

SEND Governor's Report to the Governing Board

Date:	10 December 2025 (Data as at this date) (Meetings with SENCO and ELSA on 10 December 2025) (Parents Survey conducted Jan/Feb 2026)	
This report is period	From: January 2025	To: March 2026
Named Governor for SEND:	Jo Steel	
Date last attended SEND Governor training:	February 2024 (Online)	

NB The information in this report is confidential – names and specific circumstances cannot be discussed.

Previous visits: January 2024, January 2025

Staff Wellbeing Check In	Working within the lean staff structure remains a challenge for the whole team including the SENCO, particularly in winter months where staff absence can be higher, and resources stretched more thinly. Covering lunchtimes can be particularly challenging when staff is reduced and can impact morale. However, Mrs Fargher, advised generally that her wellbeing is good and although she does still work at home, she is continuing to protect some downtime. She advised, that although there is always more work to be done than hours in the day, she has been better at accepting that there are limits to what can realistically be delivered. We discussed the importance of this and that even with best intentions, we cannot fix, what is largely a broken system outside of our control. We can be confident, as a school, that we are delivering the very best for our pupils, within the tight restrictions on time and budget that we have as a state funded school.
How I witnessed the vision in action during my visit <i>"Our vision is for our pupils to flourish in an inclusive, inspirational place of learning where we are happy, respectful, kind and safe"</i>	It is clear from my recent and previous visits with Mrs Fargher that she, in her role as SENCO, working with class teachers and support staff, work incredibly hard to ensure inclusion of pupils with SEN to access the curriculum and enjoy what the school has to offer. Staff inspire and encourage these children to be their best selves at school, and to apply for pupil roles. Children are offered pastoral support and where appropriate, ELSA provision to support their happiness in school and at home. The safety of all pupils including those with SEN, is a high priority.

Overview:

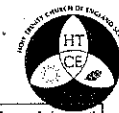
Question	Actions and Notes
What % of pupils are pupils are on the SEND K register? How is this monitored? What % of pupils have an EHCP?	SEND Register pupils total = 32 (15.2%) 5 x EHCP pupils (inc. in 32 total pupils and including one pupil currently in alternative provision) (2.4%) There are currently zero EHCP Needs Assessments in progress. SEND pupils identified where: • they are a year or more behind ARE in a core subject; and/or • there is a diagnosis (Autism Spectrum Condition /ADHD/ dyslexia); and/ or • there is specific involvement from a professional (such as Educational Psychologist; NHS speech or occupational therapy team; Shine Team if a pupil has ASC diagnosis)* Monitored with data from assessments per full term and ongoing discussions with class teachers.



	*Educational Psychologist – we have access to 30 hours per year which equates to approx. 10 hours per term (5 hrs face to face contact/assessment and 5 hrs for report writing/feedback). Shine Team (Outreach from Furze Platt Senior School) is only available with diagnosis but can complete observations and suggest strategies. Can do 1:1 work with identified pupils around understanding their autism diagnosis or transitions, for example.
How inclusive is your school? How do you know?	We are confident that we are a welcoming and supportive school to pupils of all needs. We have a range of diagnoses supported in school and undertake liaison with external professionals to support pupils (Shine etc). We promote inclusion in lots of different ways such as encouraging and supporting all pupils to join pupil bodies such as the School Council, partaking in Inclusion Events such as that at Manor Green, appointing Makaton Masters throughout the school etc. Children with SEN currently hold roles including Digital Leader, Council Members, Play Leader, House Captain and Librarian. The RBWM Inclusion Mark which we were looking to achieve has been discontinued by RBWM and we wait to see what they will replace it with.
What information has been published on the school website? Is it accurate and compliant? Does it reflect the school's ethos?	• Special Educational Needs and Disability (SEND) overview on dedicated web page including relevant internal and external links. • SEND Policy (Updated and approved Nov 2025) • SEND Information Report (Updated Sept 2025) • Link to RBWM Local Offer • "Where to Get Help" button – offering links for parents to support groups, workshops, advice etc. Information is accurate and compliant. Support and signposting for parents reflects the school's ethos to support and engage with our pupils and families.

