

SEND Governor Role

The governing board is responsible for the strategic direction of the school, including the delivery of the curriculum, raising standards and setting targets. Monitoring the school's SEND provision and raising standards for pupils with SEND is also part of this responsibility.

The '[Special educational needs and disability code of practice: 0 to 25 years](#)' 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 sub-committee.

The SEND governor should develop and maintain an awareness of SEND provision in the school on behalf of the governing board, ensure that the school maintains a focus on inclusive practice, as well as identify and seek to remove any barriers to learning.

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' agreed areas.

Main responsibilities
General
Maintain an awareness and understanding of the 'SEND code of practice: 0 to 25 years' and the Children and Families Act 2014.
Maintain an up-to-date knowledge of local and national developments in SEND provision.
Ensure that the school's SEND action plan is linked to the SDP.
Ensure that the school has designated the role of SENCO to a qualified teacher.
Ensure that the SENCO achieves the National Award in Special Educational Needs Coordination within three years of appointment.
Be certain that the SENCO ensures that all staff clearly understand their duties and responsibilities to pupils with SEND, including their mental health needs.
Ensure that SEND provision is linked to the SDP.
Make certain the governing board ratifies the school's SEN information report on an annual basis.
Keep up-to-date with the <u>SEND Policy</u> and how this is evaluated.
Keep up-to-date with associated policies and ensure reviews take place as per the review schedule.
Ensure that all school policies are consistent with the aims of the <u>SEND Policy</u> in both theory and practice.
Ensure the school's <u>Behavioural Policy</u> includes provision for pupils with SEND and supports them to successfully meet the school's behaviour expectations.
Ensure the school and governing board are compliant with their responsibilities under the Equality Act 2010.

Understand how the school ensures staff are alerted to mental health issues potentially underpinning pupil behaviour and that some mental health issues will meet the definition of a disability.

Support governors who sit on governor exclusion panels to be adequately trained and confident to question whether the proposed exclusion of pupils with SEND is as a last resort and that underlying causes of disruptive behaviour have been explored fully and a resolution sought.

Ensure sufficient and appropriate resources are available for the implementation of the **SEND Policy** and monitor the use of those resources in partnership with the **finance and resources committee**.

Liaise with the **site manager**, headteacher and **finance and resources committee**, to ensure resources are used appropriately and that there is secure, safe access for all pupils within all areas of school.

Ensure that the school publishes clear details about the admissions arrangements for pupils with SEND.

Ensure that the **SEND Policy** and associated policies considers when it's appropriate to use reasonable force towards pupils with SEND or medical conditions, ensuring that risks are carefully considered.

Monitoring

Monitor the implementation of the policy and procedures for SEND and discuss with the SENCO the outcomes of the school's monitoring and evaluation of the provision made for pupils with SEND.

Visit the school on a **termly** basis to observe what happens both inside and outside the classroom, to monitor the inclusion of pupils with SEND in all aspects of school life.

Maintain an awareness of the profile of pupils with SEND, including those with an EHC plan in place. Make certain only anonymised information is shared to maintain pupils confidentiality.

Ensure that the SENCO provides a **termly** report to governors on SEND provision within the school.

The **termly** SEND report from the SENCO to the full governing board should include:

- The number of pupils on the SEND register.
- A comparison of progress and attainment data as a discrete group, compared with other pupils.
- The attendance of pupils as a discrete group, compared to other pupils.
- The number of fixed-term/permanent exclusions.
- Pupil destinations.
- An update on policy and procedures related to SEND.
- Training and induction arrangements for all staff.
- SEND school profile.
- Information on referrals and liaison with outside agencies.
- Information on the spend and impact of the SEND budget.

The named governor should be satisfied that the school's policies and procedures ensure that pupils with SEND have equal access to:

- The national curriculum.

- Public examinations.
- Additional interventions to support educational progress.
- Careers guidance.
- Additional education support.
- Extra-curricular activities.
- Work experience opportunities.

Meet the SENCO, as agreed, to fulfil the governor monitoring plan and undertake agreed monitoring linked to SEND provision in the SDP, as well as writing a report to share with other governors.

Maintain a good knowledge of school data relating to pupils with SEND and understand how this compares with previous data, schools of a similar demographic, and national results, as well as other groups of pupils within the school.

Monitor the deployment of resources, including the use of TAs, and how these are used to support the attainment and progress of pupils with additional learning needs.

Monitor the use of pupil premium and SEND funding and, where appropriate, how these resources are used to support pupils with mental health issues to ensure support is provided according to assessed needs.

Monitor the opportunities available to pupils with SEND to be included in decision making and identifying their own learning outcomes.

Monitor how the needs of more-able pupils are provided for and how these pupils progress.

Monitor the provision for pupils with SEND with regard to transition and preparation for adulthood.

Monitor the provision of SEND staff training across the school.

Ensure the DSL is trained to recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, and are confident they have the capability to support pupils with SEND to stay safe online.

Communication

Ensure the school communicates a culture of high aspiration for all pupils.

Monitor the school's engagement with pupils with SEND, their families and carers.

Ensure that the school publishes the LA's Local Offer, the school's SEND information report, and how the **SEND Policy** is implemented, whilst making sure that this information is reviewed and updated annually, and there is a process in place for any in-year changes to be published.

