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The Role of the Governing Body in Inclusion and SEND

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Agenda



1. The local and national SEND picture
2. SEND Processes and Systems
3. Ordinarily Available Provision
4. Hillingdon SEND Strategy
5. Ofsted
6. Analysing Data
7. Raising Aspirations

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Name and school?

1 – 5 How confident are you in challenging your school on SEND and Inclusion?

Maintained schools: Governance Guide

“Under the PSED, governing bodies **must**, in the exercise of their functions have due regard to the need to:

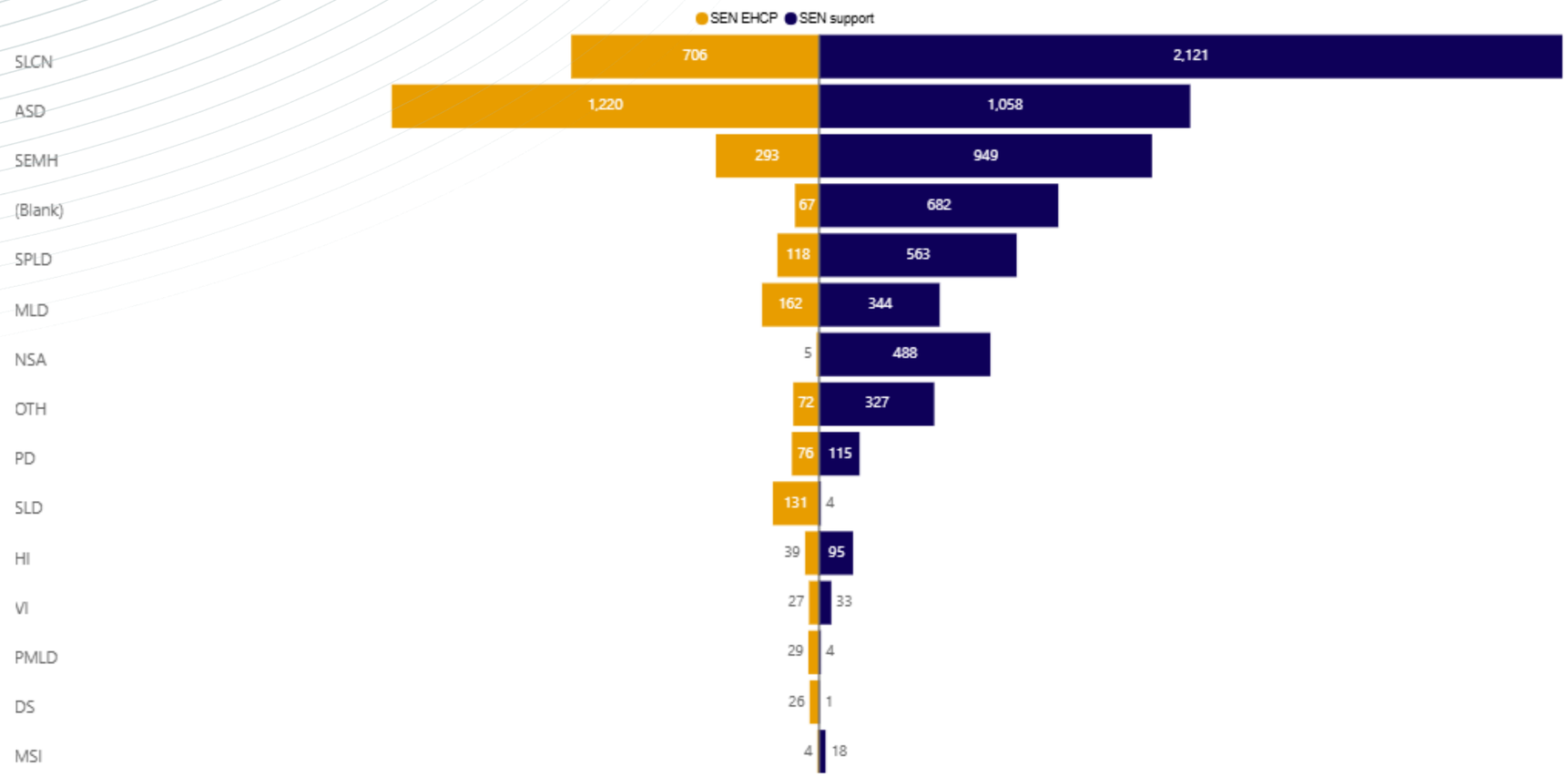
- advance equality of opportunity between people who share a protected characteristic and those who do not” chapter 1.2

