



SEND Governor Role Description

For those working in non-specialist
maintained and academy schools

This guidance has been created with the aim of providing clarity to those working on and with Governing Boards on how to effectively govern the Special Educational Needs and Disability (SEND) provision in your setting. The information included is compiled from official sources and the professional experience of existing Governors and other professionals.

Governor Core Functions:

All governors must adhere to their core functions:

1. ensuring there is clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
3. overseeing the financial performance of the organisation and making sure its money is well spent
4. ensuring the voices of stakeholders are heard.

When considering the effective governance of SEND provision, Governing Boards should remember that it is their collective responsibility to set a clear vision and strategy for supporting pupils who are not making expected progress or who may have SEND. The strategy should reflect the existing practices and resources your setting has and how these could be improved over time.



SEND Governor

Ordinarily an individual governor will be designated to lead on the provision available for young people with Special Educational Needs and Disability, and their families. This is **not a legal requirement** but can help to ensure sufficient oversight of provision and for the Board to use the enhance knowledge and skills of the SEND Governor to inform collective strategic decision-making.

Governors must ensure their setting remains compliant with all relevant legal and regulatory requirements. Further information on the requirements for schools can be found in the Equality Act (2010), Children and Families Act (2014) and the SEND Code of Practice (2015). Other relevant guidance is available in Annex 1.

Key responsibilities

In line with the Governance Handbook and **Competency Framework for Governance** and **SEND Governance Review Guide**, SEND Governors should:

1

Strategic leadership

- a. 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
- b. Articulate how your strategy enables development of SEND provision now and in the future, and allocates resources according to the needs of your cohort
- c. Act as a champion for young people with SEND and their families to ensure your strategic direction are in their best interests and aligned to your vision and values
- d. Consider the impact of changes to provision and the extent to which they promote the educational outcomes of young people with SEND
- e. Take account of the views of all stakeholders involved in providing SEND provision, including young people, their families, SEND specialist professionals and other outside agencies
- f. Manage risk appropriately and ensure compliance is not a barrier to the participation of young people with SEND.

2

Accountability for educational standards and financial performance

- a. 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
- b. Understand how the setting deploys specialist SEND professionals to support identification and targeted and specialist support
- c. Consider how the setting uses financial resources to effectively meet the needs of young people with SEND and ensure this information is reported publicly.
- d. Act to ensure there are specific arrangements in place to meet the needs of pupils with medical conditions, those in care, or pupils who may have additional or different requirements from their peers
- e. Understand the extent to which high quality teaching is the basis of SEND support
- f. Articulate how curriculum design and development is broad and balanced, and reflects the needs of young people with SEND
- g. Confidently interpret information and data relating to the educational achievement of young people with SEND and how these compare locally and nationally

3

Compliance

- a. Comply with the responsibilities set out in relevant legislation, regulation and guidance for the Board and the wider setting particularly in relation to section 6 of the SEND Code of Practice (2015)
- b. Act to ensure relevant and accurate information relating to the settings provision is published in the SEND information report on an annual basis.

4

Evaluation

- a. Consider to what extent the structure, knowledge and skills of the Board enable strategic oversight of SEND provision
- b. Contribute feedback from stakeholders involved in providing SEND provision, including young people, their families, SEND specialist professionals and other outside agencies, for strategy development.
- c. Reflect on your own contributions to the Board as the champion for young people with SEND and identify areas for development.

5

People management and Structures

- a. Understand the roles and responsibilities of all those involved in identification, universal and targeted support and the strategic development of SEND provision
- b. Articulate the key responsibilities of the SENCO and the time and resources required to discharge their responsibilities
- c. Monitor the development needs and activities of the staff in your setting and make sure goals and objectives are clear and unambiguously aspirational for young people with SEND
- d. Champion young people with SEND and their families ensuring that committees of the Board take account of the wide ranging nature of SEND provision, for example in relation to strategy, people and finance.

Annex 1: further reading

Governance handbook, Department for Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf

Making Data Work: teacher workload advisory group report, Department for Education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/754349/Workload_Advisory_Group-report.pdf

SEND Code of Practice, Department for Education
www.gov.uk/government/publications/send-code-of-practice-0-to-25

The Special Educational Needs and Disability Regulations
www.legislation.gov.uk/uksi/2014/1530/contents/made

The Equality Act
www.legislation.gov.uk/ukpga/2010/15/contents

Children and Families Act
www.legislation.gov.uk/ukpga/2014/6/contents/enacted

Special Educational Needs in Mainstream Schools, Education Endowment Foundation
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/special-educational-needs-disabilities>

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.

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