Parent Partnership Service

A service for parents and carers of children and young people with special educational needs

Confidential Advice Line Link (CALL)
Phone: 01223 699214
10am – 12noon and 2pm – 4pm
Monday to Friday, Term Time only
E-mail: pps@cambridgeshire.gov.uk

Governors’ responsibilities in relation to special educational needs

Newsletters, Training and Website
Phone: 01223 699211
E-mail: ppsadmin@cambridgeshire.gov.uk
PPS Website
www.cambridgeshire.gov.uk/pps

Parent Partnership Service, Cambridgeshire County Council, CC1101, Castle Court, Shire Hall, Cambridge, CB3 0AP

We provide an answerphone if a member of staff is not available to take your call.

Please ask us for copies of this leaflet in Braille, on audio cassette or in a different language.

Prosimy pytać u nas o kopie niniejszej ulotki w języku Braille’a, w wersji audio lub w innym języku.

Prašome mūsų teirautis šio informacino lapelio kopiją Brailio raštą, garsauostėje ar inym jëziku.

Caso necessite, peça-nos cópias deste folheto em Braille, cassette áudio ou numa língua diferente.

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Last updated 16/08/2011
Governors’ responsibilities in relation to special educational needs (SEN)

Governors have a statutory responsibility for SEN. They must make sure they and the school staff keep in mind the needs of pupils with SEN in every area of school life, including the curriculum, budget, staffing, resources, premises, extra curricular activities, behaviour management and all policies and practices.

The majority of pupils with SEN will be classed as disabled under the Equality Act 2010. The Equality Act 2010 requires governors to look for ways to improve access and provision rather than waiting for situations to arise that require it. They should report annually on how the school is meeting its requirements under the general equality duty. Every four years they should set new equality objectives and report on the progress made on the previous ones.

The governing body should:

- Consult with pupils with SEN and their parents about the general equality duty, increase access to the curriculum, the environment and to written information for pupils with SEN and report to parents each year on progress;
- ensure that the staff are aware of the need to identify pupils with SEN and provide appropriate teaching and support for them;
- ensure, as far as is reasonable and practical, that every pupil with SEN can join in the everyday activities in the school;
- report each year to parents on the success of the schools SEN policy; and
- ensure parents are notified if their child is identified as needing SEN provision.

The governing body will normally require school staff to carry out these duties on their behalf but they remain legally responsible to ensure they are carried out and carried out correctly.

The Special Educational Needs Co-ordinator (SENCo) is responsible for SEN provision but ALL staff are responsible for the education and welfare of pupils with SEN.

The best way for the governing body to monitor is either by having an SEN governor or include it in the work of a committee. They would be the link on SEN and disability issues, including:

- updating the governing body
- monitor provision, ensure legal duties are carried out and provision is in line with the SEN Code of Practice, the latest government guidance and meets pupils’ needs; and
- taking a lead in regularly reviewing the school’s SEN policy, General Equality Duty and Equality Objectives and reporting to parents on these.

A good SEN governor or committee will:

- meet termly with the SENCo and SEN staff to keep up to date on the way SEN is being administered;
- know the numbers of pupils with SEN in the school;
- being aware of pupils with SENs progress through information available from SATs, teacher assessment, National Curriculum targets and other indicators;
- visit the school and remain aware of current SEN provision being made;
- take a lead in monitoring the use of SEN resources in the school;
- support the schools Disability or general Equality Scheme and action plan and ensure it is relevant, acted on, monitored and reported on each year to parents; and
- work with the SEN staff to ensure they and the governing body are up to date on issues and changes affecting SEN and disability
- regularly meet with parents to enable concerns to be identified and addressed quickly

In carrying out these duties governors need to be aware of the need for confidentiality when they are checking that procedures are in place.

For further information see www.education.gov.uk/schools/leadership/governance