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# **Governors’ responsibilities for pupils with Special Educational Needs and/or Disability (SEND)**

**Factsheet Number 6 August 2025**

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**Disclaimer**: This is a guide and should not be treated as legal advice. Although SENDIASS Manchester makes all reasonable efforts to ensure that the information contained in this factsheet is accurate and up to date at the time of publication, we cannot accept responsibility for outcomes suffered because of reliance placed upon it.

All hyperlinks are correct as of August 2025.

The Appropriate Body for a school or post 16 institution, who has responsibility for any child or young person registered at the institution, is listed in the Children and Families Act 2014 (section 29) as:

* Mainstream schools (governing body)
* Maintained nursery schools (governing body)
* 16 to 19 academies (the proprietor)
* Institutions within the further education sector (governing body)
* Pupil referral units (the management committee)
* Alternative provision academies (the proprietor)

## **The Appropriate Body’s responsibilities include but are not limited to and most will be delegated to the head teacher/principal**:

## To comply with the SEND and Disability Code of Practice 2015 and provide strategic support to the head teacher.

* Have a SEND link Governor, who works closely with the Special Educational Needs Co-ordinator (SENCO) and meets termly to ensure school and the Governing body are compliant.

### Ensure the School’s Accessibility Plan, SEND Policy and SEND Information Report are published, up-to-date and easily accessible to parent/carers on the school’s website and internally. (Paper copies can be provided free if requested by parents/prospective parents). Arrange to regularly review the school policy every 3 years.

* Publish on the school’s website the account of what has been achieved or completed in the past 12 months.

### Having an overview of the school’s work with children who have special educational needs.

* Being aware of the number of children receiving SEND support and those with an Education and Health Care Plan
* Monitoring the outcomes because of the provision in place for children with SEND
* Being informed specifically when a child with SEND has been suspended or permanently.

### **To appoint a SENCO**

### To appoint a SENCO who has the appropriate teaching background/experience or training to comply with statutory obligations.

Know who the school SENCO is.

Check that the school SENCO has the relevant training/qualifications.

### **To ensure the necessary special arrangements for children with SEND are in place:**

Ensure systems are in place for provision that is additional to and different from that provided for all children.

Ensure the SENCO has enough non-contact time to support teachers in identifying and meeting needs of children with SEND.

Check how the SEND funding is used to support pupils, improve progress, and encourage independence.

### **To ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND.**

Ensure staff are trained in the identification of SEND and understand that support additional and different from that for all children must be in place.

Check staff regularly review provision and support to ensure adequate progress is being made.

1. **To ensure that a pupil with special educational needs joins in school activities with pupils** who do not have such needs as far as is practical

and compatible with the pupil receiving the necessary special education, the efficient education of other children in the school and the efficient use of resources.

Ensure that governors are made aware where a child with a disability is not being included within a school activity i.e., swimming, school trips, PE, assembly etc.

Ensure that the school is compliant with disability discrimination legislation (i.e., Equality Act 2010) and has an up-to-date Accessibility Plan in place.

### **To ensure that when a child begins receiving provision for special educational needs his or her parents are informed**.

### The head teacher may delegate this duty.

Ensure that systems are in place so that parents are involved with the planning and review of special educational provision on a termly basis.

Review any complaints regarding children with SEND.

### **To ensure that staff are trained in meeting the needs of children with SEND** including awareness of conditions such as autism, dyslexia, and attention deficit hyperactivity disorder (ADHD) and the correct procedures for moving and handling children with disabilities.

Oversee the annual staff training programme.

Be aware of all the specialist services/agencies engaging with the school.

### **To ensure that the school has a link to the Local Offer**

### Check that the Local Offer is on the school’s website.

### **Cooperate with the Local Authority when the school is being named in an Education, Health, and Care Plan** (EHC plan)

### **Ensure that school has a policy and arrangements are in place to support pupils with medical conditions.**

### **Ensure clear guidance on admissions and inclusion** based on the principle that children and young people should be educated in a mainstream setting.

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| **Contact Details for SENDIASS Manchester**  Helpline Telephone number: 0161 209 8356. Please clearly leave your name, contact number and a brief message on the answerphone and a member of the team will contact you within 24 hours or the next working day.  **Or**  Email your query to us: [**sendiass@manchester.gov.uk**](mailto:sendiass@manchester.gov.uk) leaving your name, child’s name and their date of birth.  You can complete our website contact form: [**Contact Us (iasmanchester.org)**](https://www.iasmanchester.org/contact)  Visit Manchester SENDIASS website [**About SENDIASS Manchester (iasmanchester.org)**](https://www.iasmanchester.org/)  Manchester SENDIASS Podcasts [**Listen to our SEND Talk podcasts**](https://www.iasmanchester.org/podcasts)  Manchester SENDIASS YouTube channel [**https://www.youtube.com/@SENDIASSManchester**](https://www.youtube.com/@SENDIASSManchester)    **QR code for the website QR code for Facebook page** |

Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plan.

**Further information can be obtained from the SENDIASS Manchester service.**