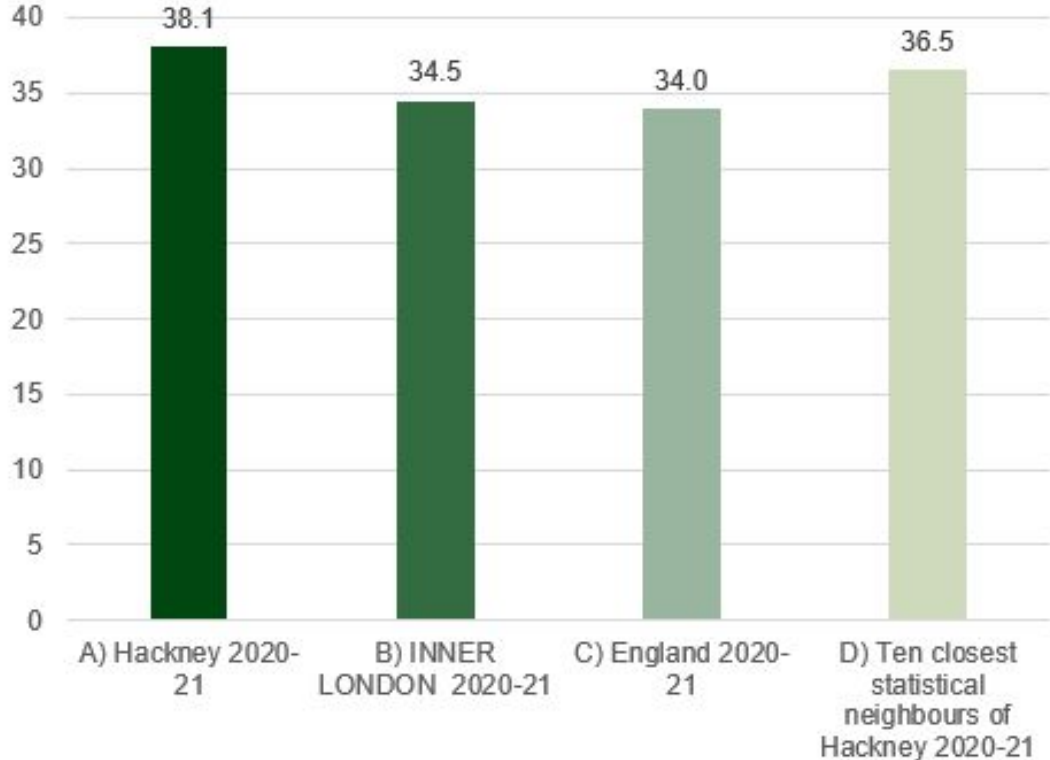


## Percentage increase in Statements/EHCPs for London local authorities, 2010 to 2020

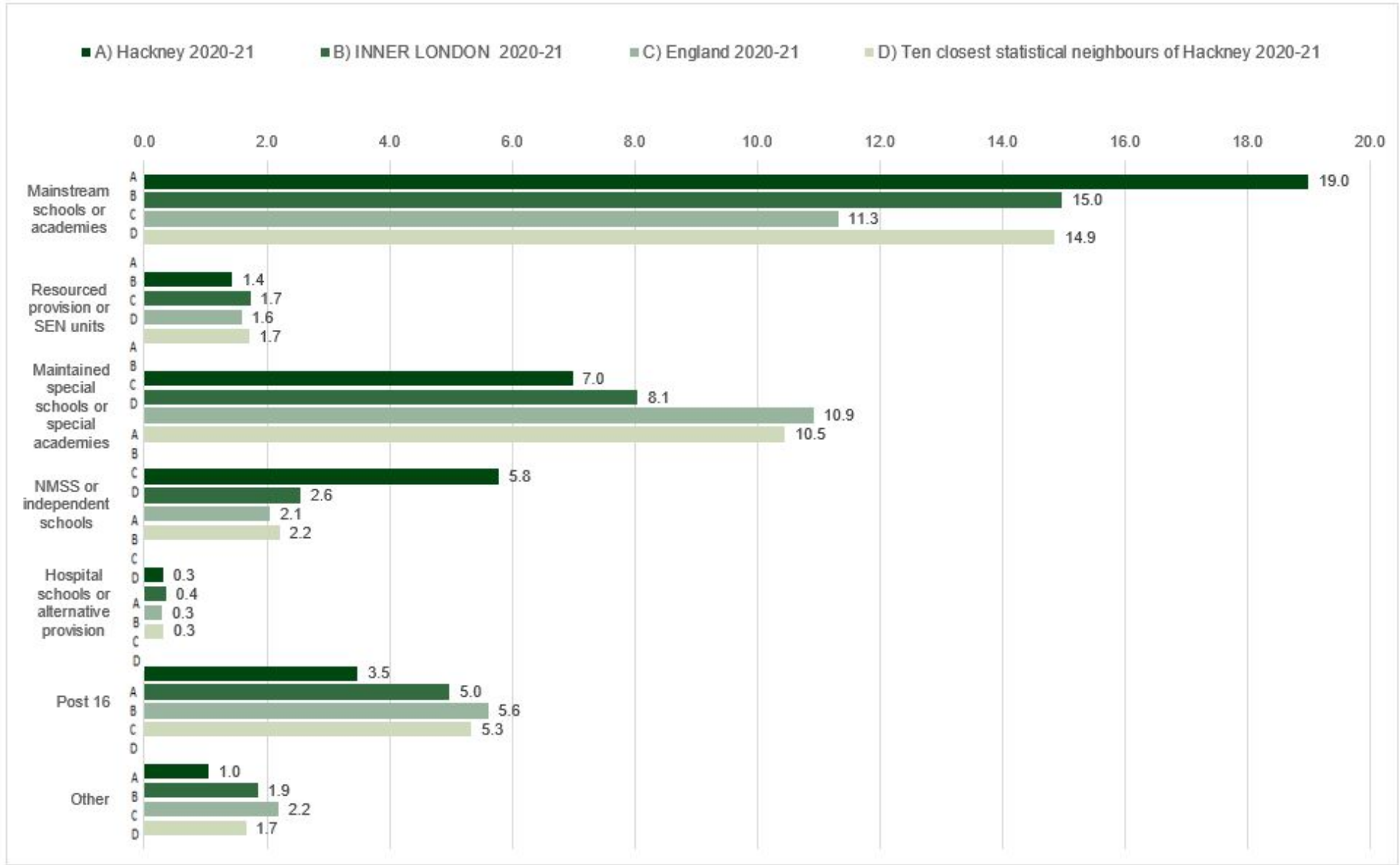




This chart compares the proportion of children and young people with SEN statements or EHC plans. Differences in proportions reflect not only differences in the level of needs but also variations between local authorities in the way that SEN assessments are undertaken, EHC plans are produced and special provision is made.









Children and Families  
Act 2014



# High Needs & School Places

Admissions

FAP and On  
Off Rolling

Pupil  
Benefits

School Place  
Planning

Specialist  
Intervention  
Service

SEND  
Support  
Service

Transport  
Assistance  
Service

SENDIAGS



### 3. In Focus:

What are the successes , key challenges and priorities that will ensure we provide a good education for all children with SEND?

- Within schools: **Jo Tupman** Leadership & Management Adviser
- Hackney Education SEND services and support: **Joe Wilson** - Head of SEND
- Wider partners: **Fran Cox** - Head of High Needs and School Places



## **In Focus:**

**What are the successes , key challenges and priorities that will ensure we provide a good education for all children with SEND?**

- **Within schools**

**Jo Tupman**

Leadership & Management Adviser



## **Successes:**

- **EHCP SEND Attainment is high by the end of Key Stage 4 (pre Covid)**
- **Dedicated team of SENCOs**
- **Year 6/7 Transition arrangements**
- **Three successful special schools established**
- **Commitment to self evaluation and improvement**