“Governing bodies have legal duties in relation to pupils with SEND that are set out in the Children and Families Act 2014 and **must** have regard when exercising their SEND functions to the statutory guidance in the SEND code of practice.” para. 7.22

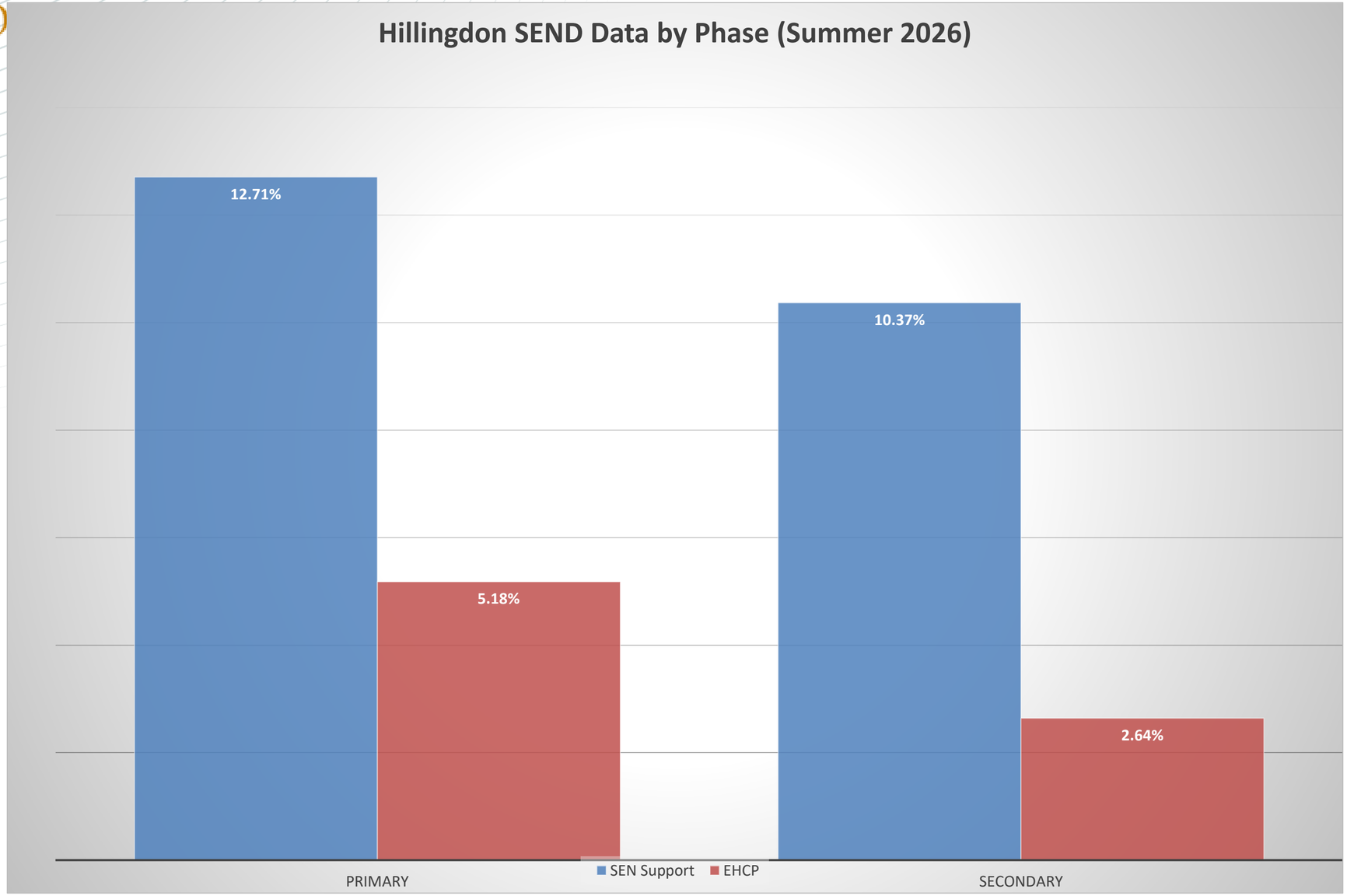
Local and National Data

		EHCPs	SEN Support	Total SEND
Hillingdon	**Summer 2026**	5.8% (+0.6%)	13.2% (+0.5%)	19.0% (+1.1%)
	Summer 2025	5.2%	12.7%	17.9%
London	**Spring 2026**	6.0% (+0.6%)	13.8% (+0.6%)	19.8% (+1.2%)
	Spring 2025	5.4%	13.2%	18.6%
National	**Spring 2026**	6.0% (+0.7%)	14.8% (+0.8%)	20.8% (+1.3%)
	Spring 2025	5.3%	14.2%	19.5%

Hillingdon Data



SEN by Primary Area of Need (Summer 2026 Census)

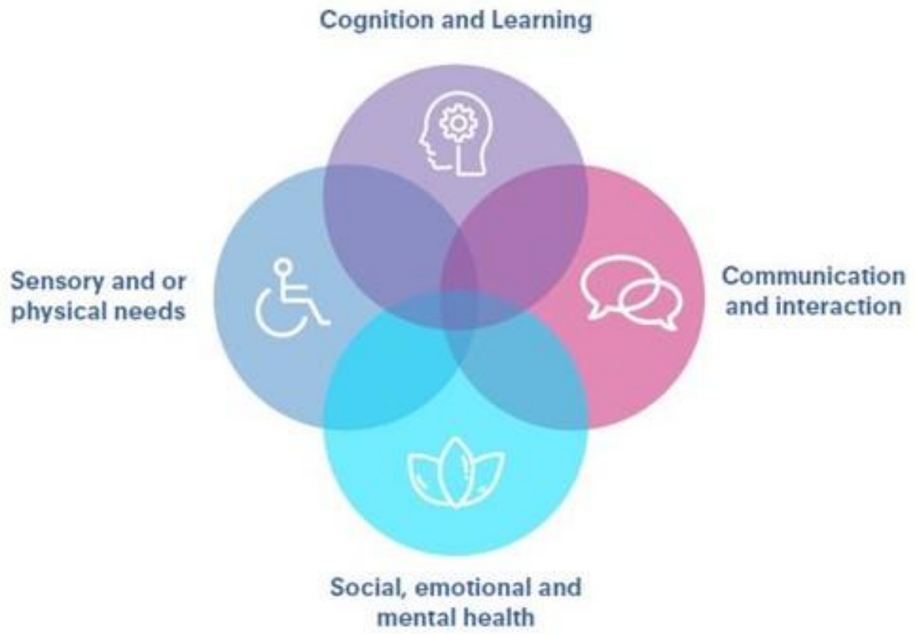

Hillingdon SEND Data by Phase (Summer 2026)
12.71%
5.18%
10.37%
2.64%
PRIMARY
SECONDARY
SEN Support
EHCP

