



WEST BUCKLAND PRIMARY SCHOOL

SEND Governor Report July 2021

Since returning from maternity leave, Jo is now working solely as a SENCO, dividing her time between West Buckland School and North Curry School.

What has been the impact of this arrangement?

The most significant impact of this arrangement is the more effective use of Jo's time. Jo no longer has to divide her time between teaching commitments and her SENCO role. She is able to carry out timely reviews on each child and can spend more time supporting teachers and TAs. Having her own office, enables her to carry out assessments and interviews more discreetly and confidential information can be stored securely.

Changes in the learning support process.

Jo now has in place a clearly defined paper trail which will be used not only to record all support given and its impact, but also as a means of gathering evidence of any additional support needs that may require higher tier funding.

The first stage is a 'provision map' which will record any strategies and support given to a child - this may be as small as working on a specific skill. The support given, needs to be time bound with a start and end date and progress noted. This 'map' is linked to the universal provision that forms part the High Quality Teaching initiative. Many children will receive support at some stage of their schooling and this is a method of recording it, but it will not necessarily appear in the school data. The Provision map interventions as with all interventions need to have pre and post assessments so that impact can be measured.

For all children on the SEN register, an IEP will be written and reviewed termly (time planned in to staff meetings to facilitate this). However, there will be some children that do not progress as expected, despite interventions, and it is at this point that teachers, in discussion with parents and SENCo will complete a SEND Concern Form using evidence gathered on the Universal Map. This may result in more formalised/evidence-based intervention, which is recorded using APDR paperwork. All this will help to build the evidence needed if it is felt there is a case for more specialist support provision. There will then be a discussion as to whether these children need to go on the SEN register.

The challenge for Jo is to provide support and guidance for teaching staff, which she now feels better placed to do.

Children on the SEN Register

The number of children on the register is approximately 6% of the school population. 2 currently have EHCPs in place. Jo is also gathering more evidence on two more children who are not progressing as hoped.

Impact of Covid on children with SEN

While some children with SEN struggled with home schooling and found it difficult to engage, this was not exclusively an issue for those with support needs. Many children struggled with the lack of routine and resources during lockdown.

Progress – Closing the gap?

It is not always possible for children with support needs to achieve the same standard as their peers. Their progress, nevertheless, should continue on the same upward trajectory. If the gap widens and their progress is slower, then more targeted intervention is needed.

Further plans

In the Autumn Term, there are plans to assess the reading and spelling ages of the whole school – this is now well under way and Jo should have more data shortly. Those who are behind their chronological age will have more targeted reading and spelling and reassessed in the spring term.

Jo introduced Zones of Regulation to the whole staff team on the first inset day which is being rolled out across the school this year. She would be happy to give governors a mini training on it so that we know what the staff are trying to achieve with it. This I think, would be very useful. Jo then wants to roll out the training to parents later in the year once it is well established with the children.

Actions

- 1) Termly meetings to take place between the SENCo and SEND governor
- 2) SEND to become a standing item on all LGB meeting agendas to ensure sufficient discussion at that level
- 3) Chair of Governors to cascade any relevant info to SEND governor from finance committee, admissions committee etc to ensure you have an awareness of all SEND related issues and can participate in discussions/decisions etc.

Rachel Jasinska
SEND Governor
19 September 2021