## **Challenges:**

- **Keeping SEND accessible, collaborative and exciting!**
- **Impact of Covid on pupils with SEND**
- **Lack of SEND specialist provision within Hackney**
- **CPD offer lacked a SEND focus**
- **Inconsistent SEND budget knowledge and application**
- **Disproportionality with exclusion and persistent absence rates**
- **Communication with parents/LA staff not always consistent/effective**
- **Inconsistent Graduated Approach/Quality First Teaching being deployed**



## **Priorities :**

- **Development of additional specialist provisions within Hackney**
- **Strengthened CPD offer for 2021-22 with increased focus on the leadership of SEND**
- **Development of a Hackney SEND Review Toolkit already successfully piloted in 2 Hackney schools this year**
- **Development of further resources to support all leaders of SEND-SENCOs, Headteachers and Governors**
- **Graduated Approach consultation**





**In Focus:**

**What are the successes , key challenges and priorities that will ensure we provide a good education for all children with SEND?**

- **Hackney Education SEND services and support:**

**Joe Wilson**

Head of SEND



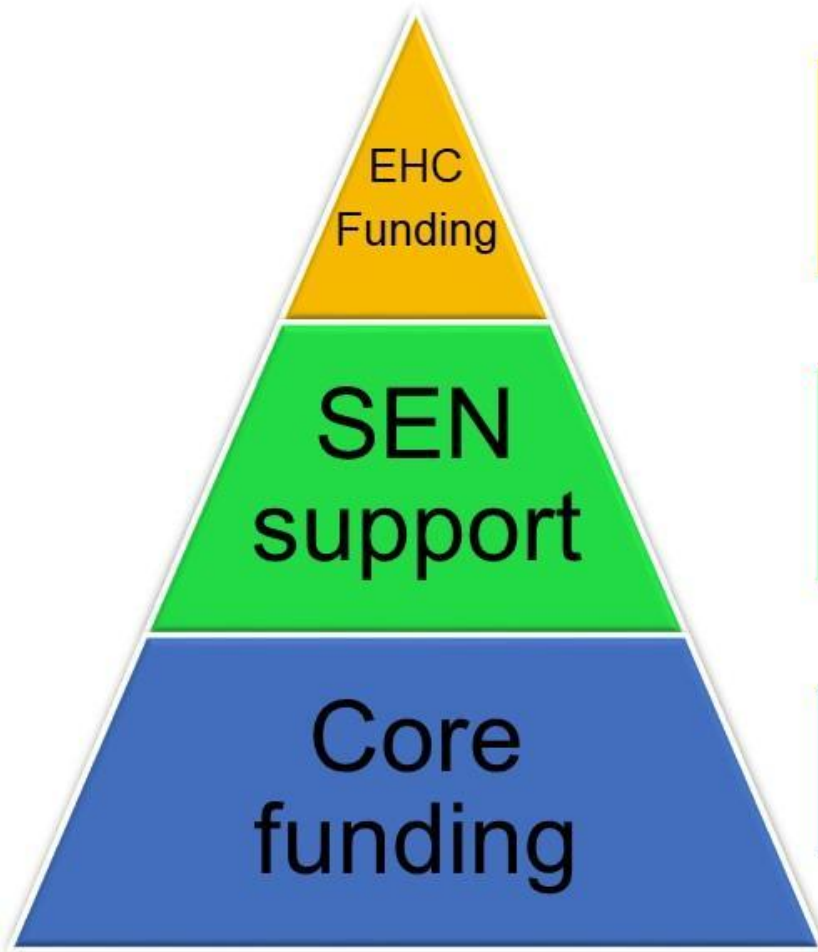
## Ordinary Available Provision

**Our vision is for every Hackney child, young person with SEND to be able to live as full a life as possible in their community by:**

- **Achieving their full potential and fulfilling their ambitions.**
- **By feeling safe and being protected from harm whilst developing independence and being able to take informed risks**
- **By enjoying and making their own contributions to their local communities and society and being recognised as equal citizens.**

**To achieve this, we will work in partnership with other professionals to support individual children, young people with SEND, and work closely with their families to ensure that they have equitable access to high quality education and social opportunities, and have access to the support services that they need, where and when they need them. This will ensure that they are supported appropriately from 0 - 25 on a structured pathway through to adulthood.**

## SEND Funding Model



Severe and complex needs supported through a statutory EHC Plan, and external specialists.