Identification of SEND

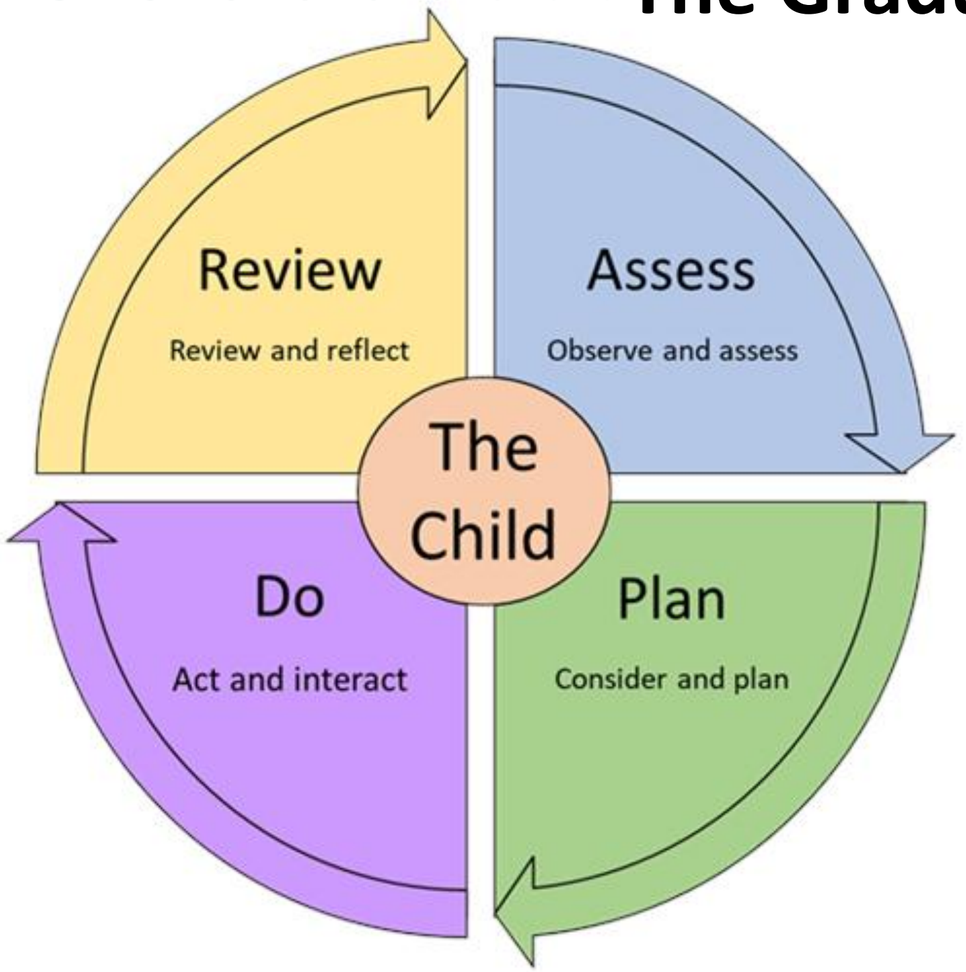
- SEN = “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her…” SEND