

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Belle Moss and Stephanie Hynard
Date of Visit	06 February 2019
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 SEN meeting: Support for children moving between years and in and out of school Communication with parents and external agencies SEN area on website e.g. information update on staff skillset From SACC meeting: Network building update	
Key Area in SDP: Monitoring Findings from this visit To continue to meet children's needs through high quality provision and specific support needs	
Actions used to identify findings We were given a detailed update document covering key activities, as well as spending an hour reviewing a number of different areas with Mrs Fargher. We received a list of all training undertaken or planned. We received an update on pupil support since our last meeting, including referrals to EP, NHS SALT service, Dyslexia assessment etc. We reviewed an anonymised provision plan for each class within the school.	
What outcomes have been identified as a result of my visit A meeting is being scheduled with Charters deputy and SENco to discuss Year 6 transitions. This will happen in conjunction with support from the ELSA lead, Mrs Titre. This is particularly important for our SEN children given the transition support offered previously by Charters for all year 6 students has been withdrawn. Mrs Fargher and Mrs Titre are working closely together to discuss ideas and monitor the progress SEN children are making and both liaise with teaching staff where necessary. We discussed year group handovers and understand that very specific handover notes are written by class teachers, with input from Mrs Fargher where needed for each SEN child. We also discussed the TA resource transfer between classes, with some specially trained TAs following children through a whole key stage, especially in KS1. TAs across the school have access to a range of support according to the needs of the children, for example, NHS SALT therapy or Occupational Therapy. Those TAs who have had specific training are allocated to interventions which allow them to use their skills to the best advantage for the children – this is across all Key Stages. Mrs Fargher has also started a provision map for each class which shows what interventions are put in place for each child. This will allow all staff to measure the impact and improvement of interventions against performance and also provide a reference document to discuss with parents where required.	

Mrs Fargher has been volunteering to sit on Borough ECHP submission and assessment panels which review all new EHCP cases. This is giving her excellent insight into writing effective plans and also building relationships within the Borough.

A new area SENco has been appointed. Mrs Fargher has access to this resource as well as continuing to build on her relationships with the two Ascot area SENcos.

Mrs Fargher has been holding meetings with TAs to reiterate best practice for interventions and ensure recording of progress. The need for a consistent approach was identified and that is being implemented across the whole school.

A visit to Manor Green School to observe strategies used for children with autism by their carers has been arranged for two TAs who work closely with our youngest children with ASD.

Following a thorough review and questionnaires completed by all TAs, Mrs Fargher is planning to update the SEN area of the website to include details on all training and skills within the TA team; she has already clarified the role of ELSA within the SEN area and made a few revisions to language earlier on in the year so make SEN provision clearer for parents. Her aim is to review the SEN section as a whole and update when time permits.

Impact of this visit

We were very pleased to hear of the progress Mrs Fargher is making in building close relationships within the Borough, particularly in volunteering to review EHCP plans.

We were also very impressed with the provision document, an excellent tool for overseeing the impact and performance levels of intervention sessions.

We want to ensure the Finance Committee is aware of the funding required for Mrs Fargher's master's course, which will start in September 2019.

We feel the increased visibility of the SENco, in terms of additional hours funded by the school, but also her open-door policy within the school is making a marked difference in how parents and teachers are able to access the SEN function within the school.

It's very pleasing to see the number of EHCP plans in progress or approved increasing (information provided in SACC committee). We feel Mrs Fargher's detailed and organised approach has had a big impact on this area.

Aspects I would like clarified/Questions I have

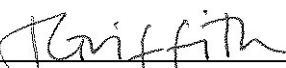
We would like to ask the finance committee what budgets are available for SEN provision in 2019 and understand where this resource will be allocated.

We would like to understand the financial impact on the school of the funding of successful EHC plans.

We would like to review the year 6 move to Charters.

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

Signed: 
(Governor)

Signed: 
(Headteacher/Staff member)