

**UNITY EDUCATION TRUST**  
**ROLE DESCRIPTOR FOR**  
**SEND GOVERNOR**

Governors with special responsibilities have a role in supporting the Trust Board by ensuring the appropriate Unity Education Trust Policy is monitored at their school.

The role is not as comprehensive as in a maintained school, as many of the duties are the responsibility of the Headteacher or of the Trust. Delegation and Responsibilities are clearly defined in the Equal Opportunities Policy.

It is suggested you undertake the role of SEND governor by:

- familiarising yourself with the UET Equal Opportunities Policy and the school's SEND policy

<https://app.governorhub.com/document/5be9c4f382c3c92bfbbeda6c/view>

- paying particular attention to the information and data regarding SEND pupils contained in the Headteacher/Head of School's report to the SOC
- arranging an annual visit to the School to discuss with appropriate Senior Leaders the implementation and outcomes of the policy
- completing the attached pro-forma for consideration by the SOC
- contributing to the next scheduled review of relevant policies and procedures by commenting on their implementation and outcomes and any suggested changes.

**NAME OF SCHOOL:**

**SEND GOVERNOR MONITORING VISIT ON:**

**GOVERNOR(S) PRESENT:**

**STAFF VISITED:**

**DOCUMENTS READ PRIOR TO VISIT:**

(Suggest UET Equal Opportunities Policy, your School's SEND Policy and relevant items of Headteacher/Head of School Report to SOC; achievements and progress of SEND pupils)

**SUGGESTED QUESTIONS (Please add any additional ones of your own)**

<b>Question</b>	<b>Answer (with evidence notes)</b>
How many SEND pupils in the school?	
In comparison with other pupils how do SEND pupils compare in respect to: <ul style="list-style-type: none"><li>· Progress/Attainment</li><li>· Attendance</li><li>· Behaviour sanctions issued</li></ul>	
How is the school supporting pupils with SEND and making a positive impact on their progress?	
How does the school identify children either joining the school or already in the school who have SEND?	
What training have staff had on supporting pupils with SEND?	
What training has the DSL had to recognise the additional risks that pupils with SEND may face?	
How does the school work in partnership with other agencies to support pupils with SEND?	
Outcomes - What are the arrangements in place which have contributed to pupils with SEND making good or better than expected progress?	
Are there any specific school-related issues that prevent pupils with SEND from achieving their full potential?	

Are there any specific strategies in use in the school that result in successful outcomes that could be shared as part of best practice across the Trust?	
<b>How are the needs of more able pupils provided for?</b>	
Give examples of strategies used to stretch, challenge or inspire these pupils.	
Are there any specific strategies in use in the school that result in successful outcomes and could be shared as part of best practice across the Trust?	
Comments on policies and procedures for consideration at the time of the next review	