**Element 3 – Local Authority top up funding – EHC Plan resources**

Targetted interventions for children with SEN. May involve external specialists such as educational psychologist, speech and language therapist.

**Element 2 – School funding – resources up to £6000**

Core funding for mainstream schools available to all children with and without SEN

**Element 1 – School funding - £4000 national level**



## Key features of the SEND Funding Model

The model is based on

- o Effective and efficient use of SEN support
- o Good quality and best practice inclusive teaching and support interventions
- o Education settings use of whole school provision management and effective deployment of support staff
- o Responsiveness to the identification of groups and individual children and young people's needs

### Core Support

Core support is available to all children including children with special, educational needs and or disabilities. It includes quality first inclusive teaching. It also includes access to health services through the GP, Health Visitor and access to leisure services. The funding for universal support is covered in the core pupil resources provided to all schools under Element 1 of the national funding model. Nationally this is around £4000

### SEN Support

SEN Support is available for children who have been identified through the graduated approach, involving external specialists e.g. Educational Psychologist, Speech and Language Therapy and Specialist Teaching. SEN support is covered in the SEN Notional Budget provided to schools under Element 2 of the national funding model. Nationally this is up to £6000 per pupil.

### EHC Plan Funding

EHC Plan funding is available for children and young people with and Education, Health and Care Plan. They will be children and young people with long-term significant and complex needs that require high needs support for education or specialist education placements. EHC Plan funding (also known as Element 3) is funded through the High Needs Block.



## **In Focus:**

**What are the successes , key challenges and priorities that will ensure we provide a good education for all children with SEND?**

- **Wider partners**

**Fran Cox**

Head of High Needs and School Places



# SEND Developments

- **Improvement** in the delivery of **EHCPs** within statutory timescales with The current 2021 average (January to now) shows **69% of EHC Plans were delivered on time**. Which is above the England average of 58%.
- **Additional 84 special school places will be available from Sept 21**
- **Multi-agency decision making** being embedded into process and procedure



# SEND Priorities

- **Clearer, more accessible services - both statutory and early help**
- **More local provision**
- **A supportive graduated response**
- **Joint commissioning of services**



#### 4. In Focus:


**What are the statutory responsibilities of schools and governing boards to ensure their school meets the learning needs of all children with SEND**

**Jo Tupman** Leadership & Management Adviser

**Joe Wilson** Head of SEND

**Maggie Kalnins** Leader of Governance Services





The 'SEND code of practice: 0 to 25 years' 2015 states that the governing board must ensure that there is a designated governor identified to maintain oversight of SEND provision and make arrangements for this function to be delegated to an appropriate person or committee.

The governor responsible for SEND provision acts as the link between the governing board, headteacher and SENCO, reporting back to the governing board on monitoring and compliance with the 'SEND code of practice: 0 to 25 years' including and 'The Children and Families Act 2014'. Compliance is a legal responsibility.

The governor responsible works with the Special Educational Needs Co-ordinator (SENCo) to report on the steps being taken to ensure compliance. The role also includes ensuring that there is appropriate challenge to leaders so that SEND remains high on the school's agenda and that the school has high aspirations for SEND pupils.



## In Practice (from [Governorspace.co.uk](https://governorspace.co.uk))

- Consider your expertise in the SEND area of governance and undertake training or seek external advice as required.
- Meet roughly three times a year with the SENCO and or senior leaders to review SEND provision including staff and other resourcing and provide regular reports to the GB.
- Visit school to talk to pupils about their learning ( At an age appropriate level).
- Gain information about staff expertise and training. (The SENCo must by law be a qualified teacher and working towards the National Award in Special Educational Needs Co-ordination within three years of appointment.)
- Gain an understanding of how the SEND notional budget is planned for and what impact it has on the progress and attainment of pupils.



