

KEA School
GOVERNOR VISIT REPORT FORM



Governor name: Sarah White

Date of visit: 14/3/22

Focus of visit and name of lead staff member: Lorna Drzymala SENCO

Visit focused on:

- *Are we ensuring pupils with SEND can participate in the whole curriculum*
- *Seeking assurance that the needs of SEND pupils are being met*
- *Ensuring the SENCO has sufficient time and resources to carry out their role.*

Summary of activities:

- *meeting with Lorna Drzymala who has responsibility for SEND*
- *Looking at Plan – Do – Review paperwork*
- *Looking at examples of SEND scaffolding frameworks*
- *seeing examples of pupil work*

What have I learned as a result of my visit and how will I feed this back to my board?

As always it was a pleasure to meet with Lorna, she is so passionate and enthusiastic about her role.

There is currently one pupil with an active EHCP, 4 EHCP's in progress, 25 pupils on SEN support (above national average) and 3 pupils on the ASD pathway one of which paperwork has been submitted.

Pupils 'on alert' are being reviewed more often. Some pupils have been removed from on alert as part of this process. Others, who have been 'on alert' for 2 terms are being considered for inclusion on SEN support and meetings with parents are taking place. Very encouragingly where the pupil is in a job share class both teachers are taking part in the meetings via teams.

More children are displaying social and emotional issues, boys particularly, and it is expected (nationally) that more pupils will start the academic year in September 2022 with more speech and language issues. Both are being attributed to the pandemic/lockdowns. To summarise the record of need has gone up and the breadth of need has gone up.

What is Kea doing in preparation?

- A new screening tool for SALT is taking place in reception class (NELI)
- Lego therapy groups are about to commence, one KS1 and one KS2. This therapy is aimed at supporting social/emotional needs.
- Memory and processing concerns are being addressed with specific games in KS1 and teaching and other strategies, such as in KS2.

Lorna also informed me that

- there is a new assessment framework for pupils who are not yet achieving 'levels' This was previously 'P scales' The new framework called Engagement Factors looks at aspects such as life skills and communication. There will be training available for this.

- she has carried out a book scrutiny of all pupils with EHCP/SEN support against their class. This has highlighted that on occasion some provision that she knows is taking place is not reflected in the books. For example the book will be annotated to say 'guided' or 'supported' but does not always state 'had someone sat next to the pupil for first 10 mins of class' Lorna is going to devise a simple key (be that shapes/dots etc) that can be used throughout the school and will demonstrate the implementation and the impact of a provision.

I asked Lorna about her course and whether she had adequate time to complete it. She says that she feels she does but that she is not afraid to ask for more time if she does need it. She has completed module 1. For her module 2 she is looking at a project ensuring SEND pupils receive provision across the curriculum. This practical element of the modules means she is revising the plan - do – review forms and adding curriculum specific sections so that any teacher can pick up a pupils PDR and have to hand information about what supports the pupil, what their struggles are, what resources work well. Ensuring the PDR's are SMART and clear to anyone who reads it.

Discussion points for the governing board:

I asked Lorna the question 'What do you need to do your job even better?'

- Training on the new Engagement factors assessment framework.

- she is attending the SEND conference on 1st April

- Opportunities for moderation with other SENCOs locally. There is no network that she is aware of but she would very much like to be part of one.

- She'd like to visit ARB's or specialist provision schools to gain knowledge.

- Whole school training on children's mental health and wellbeing as she feels this is an area that some struggle with, understanding how very young children can have anxiety.

I then asked 'If I had a magic wand, what could we do that would make a difference to the pupils?'

- Bring in outside speakers for example drama, PAT dogs, STEM (like the activity she ran with Culdrose), gardening, photography, forest school. Things to engage, reduce anxiety, spark imaginations.

- Parent workshops – these not only provide means of parental support for each other but also allow parents to discuss their children, can lead to concerns being raised earlier

- Touch typing - it's difficult to get into the ICT suite. I suggested a few Bluetooth keyboards for the iPads

- Use the outside more - I've asked Lorna to have a think and let me know exactly what it would take to have some classes outside but essentially some waterproof blankets and a moveable white board.

Any other comments:

I did not see any pupils on this visit. I completed my electronic signing in.

An opportunity for the relevant staff member to provide comments on your report.

