

Terms of Reference for the Inclusion and SEND Lead Governor at St. Martin's CE Primary & Nursery School

Agreed at the meeting of the full governing board on: **18th September 2023**

Next review date: September 2024

Name of the Inclusion / SEND Governor: Brian Gravenor

Name of Deputy Inclusion / SEND Governor: TBC

These terms of reference should be reviewed annually by the Governing Board and when there are any changes to the Governing Board's membership.

Policies and Documents delegated to this governor:

- SEND Policy and information relating to SEND provision published on school website (Statutory) – recommend for approval by Full GB
- Supporting Pupils at School with Medical Conditions Policy (Statutory) – recommend for approval by Full GB

Duties which are delegated to this governor: *(Governance Handbook)*

Governing boards may use their powers to delegate functions and decisions to committees or individual governors. It is the overall Governing Board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions.

D Delegated to Lead Governor/Trustee **R** Make Recommendations to Full Governing Board

The SEND and Inclusion Lead Governor will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
To champion the requirements of children with Special Education Needs and Disabilities by contributing to the development of a SEND Policy, including provision for more able children, to recommend to the full governing board. Highlight any resourcing/finance/staffing issues to the Finance and Staffing Lead Governors.	R
Monitor the implementation and effectiveness of the agreed SEND policy and report to the full board. Ensure relevant statutory information relating to SEND is published on the school website, updated at least annually and when any changes occur.	D
To ensure the needs of <i>all</i> pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups. (Including, but not limited to: children in care; pupils with medical needs in school; pupils with English as a second language; pupils eligible for Free School Meals; ethnic minority and traveller pupils; forces children, pupils with protected characteristics, SEND pupils.)	D
To consider impact for pupils, parents and staff with protected characteristics when developing/reviewing policies. To monitor the school's engagement with individuals with protected characteristics and ensure that they are given an opportunity to contribute to the development of school processes and procedures.	D

To ensure the governing board meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority.	D
To meet with the SENDCO and work with them to analyse the impact of the schools' provision for SEND pupils in relation to attainment and progress; attendance, punctuality and exclusion.	D
Establish if the SENDCO has sufficient time and resources to enable them to carry out the role as described in the SEND Code of Practice? If your school shares a SENDCO across settings, do they have sufficient administration support to enable them to fulfil their role effectively? (Note – this should not be the Headteacher of one of the schools. The Code of Practice states it may be appropriate for smaller primary schools to share a SENDCO, but this must be kept under review to ensure there is no negative impact on outcomes or quality of provision.)	R
To support the SENDCO in completing the SEN Funding Evaluation Tool (autumn term) and check that the data matches the information held by the school. Use the SEN Funding Evaluation Tool to ensure that provision is being targeted effectively and consider the implications of the following year's budget for learners with SEND and inclusion needs. Ask how the Graduated Response is used in school to support the 'Assess, Plan, Do, Review' cycle.	D
To monitor transition arrangements in places for pupils with SEND.	D
To monitor how that SENDCo obtains views of children with SEND, how they are involved in decisions about their own provision, and how their views are used.	D
To monitor key aspects of mental health and emotional well-being and be aware of what is being done to promote a positive environment for children and young people. Identify how the school ensures timely identification, support and mentoring of vulnerable children and young people who may benefit from targeted support.	D

Note from The Governance Consultancy Team: The level of delegated decision making given to an individual needs to be agreed by the full governing board. All delegated decisions must be reported to the full governing board.