



GOVERNOR LINK ROLE PROFILE

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) & EQUALITY

AGB

THE ROLE OF AN AGB LINK GOVERNOR

A key role of the AGB is providing support and challenge to hold senior leaders to account for the performance of the school. This cannot be achieved by any one governor alone. It needs each governor on the board to have a specialist area, where they build their knowledge & understanding, and can more closely offer this support and challenge. With each governor on the board working on their specific areas we ensure each key area does have scrutiny by the Board.

As a link governor you will be required to:

- Act as the lead governor for the AGB in this area
- Monitor the performance of the subject/provision through scrutiny of board papers but also importantly through meetings with the link staff member for your area. It is recommended that you meet with them 2 or 3 times a year, face to face or via video call. Visits should have a clear focus around the improvement plan for the area. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Monitor the implementation of the school's performance and improvement strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.
- Make sure the school has suitable and relevant policies in place for your link area
- When reading papers, pay particular attention to the data relevant to your area and ask questions accordingly
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to governor questions resource and resources such as 'Governor Hub'.
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Develop knowledge in their specialist area and take part in relevant training

Be the link to the Governing board

Your job is to act as the link between governors and staff, and to report to the board on things like:

- Subject/provision delivery
- How the subject/provision links to the school improvement plan (SIP) and contributes to pupils' learning
- Progress and challenges facing the subject/provision
- The impact of the subject/provision on pupils
- Upcoming relevant information such as activities, focus days, important deadlines, workshops etc.

What you should focus on

- Understanding the Schools current performance in your link area
- Understand the statutory requirements or Ofsted framework requirements for your area and challenge if they are sufficiently in place
- Understand and challenge any decisions made around these areas; i.e why does the school insist on language GCSE for all pupils, or why does school spend Pupil Premium money in that way
- Know the plans to improve the area/provision in the school
- Ensure your knowledge of the quality of delivery and impact for pupils in your link area

Ways to monitor

- Regular meetings with the relevant staff member(s) (this can be via teams or in person)
- Visits to the school to see subject/provision in action and culture within the school
- Review performance data from school through AGB reports, as well as reviewing information from external and internal reporting such as QA reports and Ofsted reports
- Attend meetings which give you first hand observations of the application of policies, procedures and culture within the school such as GDCs, staffing disciplinarys and complaint hearings.
- If relevant seek feedback through talking to pupils or looking at parent and staff surveys

ROLE PROFILE

SEND & EQUALITY LINK ROLE

DUTIES & RESPONSIBILITIES

The link governor is the AGB's champion for children with Special Educational Needs and Disabilities (SEND) and their inclusion in all aspects of school life. They will also focus on the wider equality in the school and support and challenge the Trust to ensure that no child is treated less favourably, denied opportunity or left behind because they have additional needs or any other protected characteristics.

SEND relates to learners with conditions that may cause additional difficulties with learning, school activities or everyday life. Schools have a legal duty to help these pupils to engage fully in education and to do this may need to provide special provision for these pupils. The link governor is the AGB's lead in this area, and works to ensure that the AGB has effective oversight of the SEND provision in the schools within the Hub.

The SEND & Equality link governor should have knowledge and understanding of the statutory requirements of academies relating to SEND. They should also be familiar with the SEND information report and other relevant material published on the academy's website. You are also responsible for ensuring the school is compliant with their public sector duty of publishing Equality Objectives and that they have a compliant Accessibility Plan in place.

As the SEND & Equality link governor you will:

- Confirm that school have SEND support in place for all pupils that require additional help and that it is reviewed regularly for its impact and effectiveness.
- Ensure that the school is making reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with other pupils
- Review progress and outcomes of SEND students considering expected progress, national averages, group gaps, reading ages and interventions
- Review how funding, staffing and targeted interventions are being utilised to support each child as an individual
- Ensure that the school publishes information covering the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others and the facilities provided to assist access for disabled pupils
- Ensure that the school is taking all necessary steps to eliminate discrimination, promote equality of opportunity and encourage good relationships between disabled and non-disabled pupils
- Ensure that the school is able to support pupils with medical conditions and making sure that academy/college leaders consult health and social care professionals, pupils and parents to make sure that needs are being supported effectively
- Ensure that pupils with SEND engage as fully as possible in the activities of the academy alongside other pupils i.e., careers guidance, extra-curricular, work experience etc.

