

SEND Governor's Report to the Governing Board

Date:	30 January 2024 (Data as at this date)	
This report is period	From: September 2023	To: End January 2024
Named Governor for SEND:	Jo Steel	
Date last attended SEND Governor training:	November 2023	

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

Overview:

Question	Actions and Notes
What % of pupils are on the SEND K register? How is this monitored? What % of pupils have an EHCP?	SEND Register pupils total = 28 (13.8%) 4 x EHCP pupils (inc. in 28 total pupils) (2%) 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; 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 (based at Furze Platt Senior School) is only available with diagnosis and provides observations and suggested 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 2023) • SEND Information Report (Updated Sept 2023) • Link to RBWM Local Offer • "Where to Get Help" button – offering links for parents to support groups, workshops, advice etc.

Teaching and Learning:

Question	Actions Notes
How does the progress of pupils with SEND compared 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.
How are you liaising with the teaching & leading lead (link with curriculum)	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.
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.
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 (Question added by SEND Governor) 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? (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; 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.
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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.
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.

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.
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 Head Teacher will put a parent questionnaire together in the spring term asking for feedback to cover items such as sign posting, communication, and awareness. Action – Head Teacher and SENCO 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).
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.
Do pupils with SEND feel safe in the school environment? (Link for safeguarding)	Action - To be covered in the above session.

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?	Two pupils have received fixed term suspensions and one permanent exclusion during this academic year, both with SEND (one SEN K and one EHCP). There have been no suspensions or exclusions for pupils without SEND. Reasonable adjustments are made as per the SEND Policy and in the case of the pupil with the EHCP, lots of support and interventions were put in place beforehand to try and avoid permanent exclusion.
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.

Staff SEND Training log 2023-2024

Autumn Term 2023			
Date	Staff	Course/training	Lead/provider
28/09/23	SENDCO and DT	Designated Teacher Conference	AfC
26/09/23 & 28/09/23 & 04/10/23 & 10/10/23 & 17/10/23 & 19/10/23	1 x TA	ELSA training	AfC (Education Psychology Services)
04/10/23	Headteacher	Pupil Premium Network	AfC
10/10/23	SENDCo	SEMH Network mtg	AfC
14/11/23	SENDCo	SEND/EAL Network	AfC
Spring Term 2024			
09/01/24	SENDCO	Young Carers	AfC
17/01/24	SENDCo	Designated Teacher Conference	AfC
17/01/24	Y4 TA	Making sense of Autism	Furze Platt
31/01/24	Y4 TA	Good Autism Practice	Furze Platt
27/02/24	SENDCO	SEND Conference	AfC

Staff SEND Training log 2022-2023

Autumn Term 2022			
Date	Staff	Course/training	Lead/provider
28/09/22	SENCO	SEMH Network	AfC
22/11/22	SENCO	Inclusion Summit	AfC
30/11/22	SENCO	Pupil Premium Network meeting	AfC
Spring Term 2023			
11/01/23	SENCO	Designated Teacher Conference	AfC
12/01/23	Headteacher	Heads Network - SEND	AfC
31/01/23	SENCO	Designated Teacher forum for LAC	AfC
31/01/23	ELSA	ELSA Network Meeting	AfC
08/02/23	SENCO	Inclusion Summit	AfC
21/02/23	SENCO	SEND Conference	AfC
21/03/23	SENCO	Pupil Premium Network	AfC
30/03/23	All TAs	ADHD training	AfC
Summer Term 2023			
27/04/23	SENCO/Designated Teacher	Designated Teacher network – peer relationships	AfC
15/06/23	SENCO	Pupil Premium Network	AfC
06/23	All Staff	Zones of Regulation	SENCO

Staff SEND Training log 2021-2022

Autumn Term 2021			
Date	Staff	Course/training	Lead
22/09/21	SENCO	SEMH Network	RBWM
Spring Term 2022			
19/01/22	SENCO	SEMH Network	RBWM
01/03/22	SENCO	SEND Conference	RBWM
08/03/22	All teachers & TAs	SEMH training	RBWM
Summer Term 2022			
11/05/22	SENDCO	SEMH Network Meeting	AfC

Signed

Steel

Signed

Platt

(Governor)

(Staff member)