**LGB Essentials**  
***The Role of the SEND Governor***

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| **Role Overview** |
| Whilst ensuring the quality of education and provision for all children, including those with SEND, is a corporate responsibility across all adults in our Trust, however as nominated governor for SEND you pay particular interest in this aspect of school life – and statutory governance duty.  You will be have time in school to carry out your role with confidence and be expected to have access to additional information in order to elevate your knowledge and experience above the rest of the LGB members. |

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| **Role Responsibilities and Activities** |
| * **Support leaders to ensure that the school is compliant against the requirements of the Children and Families Act 2014** (this will be covered by meeting the demands below) * **Ensure a Qualified SENCO is in place in the school.** Who is the school SENCo? Are they qualified or training? How are they supported by the Trust? * **Ensure that a SEND Information Report is published online for parents** (The information required is set out in the Special Educational Needs and Disability Regulations 2014) * **Ensure that the school follows a ‘Plan, Do, Review’ Approach**. How do leaders ensure that the ‘PDR’ approach is central to provision? * **Know the SEND register overview – including the categories and incidences of needs.** You do not need individual names or details, but do require a general overview of current needs and categories (like what is included on the IDSR) * **Ensure that the voice of the child and family is central to provision in school.** How are credible pupil and parent voice captured and used in developing support plans and EHCPs? Review a selection to see this in practice. * **Ensure that the SEND Policy reflects the school and its practices.** Review the policy – does it ‘feel’ like the school that you see? * **Ensure that the school website reflects the school and its practices and the requirements as set out at:** <https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#special-educational-needs-and-disabilities-send> * **Be a champion for the children identified with SEND across the school.** When looking at issues as an LGB, always consider, ‘How does this impact on children with SEND?’ * **Know the top level details in relation to SEND children included in the school’s Inspection Data Summary Report (IDSR).** Are there any significant strengths or weaknesses identified for this group of children identified in the IDSR? What is the context around this? What does the SEND * **Talk to children on the SEND Register!** What do they think of school, their learning and ‘offer’? * **When attending school to discuss SEND, compile a brief report in relation to your work and findings, to share at the next LGB meeting.** Please forward to the clerk and Headteacher prior to the meeting. |

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| **Key Assurance Questions to ask school leaders** |
| * Are there any significance statements included in the schools ‘Inspection Data Summary Report (IDSR) in relation to SEND pupil progress, attainment or attendance? What are you doing about any weaknesses? * How is the SENCo supported by the Trust? How do they receive ongoing training, following on from initial qualification? * How do you know that all of the relevant requirements are included in the SEND Information Report (as outlined in the SEND Regulations of 2014 <https://www.legislation.gov.uk/uksi/2014/1530/part/3/crossheading/sen-information-report/made> ? * When looking at the SEND register – do you know the needs of the ‘school’ and what CPD has been afforded to staff based on these needs? * How is pupil voice captured and ***USED*** in support plans and EHCPs? Can you show me examples? * How well do children with SEND support achieve in the school? Is achievement beyond academic captured or considered? * What happens when staff or families have an emerging concern for a child not currently on the SEND register? * Which agencies or professionals do you liaise with in order to secure best advice for children that you are concerned about? How do you ensure their advice is acted upon? * How is the curriculum adapted or delivered to ensure that all children, including SEND access the full and broad curriculum. How do you implement the Trust ‘A Curriculum for ALL’ documentation? * What does ‘Plan, Do. Review’ look like in practice here? How often are plans reviewed? How does that happen? * How are children with SEND fully included in the wider opportunities in school (clubs, competitions etc) – how is this monitored? * How has the policy been created? How is it shared with families? * Is there any reference to SEND in the School Improvement Plan? Does the SENCo have a plan? Where are the priorities derived from? * When talking with children, ask:   + Do you enjoy school? Why? Why not?   + Is there anything about school that you would change?   + Is there anything that you can’t do at school that you would like to? (particularly in relation to children with disabilities – consider clubs   + Do you access all the clubs that you would like to?   + How are you helped in lessons? What happens if you struggle or find something hard? |