

# The Education Fellowship



## Information for the nominated Special Educational Needs and Disabilities (SEND) Governor

Available on the Visible Learning Platform .....

### **Aims:**

- Overview of role of SEND governor
- Statutory SEND guidance
- Role with Ofsted
- Where to find additional information

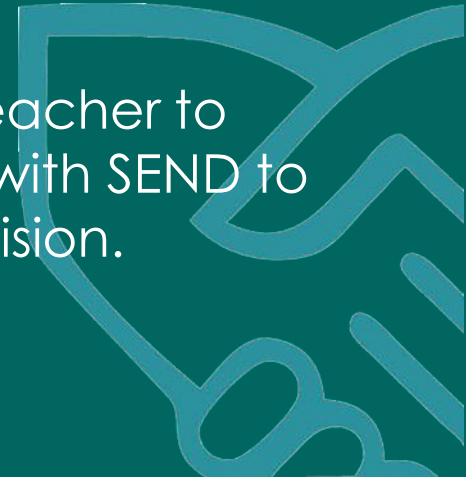


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## What is the role of an SEND governor?

- You are the link between the Academy Advisory Board (AAB) and the school in relation to pupils with SEND
- Help raise awareness of SEND issues at full AAB (FAB) meetings and give up-to-date information on SEN provision within the school
- Understand what the school is doing to make sure pupils with SEND get the help they need to access the curriculum and to participate fully in the life of the school
- To work with the fellowship and Principal/Headteacher to review the school's policy on provision for pupils with SEND to ensure that parents have confidence in this provision.



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## Good practice checklist:

- Arrange school visits to gain an understanding of how your school delivers SEND provision
- Set up regular meetings with the Special Educational Needs Coordinator (SENCo)
- Attend AAB meetings and take a central role in discussions about SEND
- Attend any school or fellowship SEND focused training sessions
- Links with other local schools, SEND support services and parents (as directed by the SENCo)



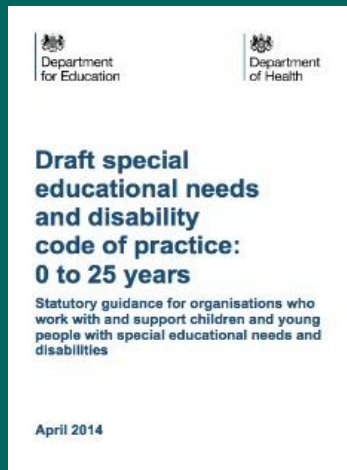
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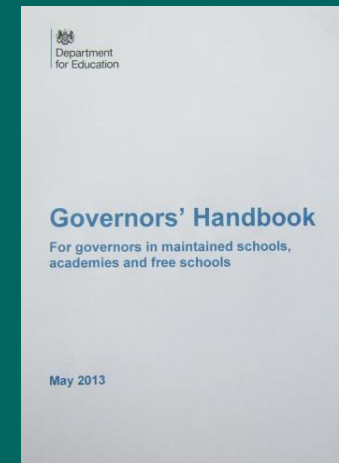
## Governors have a duty towards pupils with SEN

These are clearly stated in:

Draft SEND Code of Practice



Governors' Handbook



<https://www.education.gov.uk/consultations/downloadabledocs/draft%20SEN%20Code%20of%20practice.pdf>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/198755/governors\\_handbook\\_-\\_may\\_2013.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/198755/governors_handbook_-_may_2013.pdf)

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## Legal duties for schools under the 1996 Act

- Use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEND
- Ensure that parents are notified by the school when special educational provision is being made for their child because it is considered that he or she has SEND

Make sure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's special educational needs and/or disabilities

- Make sure that the teachers in the school are aware of the importance of identifying pupils who have SEND and of providing appropriate teaching



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## Legal duties continued..

- Designate a member of staff at the school (to be known as the “special educational needs co-ordinator”) as having responsibility for co-ordinating the provision for pupils with SEND.
- Ensure that pupils with SEND join in the everyday activities of the school together with children without SEND, as far as is compatible with
  - them receiving the necessary special educational provision;
  - the provision of efficient education for all other pupils;
  - and the efficient use of resources.
- Publish information about their SEND policies (which must be made freely available to parents) and report each year to parents on their policy for pupils with SEND.



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## **A designated SEND governor should receive:**

- Minutes of the learning support staff meetings
- Published updates on learning support e.g. newsletters
- Copies of reports on events and training attended by SENCo
- Emails from the SENC with news and comments
- Sight of the SEN Register
- Access to learning plans or the new Health, Care, Education (HCE plans)
- SEND policy and access plan
- Regular updates of the published 'local offer'

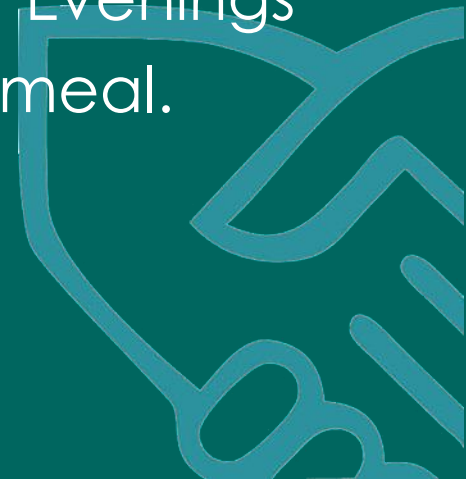


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## **SEND Governors role in school:**

- Attend regular learning support meetings
- Arrange to meet with the SENCo
- Visit the school with a focus on support for SEND pupils
- Attend inset SEND training
- Attend various events e.g. New Parents' Evenings
- Attend social occasions e.g. Christmas meal.





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## **A successful SEND Governor will:**

- Keep up-to-date about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- Monitor the SEND provision as an integral part of the school development plan
- Question decisions which have implications for SEND pupils
- Through the AAB, ensure that the quality of SEND provision is continually monitored
- Contribute to the monitoring of the fellowship and school's SEND policy.



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## Other useful SEND links:

<https://www.gov.uk/childrens-education-advisory-service>

[http://www.merton.gov.uk/learning/edinclusion/sendis/making a difference - a guide for sen governors.pdf](http://www.merton.gov.uk/learning/edinclusion/sendis/making_a_difference_-_a_guide_for_sen_governors.pdf)

<http://www.education.gov.uk/schools/pupilsupport/sen>

<http://www.ipsea.org.uk/Apps/Content/News/?id=424>

<http://www.sentrain.net/>

<http://www.Wiltshire.gov.uk/primary-senco-handbook.pdf>

<http://dashboard.Ofsted.gov.uk/index.php>

<http://www.fft.org.uk/fft-live/governor-dashboard.aspx>

<http://www.education.gov.uk/schools/performance/>

<http://www.tengovernor.com/>

