

Governor Report on Special Educational Needs and Disabilities

My name is Paul McEniff and I am the Governor responsible for Special Educational Needs and Disabilities (SEND).

Over the past term I have been supporting Mrs Jones with the writing of the SEND Policy and have ensured that it is being implemented in school. The policy and School Offer has been approved by the Governing Body and is now published on our website. There are a lot of changes happening with SEND in schools currently. The previous categories are no longer used and we now use the term SEN Support. Parents of children who are identified as having a Special Educational Needs will be written to individually during the term. Over the next two terms, the school will be developing the current Individual Education Plans. I will be monitoring this closely with Mrs Jones and Mrs Oselton.

On behalf of the Governing Body, my role is to:

- Understand the responsibilities of the school and governing body for SEN provision as prescribed in the SEN Code of Practice and The Governors' Handbook.
- Understand how the responsibilities for SEN provision are shared within the school and how the school identifies children with SEN.
- Meet the SEN Coordinator (SENCO) on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy. Mrs Jones will be the SENCO until June 2015, when Mrs Oselton will take over the position.
- Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs.
- Observe first hand (through a governor visit) what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life.
- Meet and talk with parents of SEN children.
- Keep myself informed about developments in the area of special educational needs, nationally, locally and within the school.
- Attend training and briefings.

I support the implementation of the SEND Policy through:

- being familiar with the SEND Policy and am involved in its review and development
- meeting with the SENCO to review the impact of any major national or regional changes on the school's day-to-day practice
- ensuring that data is provided specifically outlining the achievement and progress of children with SEN, as they are a vulnerable group, and any children with SEN who have additional challenges such as those with FSM
- monitoring data on bullying with particular concern for children with SEN, who are more likely to be bullied
- ensuring that children with SEN have equal access to the curriculum, enrichment activities, clubs etc.
- the monitoring of attendance by children with SEN, which is often lower than other children in the school
- the monitoring of data on safeguarding with particular concern for children with SEN or disabilities as these children are more likely to be at risk
- conducting focussed monitoring visits/learning walks to the school to monitor the implementation of the policy or any SEN actions in the School Development Plan, discuss the outcomes of the visits with the SENCO and the Headteacher
- ensuring that the SEN policy is linked to the School Development Plan and the budget setting process
- ensuring that funds are allocated each year within the school budget specifically to cater for SEN pupils and to support the implementation of the SEN policy
- being aware of the various headings under which the schools spends the SEN budget each year (i.e. resources, training, support assistants, SENCO management time, medical time etc.)
- monitoring and evaluating the use of the budget and other resources, considering cost effectiveness and best value for money in terms of increased progress for pupils with SEN
- being mindful to ensure that all school policies are consistent with the aims of the SEN policy
- developing sustainability and capacity in the governing body by sharing the role with a less experienced governor where possible