

TERMS OF REFERENCE

SEND Link Governor Role



Education South West Local Governing Body

Approved By:	Full Governing Board
Date Approved:	September 2025
Appointed Governor*:	
Cycle Review:	Annually
Date of Next Review:	September 2026

**The statutory SEND Code of Practice (page 92) states that all schools must have a member of the governing board who has specific oversight of the school's arrangements for special educational needs and disabilities.*

1. Summary of Role

The SEND Link Governor is responsible for ensuring the school complies with its legal duties in relation to pupils with SEND as set out in the Children and Families Act 2014 and statutory guidance on the SEND code of practice, jointly published by the Education Department and the Department of Health. You need to make sure you understand the context of SEND within the school.

The time commitments required to deliver this role during the school year are:

- Attendance at Full Governing Board Meetings each half term
- 2 x SEND Monitoring Meeting and associated reporting to FGB (twice a year including a Governor Engagement Day)

2. Operating Strategically

SEND Link Governors will ensure that they operate strategically. Link governors should not involve themselves in day-to-day management of the school or carry out staff roles on an unpaid basis. You do need to know which pupils receive SEND support and shouldn't address or comment on provision for individual children. This would be a breach of data protection principles and personal information should not be shared unless there is a specific reason to do so.

3. Development and Training

Link governors will ensure they undertake all appropriate training to fully understand and deliver their role, including where possible and appropriate joining relevant staff training.

4. Statutory Policies & Strategies

Link Governors have a responsibility to review the statutory policies and strategies within their remit with the designated School Lead- SENDCo. They should be reviewed to understand whether they are aligned to the school's vision, ethos and strategy.

5. Monitoring

Meet with your SENCO regularly

The special educational needs co-ordinator (SENCO) is the member of staff responsible for overseeing SEND provision in your school.

It's your governing board's responsibility to make sure your school has a designated SENCO in place. It's a statutory role for mainstream schools, and they must be a qualified teacher working at the school.

With your SENCO, focus on:

- Discussing the school's SEND provision, budget and resources
- Strategic oversight and the school's systems and processes for supporting pupils with SEND - you don't need to concentrate on supporting them in their day-to-day role
- Developing a strong and trusting relationship, so they feel comfortable talking to you, and confident that any sensitive information they share will remain confidential
- Ask how the Graduated Response is used in school to support the 'Assess, Plan, Do, Review' cycle.

Ask challenging questions

Ask questions on SEND in governing board meetings, and to your SENCO.
A great question you can always ask is, 'how does this impact our pupils with SEND?'

Other monitoring strategies

- Gather pupil voice – meet with children to ask them about their learning. What do they find difficult? How do adults in the school help them? Which areas of the curriculum do they like the best? What strategies do they have to support with their learning?
- Learning walks, this could be with the SENDCo
- Parent Voice
- Speak to staff about children in their class

Suggested questions to ask:

- How does our school manage SEND?
- How many pupils are on the SEND register?
- What is our profile of need?
- Do you have an action plan (or similar)? What have you put in place for each target and how do you know they're working?
- How do the attendance rates for pupils with SEND compare to those without?
- How do exclusion rates for pupils with SEND compare to those without?
- How are we preventing future exclusions?
- What's the progress and attainment of pupils with SEND compared to that of other pupils?
- What's being done to improve the progress and attainment of these pupils? How do you know it's working?
- What's been the impact of [...] for pupils with SEND? For example, the impact of:
 - Quality-first teaching
 - Whole school initiatives
 - Interventions
 - Strategies/initiatives
 - New programmes
 - A new curriculum
 - Increased budget expenditure
 - Disruptions due to COVID-19 during previous years
- How is the SEN information report informing school practice?
- How are parents/carers of pupils with SEND involved in the processes?

- How do you support other teachers who work with pupils with SEND?
- How does the school make reasonable adjustments for pupils with SEND?
- Does the school have an accessibility plan?
- How does the school comply with the statutory provision requirements for pupils with EHC plans?
- How do we make sure provision funding is being used effectively?
- How do we follow safeguarding policy when arranging provision?
- Are there any resources you don't have which you need to carry out your role effectively?
- Is your workload manageable?
- Is there any training you need to help you fulfil your role?

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