Code of Practice, 2015.

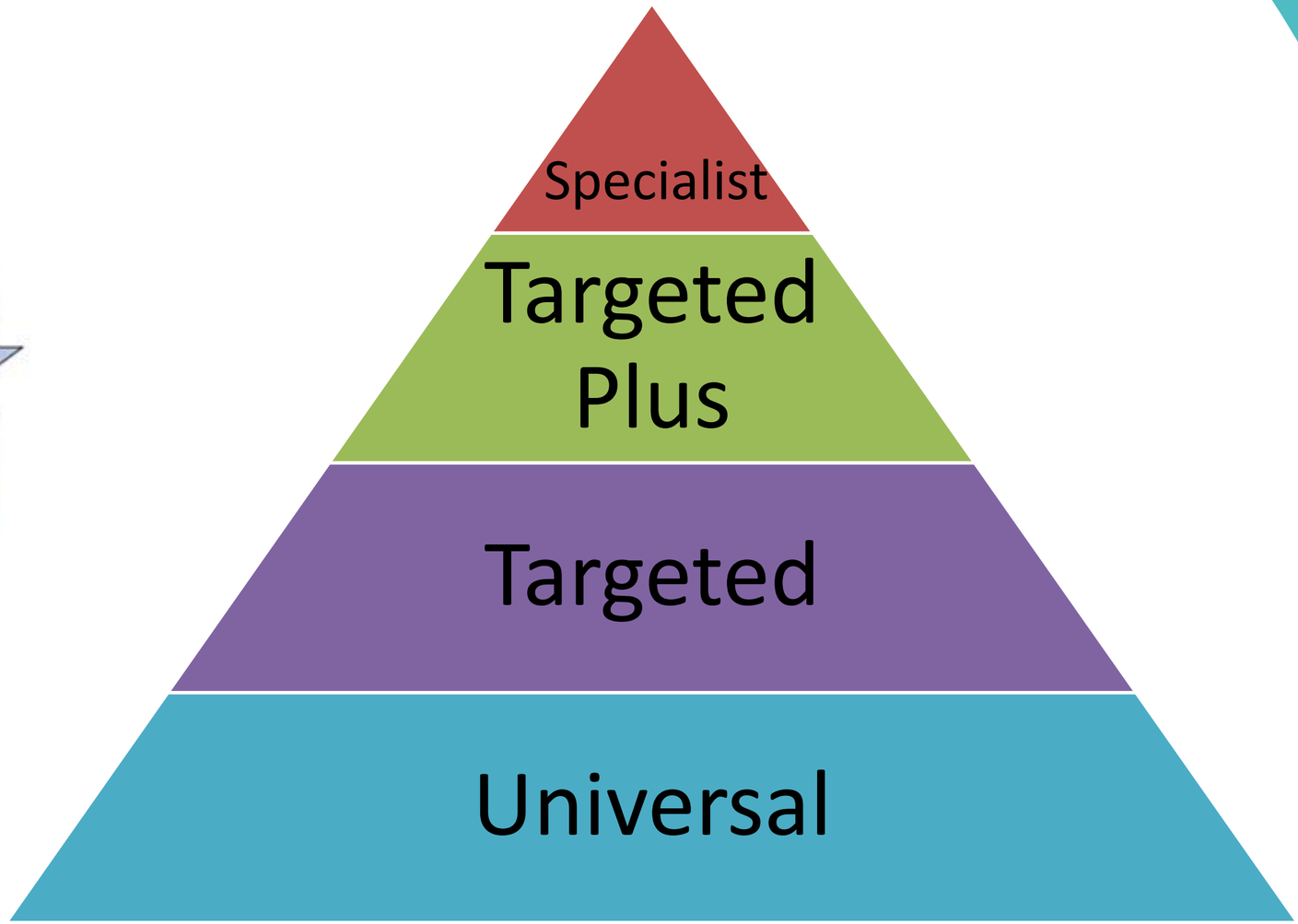
- SEND register may support effective resource deployment.

