

Reporting a Governor visit to Kea School

Name Sarah WHITE	Date October 2020
Purpose of visit	
The visit was to observe differentiation, to note whether the use of the provision map was taking place in every year group throughout the school and to find out about the previous year 6 transitions/applications to specialist provision.	
Links with the School Improvement Plan/ 20 Questions	
Continue to raise progress for SEND pupils. Are governors having an impact on all pupils?	
Governor Observations and Comments	
<p>This visit was somewhat different than previous SEND visits and meetings within the school. Due to the Covid lockdown and subsequent lack of data combined with how early it was in the Autumn term, we were unable to review the last academic years learning impact.</p> <p>Initially I spoke with Mrs Hunkin in her office about the administrative part of the SENCO role, specifically with regard to the previous yr 6 pupils. At the annual review of each of the 3 children with an EHCP a specialist provision place had been requested for their Year 7. Each child had successfully been allocated a space. This is a fantastic achievement and highlights the incredible amount of work that had gone into each of the pupil's annual review. Spaces at the provision are not a given as the number of children in the county with additional needs that apply is greater than the number of spaces available. Mrs Hunkin had visited the specialist provision in the summer term to provide detailed information about each of the children.</p> <p>Moving forward to the current pupils, a number of agencies are already working with children in various classes. Some of these are happening virtually such as a speech and language therapist carrying out online sessions. Some professionals are visiting in person, such as the autism team. All TAC meetings are planned for later this term and all will happen via 'Teams'. Mrs Hunkin reports that this is working well. A new application for an EHCP for a child has been approved. Annual reviews will take place in the Spring/Summer term.</p> <p>We then carried out a learning walk through the school. It was apparent that Mrs Hunkin has very good knowledge of each of the pupils and clear understanding of any additional needs in each class. She explained what additional provision was being put in place in each class, how the children were being supported to maximise their progress. Examples included 1-2-1 teaching, small group work and movement breaks. I was also shown work in books and could see where progress was already being made.</p> <p>Due to the restrictions of social distancing I didn't approach or speak to any of the teachers during this visit.</p> <p>The visit highlighted how well the children had settled back in to their school life. Differentiation was taking place to support those that needed it. There is a definite feel of inclusivity, SEND children remaining in the classroom and accessing the curriculum in an adapted form where required. Additionally the ability, where necessary, for a child to access the intervention they need in a quiet space outside of the classroom.</p>	
Behaviour	
The pupils were engaged with their various tasks in all classes.	
Safeguarding.	
No pupils highlighted any concerns or problems during my visit. Safeguarding information posters were visible in each classroom.	
Any issues for the governing body	
There will be a handover of the SENCO role from Mrs Hunkin back to Mrs Dryzmala in the Spring term. Mrs Hunkin will continue to support that role. Mrs Dryzmala will commence her SENCO training. I will visit early in the Spring term in order review the first term data and the progress of the pupils with SEND.	