



## AUTUMN EDITION 2017

**Welcome to the Autumn Edition of the Governor Newsletter. In this edition: Chris Lemming has written an article about how school governors fulfil their responsibilities; I've included information about the role & responsibilities of The SEND governor; and I've included the profiles of our staff governor, Sarah Youd and the newest member of the governing body, Brian Walker. *Claire Baker***

### HOW DO OUR SCHOOL GOVERNORS FULFIL THEIR RESPONSIBILITIES?

The role of the governing body of a school is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. To fulfil their responsibilities, it is important that governors visit the school and are known by staff and children. For several years, governors have conducted assemblies at our school (we now do regular weekly assemblies).

Until September, individual governors fulfilled their role by monitoring and becoming familiar with different aspects of school life, for example, there were governors responsible for keeping a look at school trips, numeracy, literacy, etc. This did not involve very much interaction with the children, so we have decided to set up class links. Each governor (except those who are members of staff) has a single class that they get to know. First feedback is positive from staff, children and governors. Governors are expected to visit at least once a term.

If you would like to know more about school governance and would like to explore becoming a governor, please contact me through the school office or direct by email:  
[c.lemming@hosm.eriding.net](mailto:c.lemming@hosm.eriding.net)

*Chris Lemming*

### THE ROLES & RESPONSIBILITIES OF THE SEND GOVERNOR, CLAIRE BAKER

All governing bodies have important statutory duties towards pupils with special educational needs and disabilities (SEND). Governing bodies should, with the headteacher, decide the school's general policy and approach to meeting pupils' special educational needs for those with and without Educational Care & Health Plans.

The Special Educational Needs and Disability (SEND) Code of Practice, in force since 1st September 2014, applies to maintained schools and academies. It says in paragraph 6.3: There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND. I am the school's SEND Governor.

I am the link between the governing body and the school in relation to pupils with SEND. My role involves: informing the governing body about SEND systems and practices in the school and assuring the governing body that the school is compliant with statutory duties; helping to raise awareness of SEN and disability issues at governing body meetings; ensuring that the notional budget for SEND is appropriately allocated to support pupils with SEND; ensuring that all SEN and /or disabled pupils have access to a broad and balanced curriculum; giving up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school; helping to review the policy on provision for pupils with SEND; and ensuring that the school has regard to the SEND Code of Practice.

It is envisaged that the activities which will be performed by the SEND Governor will typically be: meeting the school's special educational needs co-ordinator (SENCO) on a termly basis, to learn about the school's SEND provision and monitor the implementation of the SEND policy; observing first-hand how the school ensures that pupils with SEND are actively involved in all aspects of school life, both inside and outside the classroom; taking opportunities to meet and talk with the parents of children with SEND; and keeping informed about developments in SEND, nationally, locally, and within the school.

*Claire Baker*

## GOVERNOR PROFILES



SARAH YOUD

I am now approaching the end of my 16th year of teaching here at H.O.S.M Primary School. Thanks to the children, parents and staff, I have always felt a sense of belonging here and have thoroughly enjoyed the diversity and wealth of challenges and opportunities teaching in this community has offered me. Becoming a governor was a position I felt would offer me an opportunity to make further contributions to the strategic management of the school. As a member of the Governing body, sitting on the Resources and Curriculum Committees, I find myself in a uniquely rewarding position, working alongside others whose main priority is to support and develop the school for the benefit of all the children who attend.



BRIAN WALKER

I have lived in Holme on Spalding Moor since 2012, after moving here from Glasgow. The following year my daughter attended the nursery and is now a pupil in year 3, at HOSM Primary. For the past 10 years I have worked within the education sector. I am Head of Business Development for a software firm that provide an assessment system into schools and I am currently working on a project to help schools prepare better for their Ofsted inspections. Previous roles have involved me helping schools to be more comfortable introducing technology into the way they deliver lessons to both mainstream and special needs schools. These roles have allowed me to have a full understanding around assessment within schools, Ofsted inspections and the difficulties schools have around Educational Health and Care Plans. Hopefully my experience and passion within education, coupled with the fact I am a parent with a child at the school, will set me in good stead and be able to fulfil my role as Governor.