



Monitoring Visit

Name and role of governor(s)	Sally Hutchinson-Backer (AHT/SEND)
Name and role of staff member(s)	Hettie Culling (SENDCo)
Date and time of visit	21 st October 2021 1.30pm
Type of Visit	Teams meeting
Purpose of visit <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven't been agreed with the member of staff.</i>	To review status of SEND provision in school, and review SIP.
Relevant school objective or priority if relevant	School Improvement Plan
Objective(s) for the visit	Inform governors about the approaches being deployed for children with SEND and their current and expected impacts on outcomes.
Document, Data and Policies referenced as part of this visit	<ul style="list-style-type: none"> • SEND Policy • SEND Information Report 2021 • School Improvement Plan
Summary of visit activities	Teams meeting with Hettie Culling (AHT/SENDCo) & Sally Hutchinson-Backer (incoming Link Governor for SEND, LAC/PLAC)
Key questions to explore <i>Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit.</i> <i>Share these questions with the staff member you're visiting in advance, so they can prepare.</i>	<p>Update on funding applications for SEND children.</p> <p>How are we utilising the funding we have to support SEND children.</p> <p>Is there any additional support that the governing body can specifically provide to better support and enable SEND provision?</p>



What is the school doing within this area of focus?

*Tips: Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'
Don't be afraid to clarify any terms or acronyms you're not familiar with
Remember you're not there to pass judgement on staff or inspect them – you remain an observer
When writing the report, use neutral language and don't name individual teachers and pupils*

Hettie updated me on the situation with the Educational Psychologist (EP). Previously the EP provision was via the LA, and we had them in 2 days per term, plus extra for training etc. The EP from the LA can now only conduct statutory work, so was unable to fulfil our requirements when it can to pupils with e.g. autism. Since the school need an EP report in place before applying for an EHCP, this meant the school had to look elsewhere for this provision. Hettie has found some private provision and we have an agreement of 7.5 days (2 days per term plus 1.5 days for outreach/training).

We reviewed the SIP that was circulated for the FGB meeting in September, with regards to priority 2 "Develop individual pupil support through SUPER". The first milestone is due at the end of Dec 21, but from the reports issued at the FGB this seems to be progressing well and will be reviewed in February.

Data received from the Infant schools for year 3 intake– Meetings are held to go over data in the SAMS portal etc. While this is not always as thorough as the Juniors would like, the main priority is concentrating on the in-house team and getting the LKS team trained.

Communication with SEND Parents/carers – Dojo enables information to be sent out quickly and easily and allows parents to have direct communication with the SENDCO. Hettie's plans for the future include; drop in meeting sessions / parent forum / questionnaire / parent friendly guide to SEND.

The school do not currently have any LAC/PLAC children, but Hettie kindly talked me through the circumstances that would make a child 'fall' into one of these categories.

How do you know the school's actions are having an impact?

Remember:

*Include specific evidence that demonstrates the positive impact the school is having in this area
Where a positive impact hasn't been made yet, note down why that is and what steps are being taken to make progress*

Add any further evidence you'd like to see to help you make a better assessment of the impact

Due to the hard work in obtaining EHCPs, the additional funding will allow for 2 more TA's (Interviews being conducted this week).

As we are still only in autumn term 1 (coupled with all the disruptions to the last academic year) we will look more in-depth at the impact of the SEND provision at the review in February.



What successes stood out and why?

The way the school adapts quickly to circumstances is admirable. For example,

- The issues around the EP was dealt with quickly to minimise the impact on the school and the children.
- The provision of 'Intervention Support across corridor' has been extended to help those pupils who need support following the lockdowns.

Questions and clarifications to follow up with the headteacher or chair of governors.

None

Impact assessment

(Consider the impact or outcome of your visit. This may be, for example, that you are able to verify first-hand the way the school works, or have better understanding of something, or met new members of staff, or represented the GB at an event)

This was my first review as SEND governor, and due to current circumstances had to be done via TEAMS. It was valuable time for me to really chat to Hettie to get to understand the SEND provision in school better. My next visit is planned for February 2022 and hopefully this can include a visit to the school to see the work being done first hand.