

Designated Governor for SEND: Role Description

The Trust Board and School Committees within Greensand Multi-Academy Trust (the Trust) are responsible for holding leaders to account for the education of learners with special educational needs & disabilities (SEND).

As a School Committee Designated Governor for SEND, you will have a deeper understanding to help your School Committee monitor SEND in greater detail at your school. You will be the link person between the School Committee and the school in relation to pupils with SEND. You will ask questions to seek reasonable assurance about the school's arrangements for SEND and will obtain a reasonable understanding of:

- ❖ The School Committee's responsibilities under the special educational needs and disability (SEND) Code of Practice ([SEND Code of Practice January 2015.pdf publishing.service.gov.uk](#));
- ❖ The different special educational needs and disabilities represented at the school;
- ❖ The local and national policy context for SEND.

You also need to know the legal obligations of your school, School Committee & the Trust around SEND. *(Please see the summary at **Appendix A**)*

As part of your role, you will ask questions to seek reasonable assurance that the school:

- ❖ Makes the necessary special educational provision for any pupil with SEND;
- ❖ Meets the needs of pupils with SEND;
- ❖ Makes reasonable adjustments in line with the Equality Act 2010 ([What equality law means for you as an education provider: schools \(equalityhumanrights.com\)](#));
- ❖ Ensures that all pupils with SEND join in with the everyday activities of the school together with the children without SEND;
- ❖ Has appointed a designated SENCO and they have received appropriate training;
- ❖ Has in place, reviews and implements an accessibility plan for pupils with disabilities *(Please see **Appendix B**)*;
- ❖ Has a suitable and up-to-date SEN information report and policy which is published on the school's website in accordance with the requirements of the [SEND Regulations 2014](#);
- ❖ Has an up-to-date SEND in a Nutshell document that is reviewed by Governors.

It is important that you visit the school to remain well informed. You will meet the SENCO at least once per year, ideally termly, to seek reasonable assurance about all aspects of SEND provision and the progress of pupils with SEND and:

- ❖ Focus on strategic oversight and the school's systems & processes for supporting pupils with SEND;
- ❖ Monitor that the school makes good use of its SEND budget and resources;
- ❖ Participate in any review processes of whole-school SEND undertaken by the school, by peers from within the Trust or by an externally sourced consultant.

Please see the sample questions for SEND visits at **Appendix C**.

NB. You will not need to know about the provision for individual children or which pupils receive SEND support.

It is your role to help raise awareness of SEND issues at School Committee meetings and to give up-to-date information on SEND provision within the school. You will regularly report to the School Committee on the monitoring work carried out, ensuring that the Committee:

- ❖ Is up to date about issues related to SEND;
- ❖ Asks challenging questions about the school's SEND provision and strategies;
- ❖ Reviews the school's child protection policy regularly to make sure that it reflects the additional safeguarding challenges that children with SEND can face and the greater barriers there can be to recognising abuse and neglect in children with SEND*;
- ❖ Receives confirmation that children with SEND are taught about safeguarding issues in an appropriate way that meets their needs*.

*[Keeping children safe in education 2023 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

You should encourage your School Committee to ensure your school always does the best it can for our pupils with SEND.

You will also attend training on the role of the SEND link governor, as appropriate, and seek to develop the practical skills and understanding you need to have an impact as the school's Designated Governor for SEND.

The Designated Governors for SEND and the Link Trustee for SEND form the Trust's SEND Governance Collaboration Group. Both at meetings of the Group, and throughout your tenure as the school's SEND Designated Governor, you will collaborate with the other members of the Group, share best practice and support each other. The Group meets once per term and there is an expectation that all members of the Group attend every, if not the majority of those meetings.

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Appendix A - The legal obligations of your school, School Committee & the Trust around SEND

All governing boards (in the case of multi-academy trusts, the trust board) have legal duties under the [Children and Families Act 2014](#) in relation to pupils with SEND. In practice, your governing board can delegate these functions to a committee, an individual governor or the headteacher. However, it's still your board's responsibility to make sure that the functions are carried out.

