

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Stephanie Hynard, Sue Sleight
Date of Visit	6/6/2017
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	Case Study of SEND children; discuss SEND child with class teacher (different perspective) Review recent feedback from SH following RBWM SEND training
Name of Staff	Mrs P O'Brien (Headteacher), Mrs Val Woods (SENCo), Mrs Fargher (Class Teacher)

Key Areas: Monitoring Findings

Val presented a case study of 2 children in same year group but with very different needs.

- 1) Child 1 has ADHD. Very bright but struggles with verbal/visual distraction. Struggles to write answers to questions although can give detailed answers verbally. The school are currently seeking an EHC plan as child requires a TA each morning.
- 2) Child 2 is a vulnerable child with a difficult family/home life, and known by Social Services. She receives no home support and parents are not responsive to help. Child has 64%-84% attendance which the school are working hard to improve.

Discussion with class teacher shows impact of these children on the other children in class. Their needs make it hard for them to form close friendships – their peers become cross/frustrated in class when Child 1 asks too many questions or can't keep up. Child 2 has some behaviour issues which alienates her from peers.

Actions used to identify findings

Discussion with SENCO and Headteacher
Discussion with Year 5 teacher

What outcomes have been identified as a result of my visit

Child 1 is on a pastoral support programme paid for out of the SEND budget to support well being and inclusion. Ideally would like funding for Dragon software and would benefit from use of laptop.

School working hard to improve Child 2's attendance and to support her emotional needs. She has made huge progress in her reading but requires extra support with maths and writing.

Psychologist working on 'Circle of Friends' strategy for support.

Staff have to work hard to deal with the needs and anxieties of the SEN parents too.

Governors have gained an insight to how different SEND needs affect staff and other children in school. SENCo/Class teachers maintaining and monitoring records/evidence of children's progress.

Aspects I would like clarified/Questions I have

Potentially review the same 2 children in a year's time? Look at data and see how these children progressing?

Next Steps/follow up from monitoring

Governors to observe SEND strategies in place and talk to some SEND children.

Additional Comments

Stephanie suggested use of old phones (donated by parents) for taking pictures and for recording messages/instructions. This resource has worked well in other settings.

We discussed feedback from Stephanie's recent SEND training.

- We need to ensure SEND on the agenda for every meeting
- Check finance committee considering SEND.
- We need to monitor the 'quality' of experience for pupils with SEND and invite parents to share ideas. (Should be a focus of a subsequent visit)

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

Signed: _____

(Governor)

Signed: _____

(Headteacher/Staff member)