

SEND Governor's Report to the Governing Board

Date:	31 January 2025 (Data as at this date) (Meeting with SENCO December 2024; Meeting With Pupils February 2025)	
This report is period	From: September 2024	To: End February 2025
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.

January 2025 Update – This is an update report following an initial report in January 2024. The January 2025 updates are included in red below, underneath the original comments from January 2024. Facts, figures and dates have also been updated to reflect the data as at January 2025.

Staff Wellbeing Check In (January 2025)	Working within the new staff structure remains a challenge for the team including the SENCO, with reduced resources, there continues to be much to do with not enough time. I asked her if she was able to protect her non-working days with so much to do. She advised that although she often works on her non-working afternoon/days, she has been better and keeping her weekends work-free. I asked her to continue to prioritise this. I asked her to reach out at any time if she felt there was anything I could do to assist, or even just to chat through frustrations.
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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 = 30 (14.4%) 3 x EHCP pupils (inc. in 30 total pupils) (1.4%) We have applied for 2 EHCP Needs Assessments and a 3rd application is due to begin in 2025 (circa 20 week process) 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); and/ or • there is 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. *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 is only available with diagnosis; Outreach from Furze Platt – observations and suggest strategies. Can do 1:1 work.
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. We will be applying for the RBWM Inclusion Mark this academic year.

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 2024) • SEND Information Report (Updated Sept 2024) • Link to RBWM Local Offer • "Where to Get Help" button – offering links for parents to support groups, workshops, advice etc.
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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. For Emotional and Social needs – ELSA intervention is also regularly evaluated to show progress. The ELSA and SENCO meet regularly to discuss individual pupils and ensure they are being offered the best support. January 2025 Update – ELSA support will change following the departure of the ELSA in December 2024. Those pupils with specific ELSA requirements within their EHCPs will be prioritised. An existing TA will take on ELSA duties and will undertake specific training from January 2025. It is hoped that the nature of having an existing staff member take on the role will have a positive effect on the transition for the children. It is also hoped that moving ELSA support to afternoons will help ensure that children are not missing numeracy and literacy lessons in the morning. Furthermore, it is clear that the way interventions have been delivered previously is no longer sustainable following the staff restructure. The school is unable to deliver the same interventions in the same way with a reduced staff number. The Headteacher and SENCO are therefore working together to review how interventions are undertaken throughout the school, looking at what can be delivered, TA timetabling, EHCP requirement and how processes and interventions may be streamlined but continue to deliver for pupils.
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. January 2025 update – 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 undertaken by the SENCO to see support for SEND pupils but not as frequently as she would like*. Where training needs for staff are identified these are arranged as necessary (eg. Autism training at Furze Platt). Relationships between staff are strong and enable frequent dialogue – teachers and TAs will speak with the SENCO about concerns and there is a full “open-door” policy. Action - SEND walk observation forms – the SENCO would like more opportunity to make class observations, but time constraints make it difficult. We agreed that Mrs Fargher will block out specific time per half term to focus on this. Observing classes in this way will also help identify any additional needs within the classroom. Action update January 2025 – Ongoing. The SENCO has carried out a small number of walk-in observations but not as many as she would have liked. This is as a result of the staff restructure, whereby the SENCO is now spending more time in the classroom as a class teacher, with SENCO duties reduced to two days per week. This is likely to remain the case in the short to medium term. The SENCO will continue to undertake walk-in observations as and when time allows.
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 (<i>Question added by SEND Governor</i>) 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 in Reception). Teachers/TAs are able to request training, subject to budget constraints. The SEND Governor discussed with the SENCO and Headteacher about exploring a more strategic approach to training, for example, looking at the needs of those in the EYFS and KS1 setting, and identifying the staff training needs to support these throughout the school. It was noted that this can be impacted heavily by staff turnover and also individual SEND pupils who may transition into and out of the school during the primary years.

