

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Jo Taylor and Aileen Boaler
Date of Visit	25 November 2021
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: Review on SEND budgets and financial impact on the school of successful EHC plans Review of Yr 6 move to Charters	
Key Area in SDP: Monitoring Findings from this visit To focus on pupil wellbeing To ensure a successful use of recovery premium to support identified pupils To provide support to all staff with regards to their wellbeing and emotional state To review and consider staff workloads	
Actions used to identify findings We spent over an hour online with Mrs Fargher (FF) who gave a detailed introduction and overview to SEND. We received a Powerpoint presentation about the Boxall profile We received an update on how SEND and other vulnerable pupils have coped during and since lockdown, including support and therapies from external agencies.	
What outcomes have been identified as a result of my visit FF answered a query raised regarding the progress of LAC pupil noted on LAC/PLAC annual report. This pupil is receiving additional support and interventions to maximise progress academically. It was noted that the Yr 6 transition to Charters was successful with all pupils being able to visit the school in the summer. This term, bubbles of children were able to visit with their parents to look around before applying for Sept 2022 intake. It was very good to hear that the SEND team were able to give excellent support to all SEND pupils as well as Pupil Premium and vulnerable children during and since lockdown. Communication with parents was maintained and they were provided with copy of IEP with an explanation of how to best support their child with online learning or a work pack for those with no online provision. It was noted that it was not appropriate for some SEND children to attend school in the key worker group during lockdown due to their ASD needs. It was felt that their parents were able to better support them at home with advice given from school for continuing IEP strategies at home. FF told us about Sarah Clarke (SC), a specialist literacy teacher linked to UCL, who has worked with the SENCo to support pupils in Holy Trinity for a number of years. We discussed that RBWM does not support the cost of formal dyslexia assessments (circa £700) and so SC provides informal assessments for specific pupils (circa. £100/£150) which come out of the SEN budget; formal assessments can be arranged (between SC and parents) and paid for by parents if they seek a private diagnosis. SC creates a programme of resources and a plan for pupils with high literacy	

needs and meets with them to update these twice a year. Several pupils within the school receive support through these literacy programmes which are delivered by TAs.

The subsequent recovery premium support (Catch up learning) has been provided by SC for KS2 pupils as she already has a knowledge of the needs of SEND pupils at HT and is able to support the needs of other children in small groups; SC attends for one morning a week and works with 5 groups of pupils (years 3-6). These are pupils that are below where they should be as a result of the pandemic and it is hoped they can catch up with intervention. High needs SEN pupils continue to work with TA's using strategies from their IEP's.

Shirin Ahmed (Yr 4 teacher) is working with Yr 1 for two mornings a week providing phonics as part of the recovery premium support (although the government funding does not cover the full costs of this).

Unfortunately, there has been considerable disruption to SEND interventions due to staff absence from ongoing infections / isolations of Covid 19 as well as timetable changes due to the need to be working in bubbles. Assembly time would usually have been used to withdraw children for support with TA e.g. daily readers, small group work etc. Mrs Fargher explained some of the intervention strategies used such as Precision Monitoring. This is a grid of 5 x 10 high frequency words that are read as quickly as possible. TA's and Teachers provide interventions to pupils with EHCP and IEP. Currently there are 3 pupils requiring 1:1 support. Manor Green and the Shine Team at Furze Platt provide some school support in terms of strategies to try for pupils with EHCPs.

Mrs Fargher kindly presented Boxall Profiling that is her focus for this year. FF had explored its use at HT and RBWM have paid for all schools in the Borough to access this resource for 300 pupils. This means it could be used for all HT pupils but currently focussing on a few with highest need. The Boxall Profile targets SEMH needs so is particularly useful at this time as children with social and emotional needs have to be addressed first before they can learn.

Mrs Fargher and Mrs Titre have filled in their first profile for pupils with the highest need and will monitor how it works with the aim to complete for all ELSA pupils by Easter. It is an online tool which will show red, amber and green areas of need with links to appropriate support strategies and resources.

It is hoped that once the system is familiar to the SEND staff they will then be able to support class teachers to use for pupils that they may feel need SEMH support.

The long term aim is to consider whether it would be useful to complete Boxall Profiles for all pupils at the end of KS1 to identify needs in readiness to ensure appropriate support in KS2.

FF discussed the use of NELI (Nuffield Early Literacy Intervention) in EYFS. Emma Free, TA, is completing the training at present.

We discussed the Notional budget for SEND which FF has spent some considerable time looking into. The school budget includes a notional amount which is dependant on various factors. Schools have to cover the first £6000 spend for SEND support. An EHCP will provide some extra funding however the cost of support for most of these highest-needs pupils always exceeds this. FF is keen to look into this further to obtain greater understand of the funding.

The TA/Teacher support is key and with budget constraints and bubbles, they have to think cleverly how to maximize support.

We touched on the Pastoral Hub and will arrange a separate meeting with regard to this with Mrs Titre. This is an invaluable resource as a lot of pupils who are accessing this are on the SEN register, although not all. Some pupils do blocks of sessions and others adhoc. There is Elsa supervision training provided twice a year by RBWM Educational Psychology for Mrs Titre.

We discussed the SEND workload which is up and down. There are crunch points, but it is currently manageable.

After the meeting we raised the question about 'How are the SEND pupils accessing Write Stuff?' FF informed us that there are a three EHCP pupils who are not accessing the Write Stuff as they have individualised curriculums and their needs are very different. All other SEND pupils are accessing the Write Stuff and a recent review of KS2 books indicated that they are exposed to a higher level of vocabulary and there is already progress evident as a result. The very nature of the Write Stuff being means it is modelled and methodical which can benefit pupils who find it hard to create a piece of writing independently.

We also asked to view an anonymised provision plan for each class within school. This was duly provided for our review.

Impact of this visit

It was clear that staff had worked incredibly hard to support both SEND and vulnerable pupils during and since lockdown.

We were very impressed to see what has been achieved in terms of the planning and appreciate that the delivery has been difficult due to the ongoing pandemic.

We want to ensure that the Finance Committee is aware of the funding needs for ELSA and SEND support/resources especially when there are staff absences.

We are pleased to see the Boxall package being the focus this year.

We are reassured with the continued use of Sarah Clarke for both SEND and recovery premium support and feel this is a good use of the funding.

Aspects we would like clarified/Questions we have

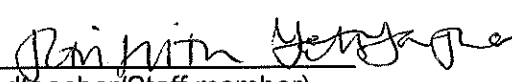
Request Finance team to budget for staff absence cover to reduce interruption to SEND and recovery premium interventions.

Request Finance team to consider additional funding for ELSA support

Clarification of SEND notional budget

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

Signed: 
(Governor)

Signed: 
(Headteacher/Staff member)