Teaching and Learning:

Question	Actions Notes
How does the progress of pupils with SEND compare to that of their peers?	This varies a great deal for a number of reasons including, what support can be offered, the success of external professionals, waiting lists, whether the child is in the most appropriate educational setting for their needs etc. This is child specific - some make very good progress where we are able to provide sufficient interventions. Others may not, especially those with the most complex needs where they are not in an appropriate setting, either as a result of parental choice or lack of specialist provision in the local authority.
What is the impact of interventions? How are they being monitored and evaluated?	SEND pupil data (as well as non-SEND) is monitored termly but the SENCO and class teachers meet to discuss interventions to see if they are making an impact. Where progress remains a concern, additional interventions are considered, as are referrals for assessment / additional specialist support. Teachers often ask the SENCO for support asking how else they can help support pupils within their class, how they can try new things etc. There is a good dialogue amongst the team and the approach to interventions and additional support is dynamic with adaptations and tweaks ongoing to ensure that interventions remain suitable, timely and effective.



How are you liaising with the teaching & leading lead (<i>link with curriculum</i>)	The SENCO has regular meetings with class teachers and advice is given in terms of creating individualised curricula where appropriate.
What are the expectations for reasonable adjustments and adaptations for learners with additional needs?	Class teachers provide a number of activities so that learning tasks are appropriate to the pupil's stage of development. For example, some lessons may require more scaffolding, tasks broken down into smaller steps, adult support in group or 1:1, use of closed-procedures and differentiated questioning etc. Other adjustments include individual reward charts, careful seating/pairing/group work and use of laptops for those with particular fine motor difficulties in KS2.
How are the needs of pupils with SEND communicated to teachers? Are these needs met within the classroom?	Communication about such is helped by us being a small school. Teachers know their pupils very well and try to accommodate needs accordingly – assuming there is enough adult support and resources available. Some needs are met outside the classroom, eg. specific speech and language interventions, but the aim is to deliver support inside the classroom wherever possible. Communication with parents is also important in identifying some underlying needs, on occasion. Formal meetings are held twice per year to discuss all pupils on the register and to discuss any pupils that would benefit from being added. This is in addition to more frequent informal discussions. There are also formal handovers each summer term between teachers as children move up the school. It remains important for the SENCO to have an overview of each child on the register, which she continues to prioritise within her workload.
Does feedback from SEND learning walks feed into targeted Teaching and Learning CPD?	Learning walks/class visits are occasionally undertaken by the SENCO to see support for SEND pupils but time constraints mean that this is not as frequent as she would like. However, she had recently spent some time in year 2, observing five new pupils who have joined to ascertain the impact on that class and identify any additional needs. Although more regular observations are not viable, this is mitigated by the strength of relationships between staff and frequent dialogue – teachers and TAs will speak with the SENCO about concerns and there is a full “open-door” policy.
Is there a process for staff to be able to seek support easily when working with SEND pupils?	Yes – all class teachers can ask for support or advice whenever the need arises. The SENCO will regularly source additional resources as needed; for example, specific speech and language resources from the SALT team
Training for Staff How is training provided for teachers and teaching assistants to help support SEND Pupils?	See training log at end of report. Training provision is currently ad hoc. Some is provided as a result of specific need (for example, Makaton training to help support non-verbal child). Teachers/TAs are able to request training, subject to budget constraints.
Emotional and Social (ELSA) needs – Is this provided and how is it monitored?	2025 saw a change to ELSA support with Mrs O'Neill taking on the role alongside her role as a Learning Support Assistant. The ELSA and SENCO meet regularly to discuss individual pupils and ensure they are being offered the best support, as well as to evaluate the overall effectiveness of interventions. Children in need of support are typically offered a 6-8 week “block” with set goals to ensure that the support is effective and targeted for



