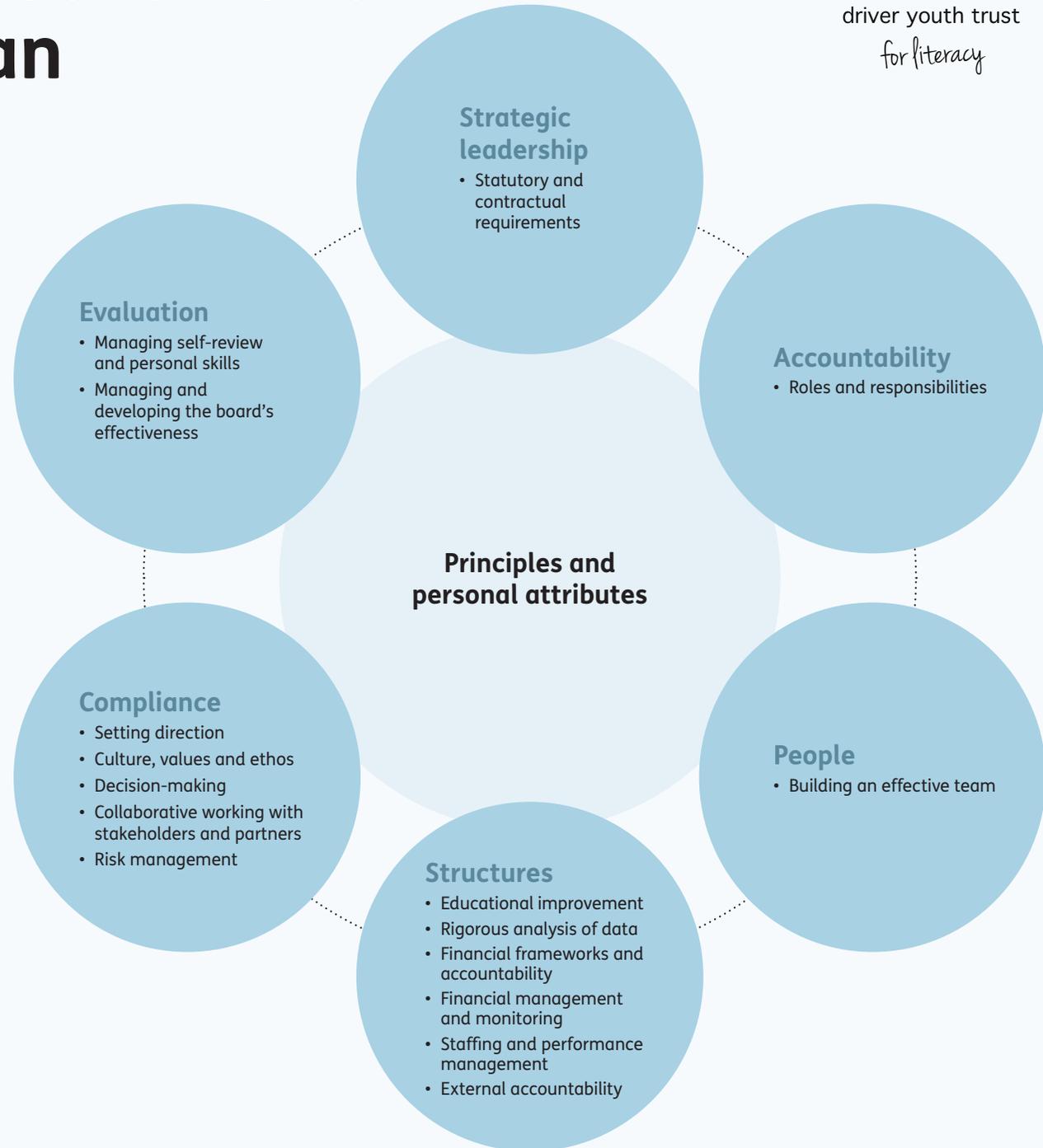


The SEND Governor's annual plan

This annual plan aims to provide an indication of the essential activities SEND Governors should undertake over an academic year. This resource has been developed in relation to DYT's model SEND Governor Role Description, the **SEND Governance Review Guide** and official guidance, including the **Governance Handbook and Competency Framework**.

The actions and the timescales described below are linked to the six features of effective governance. They will be dictated by the natural cycle and rhythm of your setting. As such, our intention is not to be overly prescriptive or to create additional workload for governors and other school leaders. Instead, we hope that it will help you make sense of the many different requirements of your important role and to carry them out in line with statutory guidance.



