Questions adapted from the Checklist for Governors and Trustees on SEN and Disability Provision (DfE, 2025)

Ensuring an Inclusive School Culture

Governors and trustees should ask and know:

- How does the school foster an **inclusive environment** for all students?
- How effective is **communication and engagement** with parents of pupils with SEN and disabilities?
- How are parents involved in **reviewing** the school's SEN and disability policies and practices?
- How central is the **pupil voice** in decisions about support, both individually and at the school level?
- How is SEN funding **allocated and spent effectively**?
- How does the school collaborate with the **local authority** to review and develop the SEN and disabilities Local Offer?
- Do staff have the necessary expertise to support pupils with SEN and disabilities, and how does the school access **external specialist skills** when required?

Monitoring SEN and Disability Support

- How does the school **identify** pupils with SEN or disabilities, and how is the '**graduated approach**' applied to address their needs?
- How does the school **monitor the progress** and development of pupils with SEN and disabilities?
- How does the school support pupils in **Preparing for Adulthood** at each stage, and what tools and resources (e.g., National Development Team for Inclusion) are used?

Role of the SENCO (Special Educational Needs Coordinator)

For mainstream schools, governors and trustees should ask and know:

- Is the SENCO a **qualified teacher** or the head teacher and has **achieved the mandatory qualification** within 3 years of appointment?
- Does the SENCO have **adequate administrative support** and sufficient time away from teaching to fulfil their responsibilities effectively?
- How is the SENCO **empowered** to drive high-quality outcomes for pupils with SEN and disabilities?

Compliance and Reporting Responsibilities

- How does the school prepare and update its **SEN Information Report** so that it is understood?
- How does the school demonstrate compliance with the Public Sector Equality Duty and set and review their **equality objectives**?
- How does the school's **accessibility plan** improve access for disabled pupils to the curriculum, physical environment, and information?

Regular Policy Review and Improvement

- Do we understand the school's **SEN and disability policy**, is it accessible to everyone and regularly reviewed?
- How do these documents help the school: **Assess the impact** of its policies, practices, and decisions on different pupil groups? **Identify and address inequalities**? **Plan for continuous inclusion** improvement over time?