	them. Some children receive ongoing support, for example where they have experienced a family bereavement. Mrs O'Neill is enjoying her role and although it was daunting at first, she feels she has settled into it and has received good support. The initial training was helpful, but the ongoing support from attending half-termly ELSA networking meetings has proved the most valuable to her role. She is pleased that the school prioritises this off-site time and she is able to attend regularly. Switching ELSA support to the afternoons (with the previous ELSA only being able to deliver in the mornings) has proved successful, as children are not missing out on core subjects, making it easier for class teachers and preferable for the children's learning goals. The ELSA is timetabled to provide ELSA support three afternoons per week, however having less support staff in school continues to add challenge as there has not yet been a full week of scheduled support, due to Mrs O'Neill having to cover absences. It is hoped that this will improve as the winter illnesses subside. It is also intended to timetable more ELSA support from January which will allow ELSA support to increase from approx. 6 children per week (there are currently 10 on the waiting list). Although it would always be desirable to have more available time for ELSA support, Mrs O'Neill thinks that Holy Trinity does a good job of prioritising it, and from her discussions with other ELSAs, most schools do not make as much time available for it.
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Environment:

Question	Actions Notes
How well are reasonable adjustments being made for disabled pupils being made? (if applicable)	N/A We do not currently have any physically disabled pupils on role. (NB The physical limitations of the school are detailed in the School SEND Information Report.)
How well are reasonable adjustments being made for pupils with additional needs being made? E.g. sensory environment or purpose-built spaces (if applicable)	Reasonable adjustments include group work in a smaller area away from noise for those with autism; use of alternative provision if appropriate (one of our pupils is currently being educated offsite in an alternative provision; quiet spaces and support for pupils. It is difficult to provide purpose-built spaces in the school, but we try to accommodate where possible. Some pupils are supported with items/arrangements such as laminated help signs, individual visual timetables, ear defenders and reduced timetables. Reasonable adjustments are also made in terms of uniform and similar.

Resources:

Question	Actions Notes
Are resources in the department effective in meeting the needs of learners? If not, what further resource do you require and why?	Lean staffing remains the biggest limitation in terms of delivering additional support and interventions for children with SEND, as there are several 1:1 EHCP pupils who withdraw support from other SEND needs. Time to prepare specific resources for those with the highest need who cannot access the curriculum, can also be a challenge. Pupils with an EHCP in place continue to be prioritised as is the legal requirement, allocating staff resources and interventions as

	appropriate. The school and pupils with high need continue to be affected by the lack of special school spaces available within the Borough.
What links have been made with external agencies? Are these effective?	The SENCO has forged effective links and relationships with the Educational Psychologist, Shine Team, SALT team, OT staff, counselling, other SENCOs, and CAMHS. She partakes in regular meetings and is readily available to discuss any concerns. However, the support provided by these external agencies remains limited, and in some areas, such as Speech and Language, provision is reduced with pupils often being discharged very early and without meaningful progress having been made. The external agencies often advise programmes and interventions to be carried out by school, but often these are already being delivered by staff, which can lead to frustration that the external agencies are often not adding much value to the outcomes of these pupils.
How are teaching assistants deployed and how is impact measured?	We try to match needs with experience and training (eg. Autism training at Shine Team, Elklan trained with speech and lang needs) but this is not always possible and change of staffing or staff absence impacts consistency. Impact measured as part of pupil progress and SEND data analysis.

Transition:

Question	Actions Notes
What enhanced transition arrangements are in place for pupils with SEND?	This depends on where the child is coming from or going to, but transition arrangements include additional visits (inc Inset Day); creation of photo books with staff and room details etc; SENCO discussions with other SENCOs; reduced timetable as necessary to ensure positive settling period; ELSA support for year 6 pupils with additional needs moving onto Secondary school and identified pupils referred to summer Transition Programmes run by the local authority. The SENCO is always happy to liaise with and be led by parents in this.

