

Nominated Governor – Special Educational Needs and Disability Terms of Reference (2023-2024)

1. The Special Educational Needs and Disability (SEND) Nominated Governor is appointed by the Full Governing Body.
2. The main function of the SEND Nominated Governor is to keep the Governors informed about the way Royal Cross, in particular the Senior Leadership Team (SLT), manages the provision for SEND. This is so the Governing Body can fulfil its legal responsibilities.
3. The key contact for SEND Nominated Governor will be the Special Educational Needs Co-ordinator (SENCO) who is the Deputy Headteacher.
4. The key responsibilities of the SEND Nominated Governor are as follows:
 - To be informed about the relevant SEND legislation and that relating to the role of the Governing Body.
 - To liaise with the SENCO about the Schools procedure for supporting pupils with SEND.
 - With the assistance of the SENCO to monitor and evaluate the School's SEND provision.
 - To ensure that Royal Cross has appropriate Policies and Procedures in place to be able to effectively manage SEND provision within the School.
 - To establish and maintain the Governing Body's regular consideration of SEND provision and its effectiveness.
 - To be aware of the arrangements that the School has made to ensure regular communication with Parents.
 - To be an advocate of SEND when whole School issues are being considered.
 - To provide feedback to the Governing Body on a Termly basis, normally at the Full Governing Body Meeting, on their activities related to SEND issues.
 - To attend Governor Training Sessions to improve their effectiveness as an SEND Nominated Governor.
 - To represent the Governing Body on SEND matters.
5. It should be noted that it is the role of the SEND Nominated Governor is to ensure that SEND provision is effective within the context of the strategic direction set by the Governing Body. The Headteacher is responsible for operational matters and as such the management of the School. As such the SEND Nominated Governor should not become involved with case work associated with individuals, nor individual pupil progress.