



Governor Monitoring Visit with the SENDCO

This was the first face to face meeting myself and Hettie had had since I become the SEND link Governor. I would like to thank Hettie for taking the time to explain things in layman's terms and/or go into greater depth on areas I was unfamiliar with to help me expand my knowledge.



Monitoring Visit

Name and role of governor(s)	Sally Hutchinson-Backer (SEND Link Governor)
Name and role of staff member(s)	Hettie Culling (SENDCo)
Date and time of visit	22 March 2022 9am – 10.30am
Type of Visit	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 discuss SEND pupils progress and how the curriculum ensures they succeed
Relevant school objective or priority if relevant	SIP Priority 2 – Develop individual pupil support through SUPER. KPI – SEND children make better improved progress year on year.
Objective(s) for the visit	Gain better understanding of the SEND provision in the school, especially in relation to the curriculum.
Document, Data and Policies referenced as part of this visit	<ul style="list-style-type: none"> • School Improvement Plan • SEND Policy • SEND Information Report 2022
Summary of visit activities	Meeting with SENDCo
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>	SEND Children make better improved progress year on year? What SEND specific CPD do teaching staff have? How do you ensure leaders provide all pupils but particularly SEND/disadvantaged pupils with a curriculum that ensure they succeed?

What is the school doing within this area of focus?

SEND Children make better improved progress year on year?

We reviewed Hettie's SEND report and she talked me through the figures and where progress was lower than expected e.g. Yr 4 Reading. I plan to revisit this on my next visit to see if the children are making progress.

What SEND specific CPD do teaching staff have?

Hettie showed me in her report which teachers/Tas have received which training. – this seemed very comprehensive.



We also looked at how SEND is identified, and then which interventions (if any) are used– the school use a flow chart which works looked very comprehensive and follows a child through the whole journey.

How do you ensure leaders provide all pupils but particularly SEND/disadvantaged pupils with a curriculum that ensure they succeed?

Hettie explained to me the process of curriculum planning (accommodation not differentiation). Hettie used the example of maths and explained what happens before and during a lesson, and how this might link back to an intervention the pupil is part of (e.g. 5 minute maths).

Other areas of discussion

We also talked about the school SEND info report and how Hettie wants to make it more user friendly e.g. PDF versions, create a video with the children, plain English.

A coffee morning will be arranged for the parents of SEND children in Yr6 to help with the transition to secondary school.

Autism events to bring parents together.

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

We talked in more depth about what some of the interventions are and what their intended outcomes were (this was a follow-on discussion from the governor day where Hettie had explained some of them).

I agreed with Hettie that I would do an afternoon visit soon to see these interventions in practise which will enable me to talk directly to the children about the impact they are having.

What successes stood out and why?

What really comes across is the need to help and support all the children in school. While there are specific interventions targeted at SEND pupils there is help and support for all children who may have additional needs (whether these are short or long term).

This is done with the use of a flow chart which enable staff for

It's also evident that the school want to make sure children are well prepared for when they leave Shelton Juniors.



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

N/A

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 face to face visit with Hettie and it was nice to be able to chat and freely ask questions about SEND and what the school are doing.

As previously stated, I would like to visit the school to see the intervention taking place, to further understand the impact they have on the children.

At my next visit I would also like to discuss how the school are preparing for the new year 3 intake in September.