



## **GOVERNOR LINK ROLE PROFILE**

**SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)**

**RGB**



# THE ROLE OF A LINK GOVERNOR

The role of governors in providing support and challenge to senior leaders is more important now than it ever has been. Schools are currently facing a great deal of uncertainty and their success in navigating through this period depends on strong and informed leadership.

## **As a link governor you will be required to:**

- Make pre-arranged visits/calls to the school, with a clear focus. Guidance for how to arrange, complete and completing a visit form is available [here](#).
- Keep the governing board informed about your link area(s), and act as a link between governors and staff
- Support and challenge the member of staff who is responsible for your link area(s). To prepare for this, refer to resources such as 'The Key' or ask the Headteacher for questions to ask. You may need to read applicable school policies which will be available on their website.
- Develop knowledge in their specialist area and take part in relevant training
- Make sure the school has relevant policies in place
- Monitor the implementation of the school's strategy in your link area using information such as school data, outcomes, questioning staff and pupils etc.

## **Work closely with the relevant member of staff**

Set up regular meetings with the relevant staff member so you can monitor what the school's doing. These may include activities such as learning walks and meetings with students and staff.

## **Be the link to the 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.

## **How to monitor the subject/provision**

We recommend you either meet your link staff member, or visit your school, at least **once a term, three times per year**. Establish a focus for each meeting or visit - these should be linked to any priorities on the schools 'SIP'. If your link area(s) are not on the SIP, work with school leaders to decide a focus for the visit based on their action plans.

## **What you should focus on**

- Plans to improve the subject/provision
- The quality of delivery and impact for pupils
- Subject/provision uptake or student interaction
- Pupil and parent engagement
- Teacher/staff member workload and development

## **Ways to monitor**

- Regular meetings with the relevant staff member(s)
- Visits to the school to see subject/provision in action
- Talking to pupils, parents and staff (or doing a survey)
- Reports from the relevant staff member(s)

# ROLE PROFILE

## SEND RGB

### DUTIES & RESPONSIBILITIES

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

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 SEND link governor is the RGB's lead in this area, and works to ensure that the RGB has effective oversight of the SEND provision in the schools within the Hub.

The SEND 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.

The SEND link governor should meet the schools' SEND Coordinator (SENDCo) on an annual basis to:

- 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, the facilities provided to assist access for disabled pupils, and school accessibility plans
- 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/college alongside other pupils
- Ensure that the academy/college has a formally appointed SENDCo to oversee the area, who has undertaken appropriate training.

If, however, a concern regarding SEND provision is raised at any point, a follow up visit and meeting with the SENDCo should be arranged to ensure that the objectives are being met.

# 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](#)

[Making a difference: A Guide for Special Educational Needs \(SEN\) Governors](#)

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

[SEND link Governor role guidance & example questions for school 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](#)