Ensure that the school publishes information about the steps taken to prevent pupils with SEND from being treated less favourably than others.

Ensure the school publishes information about the facilities provided to assist access to pupils with disabilities, including the school's accessibility plan.

Ensure the expectation is communicated to all staff that pupils with SEND are the responsibility of all staff and, therefore, they need to be aware of the SENCO, their role, and any other members of the SEND support team.

Be satisfied that personalised strategies are used for engaging pupils with SEND in class and around school.

Ensure the school has clear lines of communication, and works in partnership with parents and any relevant external agencies.

Monitor any processes used to make sure all parties have up-to-date information about pupils – this will require procedures for the effective and regular sharing of information across departments and with external agencies.

Ensure that information is only shared on a need-to-know basis and monitor systems to ensure the confidentiality of pupils with SEND is secured.

Liaise with the school's pastoral team to ensure a system is in place to support pupils with SEND and allow their 'pupil voice' to be heard.

Communicate with the SENCO to ensure they chair all MyPlan and EHC plan meetings, gather the information ready for the meeting, talk to pupils with SEND to obtain their views, and follow up on the action plan after the meeting.

[New] SEND governor schedule of work

[The following termly actions are suggestions only, based on common practice in schools and annual deadlines, and should be amended to suit your school's circumstances and calendar.]

Pupil premium governor termly actions

Action	Completed (tick when complete)	Date
Autumn term		
Ensure school policies and procedures are consistent with the <u>SEND Policy</u> .		
Ensure the needs of pupils with SEND are considered in relation to the review of the <u>Behavioural Policy</u> .		
Review pupil progress data presented at governing board meetings, and any relevant committee meetings attended, with a focus on the attainment and progress of pupils with SEND.		
Confirm the school's admissions arrangements are published with clear details for pupils with SEND.		
Meet with the SENCO to discuss the budget, resources and monitoring and evaluation of provision for pupils with SEND.		
Visit the school to observe the classroom and monitor the inclusion of pupils with SEND in all aspects of school life, with a focus on compliance with statutory legislation and requirements.		
Provide a report to the governing board outlining a summary of their visit to the school and discussions with the SENCO.		
Ensure the SENCO's termly report on SEND provision for the governing board contains all the necessary information.		

Consider SDP progress and achievements of the previous year in relation to the school's SEND action plan.		
Ensure that the school's SEND action plan, budget setting and provision is linked to the SDP.		
Ensure the governing board has ratified the school's SEN information report.		
Ensure procedures for the effective and regular sharing of information across departments and with external agencies are in place and operating effectively.		
Confirm that all necessary information, e.g. the SEN information report, has been published with processes in place for any in-year changes to be included.		
Attend any relevant governor training courses run by the LA or arranged by the school.		
Spring term		
Monitor the use of resources for the implementation of the <u>SEND Policy</u> in liaison with the <u>finance and resources committee</u> .		
Assess the deployment of resources, including how TAs are used, and its effectiveness in supporting the attainment and progress of pupils with SEND.		
Ensure school policies and procedures are consistent with the <u>SEND Policy</u> .		
Contribute to the review of the <u>SEND Policy</u> and keep informed of how it is evaluated.		

Review pupil progress data presented at governing board meetings, and any relevant committee meetings attended, with a focus on the attainment and progress of pupils with SEND.		
Meet with the SENCO to discuss the budget, resources and monitoring and evaluation of provision for pupils with SEND.		
Visit the school to observe the classroom and monitor the inclusion of pupils with SEND in all aspects of school life, with a focus on how pupils are monitored and assessed and the quality of teaching and learning.		
Provide a report to the governing board outlining a summary of their visit to the school and discussions with the SENCO.		
Ensure the SENCO's termly report on SEND provision for the governing board contains all the necessary information.		
Ensure procedures for the effective and regular sharing of information across departments and with external agencies are in place and operating effectively.		
Confirm that all necessary information, e.g. the SEND information report, has been published with processes in place for any in-year changes to be included.		
Attend any relevant governor training courses run by the LA or arranged by the school.		
Summer term		
Ensure the needs of pupils with SEND are considered in relation to the review of the <u>Child Protection and Safeguarding Policy</u> .		

Review pupil progress data presented at governing board meetings, and any relevant committee meetings attended, with a focus on the attainment and progress of pupils with SEND.		
Review school data relating to pupils with SEND and consider it alongside previous data, schools of a similar demographic, national results, and other cohorts in the school.		
Meet with the SENCO to discuss the budget, resources and monitoring and evaluation of provision for pupils with SEND.		
Visit the school to observe the classroom and monitor the inclusion of pupils with SEND in all aspects of school life, with a focus on the school's leadership and management and how parents and carers are involved in pupils' education.		
Provide a report to the governing board outlining a summary of their visit to the school and discussions with the SENCO.		
Ensure the SENCO's termly report on SEND provision for the governing board contains all the necessary information.		
Confirm that all necessary information, e.g. the SEN information report, has been published with processes in place for any in-year changes to be included.		
Ensure procedures for the effective and regular sharing of information across departments and with external agencies are in place and operating effectively.		
Attend any relevant governor training courses run by the LA or arranged by the school.		