

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Jo Taylor and Aileen Boaler
Date of Visit	29 November 2022
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	SEND Update
Name of Staff	Mrs Fargher
Next Steps/follow up from previous monitoring From previous SEND meeting: Finance team to budget for staff absence cover to reduce interruption to SEND and recovery premium interventions. Finance team to consider additional funding for ELSA support Clarification of SEND notional budget	
Key Area in SDP: Monitoring Findings from this visit Intervention is still really tricky as cannot deliver what want and what we know we can deliver due staff absences. As EF is no longer working in Reception, TW-S is currently doing NELI training for YrR and school is considering if JJ will do NELI training as well. This may not work as she is covering speech and language intervention but would feed into this is she was able to do this training. JJ was 1:1 with a pupil who has now moved onto Secondary school. During her time with this pupil she built up experience and resources for Speech and Language and worked closely with the Borough SALT link. JJ is now covering (SL/SALT) across the whole school which is working well. HT is moving to a new system called Arbour and in the long term this should be really useful but only just started using it. It is very logical and helpful in pulling information about SEND children which can be used for referrals rather than having to go to ask the Office for the information. FF shows us the SEND Log she has created for each pupil which has a trail of information. It contains all the details about a pupil and is added to frequently, putting on additional information so she can check back and ensure items have been followed up. The latest information is in red. It is very helpful as all information is one place which is essential when talking with parents or external agencies. Go through each child every so often. Boxall profiles – FF is disappointed they have not completed these as they had hoped. Just not had time due to staff absences. Boxalls allow for target setting and will be really useful for children with SEMH needs (social, emotional, mental health) but require time to complete the screeners, set targets, implement targets and then re-evaluate. FF is doing AT's performance management so this remains a focus for this academic year with intention to use Boxall for all pupils with SEMH needs at least. We would also look to review all pupils with Yr 1 teacher (CB) to identify pupils who may need support going forward into Yr 2. Will continue working on Boxalls in this regard but not the highest priority. Governors asked about the wellbeing of pastoral TA. AT doing is 4 mornings and one afternoon occasionally on a Wed. Counselling Service 22 is helping pupils and supporting AT. With one less class it is more manageable than it was. FF is keeping in mind the thought about whether we need to train another ELSA. An intervention file has been created for each class – this is new for this year and had been implemented so it is consistent across the school. It is a Blue file which is exactly the same for each class. It has a tab for every pupil that has an IEP, there is a one page profile all about pupil voice, a timetable showing any work completed with TA/S&L/OP etc so you have a record of interventions and if they happened or not	

(note if a TA is pulled elsewhere to work or pupil absent). Will also include the IEP for the pupil for TA's use. It is showing what should have or has happened. It is currently in the early stages and may need tweaking to ensure they have a record of interventions that is useful but not onerous on the teachers and TAs.

We discussed if adding the monitoring of this in the TA performance management and Teacher meetings would be helpful.

There are more referrals coming in for Early Help and ASD/ADHD. Susan Wood has been a great contact at the Borough. Early Help is there if school are concerned about a child being vulnerable, family conflict, family help is needed, or for early intervention.

Getting Help team which is part of CAHMS comes under Early Help referral and covers pupils with anxiety and self harm. It has been good for some families/pupils, however the Getting Help team are referring pupils back to school for ASD referrals rather than taking these forward themselves.

RBWM have produced an ERSA (Emotional Reasons for School Avoidance) school kit which at first look is all common sense. Pupils tend to mainly be fine once they are actually in school, the difficulty is getting them in the door. SH/FF recently completed a Risk assessment for a pupil which has aided them to think about what might help pupils. A few children are struggling to come into school due to family situation/ASD/other circumstances. This local authority team is in addition to the EWO/EWS team.

FF is meeting the Borough contact for ERSA next week. It is becoming a bigger issue for primary age children, previously tended to be secondary school pupils.

Some of the pupils discussed at DSL meetings are often those who are a concern regarding school attendance.