## In Practice continued...

- Reflect on this SEND action plan and how this reflects the school vision and works in conjunction with the school development or improvement plan.
- Maintain an awareness of the profile of pupils with SEND, including those with an Education Health Care plan in place. Make certain only anonymised information is shared to maintain pupils' confidentiality and comply with General Data Protection Regulations. (GDPR)
- Ensure you understand how the school identifies who is a SEND pupil. How does the school identify pupils either joining the school or pupils already at the school who have SEND?
- Familiarise yourself with the school's SEND policy for identification and assessment and other associated policies that support the SEND policy eg behaviour policy, admission's policy, equal opportunities policy (Equality Act 2010) and safeguarding policy.



## In Practice continued...

- Monitor the implementation of these policies and procedures for SEND and discuss with the SENCo the outcomes of the school's monitoring and evaluation of the provision and effectiveness made for pupils with SEND.
- How does the school approach teaching to SEND pupils and are reasonable adjustments made to ensure SEND pupils access a broad and balanced curriculum?
- What additional support is available to SEND learners?
- Ensure the school revises and updates the school's SEND information report to reflect the changing nature of SEND cohorts and this report is ratified annually by the full GB and made available on the school website.
- Check the school has updated its Accessibility Plan in line with DfE regulations detailing how the school will improve access to the physical environment and increase access to the curriculum for SEND pupils. Ensure this is made available on the school website.
- Explore methods of communication with parents of SEND pupils and those external agencies that could offer advice, support and guidance.
- Report back to the GB regularly through an agreed format eg a link governor report

# 1. In Summary...

## Governing Board Legal Responsibilities

- All GBs have legal duties in relation to pupils with SEND under the **Children and Families Act 2014** , with reference to **SEND Code of Practice**
- Report on SEND provision - all schools types, all phases, including nursery - **SEND Regulations 2014.**
- Responsibility for admission arrangements and accessibility plans (ref **Equality Act 2010**)
- Review SEND provision annually -**SEND Code of Practice.**
- Overseeing the financial performance of the organisation and making sure its money is well spent. - **core (legal) function of governance**

### Note:

- Tasks can be delegated to a committee, SEND link governor and school leaders
- Appoint a link governor for SEND with specific oversight for the school's arrangements for SEND (ref: **Governance handbook, page 70**)
- .Legal Responsibilities remains with governing board

## 2. In Summary...

### Governing boards must ensure their school:

- Have a **clear approach** to identifying and responding to SEND
- **Endeavours to ensure** each child with SEND gets support they need
- **Engage children with SEND** in the activities alongside other pupils
- **Communicate with parents** about special educational provision & medical conditions
- **Keep records of provision** made for pupils with SEND up to date
- Publish on website - school **SEN information report, admission arrangements** of pupils with disabilities, and **accessibility plans** (ref Equality Act 2010)
- Ensure a **qualified teacher designated as (SENCO)** for the school and achieve the National Award in SEN Co-ordination within three years of appointment. Recommended for special schools (Ref SEND Code of Practice)
- **Determine approach/ use of resources** to support the progress of pupils with SEND
- **Work with the LA** in reviewing the provision/ developing the local offer

These requirements are set out in the **Governance handbook** (see pages 84-85).



**5. An opportunity to address comment submitted, take questions and hear reflections**

**Maggie Kalnins**

Leader of Governance Services



## **Future SEND events for Governors ...**

**How do governors ensure an inclusive approach for children with Special Educational Needs and Disabilities?**

- **Thursday, 10 June 2021, 9.00 - 11.00am**

**SEND Webinar for Governors: in collaboration with Hackney Education, NASEN and Whole School SEND**

- **Thursday 14 October 2021, 5.00 -7.00 pm**





## 6. Closing remarks

**Fran Cox**

Head of High Needs and School Places