Environment:

Question	Actions Notes
How well are reasonable adjustments being made for disabled pupils being made? <i>(if applicable)</i>	N/A We do not currently have any physically disabled pupils on role. <i>(NB The physical limitations of the school are detailed in the School SEND Information Report.)</i>
How well are reasonable adjustments being made for pupils with additional needs being made? E.g. sensory environment or purpose-built spaces <i>(if applicable)</i>	Reasonable adjustments include group work in a smaller area away from noise for those with autism; use of alternative provision if appropriate; 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 such as laminated help signs, individual visual timetables and ear defenders. 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?	Staffing is the main concern 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. January 2025 update – Following the staff restructure, staff resourcing continues to be the main 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, CAMHS, as well as Mrs Titre (ELSA provision) in school. She partakes in regular meetings and is readily available to discuss any concerns.
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 impacts consistency. Impact measured as part of pupil progress and SEND data analysis. The SENCO and SEND Governor discussed the benefit of having the SENCO more involved in allocation of TAs at the beginning of the academic year to help best assignment of qualifications/training with pupil need, where possible. Action – SEND Governor to discuss the above with Headteacher. Action update January 2025 – Complete. This was undertaken by the Headteacher and SENCO, taking account of the revised staff structure. In particular, TAs with speech and language skills were assigned to the classes with the most need in that area.

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. Individual Educational Programmes (IEPs) are updated and shared with parents three times per year. The school aims to share information received with parents where possible such as available workshops, training events etc. An IAS coffee morning was held last academic year with parents invited to find out about the service. For more information on this, see the School SEN Information Report. January 2025 update – The SEND Governor and SENCO discussed the fact that there may be less interventions, on interventions happening in a different way, following the staff restructure. The SENCO would be looking at how to appropriately communicate this with parents and carers.
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. Action – The SENCO And Headteacher will put a parent questionnaire together in the spring term asking for feedback to cover items such as sign posting, communication, and awareness. Action update January 2025 – Ongoing. It is anticipated that the questionnaire will be sent during the spring term. Action – SENCO and Headteacher to put questionnaire together in the spring term for teachers and teaching assistants to get feedback on the support provided by the SENCO. Questionnaire to cover: support; training; processes; suggestions; benefit (or not) of having set meetings with the SENCO (as was the case pre-covid) or ad hoc (as current). Action Update January 2025 – Ongoing. It is anticipated that the questionnaire will be sent during the spring term.



What do SEND learners say about their experiences in school?	We do not currently have specific feedback from SEND learners about their experiences. Action - SEND Governor to arrange feedback session with a cross-section of SEND pupils in the summer term (together with the Headteacher), following a previous successful session with pupils to ascertain ICT education throughout the school. Action update February 2025 – Complete. 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.
Do pupils with SEND feel safe in the school environment? (<i>Link for safeguarding</i>)	Action - To be covered in the above session. Complete. See Appendix A summary.

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, Eco Committee, as Spiritual leaders and Makaton Masters 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.

Appendix A – Pupil Voice

5 February 2025

Together with Mrs Griffith and Mrs Fargher present, I was lucky to meet with nine children from three different age groups (Year 1, Year 4 and year 5). We met with two groups of three and a further three children individually. It was a pleasure to chat with them and hear about their experiences and journeys at Holy Trinity.

The children had a range of different Special Educational Needs which varied in terms of both type and severity. We used the attached questionnaire as a guide for our conversations, but also talked about other things, led by the children.

From our conversations, a number of themes became apparent. The children largely expressed that they felt safe and happy whilst in school, with one child saying their teacher was funny and made school fun and a couple of children expressing that their friendship groups made them happy and safe. A couple of children said that the environment itself made them feel safe and that there were also instructions to help them stay safe too.

When discussing friendships and classmates, there was a recurrent theme of strong and supportive friendships being a common feature of life at Holy Trinity which was lovely to hear.

The children said that they found the adults in school to be kind, helpful and that they felt listened to. They would ask adults if they were unsure about something in their learning or if they were in the learning pit.

The children often referred to visual rewards which they seemed fond of – with many mentions of stickers, ticks in books, and house points as an indicator that they had done well or "got things right".

When asked about where they would go if they felt worried, two children mentioned that they would have visited Mrs Titre's room and were sad that she had left. The Worry Monster was mentioned, which was now in Mrs Griffith's office. Once the new ELSA had received training, it would be good to "advertise" to the pupils that she would be available to help children and to try to encourage new bonds with her.

The children enjoyed having extra break time or taking part in the Daily Mile and said that the running track had made this better.

Equipment mentioned to help with work included cubes, manipulators, 100 squares, and timetables on the walls to help with maths.

Some children referred to working in smaller groups to do certain work and this was vocalised in a positive way. The overall impression was that the children were experiencing

their time at school in the same or similar way to their classmates. Many of the children were receiving support or adaptations as appropriate but still felt very much part of the class – including those with very high needs. I got a strong sense of inclusion from talking to the children, particularly those in KS2.