Governing boards **must**:

- ❖ Co-operate with the local authority in reviewing the provision that is available locally and developing the local offer;
- ❖ Use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND;
- ❖ Make sure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND;
- ❖ Inform parents when they are making special educational provision for a child;
- ❖ Ensure that the school has arrangements in place to support pupils at school with medical conditions;
- ❖ Provide access to a broad and balanced curriculum;
- ❖ Have a clear approach to identifying and responding to SEND;
- ❖ Provide an annual report for parents on their child's progress;
- ❖ Record accurately and keep up to date the provision made for pupils with SEND;
- ❖ Make sure that their school has a qualified teacher designated as special educational needs co-ordinator (SENCO);
- ❖ Determine their approach to using their resources to support the progress of pupils with SEND;
- ❖ Ensure that pupils from year 8 until year 13 are provided with independent careers advice (*applies to secondary schools and colleges*).

Your board/school **must** also publish information on their website:

- ❖ About the implementation of the board's policy for pupils with SEND (the SEN information report);
- ❖ About the arrangements for the admission of pupils with disabilities, the steps taken to prevent them being treated less favourably than others, the facilities provided to assist access, and their accessibility plans.

There should be an individual on the board or a committee with specific oversight for the school's arrangements for SEND.

These requirements are set out in the Academy Trust Governance Guide 2024 ([Academy trust governance guide - Guidance - GOV.UK \(www.gov.uk\)](#)) (see section 4.3).

Appendix B - Accessibility plans for pupils with disabilities

As Governors, your School Committee needs to make sure your school creates, reviews and implements an 'accessibility plan' for pupils with disabilities, as required by the [Equality Act 2010](#). The plan must aim to:

- ❖ Increase how much pupils with disabilities can participate in the curriculum;
- ❖ Improve the physical environment of the school, so pupils with disabilities can take better advantage of the education, benefits, facilities and services the school provides;

- ❖ Improve the availability of accessible information to pupils with disabilities.

Your school also needs to:

- ❖ Consider how it will provide adequate resources to implement the plan;
- ❖ Review the plan every 3 years.

The School Committee should hold the senior leadership team to account for implementing the plan.

Appendix C - Sample questions for SEND Designated Governor visits & School Committee meetings

1. How does the school manage SEND?
2. How many pupils are on the SEND register?
3. How does the school identify children with SEND? What happens once a pupil has been identified?
4. Is the school identifying SEND in line with national figures?
5. Do you have an action plan (or similar)? What have you put in place for each target and how do you know they are working?
6. How do the attendance rates for pupils with SEND compare to those pupils without?
7. What is the progress & attainment of pupils with SEND compared to those without?
8. What is being done to improve the progress and attainment of these pupils? How do you know it is working?
9. What interventions are in place for children with SEND and what is their impact?
10. How are interventions for children with SEND monitored?
11. What is the school's notional SEND budget?
12. How is SEND funding being used to support improved outcomes for children with SEND?
13. What are the suspension and exclusion rates at the school for children with SEND? How do they compare to the rates of children without SEND?
14. What's been the impact of X/Y for pupils with SEND?
15. How does the school communicate with parents/carers of children with SEND?
16. How are parents/carers of pupils with SEND involved in the processes?
17. How do you support other teachers who work with pupils with SEND?
18. Are there any resources you don't have that would help you/which you need to carry out your role effectively?
19. Is your workload manageable?
20. What SEN training is available for staff and does it meet their needs?
21. Is there any training you need to help you fulfil your role?
22. What is the school's policy for SEND and how effective is it?
23. Who is involved in reviewing the school's SEND Policy? Does it reflect and meet the needs of the pupils?
24. How does the SEND Policy link with the school's other policies, e.g. for behaviour, safeguarding and health & safety?

- 25.** What special facilities does the school have in place for particular needs?
- 26.** Has the school planned for the inclusion of disabled pupils?