



Governor Link Visit Record

Governor Link Area	Special Educational Needs and Disabilities
Governor/s	Connor Waring
Staff	Megan Hartnett Kath Brown Emily Schofield
Date	11th February 2025

Agenda and findings

A NOVAC was unable to be completed during the **Autumn** term due to the SEND Governor (Connor Waring) having a period of absence. The following agenda, therefore, reflects the **Autumn term** which is located below. A further visit is to be arranged between SENDCoS and SEND Governor to cover the **Spring Term** agenda.

Autumn term Agenda:

Meet with Senior Leaders and the SENCO to discuss plans and request the current information required under Chapter 6 of the SEND Code of Practice. Check that the school SEN information report includes everything inspectors and parents need to know about your school offer. Information should include:

- a) Policy and procedures for identifying pupils with SEND and assessing their needs; this should include the name and contact details of the SENCO.

Findings:

- Key names of the SENCoS are embedded within the documents on the school website: there is also a 'quick guide' located on the school website which highlights this further.
- Parents/carers are signposted to a generic school 'SEND' email address which SENCoS regularly check/action.
- The report includes the process for staff to follow when identifying young people with Special Educational Needs which reflects three stages – see report on website for further details.

- b) Approach to teaching pupils with SEND. Level of staff expertise, how specialist expertise will be secured and what training is needed by staff to support pupils with SEND.

Findings:

- School has a strong focus on 'adaptive teaching'. The SEND information report covers adaptations/reasonable adjustments to the curriculum with a focus on the graduated approach (Assess, Plan, Do, Review).
- Specific adaptations in the report highlight a focus on quality first teaching strategies and targeted/personalised strategies where appropriate, for example, children will engage in small group work, access learning on a 1:1 level or have additional apparatus to support learning.
- Where children cannot maintain the expectation of a formal learning environment, they can access additional resource provisions in school which may be more suited to their differences.
- St Bartholomew's is working towards the Leeds Communication Friendly School standard and staff receive regular training to support achieving this.
- Staff receive training regularly depending on the needs of their cohorts; for example some have completed 'intensive interaction, Team Teach and ELSA' training. Staff within provision bases also receive regular training to further develop skills and improve outcomes.

- Staff have completed AET Autism Level 1 training with an aim to build skills/capacity within this area, with some staffing Level 2 and 3 also.
- All staff receive regular support from SENDCos and can contact them on an ad hoc basis. Class teachers and phase leaders also have protected time with the SEND Team to formulate a response to presenting differences.
- SENDCo's sometimes get allocated time during staff meetings to build skills and offer advice.

c) Adaptations that are made to the curriculum and the learning environment of children and young people with SEND.

Findings:

- Where appropriate, the report highlights how sensory adaptations are provided as part of the school's offer, with a focus on improving emotional regulation and 'readiness for learning'.
- Students can access regulation stations in school to support their SEMH requirements.
- Teachers use finely graded assessment tools to identify the stage a young person is working at and use this to inform planning and adjustments in line with the graduate approach cycle.
- There is a strong emphasis on differentiation and ensuring the 'pitch' of learning is suitable and accessible.
- There is focus on children learning creatively and through practical experiences which often removes other barriers such as reading/writing.
- Young people can access targeted/personalised interventions which aim to scaffold barriers to learning, plug gaps in development and improve outcomes.
- Teachers capture what a young person requires in school on an 'Individual Provision Map' to promote consistency between professionals and to support transitions to other year groups/settings.

d) Types of SEND that are provided for by school.

Findings:

The report highlights the types of SEND provided by school (cognition and learning, SEMH, Communication and interaction and medical/physical needs), however this is midway through the document: discussions held around if it would be more suited at the front so that the audience understands these before progressing through the document?

e) How pupils are supported when moving between phases of education and in preparing for adulthood. Outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Findings:

- School use transition plans to capture what a young person requires to be successful and the barriers that have been identified.
- Visits are arranged if a young person is due to leave the school so that needs can be discussed and to alleviate any anxieties the young person may be experiences.
- When children move to the next year group, class teachers have a 'hand over' meeting and share relevant reports from external professionals and any other pertinent information.
- Class profiles have been introduced so key information is recorded and shared throughout the year; this is then shared during transition meetings.
- Where a young person requires further support to develop independence/life skills, SENDco's and school staff facilitate opportunities for this to happen for example, learning to tie laces or how to make toast.
- School have a robust PHSE curriculum which covers personal development. Pupils with SEND access this curriculum with adaptations so they still have opportunities to set goals/aspirations for the future.

f) How the school involves others, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils SEND needs and supporting their families.

Findings:

- The report highlights how SENDco's liaise with external professionals to further identify needs and strategies to enable progress for example, Health 0-19 Team, ICAN, SENIT, SALT, Educational Psychology, Right to Choose pathways, SEMH Panel, EHC needs assessments, cluster, children's centres and charities.
- When a young person is involved with a multi-agency team, the plan/report is hyper-linked to their IPM, so it is accessible and held in a central location.
- Families can access Early Help Planning meetings to support the young person holistically and the setting has a pastoral team who is also available to offer support.

g) Support in place for improving emotional and social development; this should include specific pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

Findings:

- The report highlights the support that is offered in relation to SEMH.
- An LSA has had ELSA training through Leeds Educational Psychology service and children can access this as a targeted intervention.
- SENDCos refer to external agencies where appropriate to seek professional advice for example, SENIT, CAMHS and cluster counselling.
- Young people are encouraged to 'voice their views' using talking mats and draw and talk strategies, Lego therapy interventions and Zones of Regulation.
- Class teachers share books about Neuro-divergency to raise awareness and embed a strength-based approach.
- School provide additional support to students during SAT's week, including breakfast and regular check-in as part of a relational approach.
- As part of a whole school approach, children participate in 'celebration day' which aims to bolster self-esteem and celebrate strengths and achievements.

h) How the school evaluates the effectiveness of the provision made for pupils with SEND.

