



HARINGEY EDUCATION PARTNERSHIP

Governor Role Profile: SEND

School Name:	Governor name:
Staff Lead:	Date:
Overarching Message: All governing boards have legal duties under the Children and Families Act 2014 in relation to pupils with special educational needs and disabilities (SEND). The SEND Code of Practice states “There should be a member of the governing body or a sub-committee with specific oversight of the school’s arrangements for SEND and disability.”	
Governing Bodies must ensure that: <ul style="list-style-type: none">• In conjunction with the Headteacher decide the school’s general policy and approach to meeting pupils’ special education needs for those with and without an Education Health & Care Plan• Have regard to the SEND Code of Practice• The school has met their Equality Act duties for pupils with disabilities• The school co-operates with the Local Authority in developing the local offer.	
Key tasks for SEN Link Governor Ensure that the Governing Body is well informed about SEN and that assuring the GB that the school is compliant with statutory duties. This is achieved by: <ul style="list-style-type: none">➤ Ensuring that the school has appointed a SENCO who is a qualified teacher and that they achieve appropriate qualification within 3 years of their appointment.➤ Securing a good working knowledge of the 0-25 SEND Code of Practice➤ Being aware of the school’s systems for identifying pupils with SEND, provision for these pupils and raising awareness of SEND issues at meetings➤ Discuss the numbers/percentage of children who are on the SEND register, the types of needs, the interventions in place, the level of support available and budget implications, considering cost effectiveness and best value for money in terms of progress for pupils with SEN➤ Ensuring that all SEND and/or disabled pupils have access to a broad and balanced curriculum and that every child with SEND gets the support they need.➤ Providing the GB and other stakeholders, including Ofsted with up-to-date information on the quality and effectiveness of SEND and disability provision within the school➤ Discussing with the SENCo what the school’s data shows about progress for pupils with SEND and check that the tracking systems for monitoring progress are in place, clear and compare the children’s progress from their starting point and with the national picture.➤ Scrutinising the school’s analysis of attendance and exclusions for pupils with SEND➤ Helping to review and monitor the policy on provision for pupils with SEND and ensure that the school makes reasonable adjustments in line with the Equality Act 2010.➤ Visiting the school to talk to stakeholders, including pupils, about their satisfaction with SEN provision and dealing with any complaints as they arise in a timely manner.➤ Meeting with the SENCO termly, building a trusting and supportive relationship➤ Assuring the GB that the school produces and publishes online their SEND Information Report➤ Assuring the GB that the school’s Accessibility Plan and the Single Equality Plan is in place and compliant with equality legislation➤ Ensuring that arrangements are made to support pupils with medical conditions and that the school has regard to statutory guidance on this matter➤ Keeping up with best practice and innovation and attending relevant training➤ Ensuring that school complete the SEND self-audit tool	

Questions that might be asked to the SENCO

- How does the school manage SEND?
- How many pupils are on the SEND register? What are the main groups? How are they identified?
- Does the school have an Action Plan (or similar)? What have you put in place for each target group and how will you know it is working?
- How do attendance rates for pupils with SEND compare to those without?
- How do exclusion rates for pupils with SEND compare to those without?
- What is the progress attainment of pupils with SEND compared to that of other pupils?
- What is being done to improve the progress and attainment of these pupils? How do you know it is working?
- How are parents of pupils with SEND involved in the processes?
- How do you support other teachers who work with pupils with SEND?
- **Are there any resources you don't have which you need to carry out the role effectively?**
- Is there training you need to help you fulfil your role?

Questions to Headteacher

- Is the SENCO a member of the Senior Leadership team?
- Does the SENCO regularly inform the SLT on current SEND policy and practice?
- Does the SENCO have a clear vision for SEND provision and outcomes?
- Does the SEN information report meet legal requirements and is it published on the website?
- Is the SENCO involved in making decisions about staff deployment and the use of resources for SEND?
- Has the SENCO received appropriate training?
- As part of the School Improvement Plan is there a SEND development plan in place with clear aims and objectives?
- Is SEND provision (including role of staff) clearly articulated and understood by all?
- Are staff CPD needs regarding SEND being accurately identified? Is relevant and ongoing training put in place (including Teaching Assistants and support staff)

Related Areas/ School Policies:

- National Curriculum; 0-25 Code of Practice; Haringey Local Offer; School SEN Information Report

Useful Contacts:

Contact your School Improvement Partner for further support and guidance.