

Governors' SEND Monitoring Visit Leedstown Community Primary (Autumn Term)

Date of visits: 15/11/24 and 29/11/24

Undertaken by: Julie Blackwell

Key Question	Evidence	Securing	Strengthening	Stretching Beyond
Check SEND in a Nutshell/Profile and talk through it.	There is a total of 19 SEND children in the school across the year groups with the highest totals in Y1 (5) and Y4 (4). Individual Provision Maps are used for the children and are monitored and updated regularly. The two main issues currently are the lack of time across all of the staff to maintain effective monitoring on an ongoing basis and that the SENDCO is leaving at the end of this term. Despite this I observed a good level of IPM monitoring. The SENDCO does not have the capacity to check that effective SEND monitoring is being done across other classes however. It is imperative that an effective SENCO handover is undertaken before the end of term.		X	
Attendance - what is the whole attendance for children with SEND provision compared with other children. What are the school doing to support SEND children in attending school.	One SEN child has been absent for some time and this has affected the figures in such a small school. If we don't take this child's attendance into account, SEND attendance is 91.3% against a school percentage of 93%. This is an improvement. There are 2 SEN children with identified poor attendance, who are twins. The key identified issues are: A pattern of Monday absences. They were very premature and are still prone to illness. They tend to be off together. Mum may avoid school at times due to concerns they could be problematic in school. There is a regression after school holidays. The school is working with Mum to resolve the issues and ensure the children are in school regularly, with the involvement of the Headteacher.		X	
Complaints - how many concerns have been raised by parents with children with SEND needs.	One parent raised a complaint regarding her SEN children (2 brothers in different year groups) during the 2023/2024 summer term. This was the only complaint and was thoroughly investigated and managed by the school and our trust. It is now			X

Are there any themes?	<p>resolved, largely due to family changes, and the remaining parent has raised no further complaints.</p> <p>The headteacher was able to evidence that support had been received from the wider Trust in the decision-making process regarding suspensions and all were content that the suspensions were fair and there was effective support in place to support reintegration.</p>			
Behaviour - how did this look today across the school?	<p>I spent time in all classes the children were calm and engaged.</p> <p>During my visit one child struggled to regulate and was supported outside of the classroom. The SENDCO intervened and quickly calmed the child and discussed the actions she could take if she felt herself moving into the "Red Zone".</p>			X
<p>School Specific Focus - Literacy/Numeracy/Topic Focus</p> <p>Trail of a child - show me - book look - I would like to see what support is in place, does the support reflect Section F of the EHCP.</p> <p>Compare this book to the book of another child in the same class - are they accessing the same learning? Is there evidence of scaffolding/ support/ adaptations.</p>	<p>I reviewed several books across SEND and non-SEND children. The children are accessing the same learning in different ways. There was clear evidence of scaffolding, support and adaptations for SEND children (for example learning to write a sentence). A child in Yr2 has particular learning and cognition needs and her books showed evidence of appropriate adaptations.</p> <p>Marking was slightly sporadic and this was fed back to the headteacher.</p> <p>RA noted that this was a helpful challenge. Having checked in with the class teacher involved, the marking was targeted, with the class teacher having made clear decisions to choose repetition of high-frequency spellings. Work with the child involved is taking place outside of the book considered with areas such as letter formation. In wider terms, the feedback policy has been discussed in a staff meeting to ensure consistency in expectations.</p>		X	
Track a child's day from welcome to morning break, lunchtime provision and end of the day - all transitions - are they adequately supported without intrusion?	<p>A child in Yr1 has struggled with transitions and support has been put in place. She is welcomed in the morning, although there are some issues with late arrival. Moving to different areas of the school is improving with "now and next" and 5 spot language, which is working well with her, particularly in getting her back into class after breaks. She has 1:1 support during transitions and this is working well in re-integrating her into the class. Home time is still challenging as she then wants to stay in school, so she goes into the nest at 14:50 and is picked up from there. This seems to be effective.</p>			X
If children have 1:1 support - what does this look like? Are there multiple adults able to	<p>A child that has recently been P/E had 1:1 support from more than one adult according to availability, with one HLTA being the main support. He struggled</p>			X

fulfil this role and encourage multiple attachments.	with this due to his particular needs but the school maintained the necessary support up to his exclusion. One child in Yr 1 (see above) currently has 1:1 support, mainly from an HLTA but with the support of class teacher when required. This is proving effective and the child is gradually re-integrating into the class.			
Any other developments regarding SEND that the headteacher would like to tell you about	The transition from an in-school SENDCO potentially to a trust level SENDCO is likely at the end of this term with the departure of the current SENDCO. This will be managed with an effective handover.	X		
Statutory - Governor needs to check the SEND policy when was this reviewed and has any changes been made. Date this check	Check done 14/11/2024, policy now Trust-wide and is in date, due for review Sept 2025.			X
Statutory Check that the SEND information report is on the school website - when was it last reviewed. Is this inline with the current school offer. Date this check	Check done 14/11/2024. It is on the website but is dated Sept 2023. The school confirmed that the updated one has been submitted to the Trust and will be uploaded to the website.		X	
Statutory Accessibility Plan - Check information on the website. Does it state that the Estates Lead has had input. Ensure provision is relevant and update. Date this check.	Check done 14/11/2024. The Accessibility Plan is on the website but some information was not correct. This has been immediately addressed, and the correct plan is now on the website.	X		

Action Points from Governors' SEND Monitoring Visit

Action	By Who
Handover of SENDCO responsibilities to be undertaken.	SENDCO/ Trust

Marking should be done more regularly to ensure timely and effective feedback.	All teachers
Information Report to reflect the latest version on the website.	Trust
Accessibility Plan to reflect Leedstown school.	HT/SEND CO

Note: above actions to be reviewed at next meeting.