In conversation with Mrs Griffith, it was considered that the changes that had needed to be made as a result of the staff restructure, namely the combining of interventions where children may have been taught individually and were now in similar level groups, had actually benefitted the children and their sense of inclusion.



Generally, children felt behaviour was good at Holy Trinity. As is common in schools there were some occasional issues at break times and some classes were noisy, but the children did not raise any particular concerns.

It was clear from discussions with Mrs Griffith and Mrs Fargher that there was a clear focus on how to ensure that all children can access the full aspect of school life, including residential and trips. Work was already in progress to look at how all children in year 4, including those with very high needs, could access the residential later in the year, even if this was in part.

We discussed how the school measured progress in social and relationship skills, particularly with children who were likely to experience low academic progress. There were some children who would really struggle to make little or any progress academically, but who had already made good progress in their social skills and ability to form relationships. Mrs Fargher advised that these were tracked in EHCPs, and it was important to note this progress alongside the academic data.

It was clear from meeting the children that even in cases where Holy Trinity is not the most suitable school environment and we are unable to meet a child's complex needs, that the school offers a nurturing and supportive place with children able to make good progress socially and emotionally.

I met two children from Key Stage 1, both with high-level needs. One child had been subjected to considerable trauma previously and had associated attachment needs. Although these children expressed that they did not want to be at school and would rather be at their home or at a previous school, clear adaptations have been put in place by teachers to help the children settle. Such measures include positive affirmations and stickers, reduced timetable, one to one adult supervision and time in the "Happy Hub" to play as an incentive for coming to school. One of these children expressed their pride and happiness that they had been able to complete their maths work on their own that morning and that she enjoyed learning phonics. Mrs Griffith had confirmed that despite these particular children's complex needs, there had been significant progress with behaviour since joining Holy Trinity as well as progress with independent learning. It was noted that counselling would be needed for one of the children and that the EHCP was in progress.

Pupil Voice Questionnaires

February 2025

Pupil Voice Questionnaire		
1	Do you enjoy school?	   ☐ ☐ ☐
2	Do you feel happy in school?	   ☐ ☐ ☐
3	Do you feel safe in school?	   ☐ ☐ ☐
4	Are the adults in school kind and helpful? Do they listen to you?	   ☐ ☐ ☐
5	Do you know what you are learning in lessons?	   ☐ ☐ ☐
6	How do you know that you have got things right in class?	
7	Who would ask for help if you don't understand something / If you are in the 'Learning Pit'?	
8	Is there anything or anyone who helps you to learn in school?	
9	Do you think children's behaviour in our school is good?	   ☐ ☐ ☐

10	Where would you go for help if you feel worried?	
11	Do you enjoy having breaks for Mile a Day / extra break time?	   ☐ ☐ ☐
12	Do you use fidget toys (blu-tac etc) to help you concentrate in class?	
13	Do you have friends in school? Who are they?	
14	What would you do if you had a fall-out with friends at break time or lunch?	
Any other comments?		

February 2025

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Staff training record for SEND

Autumn Term 2024			
Date	Staff	Course/training	Lead/provider
September 24	1 x TA + 1 x class teacher	Makaton	Makaton online
26/09/24	Designated Teacher	Designated Teacher Conference	AfC
02/10/24	Headteacher	Attachment Aware School Bronze Award launch	AfC
17/10/24	Designated Teacher	Designated Teacher Network	AfC
24/10/24	Headteacher	Coaching session 1 with EP for Attachment Aware School Award	AfC
05/11/24	Designated Teacher	Designated Teacher Network	AfC
09/12/24	Headteacher	Coaching with EP for AASA	AfC
Spring Term 2025			
06/01/25	All staff	INSET: Attachment Aware Training	EP from AfC
20/01/25 + 23/01/25 +06/02/25 + 13/02/25 + 27/02/25 + 06/03/25	New ELSA TA	ELSA training	AfC
w/c 27/01/25	TAs x 4	TA training	AfC
28/01/25	SENCO	Designated Teacher Network	AfC
31/01/25	Headteacher	Alternative Provision	AfC
25/02/25	SENDCo	SEND Conference	AfC
02/25	EYFS TA	NELI Course 1: Language Fundamentals	OxEd
02/25	EYFS TA	NELI Course 2: Delivering the NELI	OxEd
07/03/25	EYFS Leader	Improving Behaviours and Self-Regulation in EYFS	AfC
11/03/25	All staff	Attachment Aware Training session 2	