**The Importance of Monitoring SEND Across Curriculum Subject Departments**

The education of students with Special Educational Needs and Disabilities (SEND) is underpinned by the *SEND Code of Practice 2015*. This statutory framework sets out the legal obligations of schools and educational providers to ensure that students with SEND receive the support they need to succeed. As part of these responsibilities, all teachers are considered teachers of SEND, and this extends to every curriculum subject department. Monitoring SEND progress within departments is essential not only to comply with these statutory duties but also to promote the inclusive ethos advocated by the Code of Practice.

Each curriculum department has a unique role in supporting SEND students. The *SEND Code of Practice* highlights the need for differentiated teaching to meet individual needs, a task that requires ongoing monitoring to identify which strategies are working and where improvements are needed. For instance, in subjects like Maths, Science, or English, SEND students may require specific accommodations such as additional visual aids, adapted tasks, or extra time to process information. In practical subjects like PE or Art, modifications to equipment, physical space, or peer support strategies might be necessary.

The statutory guidance emphasises that schools must take a *graduated approach* to SEND support, using a cycle of “Assess, Plan, Do, Review” to monitor and adapt the provision for each student. Curriculum-specific monitoring allows each department to assess how well SEND students are engaging with the subject, plan appropriate support, implement strategies, and review the outcomes. This ensures that teachers are actively involved in meeting the diverse needs of SEND learners. Without this subject-level insight, departments may miss critical opportunities to refine their teaching methods and resources to enhance the accessibility and learning experience for SEND students.

By regularly monitoring SEND engagement and progress, departments can also provide the data needed for school leadership and external bodies, such as Ofsted, to demonstrate compliance with the *Equality Act 2010*, which mandates that reasonable adjustments are made for students with disabilities. Failure to monitor and support SEND students adequately within each subject could lead to non-compliance with statutory duties and, more importantly, impede the educational development of vulnerable learners.

While curriculum departments are integral to supporting SEND students, coordination and oversight are vital for ensuring that a consistent approach is maintained across the school. The *SEND Code of Practice* places the SENDCo at the heart of this process, making them responsible for the strategic coordination of SEND provision. To fulfil this role effectively, the SENDCo must have a clear understanding of how SEND students are progressing across all curriculum areas.

Sharing key findings from departmental SEND monitoring with the SENDCo is not only best practice but also a statutory requirement under the *SEND Code of Practice*. It enables the SENDCo to maintain a holistic view of each student’s needs and to identify trends or issues that may be arising across different subjects. This communication allows the SENDCo to ensure that the “Assess, Plan, Do, Review” cycle is being applied consistently throughout the school and that interventions are effectively tailored to each student’s needs.

For example, a SEND student may perform well in structured, logic-based subjects like Mathematics but struggle with more open-ended, discussion-based subjects such as English or History. If subject-specific findings are shared with the SENDCo, they can work with teachers to develop appropriate strategies across the board, ensuring a cohesive support plan is in place. The SENDCo can also use this information to liaise with external agencies, adjust individualised education plans (IEPs), or recommend additional support where necessary.

Moreover, the SENDCo’s role in training and supporting teaching staff means that regular feedback from departments can inform whole-school CPD and training initiatives. By understanding the challenges and successes faced by SEND students in different subjects, the SENDCo can tailor training to address specific needs, further enhancing the quality of SEND provision across the school.

By ensuring that all departments monitor SEND students and share their findings with the SENDCo, schools can comply with their statutory duties while maintaining a truly inclusive learning environment. This collaborative approach is not just about fulfilling legal requirements but about ensuring every SEND student receives the individualised support they need, helping them to thrive in all areas of the curriculum.

Ultimately, the monitoring of SEND by each curriculum department is a critical tool in promoting inclusion and educational success for all students. By consistently sharing this information with the SENDCo, schools can ensure that SEND provision is coordinated, effective, and aligned with both legal responsibilities and the best interests of all students.