Governors asked about SEND pupils accessing the Write Stuff resources. FF confirmed that all bar 2 pupils were able to access it and as it was a 'logical' resource it was particularly helpful to some SEND children.

FF noted that very few parents turned up for the Write Stuff workshop last week for KS2. A few parents for Yr's 4 & 5. About 10 for Yr 3 but no parents for Yr 6 class. AW attended as a Governor and Parent (see report).

Governors asked about FF and other staff wellbeing and workload. FF is ok just needs staff to be in school to continue delivering work as they are all feeling very jaded and stretched. They are having to cover staff absences and lunchtime duty and this has a huge impact on interventions for SEND pupils. Staff all look out for each other but it is hitting their wellbeing hard at the moment.

Talked about SEND units within schools. SAVS unit not opening until 2023 now and will only have 10 ASD places for whole Borough. JG spoke to a school in Windsor who had recently set up a ASD unit at their school. And they indicated that there was little additional funding and support out there to do this so be very cautious about considering this as an option for Holy Trinity.

Actions used to identify findings

Spoke to FF
Looked at examples of:
SEND Log
Class Intervention Folders (Blue)
Followed up with JG re Write Stuff

What outcomes have been identified as a result of my visit

SEND plans are in place to support pupils, however, staff absences are impacting on delivering these interventions and this is the biggest barrier.

Continuity of Speech and Language TA and the importance of her role across the whole school.

Impact of this visit

Gained a better understanding of the monitoring of SEND children with the SEND Log and Intervention folders.

Awareness of ERSA increasing and the new Getting Help team.

There is always a huge amount of work that has been undertaken in this area.

Aspects we would like clarified/Questions we have

Review Blue Folders

Q: It would be helpful to understand the progress of SEND pupils and how the SC catch up is helping.

A: Progress of SEND pupils is monitored by FF using formal data at end of each term. FF then tries to meet with each class teacher to discuss and think of anything else school can put in place to support children who are NOT making progress as expected. Sometimes there are real reasons why this hasn't happened (eg. EHCP pupils may be making progress at a slower rate than the '1 click per term' expected of non-SEND pupils). SC catch up was mainly focused on those pupils who are just below the expected level (ie, those who need additional support in order to 'meet' the expected level) although some SEND pupils with higher needs also accessed her sessions; from this, a couple of pupils have received informal dyslexia assessments to identify strengths and difficulties which will help going forward.

Q: To gain a better understanding of process when pupils are absent from school. When does EWO get involved? Does ERSA come into play before the EWO or along side? Does the school inform EWO or is it an automatic flag to EWO.

Do the DSL's have a link to EWO/ERSA?

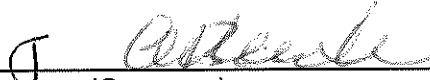
A: EWO usually gets involved when attendance is less than 90% (was 85% at one stage). EWO comes into school and looks at register every half term to monitor absence, but this is changing to once every big term. School are expected to have followed the absence policy (involving sending letters to parents and holding meetings as necessary). Sarah Lawson usually liaises with the EWO (a lady called Jo).

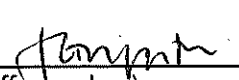
The ERSA (emotional reasons for school avoidance) is an approach promoted by the local authority for schools to think about WHY pupils are not accessing school and to provide strategies which may be useful for increasing school attendance (such as allocating a member of staff to meet the pupil and do a transition activity before they join the class; coming to breakfast club/ staying for sports clubs if they want etc). The EWO and ERSA work quite closely (Hannah Forde is the ERSA link for the local authority) when needed.

Governors to request F&R additional short term TA coverage.

Governors would like to follow up on the SEND notional budget as did not have time to discuss with this visit. Governors to follow up with Bursar with regards to talk about notional SEND budget – it is quite complex and is worked out on pupils numbers, ratios and some sort of difficult formula! As a school we are expected to fund the first £6,000 of any support for a pupil but the reality is that we do not get that amount.

To be shared with the school staff and school governing board.

Signed: 
(Governor)

Signed: F. Fargher 
(Headteacher/Staff member)

