Terms of Reference
for the Inclusion and SEND Lead Governor at the Federation of Stoke Hill Schools

Agreed at the meeting of the full governing board on: **12th September 2019**

Review date: September 2020

Name of the Inclusion / SEND Governor: Vanessa Newcombe
Name of Deputy Inclusion / SEND Governor/Trustee: (if applicable)

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:

(insert/delete policies and documents as applicable)

- SEND Policy and information relating to SEND provision published on school website (Statutory)
- Equality Policy (or information) and Equality Objectives (Statutory)
- Supporting Pupils at School with Medical Conditions Policy (Statutory)
- Education of Children in Care Policy
- Behaviour Policy & Behaviour Principles (Statutory)
- Attendance Policy
- Child Protection Policy (Statutory)
- Devon County Council Safeguarding Audit
- Exclusion procedures (if not included in Behaviour Policy) (Statutory)

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/T & L Committee **R** Make Recommendations to Full Governing Board

The SEND and inclusion 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 Personnel Committee	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 *all* 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	D

English as a second language; pupils eligible for Free School Meals; ethnic minority and traveller pupils; forces children, pupils with protected characteristics, SEND pupils.)	
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 assist with the identification of Equality Objectives for ratification by the board and monitor progress towards these objectives, reporting to the board at least annually	R
To ensure that the school meets the statutory requirements relating to equality legislation including publishing the Equality Objectives, equality information (or an agreed policy) on the school website to show how the school is complying with the Public Sector Equality Duty.	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
Ensure an attendance register is taken daily at school. Monitor pupil attendance figures and patterns. Review and evaluate progress towards the schools' attendance targets. Monitor exclusion procedures and exclusion data, including pupils on a part time curriculum. Have due regard for children potentially missing from education. Review the Attendance Policy.	D
To review and agree, with the headteacher, the Behaviour Policy based on the Behaviour Principles set by the board. Check that the Policy and relevant information is published on the school website and monitor that there is continuity of application throughout the school.	D
To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies) on an annual basis. Monitor and evaluate implementation of the policy and report any concerns/ areas for improvement to the full governing board.	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

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. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the lead governor making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the lead governor and committees or the full governing board. All delegated decisions must be reported to the full governing board.