- Shared knowledge and understanding.



The Graduated Approach





My Support Plan

Education, Health and Care Plans (EHCPs)

- Sets out the provision a child/young person is legally entitled to (Section F).

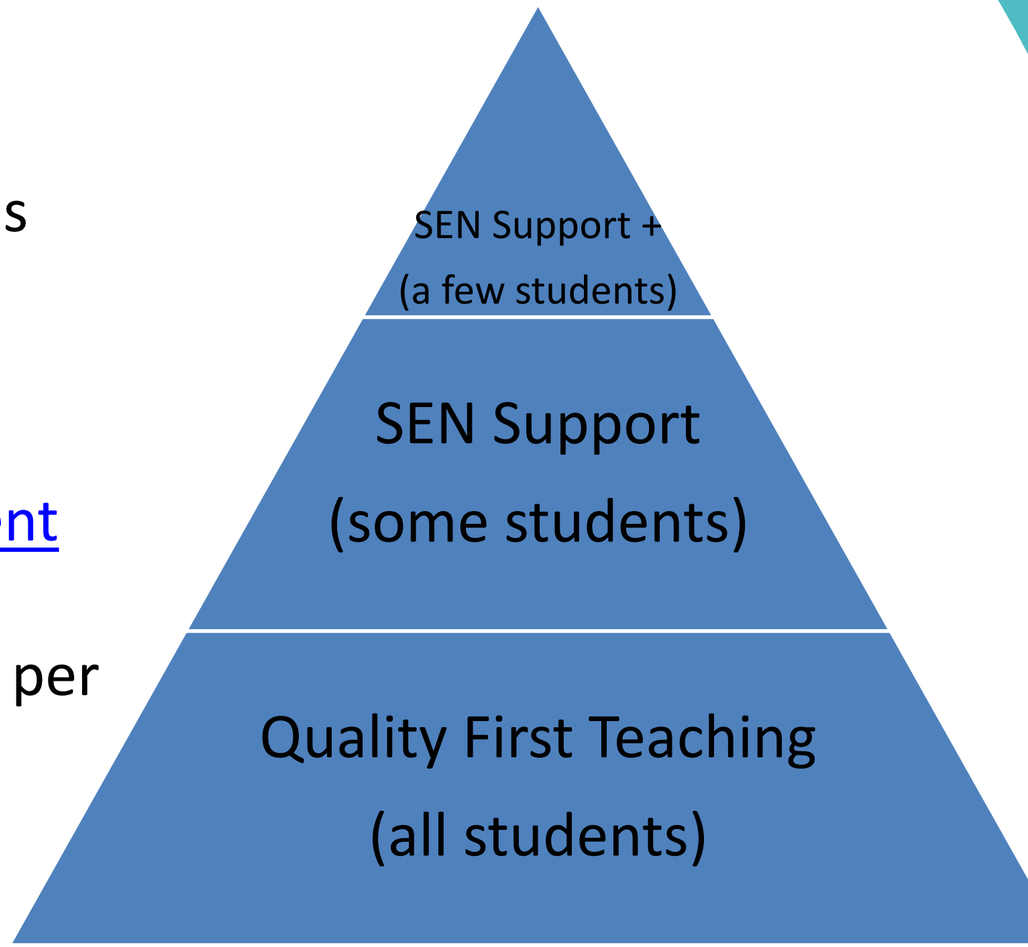
- Sets out the education setting the child/young person attends (Section I). Education settings *must* admit students where they are named in Section I of their EHCP.

