

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Stephanie Hynard and Sue Sleight
Date of Visit	Wednesday 19 th October
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	To gain understanding of the current picture and requirements of pupils on the SEND register (by category); to confirm the governors' basic immediate 'need to knows' and to review the effectiveness of our SEND provision within the school. To agree focus of governor visits for the year.
Name of Staff	Mrs P O'Brien (Headteacher) and Mrs Val Woods (SENCO)

Key Areas: Monitoring Findings

(See Meeting preparation notes attached)

Current areas of strength:

- Medical provision managed well (in terms of facilities, processes in place, staff training)
- School have reverted to using IEPs, this will help closer monitoring of individual pupils and help bridge the gap between SEN and non SEN pupils.
- ELSA support – 2 trained staff in-house and 1 external and precision monitoring

Current areas for development:

- Further staff training to get teachers/ TAs to change the way they teach/deliver the curriculum for children with severe/complex difficulties. Support/training for staff required to help them use the strategies for specific learning difficulties, eg dyslexia.
- Research more options for resources and techniques for IT and reading to help specific needs.
- Improve evidence recording for each child

Actions used to identify findings

- Discussion
- Review of analysed data of SEND and 'High Needs' children for whole school

What outcomes have been identified as a result of my visit

By the end of the year all SEN and 'High Needs' pupils will be well supported by the school and the data improving.

Aspects I would like clarified/Questions I have**Ideas for visit focus – to confirm**

1. Meet with Val and review documentation for several children – cover KS1, KS2 – with EHC plan/ with IEP. Ensure 'Assess, plan, do, review'. Autumn term?
2. Focus on a couple of different SEND needs in school, eg. Dyslexia and look at what support is given and how delivered – spring term?
3. Look at resources/equipment for us in school via learning walk – summer term?
4. Data – ongoing through year

To clarify:

- How do we review SEN budgets and value for money? How can we improve?
- How do we get feedback from parents? How do we know parents are satisfied with the level of support their SEND children are receiving?

Next Steps/follow up from monitoring

Review the SEND policy and local offer. (Stephanie, Sue)
Finalise SEND visit schedule for the year. (Stephanie, Sue, Pam)

Additional Comments

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

Signed: P. O'Brien Signed: _____
(Governor) (Headteacher/Staff member)

Stephanie
S. Hynd

SEND Meeting – Wednesday 19th October
Val Woods, Pam O'Brien, Stephanie Hynard, Sue Sleigh

What we need to achieve:

- Governor visit schedule for the year (one visit per term?) – agree specific focus (see ideas for visits below to start discussion)
- Check governors basic immediate 'need to knows' (school based information):
 - Is Senco on SLT? If not who is the 'SEN Champion' on SLT?(Is this Jo?)
 - Current picture of SEND in the school – breakdown by category
 - Achievement of pupils – is there a gap in progress between SEN and non SEN ? (ask this every term?)
 - School's current view on 3 areas of strength and areas for development in SEND provision and practice
 - Check staffing arrangements
 - Outside SEN agencies/services that the school draws upon (we have a list – check it is current)
- Priorities from the school perspective (may be covered by areas of strength/weakness above)
- Review SEND policy, Local Offer (SEN information report? Clarify) and Accessibility plan

Ideas for Visits

"Pupils make the best progress when provision was based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes."

1. Look at the resources/equipment in use in school (learning walk school?) and look at how progress is then monitored and tracked with class teacher and SENCO (meeting with Val to look at file?)
2. Track a child – look at their starting point and progress made (one with EHCP plan and one with school plan?) (via meeting with Val?)
3. Look at the document trail for a different child (via meeting with Val or SLT member?)
4. Meeting or contact with SEN parents? How do you feel the school is supporting your child? What could we do better?
5. Look at data comparing disadvantaged and other pupils (ongoing not necessarily a visit but should be recorded that we have done?)

Questions from Governors (to be split across visits over the year?)

1. What are the areas of strength in the school and areas for development?
2. Are any areas of weakness in SDIP and how is the school progressing it?
3. Is there a specific SEND development plan?
4. What resources are used in school for SEN children and how is the SEND budget used to purchase resources?
5. Are there any facilities needed in the school or changes to the physical environment which would improve the learning experience/outcomes for SEND children?

6. How many children have additional external support and how is it used?
7. What are the strategies being used for social, emotional issues in school?
Are these proving successful?
8. What specific assessment tools are being used for children functional below ARE?
9. Do we use strategies to help the child know what is happening on any one day? (eg. Keystring strategies?). Does a SEN child know what is happening/who is helping them with a task?
10. What resources are sent home to parents? What's the feedback from parents and how often?
11. Homework – does this get differentiated for different children and do SEND children get extra resources?
12. How do we know parents are satisfied with the level of support their SEND children are receiving?
13. How are we helping SEND children transition to and from our school?
And also between year groups? (Transition of SEND children from early years settings into Reception class and from year 6 to secondary.) Where is this recorded?
14. What is the attendance like of SEND children at our school?