Families:

Question	Actions Notes
How are children, young people and parents/carers of pupils with SEND involved in the processes?	Identification of SEND often comes from parents (as result of behaviours at home), as well as by teachers. There is an open-door policy for parents to discuss concerns, share ideas and plan ahead. Parents of pupils with SEND are invited into parent meetings regularly and contacted by class teachers when a specific concern arises. Children can also share their views, especially in regard to EHCP reviews etc. Personal Learning Plans (PLPs), if in place, are updated and shared with parents during the year. The school regularly signposts parents to external sites/training/resources. For more information on this, see the School SEN Information Report. Mrs Fargher has noticed an increase in parents seeking diagnosis or support for their children. In many of these cases, the children do not display these characteristics at school. Parents will often refer to "masking" and underlying needs. However, it can be difficult to ascertain whether in such cases there is a potential "masked" need, or where the issue is behavioural/lack of boundaries at home. Obviously, such conversations can impact on staff resources. Parents



	do have to be informed of the incredibly long waiting lists for diagnosis and the likelihood of achieving such, especially where the school will not be able to give in-school examples of need.
What parent/carer feedback do you have regarding SEND provision in the school?	The SENCO receives many positive emails and is generally acknowledged as good support for parents and pupils. A questionnaire was sent out to parents in January 2026 to get specific feedback. In addition, an internal questionnaire will also be sent to teachers and teaching assistants to get feedback on the support provided by the SENCO. A summary of the parent questionnaire responses are included at Appendix A. Following the feedback received, the SENCO will email all SEND parents with links to the SEND Information Report and SEND Policy as some seemed unsure what these statutory documents were and where to find them. This communication will also include direction to the various support links on the school website showing that all relevant information and guidance is in one place.
What do SEND learners say about their experiences in school?	SEND Governor met with pupils together with Mrs Griffith and Mrs Fargher in February 2025. A summary of those discussions can be found at Appendix A. This activity will be undertaken every other academic year, with the next due in 2026-27. SIAMS Inspection – November 2025 A selection of pupils including a number with SEND, were invited to speak with the inspector during the recent SIAMS inspection. The SENCO also met with the inspector for a comprehensive discussion. Below are some of the points noted within the independent inspection report: • The school is a deeply caring community in which pupils and adults are known as individuals. As a result, they flourish and are committed to the flourishing of others. • Leaders and adults are passionate in their care for pupils at the school, particularly those who are deemed to be vulnerable. • At Holy Trinity, pupils and adults know that they are valued as individuals. Those who are vulnerable or who are going through difficult times are supported with carefully considered, discrete and bespoke interventions. • Adults take great care to ensure that support for pupils with additional learning needs and disabilities is comprehensive. They monitor these pupils' progress and wellbeing closely to ensure that they thrive.
Do pupils with SEND feel safe in the school environment? (Link for safeguarding)	During the SEND Governor meeting with pupils, it was clear that children with SEND largely feel happy and safe whilst in school.

Pastoral:

Question	Actions Notes
How do the attendance rates for pupils with SEND compare to their peers?	SEND rates are not dissimilar – pupil premium pupils tend to have lower attendance rates.



What are the exclusion rates for pupils with and without SEN?	There have not been any fixed term or permanent exclusions of any pupils, including those with SEND, during this academic year to date.
Are young people with SEND fully involved with the school community?	Yes – a number of pupils with SEND have roles on the School Council, as Librarians, as House Captains/Vice Captains as Digital leaders and Play Leaders etc. All roles are open to all, and the school encourages those who may have less confidence in applying for a role.
Do pupils with SEND access a wide range of extra-curricular activities?	Pupils with SEND have the same opportunities to join extra-curricular clubs as all other pupils. Some external clubs may require risk assessment (for eg. 1:1 adult requirements) but are generally accessible. SEND pupils take part in football, netball, homework club, French, Art, Chess, cooking etc. We try to ensure a range of different extra-curricular activities so that there is something for everyone and not focussed on one particular area, e.g. sports.

