



Governors Monitoring Visit – 2021/2022

Focus Monitoring Area: SEN Inclusion

Name of Governor: Charlotte MacBeath/Manoj Sebastian

Names of Staff and Student Council member (if applicable): Nikki Green, Lucy Bennett (last 10 minutes)

Date of Visit: 11/03/2022 via Zoom

Focus Area for this visit:

Reference to School Operational Plan or subject/aspect improvement plan priorities:

Progress for SEN/disadvantaged

Documents looked at to prepare for this visit:

NGA SEN Checklist, SEND link governor role description (school and NGA), SEND Code of Conduct Chapter 6, Kingsholme C of E Primary and Nursery School Inclusion and Special Educational Needs Information Report, Kingsholme C of E Primary and Nursery School SEND Policy, SEND monitoring report Feb 2021, Interim Growth Plan.

Follow up points from last monitoring visit:

1 How is SEND in school recovering after covid?

2 Training

3 Inclusion of the Traveller population

Initial Planned Questions for this visit:

- The impact of covid and recovery
- How well do SEN children do compared to all pupils nationally with similar starting points?
- How is SEN funding spent?
- How do cover teachers know about any SEND documentation in place for a child in the classroom?
- Pupil voice in plans

Findings and Evidence seen:

Refer to data presented by Nikki Green at Full Governors meeting to support visit findings.

Covid

Recovery from school closures due to covid is going well and attendance for children with SEND is good however absences due to covid gives an attendance figure for SEND of 89.1%. Whilst children are absent we have continued to provide online learning and individual learning packs. Picking up the My Plans on return to full attendance felt difficult to start with. It was found that the number of targets being achieved had taken a step backwards. Nikki reports that communication with parents has improved, as during covid they used virtual meetings and email and this has continued and improved engagement.

The last national **data** was published pre-covid in 2019. At this point the national data showed that the average number of children in schools with SEND was 14.7%. Kingsholme is currently 14.6%. Assessing attainment of children with SEN is challenging as they often are always reported as 'Working below expected'. There are computer systems that can monitor this, but the workload to maintain this is too timely for staff who may have 10 children in their class with SEN, therefore

intervention outcomes are used to monitor this. Post covid there has been a rise in children with Social, Emotional and Mental Health needs.

Nikki Green has carried out a review and found there were 150 different targets across the school in children's plans, and that targets aren't SMART (Specific, Measurable, Achievable, Realistic, Time-based) enough. Out of these 150 targets, 38 had been achieved. Plan reviews currently take place by teachers and are monitored by Nikki and Lucy in November, March and June in line with the schools assessment points. Statutory guidance is adhered to in relation to review dates for all plans in place for children; My Plans are termly; My Plan+ are 8 weekly; Education and Health (EHC) plans are reviewed annually which is lead by school staff, however they found they also need the 8 weekly contact with the families to keep focused on the child and plan. The voice of the child is captured and documented well in EHC plans and My Plan+, but not documented in My Plans therefore this is an area for development. When reviewing plans, the inclusion team felt that some children were put on a plan too quickly or stayed on plan for too long. There is now a good screening system in place for this. Concerns about a child is raised by the teacher to the inclusion team, a 6 week intervention is put in place, and then reviewed by Lucy Bennett and Nikki Green at this point when a decision is made if a plan and placing on the SEN register is required. All information is kept on the CPOMs system in school, and cover teachers are encouraged to familiarise themselves with the content of the plans for children in the classes they provide cover for.

There is a lengthy list of **services, interventions and staff training** currently in place and/or attending the schools. Some are listed below -

Advisory teachers; Play Therapist working with 14 children over 3 days; Trailblazers working with 7 children on a weekly basis; Educational Psychologists have seen 3 children; Play Rangers are delivering an 8 week programme every Wednesday for play nurture which includes training school staff to continue this after; NHS Speech and language therapists as well as school employed therapist Tori and Assistant Lara (all reception children were screened and Lara is now working with 11 identified children on a 20 week programme and is showing good progress); Cognitive Behavioural Plans; Augmentive and Alternative Communication aids; Staff member currently attending training to support Speech and Language; Senior Mental Health training (Nikki Green); Trauma training; diabetes awareness session on line; Vagal Nerve Stimulation pump awareness session on line.

Challenges with services and interventions include lengthy waiting lists for children on the Social and Communication pathway to see health professionals; long waiting lists for children and young people to see Children and Adolescent Mental Health Services (CAMHS); face to face awareness sessions for health conditions (eg diabetes)

Wish list of provisions – Total Communication Support Training; Edukey Provision Map software.

SEN funding is spent on teaching assistants for interventions and inclusion. 1:1 teaching support staff is funded from child specific EHCP monies. There is an overlap with use of Pupil Premium funds that also support SEN in the school, for

example Tori, and Trauma & Attachment training sessions for staff, is funded by pupil premium monies.

Nikki explained that the school have at least 2 children per academic year who commence at Kingsholm with high needs, but the Graduated Pathway has not been commenced prior to their attendance. 1:1 teaching assistant support is funded from the SEN budget on these occasions whilst the inclusion team commence the Graduated Pathway to obtain funding to support these children. Children do also attend the school as they have Kingsholm specified on their EHC plan as the designated school, and this decision by parents/carers has often come through word of mouth from other parents and professionals who have told them Kingsholm gives excellent inclusion support.

SEND provision is also supported to continue at **home**. The children have communication books; there are regular meetings with parents/carers to review the plans and share resources being used at school; social stories used at school are shared with parents/carers; Speech and Language therapists will invite parents/carers to attend sessions and replicate their work at home.

There is now a staff member employed within school half a day a week as liaison link with the **Traveller Community** who attend the school. Nikki explained that there can be difficulties assessing if some traveller children have SEN or if it is a result of low attendance. These children do have extra interventions provided in school, and there is a hope that with the new liaison role in school, traveller children's attendance will improve.

There are interviews being held next week for a full-time attendance officer in the interventions team. This is currently being managed by a Family Support Worker in the Inclusion team, but requires a stand-alone post. The inclusion team have found an increase in parental mental health issues impacting on children attending school. The walking bus is recommencing after Easter holidays, but instead of collecting from homes, there will be 4 pick up points for children to be met at.

It was obvious from Nikki and Lucy that they have a huge passion for SEND, and have ambitious plans to ensure the children of Kingsholm have the best possible provision for their needs. The inclusion team are a real credit to the school, and work tirelessly for the children and families who attend, as well as the wider community of Kingsholm.

Evidence of Christian Distinctiveness:

All children and their families are treated as individuals, and specific needs met as much as possible. All children are facilitated to attend worship in classrooms or the hall. The SEND team are working hard to meet the school vision for children to 'Reach their goals and shine'.

Questions/follow-up points for discussion with headteacher and for future visits:

- All governors to ensure they are familiar with the Graduated Offer and the SEND Code of Practice, Chapter 6
- Process to be developed to log positive feedback to school/Wall of fame
- Termly visits from Governors for monitoring visits for SEND
- Termly meetings from Children and Mental Health Services (CAMHS)
- Documenting the Voice of the Child in My Plans

Date for next visit: Summer Term