Findings:

- SENDCos send out a parent and staff questionnaire and use this to inform next steps in relation to the 'offer' provided.
- SENDCos engage in teaching and learning reviews with SLT and have been part of the moderation/planning for this.
- SENDCos participate in pupil progress arrangements and a planning meeting is arranged if a young person is making limited progress.
- SENDCos and class teachers use the EHCP implementation checker for those who require specialist support. This is a reflective tool that supports discussions around the provision provided and the impact on pupil progress and outcomes.

i) The arrangements for assessing and reviewing the progress of pupils with SEND towards outcomes.

Findings:

- The information report includes a section on monitoring and evaluating provision.
- Classroom observations are completed by the SEND Team and SLT to evaluate pedagogy and plan purposeful next steps.
- Finely graded assessment tools are used to build a picture of the young person's stage of development, for example, B-SQAURED and SENIT DJ.
- Pre and post assessments are used to measure progress against outcomes. Staff are advised to keep a log of interventions for moderation/reflection purposes.
- Teachers often plan together and share ideas in relation to SEND planning – they are each other's 'critical friend'. SEND Leaders are also available to support with planning arrangements.
- Teachers and phase leaders have protected time with SEND leaders following pupil progress meetings to ask questions and receive support.

- Attendance records are regularly checked, and support is put in place if concerns are raised.
- The Head Teacher is accessible and meets with parents if there are concerns. The Head Teacher also provides a report to governors and parents to share important information.

j) Plan for consulting parents of pupils with SEND and involving them in their child's education.

Findings:

- The school has an 'open door' policy and welcomes parental/carers involvement wherever possible.
- There is a parent governor on the board who acts as a link between school and families – a governor profile will be added to the school website soon.
- Parents/carers are invited to parent/carers consultations to discuss strengths and progress.
- Parents/carers are also invited to an annual SEND review meeting.
- Parents are informed regularly about any changes through the school newsletter and the website.
- The setting holds parental skills booster sessions to build capacity at home for example, showing how phonics is taught in school. SENDCos also discussed STARS parents' workshops which are soon to begin.
- Parents are invited to honour a young person's achievements at celebration assemblies, concerts/performances and community evenings.

k) How the school enables pupils with SEND to engage in activities available with pupils in the school who do not have SEND.

Findings:

- Wherever possible, school will make reasonable adjustments to promote inclusion for school trips and additional curricular activities. This may include providing additional staff, alternative travel arrangements, updating risk assessments and ensuring there's a contingency plan in place.
- All before/after school clubs are accessible to those on the SEND register and adjustments are made should a young person want/need to attend.

l) The arrangements for handling complaints from parents of children with SEND about the provision made at the school.

Findings:

- The school has published a complaints policy on the website which reflects the school's principles in relation to actioning complaints: this is not specifically part of the SEND Information report. Parents are advised to contact the school office for a copy of the complaint's procedures.

m) Check the school has a SEND policy which is reviewed regularly (ideally annually).

Findings:

- The setting has a SEND (Inclusion) Policy in place and is located on the school website and is reviewed annually to reflect changes to processes and the school's 'offer'.

n) Check that there is a qualified teacher designated as SENCO for the school.

Findings:

- The setting has 3 SENDCo's, all of which have qualified teacher status and have completed relevant SENCo qualifications.

o) Check the school has a policy for supporting children with medical conditions.

Findings:

- A medical needs policy is in place but is currently not located on the school website? – Can you check this please? I can see an accessibility plan but not medical needs policy?

Challenge

How does the information report reflect how pupil views/strengths and aspirations for the future are obtained? How does school use this information?

This is something we will look into further. We are promoting the use of Talking Mats as a way of gaining pupil voice and have modelled this to staff in a staff meeting. We will continue to embed this across school.

How does the setting identify and support CYP with SEMH needs?

At the moment, pre-assessments are carried out before a child completes the ELSA intervention to identify their main areas of need.

Upon Connor's advice – we will look into assessment tools, e.g. The Boxall Profile, Thrive, Wellbeing Measurement Framework.

Further questions

How can staff be further supported to identify and meet the requirements of those with SEND? What are the next steps in terms of training?

Class teachers are allocated a half-termly slot with their phase SENDCo; within this slot we discuss provision in place for children on the SEND register and offer advice if more support is needed to meet needs. We also discuss any other children staff may be concerned about and put support in place; the children are then monitored for a half term before deciding whether they need adding to the SEND register.

We have created 'quick-guides' (adapted from Leeds for Learning) which offer guidance to staff for a range of needs.

We share the NHS SALT training courses with staff if they would like to attend any and expand their own knowledge and will begin to do this with other training opportunities we are sent as SENDCos, e.g.

NASEN, Leeds for Learning.

Our LINGO SALT is running a training session for support staff as part of our INSET day. This will cover the different areas of speech, what good universal provision looks like, intervention programme support and support in identifying need.

How do SEND leaders quality assure the provision that is reflected on the Individual Provision Map documents?

We have completed IPM monitoring where we chose several IPMs at random and checked that the universal provision noted on the IPM is in place in class. We will carry this out again before the end of the academic year. Staff who deliver interventions also complete Intervention Records; again we monitor these and check the interventions match up to the IPM.

On whole school monitoring, there is a section for SEND in which SLT or whichever member of staff completing the monitoring will identify and comment on the provision provided for children with SEND. We also discuss IPMs at drop-in sessions and offer to support staff in updating these if needed.

Staff Signature

E.Schofield, K.Brown, M.Hartnett – 11/03/2025

Governor Signature

C. Waring 24.02.25