

White Laith Governor Visit Report

Name: Jenny Horton	Date: 23.11.2023
Purpose of visit: To have my termly meeting with Janice as link governor for SEND provision in school.	

Summary of priorities

QE – Quality of Education, **BA** – Behaviour and Attitudes, **PD** – Personal Development, **LM** – Leadership & Management, **EY** – Early Years

QE 1	Explore approaches to metacognition to support retrieval. Help children to know more and remember more.
QE 2	Ensure children can decode, blend and comprehend using phonics to equip them for reading for understanding. <i>All year 1 children will pass phonics test and every year 2 and year 6 child achieve expected level in reading</i>
QE 3	Accelerate progress and attainment of all pupils in Reading so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years.
QE 4	Accelerate progress and attainment of all pupils on Writing so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <i>By the end of year 2, all children to have fluent handwriting.</i>
QE 5	Accelerate progress and attainment of all pupils on Maths so that it is at least in line with National, FFT 50 and moving to FFT 20 as in pre-covid years. <i>All children use precise mathematical language to explain thinking.</i>
QE 6	Develop provision to ensure effectiveness of support for SEND pupils.
QE 7	Finalise Curriculum Intent Documentation to clearly identify the crucial knowledge and skills that pupils must know in all subjects and teachers know what to teach (Why this? Why now?). <i>Across all subjects, teachers will have understanding and knowledge about what children need to know and when. (Curriculum Intent)</i>

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QE 8	Explore approaches to Assessment across the curriculum so that assessment of long term learning is established.
BA 1	Pupils attendance is in line with National figures including those who are classified PA – attendance target 96.7% pre-Covid
BA 2	Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior.
PD 1	Pupils and staff receive appropriate support for their wellbeing in order to develop resilience and confidence.
PD2	Ensure Pupil Voice is a powerful driver for school improvement.
LM 1	Quality of teaching, assessment and feedback positively impacts on attainment and progress across the whole school.
LM 2	Governors are able to provide effective support and challenge.
EY 1	Develop provision (N&R) to ensure both outside and inside are high quality, promote good learning and progress and develop communication and language skills.
EY 2	Develop Nursery provision to ensure children are 'Reception -ready' by the end of N2
EY 3	Accelerate progress in Writing and Maths (Number and Numerical Patterns) to at least match overall attainment in Reading.
EY 4	Increase engagement in learning for Nursery parents

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In addition, governors to continue to pay attention to the provision for specific pupil groups in class -Pupil Premium, boys/ girls, children with English as an additional language, children from an ethnic minority background, children with special educational needs or disability (including higher attainers).

Our meeting covered many aspects of the Quality of Education priorities in our SDP but especially the following.

QE 6	Develop provision to ensure effectiveness of support for SEND pupils.
BA 2	Pupils with SEMH barriers have effective support to reduce incidents, regulate behavior, increase self-confidence/self-esteem, independence and promote positive learning behavior.

Governor observations and comments:

(e.g. What did you see? How long did the visit last? What did you learn? What would you like clarified?)

My visit lasted 1 hour approx. and I thank Janice for her time in preparation for the meeting, sharing her expertise with me, and enabling me to learn more about how provision for children with SEND works across school. I learned a great deal and came away with a clearer picture of how our system works to meet the needs of our more vulnerable learners.

1. We currently have 42 children on the SEND register and this is the highest number it's ever been – our % is usually above the national average. Our number is likely to rise due to assessments taking place with some children in nursery. Children are placed on the register after a judgement has been made around whether the child needs a different from/ additional to provision than that offered universally to all children.
2. Some of the need may be met universally, and Janice spoke highly of staff willingness and ability to meet more need universally. This was then supplemented for some children by more targeted provision eg additional phonics teaching/learning, while for others with greater need a more personalised provision was needed eg more specialist individual
3. support.
4. Our categories of need are changing with more children having an autism diagnosis , with the diagnoses themselves becoming more complex.
5. Janice spoke about the key role Rebecca Babbs, the speech therapist played across school but especially in the assessment of children in EYFS in her 1 and a half days a week. So much of the needs within school at this stage are around language and communication. She compliments Janice's role, all staff have confidence in her and she enhances staff skills in meeting language and communication needs in addition to working with children and parents. Janice also spoke about Nicola's support for her in her role and emphasised that this was a team effort with everyone willing and engaged under her leadership.

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6. There was to be a day course on Neurodiversity on Jan 29th 2024 which would be led by members of the educational psychology service. The eventual aim of this work is to provide a toolkit for use by teachers. So that needs are assessed, and then reference to the toolkit will provide strategies to meet those particular needs. I am planning to attend this training.
7. Janice then showed me her online system for holding all the information of what was in place for each child on the register.
8. There is a year group folder, within which each child on the register has their own individual folder which outlines their individual provision map which is really detailed and prescriptive, and includes a description of the child's strengths as well as the barriers to learning they face.
9. The main work this year is around working with parents to enable them to be active in understanding their child's needs and becoming equal partners in supporting their child's learning. Governors were informed about the separate parent/ teacher liaison meetings that were held this term for parents with children identifies with SEND. A pro forma was sent out before this meeting on which parents could record what they felt their child's strengths were, what they felt was working well for their child at school, what not so well etc. Parent/ carers then met with their child's class teacher (maybe raising the status of the class teacher in the parent/ carer's eyes and understanding) and went home with a copy of their child's provision map. So all parent/ carers are aware of exactly what is in place for their child. This was deemed a success by staff and parent/ carers – staff feeling they had more time to spend with the parents at these meetings ,and then also with the parents at the main consultation evening.
10. Janice then spoke about the time needing to be spent by her in meeting parent/ carers in relation to their child's needs eg 4 children in Early Years are in receipt of funding for their needs and Janice meets their parents once each term to review provision and progress. There was also a lot of paperwork involved in her role eg in applying for an Education and Health plan for a child with complex needs 45 pages approx. of evidence needed to be sourced and written up. She felt that what was in place in school- the provision maps, parent consultations, and staff engagement all helped her with the paperwork needed. She also emphasised that it was not an end in itself but the discussions involved triggered ideas and changes in provision.
11. Janice receives external support for her role through LEA training, the city wide SEND team, and her cluster SENCO group She has been in this role for 12/13 years.

Any key issues arising from the governing body:

(e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy, evidence of the impact of the governing body's work on pupils' achievement)

I was minded while speaking with Janice of the words of the Ofsted inspector, Mr Wren who said in his feedback that what she didn't know about Special Educational Needs was not worth knowing. I think we are so fortunate to have someone of her calibre and experience leading this key area of statutory provision in our school.

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Action following governing body meeting:

(Record any action agreed by the governing body with regard to this visit)