Administration:

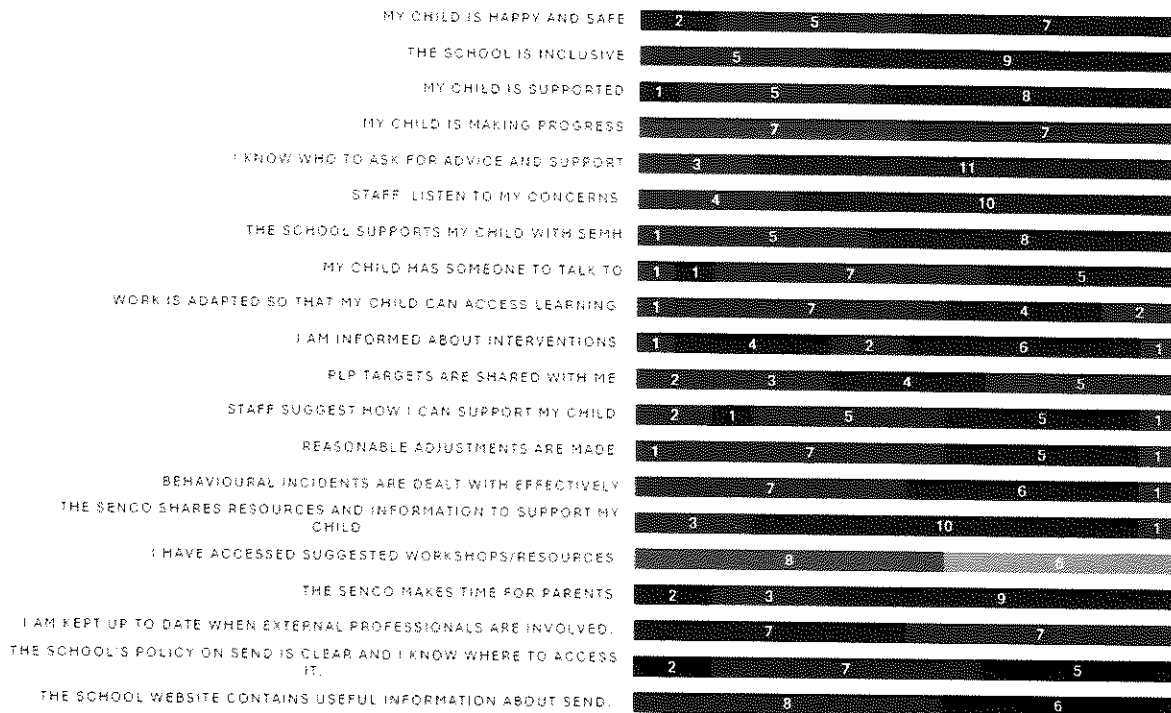
Question	Actions Notes
Are systems fit for purpose regarding management of SEND within school?	We had a lengthy discussion about systems and data and whether storage of such was fit for purpose. Mrs Fargher confirmed that information is contained within filing systems within the cloud network and within the email system, and is confident that if she was absent, another staff member would be able to access information as required. We discussed whether CPOMS (currently used for safeguarding matters) could be used to store some key information and Mrs Fargher said she would look into this as it might be worthwhile storing information such as Diagnosis information and EHCPs on here. It may also help with the transfer of files when a child moves on to the next school, as transfer of such information electronically is currently difficult due to size and security requirements. Mrs Fargher will also look into whether Arbor could be used for some information/transfers. It was agreed that some work needed to be done around data retention and that Mrs Steel and Mrs Fargher would look into this together (looking at the wider Data Protection and retention policies at school). We also discussed timetabling time for Mrs Fargher in September to review data (and delete information no longer required) for children off-rolled at the end of August. Action SENCO and HT to look into storage/transfer/ongoing data management to find improvements including extended use of CPOMS.

Jo Steel
SEND Governor
Steelx
25 March 2026



SUMMARY OF RESPONSES TO SEND PARENT QUESTIONNAIRE

Strongly disagree Disagree Agree Agree strongly N/A Yes No



Breakdown of key questionnaire responses:

