



## Meeting Minutes

29 January 2020 at 4.30pm

### Governors Present

Lorna Robinson (LR Acting Chair), Simon Bainbridge (SB Executive Headteacher), Adam Daw (AD Head of School HEA), Val Manning (VM), Michael Holt (MH), Laura Gibbons (LG), Tilly Newbury (TN), Tiggy Whyte (TW) and Amanda Rigler (AR)

### Others Present

Danny Mills (DM), Yvonne Skillern (YS Head of School HLA) and Kerrie Jones (KJ Clerk)

	Item	Actions
<b>1.</b>	<b>Acceptance of Apologies for Absence</b>	
	There were no apologies.	
<b>2.</b>	<b>Declaration of Interests with regard to items on this agenda</b>	
	There were no declarations.	
<b>3.</b>	<b>Agree the minutes of the last meeting and matters arising not on this agenda</b>	
	<p>The minutes were agreed as an accurate record with the following amendment:</p> <ul style="list-style-type: none"> <li>Under item 10, Safeguarding, the problems around care homes are less of an issue. Also the link visit was not arranged as VM spoke with Natalie on the phone. The school is keeping a close eye on the issue of care homes</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>Skills audit to be completed</li> </ul>	
<b>4.</b>	<b>Business Manager Report</b>	
	<p>The Business Manager's report had been circulated.</p> <ul style="list-style-type: none"> <li><b>Finance</b> P4 account are on track. The estimated carry forward is positive. Governors confirmed that this is not due to overly economising. High Needs Funding is a national issue and MP Lucy Frazer will be visiting this week to meet HEA staff, Trust staff and students to inform herself of the issues. Conversations with the LA with regards funding are continuing to be challenging and to take up a lot of time. Requests for places continue to come in but the LA is unsupportive. <b>Q</b> <i>Has there been a difference in attitude of the LA since HEA became part of a MAT?</i> <b>A</b> No, that has not been an issue, funding has just reduced year on year. It is proving helpful now to be part of a MAT as they will back us up <b>Q</b> <i>Are we being treated differently to other special schools in the area?</i> <b>A</b> Other schools have a different approach to offering places. We have always been more flexible than many which unfortunately may have contributed to the issues</li> </ul>	

	<p><b>Q</b> Do you anticipate any impact from Lucy Frazer's visit and could the LGB do anything to help?</p> <p><b>A</b> We expect any change in the short term. A letter of support from the LGB may be helpful in the future</p> <ul style="list-style-type: none"> <li>• <b>Premises</b> The report provided an update on the build which is on track.</li> <li>• <b>H&amp;S</b> VM has completed a H&amp;S walk. The Trust annual visit has also been completed. The only 2 actions raised were around the tree survey audit and contractor management system. Both are being addressed. The minutes of the H&amp;S committee were shared.</li> </ul>	KJ to ensure Trust H&S report is sent to governors
<b>5.</b>	<b>Report on Behaviour (DM)</b>	
	<p>DM explained what difficult/dangerous behaviour looks like and how the school is dealing much better with behaviour, with more flexible learning environments, realistic expectations and appropriate staffing. The new curriculum pathways have had a positive impact and the language used and the ways things are said is changing.</p> <p><b>Team Teach</b> All staff have had Team Teach training including holding techniques. The school is tracking holding and reducing where possible. There has been a reduction in holding over the last year and all holding will be reflected on with senior leaders. It is key to get staff on board with the approach and to have the right staff in the room.</p> <p><b>Individual Behaviour Plans</b> DM shared an example of an IBP which reflects de-escalation strategies and how to manage a behaviour crisis including any holding. Plans are kept in classrooms. Governors asked how new or visiting staff are made aware and it was explained that ideally this will be flagged up at the start and staff shown where the IBPs are. It was acknowledged that this can be difficult for part time staff such as midday supervisors.</p> <p><b>Steps</b> HEA is moving away from Team Teach towards Steps, an evidence based approach to behaviour management which focuses on understanding and consequences not sanctions and punishment. DH gave some examples of consequences arising from dangerous behaviour and related pieces of work to promote understanding.</p> <p><b>Challenges moving forward</b></p> <ul style="list-style-type: none"> <li>- Change ethos of school and getting staff on board with Steps</li> <li>- Adjust practice to support increasing number of SEMH students</li> </ul>	
<b>6.</b>	<b>HT Reports</b>	
	<p>Reports from Headteachers of both schools had been circulated. They Highlighted key points and answered questions:</p> <ul style="list-style-type: none"> <li>• <b>HEA</b></li> </ul>	KJ to email out an acronyms list

	<ul style="list-style-type: none"> <li>- Post 16 'Preparation for Work', a traineeship style programme appropriate for MLD students. Have started with one student.</li> <li>- Staff – one teacher has moved to HLA and a replacement has been recruited.</li> <li>- Attendance figures: 89.9% including LINC 90.7% without LINC 91% without LINC and with 1 student removed who is not attending The school is working with families to try to address attendance but there are no major concerns.</li> <li>- AD clarified that note taking at HEA is good. This proved significant for a recent Family Court case and he is therefore reiterating to staff the importance of taking notes</li> <li>• <b>HLA</b> <ul style="list-style-type: none"> <li>- Curriculum development – much work is being done on this, particularly the yellow pathway. There are no blue pathway students at present but HLA is preparing for September</li> <li>- My concern is being used well and there are 4 DPs on site.</li> <li>- Growing the leadership team.</li> <li>- Focus on mental health &amp; wellbeing</li> <li>- Communications protocol: this is being developed in response to school growth.</li> </ul> </li> </ul>	<p>YS to forward protocol to KJ for circulation</p>
<b>7.</b>	<b>Business Proposal: NPQEL Task (SB)</b>	
	<p>This item was recorded as part of SB's NPQEL</p> <p>This project is to draw up a Business Proposal for taking on a third school. SB circulated a summary explaining the rationale and the identification of an opportunity for a new special school in Norfolk.</p> <p>He explained the things that need to be considered including finance, organisational growth, impact on existing staff, impact on wider trust and supporting existing schools.</p> <p>SEND work in the Trust so far has seen very positive results. Another school would increase Trust capacity in SEN. The Trust is now looking at hub based provision, provision for SEMH and outdoor provision. This would benefit all schools in the Trust and also the LA.</p> <p>He described sources of support for the project and explained opportunities for efficiencies, staff recruitment and development. Other options are being explored if the bid for the Norfolk school is unsuccessful.</p> <p><b>Q</b> <i>What was the key learning from having already set up a new school?</i></p> <p><b>A</b> Although a growth strategy was in place, this was not adhered to as demand for places at the start was very high. This proved very challenging as the staffing structure wasn't complete but this is built into the new bid.</p>	

	<p><b>Q</b> <i>Is capacity being built in at existing schools to cope when your time and expertise is spread across more schools?</i></p> <p><b>A</b> Yes, this is being factored in, and if the bid is unsuccessful a second option is to plan for some restructuring of leadership and enable greater capacity for SEND development and work with other organisations.</p> <p>If the bid for the Norfolk school is unsuccessful there will be other opportunities.</p>	
<b>8.</b>	<b>Governance</b>	
	<ul style="list-style-type: none"> <li>• <b>Approval to proceed with a joint HEA/HLA governing body</b> The LGB approved the formation of a joint LGB with HLA. VM confirmed that this will be her last year as a governor.</li> <li>• <b>Link visits: reports from HLA visits/ Plan for future link roles/visits/questions</b> Governors discussed the required link roles and other roles that would be helpful. The following were suggested: <ul style="list-style-type: none"> <li>- All to visit both schools, individually or in pairs if this can be arranged</li> <li>- Safeguarding and H&amp;S link roles are essential. Whoever take these on should shadow VM on her visits.</li> <li>- Ofsted group to look at readiness of HLA for an inspection</li> <li>- Curriculum roles - need to decide how this is best done eg pathways, assessment</li> <li>- Any special interests that governors may have eg Arts, careers, wellbeing</li> <li>- Attendance at school events/ training etc to include SLT meetings, Learner on the Table Steps training HEA 23 April Staff wellbeing HLA 20 April</li> </ul> </li> </ul> <p><u>HLA visit</u> LR/AR/LG visited HLA. They were impressed with the space and facilities on the site. Collaborative working with HEA is seen as very positive.</p>	<p>KJ to confirm with KJa and find out next steps.</p> <p>LR to draft a plan for link roles in conjunction with KJ and SB</p> <p>AD to confirm Learner on the Table date</p> <p>KJ send skills audit</p>
<b>8.</b>	<b>Safeguarding (VM)</b>	
	<ul style="list-style-type: none"> <li>• <b>Visit report</b> VM completed a link visit in December. Her report was very positive and there were no issues.</li> </ul>	
<b>9.</b>	<b>Policy Reviews</b>	
	<ul style="list-style-type: none"> <li>• <b>Approve Assessment Policies</b> Approved</li> <li>• <b>EYFS</b> Approved subject to grammatical corrections in final section</li> <li>• <b>Receive a copy of updated Business Plan</b> LR advised that she is included in the plan as Acting Chair of Governors but does not know what her role is and that her contact details are wrong</li> </ul>	<p>KJ to make amendments</p> <p>SB to address</p>

	<ul style="list-style-type: none"> <li><b>Subject policies – are they needed?</b> It was agreed that these are not needed. Curriculum intent/implementation/impact is in line with the new Osted framework.</li> </ul>	Assessment: a future agenda item
<b>10.</b>	<b>AOB</b>	
	There was no other business.	
<b>9.</b>	<b>Date of Next Meeting</b>	
	4 March 2020 4pm (venue tbc) The meeting ended at 6.45pm	

Items for Future Meetings	
Meeting	Item
<b>LGB</b>	Assessment Safeguarding Training

New Actions			
Item	Action	Deadline	Responsibility
4	Send Trust H&S report to governors	With minutes	KJ
6	Send acronyms list to governors	With minutes	KJ
6	Send HLA Comms protocol	With minutes	YS/KJ
8	Update KJa on agreement and find out next steps	asap	KJ
8	Draft a plan for link roles		LR
8	Confirm Learner on the Table date		AD
8	Return skills audit: KJ to send again		All
9	Amendments to EYFS Policy		KJ
9	Business Continuity Plan – check details with LR		SB

Actions rolling log			
Action	Deadline	Responsibility	Update
Approach HLA parents again with LR		SB	Completed, but follow up again
Inspiring Governance – new governor search	asap	KJ/LR	Put on hold whilst other options explored
EYFS framework consultation		AR/SB	Reminded
Forward Arts Council info around being a governor LR/SB	asap	AR	tbc
Look at structure, roles and recruitment with input from Governors	Before next meeting	KJa/SB	ongoing
Liaise with Lisa Gledson re Masons funding bid	Summer 2019	SB/AD	tbc
Theresa for wifi access for meetings	Oct meeting	KJ	Issue with access, KHJ to follow up