

# Holy Trinity CE Primary School

## Governor Visit Report

|                                                                      |                                                                                                      |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Name of Governor</b>                                              | Belle Moss (author) / Sue Sleight / Stephanie Hynard (Richard Pelly and Aileen Boaler also attended) |
| <b>Date of Visit</b>                                                 | 06 February 2018                                                                                     |
| <b>Agreed Focus for Visit</b> (linked to SEF, SDIP & Key priorities) | Visit to Manor Green School                                                                          |
| <b>Name of Staff</b>                                                 | Hosted by Joolz Scarlett (Manor Green Headteacher and Richard Pelly, Manor Green Chair of Governors) |

### Reason for visit

The visit was arranged in order for Holy Trinity (HT) governors (particularly those on the SEN committee) to gain a greater understanding of the workings of the borough's dedicated SEN school and evaluate whether there could be any useful learnings or areas of synergy for HT.

### Actions used to identify findings

The governors were treated to a presentation by the Headteacher, of the school's remit, structure and approach and invited to ask questions. Following this a tour of the school taking in the various areas from sensory rooms, link and academic classes, hydrotherapy pool, outside space and social / break rooms was given, with access to teachers and SSA's in each of the rooms where possible, to discuss their specific approaches and meet the children.

### What outcomes / learnings have been identified as a result of the visit

It was very clear throughout all our dealings with the Headteacher that there is a desire to extend their 'Outreach' programme to schools within the borough and share expertise. Manor Green would be happy for schools to suggest topics for surgery sessions they think would be useful such as preparing parents and building negotiation strategies. These would complement courses already underway such as the writing and gathering of evidence for EHC plans, with additional help on offer for individual applications.

<http://www.manorgreenschool.co.uk/Manor-Green-Surgery-Sessions>

Ms Scarlett also remarked in discussion that training for HT TA's, perhaps based on a SSA / TA 'swap' for a short period could be looked into.

### Next Steps/follow up from monitoring

Internal discussions with HT Leadership and SEN team as to areas where HT may benefit from training or advice.

Review ways in which HT could develop and maintain a closer relationship with Manor Green School.

### Additional Comments

Manor Green has implemented measurement systems based on their desire to support their students in mastering independence rather than a pure focus on education. Some of these systems may (with adjustment) be of interest to HT. These include their ACE assessment tool, which looks at each child holistically based on their Academic Progress / Care and Therapeutic Learning Support / Enrichment and Life Skills and Engagement. Another sensory progress model of engagement leads pupils on a journey through structured prompts: Experience – Sensory Experience – Physical – Gestural – Spoken.

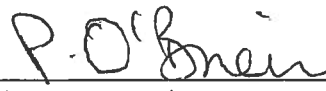
The governors also saw evidence of teaching systems such as TEACCH (left to right and top to bottom structure), Makaton, Visual strategies, displayed on tables or in display books and self-regulation strategies for students where appropriate. We were particularly impressed that these structures and prompts were adopted and followed rigorously in clearly defined ways across the whole school.

Manor Green has set up an initiative called 'The Link' which is financially independent to the school and is an outcome focussed service which helps children address more extreme emotional and behavioural difficulties. Selected children are given a 12-week placement with the aim of re-integrating into mainstream schooling at the end. There are 10 places on offer for primary children who have already been or are on route to exclusion.

Finally, the Headteacher discussed the importance of engaging with and supporting SEN parents. They publish weekly videos of the children's activities and also have regular coffee mornings. In addition, they run focus group sessions and have set up a support group called 'Hum Jolly' for an ethnic minority who were feeling isolated.

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

Signed:   
(Governor)

Signed:   
(Headteacher/Staff member)