- EHCPs *must* be reviewed annually at an annual review meeting. The responsibility of this is delegated by the LA to education settings.

Ordinarily Available Provision (OAP)

- Most students with SEND have their needs met through high-quality/quality first teaching, which is Ordinarily Available Provision (OAP).

- Hillingdon's Ordinarily Available Provision document outlines what settings are expected to provide for students using their notional SEND budget (£6000 per student with identified SEND).



An Inclusive Classroom

Environment

- Calm and free from clutter
- Visual timetable
- Working walls relevant to current work
- Mixed ability, flexible seating

Curriculum

- All students access a curriculum which is ambitious for them
- Supplemented with scaffolds and interventions

Quality First Teaching/OAP

- Concrete and pictorial representations support verbal explanations
- Opportunities for individual, pair and group discussion
- Teacher talk is clear and focuses on learning objective
- Teaching is adapted to the needs and progress of students in the class

- Hillingdon's Ordinarily Available Provision document outlines what settings are expected to provide for students using their notional SEND budget (£6000 per student with identified SEND).

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What does your school do well for students with SEND?

What is the priority for development?

Hillingdon SEND and Alternative Provision Strategy

Our strategy is underpinned by five key ambitions:

Ambition 1

The right support,
at the right time,
in the right place



Ambition 2

Fully inclusive
education for all



Ambition 3

Provision meets the needs
of Hillingdon's children
and young people



Ambition 4

Children and young people live
happy and fulfilled lives where
they are included in the community



Ambition 5

There is a **flexible offer** and
range of intervention for children
to access alternative provision



SEN Inclusion Funding (SENIF)

- Early Years Block funding to support children with emerging needs
- Allocated at one of 4 levels (EY 2-5)
- Applications can be for an individual child or group of children

Who is eligible to access the Early Years SEN Inclusion Fund?
Children below compulsory school age (from term after 9 months) with a level of SEN and / or disability who attend an Ofsted registered early years provider that provides government funded places in the London Borough of Hillingdon.
Children with SEN who are eligible for the entitlements, are of school age, and have deferred their entry to reception. **Deferring entry into reception should be very rare and only happen in exceptional circumstances.** Deferring entry into reception **must** have been agreed by the headteacher, Local Authority Admissions Team and the parent. This should be recorded on the Council data system as being educated out of year group.
The budget is for the setting to support making provision, regardless of where the child lives.

SENIF Framework

Understanding Academic Progress

Education Improvement Partnership

"An effective governing body holds its school leadership to account for improving pupil and staff performance by asking the right questions, informed by data."

Caroline Ryder - SEND Education Advisor

20/10/2026

OFSTED and Inclusion

- Inclusion is a new stand-alone area in the OFSTED 2025 inspection framework- as well as the Golden Thread though all other areas of the inspection!

- School inspection: toolkit, operating guides and information - GOV.UK

- Part of Governors role is ensuring schools are inclusive for all – how inclusive is your school?

- What is the school's vision on Inclusion?