- Ensure that the academy has a formally appointed SENDCo to oversee the area, who has undertaken appropriate training, and that training and support is in place for all staff to meet the needs of SEND pupils
- Confirm that communication systems are in place within the school to keep staff up to date and informed about SEND
- Confirm the procedures for communication with the parents/carers of pupils with SEND
- Confirm how the school accesses multi-agency support to ensure the needs of pupils with SEND are met
- Ensure that the school has an Accessibility Plan in place that increases how much pupils with disabilities can participate in the curriculum, improve the physical environment and the availability of accessible information for all children
- Ensure that the school does not have any policy or practice in place that would discriminate, harass or victimise a potential pupil in relation to admissions, the way it provides education, the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to detriment
- Ensure that the school has published Equality Objectives on their website which are compliant with their public sector equality duty and that these are embedded in the school's vision and values.
- Attend GDC meetings for the school to evaluate the implementation of the SEND policy and practises

ROLE PROFILE

SEND & EQUALITY LINK ROLE

MEETING SUPPORT

AGB Workbook/Policies:

At each AGB meeting, the Headteacher will prepare and present a workbook which covers every aspect of the school. The areas are broken down into different tabs on the excel workbook.

When reading this document, your focus should be on the areas which relate to your link Governor Role and you should come prepared with questions to ask about the information on the relevant tabs.

- **SEND & Equality relevant tabs:** Pass Data for SEND children, Attendance data for SEND children, Behaviour data for SEND children, parental complaints for themes related to SEND.

Academy Policies

It is important that each policy the AGB sign off is reviewed fully by Governors to ensure that the policy is in line with the strategy and vision for the school. Each policy should be assigned to a particular link governor so that more detailed review can be complete by that governor. Your Link governor role is specifically linked to;

- **Policies:** Equality Policy & Objectives, SEN Information Report & Policy

Good questions to ask in governor meetings and through governor visits:

1. How can you evidence to governors that the school is using their best endeavours to make sure that children with SEND gets the support they need – this means doing everything they can to meet children and young people's SEND? Do you have any concerns regarding the outcomes or support available for pupils with SEND?
2. Do admissions arrangements for the school outline the steps being taken to prevent disabled children from being treated less favourably? Who is involved in making sure this is in place?
3. How effective have leaders been in making the school more accessible? Is this evidenced in your accessibility plan?
4. How do you ensure that all staff have high expectations and aspirations for pupils with SEND?
5. The SEND Code of Practice states: "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff." How do you ensure this happens in your school?
6. How effective are your processes for identifying SEND pupils? How do you ensure pupils do not "slip through the net?" Does anything need to be improved? What has already been improved?
7. How do you ensure that SEND pupils receive high quality teaching and learning? How are staff supported in doing this and knowing what it "looks like" and what the expectations of leaders are?
8. What processes are in place for regularly reviewing and evaluating the breath and impact of the support you offer or can access? Can you give an example of when something was improved?
9. Are pupils with SEND overrepresented in your suspension/attendance data? If yes, how concerned by this are leaders? What other intervention/support/agencies are being accessed to support pupils to be successful?

RESOURCES

TRAINING RESOURCES

[Video: Student Matters – Mandy Gage](#)

Governors' role in SEN, safeguarding, attendance, behaviour & PP covering key terms, how to read the data and what to ask on visits.

[Video: Primary Assessment – Jody Murphy](#)

Primary Data explained. *(Minute 20 – SEN data example)*

[Video: Governor Training - Secondary Data Training - Stuart Gardner](#)

Secondary data explained. *(Minute 16.18 – student data by group explained)*

USEFUL RESOURCES

[SEND Link Governor Training Course](#)

[SEND: role of the link governor | The Key Governance \(thekeysupport.com\)](#)

[The SEND Governor: Preparing for link visits](#)

[Statutory Guidance: Special education needs and disability code of practice: 0 to 25 years](#)

[SEND Code of Practice: a summary](#)

[Video: What is a special educational need and expectations in schools](#)

[Ofsted Video: Curriculum – special education needs and disabilities](#)

[Video: What is an Education, Health and Care Plan \(EHCP\)](#)

[Video: Education, Health and Care Plan Annual Review process](#)

[Safeguarding disabled children practice guidance](#)

[SEND Glossary](#)

[How to review your equality information and objectives | The Key Governance \(thekeysupport.com\)](#)

[Equality Act 2010: reasonable adjustments | The Key Governance \(thekeysupport.com\)](#)

[How to review your accessibility plan | The Key Governance \(thekeysupport.com\)](#)

[Equality Act 2010 | The Key Governance \(thekeysupport.com\)](#)