Strategic

Activity	What do you need to do?	Who is involved?	When?
Setting strategy	Act as a champion for young people with SEND and their families to ensure the settings strategic direction is made in their best interests and in line with your vision and values.	Governing Body/ Board of Trustees Leaders	Annually
Keeping up to date with developments across the sector	Understand the national and local policy context of SEND in education, health and care and the bearing these have on the services your setting uses to support young people with SEND and their families. You can learn more from governor networks, sector organisations and statutory bodies.	CST, NGA DfE/agencies Local authorities Driver Youth Trust	At least half-termly
Engaging with parents and the community	Take account of the views of all stakeholders involved in providing SEND provision. You can gather information through parent surveys, pupil councils or representatives, school improvement consultations.	Governing Body, Leaders Young people, families SEND specialist professionals	Annually
Manage risk appropriately	Ensure compliance is not a barrier to the participation of young people with SEND. You can do this when reviewing the settings risk register and any additional risk assessments, for example in relation to trips and building works.	Risk/assurance committee or similar	Ongoing

Accountability



Activity	What do you need to do?	Who is involved?	When?
Curriculum development	Articulate how curriculum design and development is broad and balanced, ambitious and reflects the needs of young people with SEND (Ofsted EIF, section 26).	Curriculum/ Teaching and Learning Committee Subject leaders	Ongoing
Identification and assessment	Hold a broad view of the types, methods and approaches used in assessment and identification of pupil need and the extent to which these are effective across the range of pupil characteristics in your setting.	Curriculum/ Teaching and Learning Committee SENCO	Annually
Data analysis	Confidently interpret information and data about young people with SEND and other characteristics and how these compare locally and nationally. You should make sure the Governing Body is provided with this information whenever you review data for all pupils. Examples could include progress, attainment and attendance.	Curriculum/ Teaching and Learning Committee, Full Governing Body	Termly
External support	Understand how the setting deploys specialist SEND professionals to aid identification and targeted and specialist support. You could ask to meet with SEND professionals or gather feedback from the SENCo.	SENCo	Annually
Financial resources	Consider how the setting uses financial resources to effectively meet the needs of young people with SEND and ensure this information is reported publicly. This should include the SEN Notional Budget and Premium Pupil Grant.	Finance Committee, SENCO, SBM	Termly

People and structures

Activity	What do you need to do?	Who is involved?	When?
Roles and responsibilities	<p>Understand the roles and responsibilities of all those involved in identification, universal and targeted support and the strategic development of SEND provision. This should include your SENCo, teachers and teaching assistants.</p> <p>You should be able to find this information in the SEN policy.</p>	<p>People Committee Leaders SENCO</p>	Annually
Supporting your SENCo	<p>The SEND Governor should act as a key contact for the SENCo.</p> <p>You should understand the priorities, time and resources required by the SENCo to effectively lead SEND provision.</p>	<p>Leaders SENCO</p>	Termly
Training needs	<p>Monitor the development needs of staff in your setting through existing performance management processes, including your leaders.</p>	<p>People Committee Full Governing Body</p>	Annually

Compliance

Activity	What do you need to do?	Who is involved?	When?
Understand your responsibilities	<p>Comply with the responsibilities set out in relevant legislation regulation and guidance (e.g. Equality Act, SEND Code of Practice, Education Inspection Framework) for the Board and the wider setting. Governing Bodies must do this on an ongoing basis, however there are certain times in the year when additional scrutiny might be required, such for admissions arrangements, points of transition, exam access arrangements and in relation to fixed term or permeant exclusions.</p>	<p>Governing Body/ Board of Trustees Leaders</p>	Ongoing
Publishing information	<p>Act to ensure relevant and accurate information relating to the setting's provision is published in the SEN Information Report and SEN Policy (SEND CoP, 6.79).</p>	<p>SENCO, Leaders</p>	Annually

Evaluation

Activity	What do you need to do?	Who is involved?	When?
Board effectiveness	Consider to what extent the structure, knowledge and skills of the Board enable strategic oversight of SEND provision.	Governing Body/ Board of Trustees Leaders	Annually
Gather feedback	Contribute feedback from stakeholders involved in providing SEND provision, including young people, their families, SEND specialist professionals and other outside agencies.	SENCO, Leaders	Annually
Reflect on your performance	Reflect on your own contributions to the Board as the champion for young people with SEND and identify areas for development.	Governing Body	Annually

At Driver Youth Trust, we believe that every learner deserves an education that is responsive to their literacy needs. We work directly with teachers, TAs, school leaders and governors to equip them with practical and adjustable strategies, frameworks and resources to help them better support learners with dyslexia, literacy difficulties and SEND, and to transform literacy in their classroom.

Discover our 2020-2021 webinars and workshops: driveryouthtrust.com/programmes