Ofsted

“leaders design a high-quality, ambitious curriculum for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being” (p. 17, Curriculum and Teaching)

“whether the school provides a high-quality education for all pupils (the impact), especially disadvantaged pupils, those with SEND…that gives them the necessary knowledge, skills and qualifications to succeed in life, and equips them for the next stage of their education, training or employment” (p. 27, Achievement)

Rigorous analysis of Education data

The governing body will:

- Have at least one person with the skills to interpret the full detail of educational performance data
- Understand the limitations of performance data and be clear about what the data implies
- Have access to objective, high quality and timely data and know the questions that need to be asked of school leaders
- Identify issues of priority that need to be addressed and discussed
- Seek explanations from school leaders where performance is below expectations
- Maintained schools governance guide

School leaders are not the only source of information on educational data.

The governing body can also consider data from parent views, student voice and staff surveys, for example.

Governing bodies can use Analyse School Performance (ASP) to look into their school's performance and identify its strengths and weaknesses.

Governors who lead on attainment data will want to analyse the full ASP report. The ASP summary report presents data that governing bodies can focus on as the starting point for understanding school performance.

The school's DfE Sign-in approver can provide the governing body with a 'governor' account for ASP. This does not allow access to any named pupil data.

Find and check school performance data on the school performance tables.

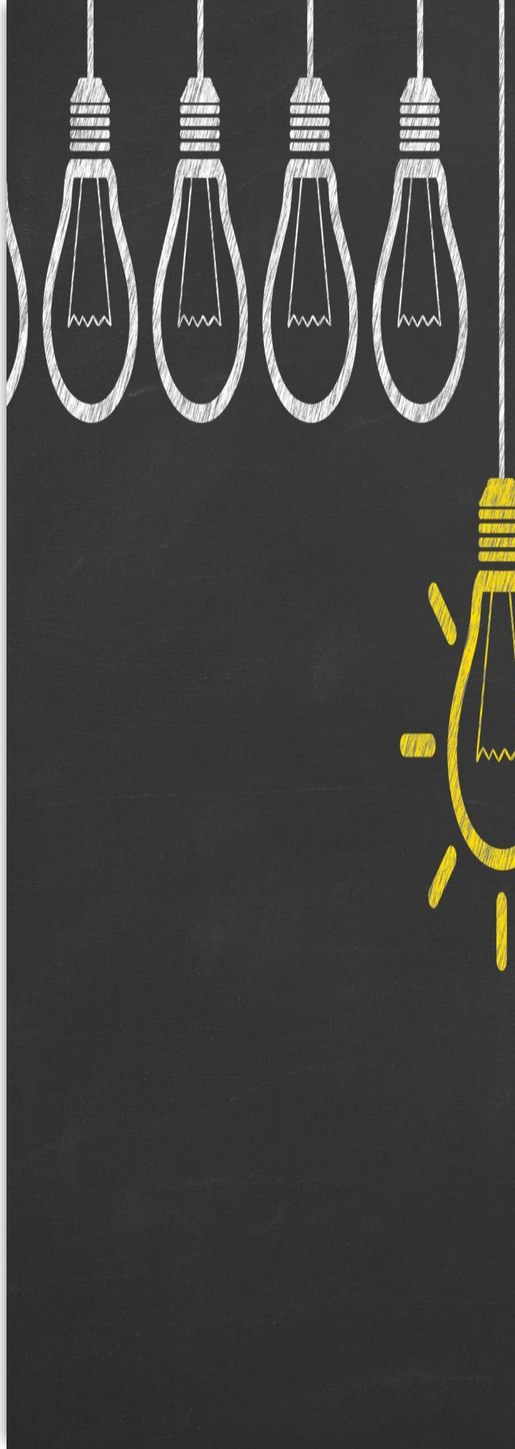


Sources of Data from School leaders:

- Data published by the Department for Education (DfE) and Ofsted
- Management information
- Information on priorities for improvement- School improvement plan & pupil Premium
- School Achievement data

