

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Stephanie Hynard/Sue Sleight/ R Pelly
Date of Visit	30/11/2016
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	1) To discuss and respond to the High Needs Funding Consultation 2) Update/discussion of current SEND situation in school
Name of Staff	Pam O'Brien, Val Woods

Key Areas: Monitoring Findings

1) The Borough are looking to revise the way in which children requiring high needs support are funded. We support the effort to establish a fair and equitable system however the borough need to take into account:

- Mental health issues (a growing concern nationally)
- Schools need to know the amount of required evidence and time frames before individual cases will be taken seriously
- Appeal timescales. Sometimes cases are turned down and then overturned at mediation/appeal which means a lengthy process without funding
- Financial stability from year to year (in terms of funding available for High Needs)
- Financial implication regarding training and implementation of any new policies and procedures introduced.

2) The range of SEND needs within a class and within the school is vast. This makes it very hard for staff to differentiate teaching. Despite this, teachers are under pressure to show good academic progress with all pupils including disadvantaged, vulnerable, SEND and G&T.

Actions used to identify findings

Discussion regarding High Needs funding (PO'B, VW, SS, SH, RP) – completed feedback form.

Strategic discussion on how to support help staff teaching SEND children with different needs, bearing in mind that we are not a specialist school. (PO'B, VW, SH, SS)

What outcomes have been identified as a result of my visit

Feedback on the consultation sent to the borough – see email P O'Brien.

Aspects I would like clarified/Questions I have

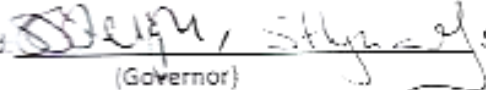
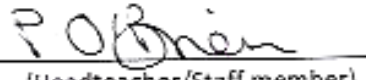
We are concerned about staff – how can we help them and retain them?

Next Steps/follow up from monitoring

Could we use the HUB to teach SEND children from different classes with similar needs? For example, the context of class is often overwhelming for children with ADHD.

Additional Comments

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

Signed:  Signed: 
(Governor) (Headteacher/Staff member)