

The Oak Partnership
The Role of Local Governance Committee SEND Link Governors

Role and Responsibility of the SEND link

There are certain core responsibilities, and these include: -

1. Finding out: -

- a. Via a meeting with the headteacher and the SENDCo about the SEND provision within the school such as –
 - How many pupils in the school have SEND
 - How many are on an EHCP (Educational Health Care) Plan – previously statements of SEND at school action and school action +
 - What staff have a role in SEND?
- b. Asking for a copy of the school’s SEND policy and the code of practice;
- c. How the school identifies a pupil with SEND;
- d. How the LA provides SEND resources and the how the school decides how the money should be spent;
- e. The external agencies the school might be working with such as health, social services and voluntary agencies;
- f. About relevant training to your role;

2. Ensuring that the Local Governance Committee (LGC) is well informed about issues to do with SEND by:

- a. Informing the LGC about SEND systems and practices in the school and assuring the LGC that the school is compliant with statutory duties;
- b. Helping to raise awareness of SEND issues at LGC meetings via discussions and questions;
- c. Give up to date information to the LGC on the quality and effectiveness of SEND and disability provision within the school;
- d. Monitoring the progress and effectiveness of the Trust’s policy on SEND –
 - Be familiar with the SEND policy and get involved in its review and development;
 - Discuss with staff outcomes of monitoring and evaluation of provision made
 - Monitor SEND priorities within the S/ADP (School/Academy Development Plan) and that SEND is reflected in the school self-evaluation form
- e. Making sure that the necessary special arrangements are made for pupils with SEND. This would also include making sure that any staff involved with these pupils are aware of their needs –
 - By observing first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
 - That pupils have access to a broad and balanced curriculum;
 - Discuss with staff the provision made for pupils with SEND;
 - Taking an active interest in the SEND register.
- f. Monitoring the deployment of resources allocated to SEND –
 - Ensure that the SEND policy is linked to the school improvement plan and the budget setting process;
 - Ensure funds are allocated each year within the budget specifically to cater for SEND pupils and to support the SEND policy.
- g. Making sure that the school has regard to the Code of Practice;
- h. Monitoring the effectiveness of communicating with parents by –
 - taking opportunity to meet and talk with parents of SEND children;
 - Be aware of parental views and concerns about SEND issues;
 - Encourage effective communication on the school’s support for pupils with special needs by making use of newsletters, parents’ notice board, leaflets, social functions etc.

- i. Provide a channel of communication between the SENDCO and the LGC –
 - Meet regularly with the SENDCO asking questions about the current policy and practice in SEND and discussing the outcome of any school visit;
 - Provide a termly report to the LGC on SEND.
- j. Keep informed about developments around SEND, nationally, locally and within school –
 - This could be attending in-service training sessions.
- k. Make sure that the equality plan is in place and compliant with equality legislation.

3. Doing: -

- a. The SEND link will need to remember that they are not responsible for the day to day management of the special needs provision. They will champion children with SEND and inclusion needs, make sure that the school is fulfilling its duties to children with SEND and on behalf of the board review the school's vision, ethos and strategic direction to ensure inclusion of SEND learners.

You will on occasion have access to sensitive information about the circumstances of individual children, particularly in smaller schools and it is therefore essential that the SEND link respects the confidentiality of such information.

Over the course of an academic year, the SEND Link Governor should ask raise these issues in discussion with the SENDCo and report back termly to the Local Governance Committee on the outcomes.

| Questions | Evidence – as provided by the school e.g. HT. DSL, reports and pupils | How does the board monitor this and how do you know (Corroboration sought through triangulation) |
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| 1. Current numbers of the SEND register at the different stages (but not their names) | | |
| 2. How does the setting manage SEND | | |
| 3. Identification procedures for pupils with SEND | | |
| 4. Staffing arrangements for pupils with SEND | | |
| 5. How are teachers who work with pupils with SEND supported? What staff training is provided? | | |
| 6. Use of Resources | | |
| 7. How pupils with SEND are ensured access to the curriculum | | |
| 8. Provision being made for individuals | | |
| 9. Progress on any part of the S/ADP | | |
| 10. What is the progress and attainment of pupils with SEND in comparison with other pupils in the setting? | | |

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| 11. What are the attendance and exclusion rates for pupils with SEND compared to pupils without? | | |
| 12. Is your role as SENDCo full time or part-time combined with another role? If the latter how does this work? | | |
| 13. What interventions are used? How are they working? | | |
| 14. Is there sufficient access to SEND specialists? | | |
| 15. Are the resources allocated sufficient for you to carry out the role? | | |
| 16. How are parents of pupils with SEND involved in the processes? | | |