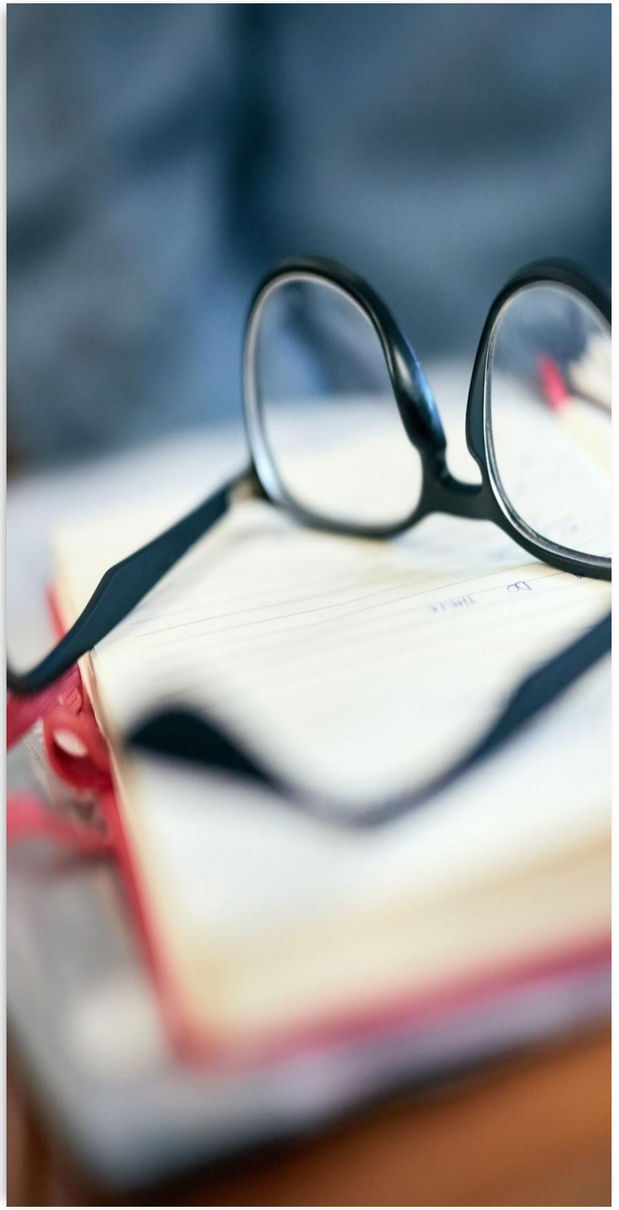
This could include data, anonymised where appropriate, on:

- Pupil learning and progress
- Pupil admissions, attendance and suspension and permanent exclusions
- Safeguarding and child protection
- Staff deployment including LSA, absence, recruitment, retention, morale and performance
- The quality of teaching
- SEND data
- Pupil premium data
- School Census



Analysing Data - What does it tells you?

- What are the strengths and weaknesses of your school?
- How does attainment and pupil progress at your school compare to the Local or National average?
- How are you performing in different subjects?
- How might the context of your school affect performance?
- How does pupil attendance compare to the national average?
- Is there a pattern? Comparing present and past years?
- When looking at Suspensions and Exclusions – what percentage of students are SEND? Disadvantaged ?
- How do your underperforming students do?
- What categories of students are underperforming? E.g. SEND, FSM, EAL, ethnicity, Disadvantage?



Raising aspirations- what next?

- How will The governing body challenge schools?
- What is the vision for achievement ? How is this shared with all staff?
- What measures are being put in place to support or change this?
- How is this improved change captured?
- How is the impact of these measures/changes being monitored?
- Are all staff aware of the School improvement plan and Pupil Premium plan?
- Does the Pupil Premium plan link to the SIP?
- Can the outcomes on both be measured?

The questions will depend on the data and the vision



Schools White paper what do you need to know ?



- The Department for Education has published the schools white paper, 23 February 2026, "Every Child Achieving and Thriving", alongside a consultation on SEND reform, "Putting Children and Young People First". These set out their plan to improve the lives of all children and young people.
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- Every child achieving and thriving - GOV.UK
- SEND reform: putting children and young people first - GOV.UK
- Information on SEND Reform for those leading and working in mainstream schools

Summary of some changes:

- SEND training resources have been released.
- Inclusive mainstream fund: A new fund to support targeted and small group interventions for children with additional needs to go directly to schools
- Inclusion Strategy to be published by schools by end of December 2026 detailing how IMF will be used
- Inclusion Bases to be available in all secondary schools
- Cluster model in Hillingdon to support sharing of best practice
- Introduction of V Levels and consideration of alternative qualifications and curricula
- Digital Individual Support plans for all children with SEND



1 – 5 How confident do you feel NOW in challenging your school?


Diversity happens,
Inclusion is a choice.
Harjeet Khanduja