



Governor name: Sarah White

Date of visit: 18.01.2023

Focus of visit and name of lead staff member: Lorna Dryzmala (Senco)

Visit focused on:

- How SEND pupils are identified and supported through the wider curriculum?
- How do you train and support teachers to be able to meet the needs of the pupils with SEND?
- How are parents and pupils involved in this process?
- What is the impact of this?

Summary of activities:

- Meeting with Senco and learning walk covering every year group - information provided of the current SEN register (30 pupils 14.9%), 2 EHCPs and 2 in preparation stage. SEMH has increased in line with national levels. 5 applications in place with NHS neuro dept (Occ Health, ASDAT, SPD) which has approximately 12 month wait.
- SENCO has implement 'Pupil Profile Sheets' across the school for those children on SEN register. Each class has a folder containing the sheets providing easy reference for teachers/teaching assistants who are not usually in that class to provide differentiation/strategies for the pupils cross-curriculum. For example child x requires 5 minute movement breaks.
- SENCO has carried out staff training 2/3 times per term Latest training was in relation to assess-plan-do-review. This highlighted the 2 staff members needed further support in that area which has been addressed.
- Educational psychologist has provided whole school training on emotional coaching, zones of regulation.
- SEMH 1 TA is carrying out 'Draw and Talk' and 'Lego Therapy' 2 afternoons per week for consistency. School have purchased Boxall Assessment framework to measure impact however are already reporting improved attendance, accessing lessons, in class all day and easier to get into school in the morning.
- iPads have been purchased for the pupils with an EHCP and 4 vulnerable pupils, bespoke sensory boxes to the individuals needs
- Pupils in year 6 are trialing technology that streams their lesson directly to their iPad in front of them. No need for white board. Allows for better seating plans and differentiation without 'looking different'. Pupils have resources they can access on their iPads to complete the work, can use aids (such as for dyslexia)
- Physical (core, gross, fine motor skills) needs being addressed with Fun Fit. 18 KS2 pupils identified but whole school movement and exercise taking place. TA has re worked the exercises, created information sheets, taught teachers how to perform

correctly, added measures eg complete 30. TA will assess baseline and then end point assessment.

- SENCO has implemented additional parent meetings for the 2 weeks following the regular class teacher/parent consultations.

Safeguarding:

- During my meeting/visit I observed all relevant signs displaying safeguarding and whistle blowing information. I signed in and received a badge/lanyard. Pupils in all classes were engaged and working well. On speaking with pupils, I asked whether they felt happy and safe at school, who would they speak with if they had any worries or problems. All pupils answered confidently that they would speak to their teacher or teaching assistant or Mrs Hunkin.

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

- **All of the staff were keen to show me what they had in place, from the paperwork to fidget toys. Some of the staff were not as familiar with where the paperwork was housed but could explain why they were carrying out certain tasks and towards what targets.**
- **Differentiation was seen through the school, support in place from TA's, but on occasion this was not so clear in books (whether the work was supported or independent)**
- **The SENCO is working incredibly hard and feels that she has good support from the head teacher and 'buy-in' from all staff.**

Discussion points for the governing body:

- **My visit was in the morning, I would like to re visit in the afternoon when the pupils have specialist subject teaching to observe whether the pupil profile sheets are being used effectively.**
- **The use of the technology in Year 6 was really eye opening and a consideration budgetary wise for wider use through the school. The cost implication of one iPad per pupil.**

Any other comments:

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

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