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| **Name:** Sue Kane / Brother Paul | **Date:** 14.11.18 |
| **Name of staff member and focus of Visit:**  Joanne O’Keefe – SENDco  Overview of SEND as Governors new to role | |
| **Summary of Activities: *talking to staff, looking at specific resources, having***  Meeting with J. O’Keefe.  Looking at SEND reports to Governors. | |
| **What have I learned as a result of my visit?**  Understand that pupils are screened for S&L on entry to school and interventions are immediate if difficulties found.  Lots of Interventions in place to support pupils who are falling behind and not necessarily identified as having SEND  Clarity on the terminology of various Acronyms (S&L – Speech & Language, SALT – Speech and Language Therapist, EHCP – Education Health Care Plan)  The School Process for identifying SEND  Main area of SEND for high needs funding for EHCP is pupils with SEMH – Social, Emotional & Mental Health) | |
| **Questions that I have/ would like clarity on:**  What do the following terms mean? S&L, SALT, EHCP  What are the different levels of SEND?  What support is available for SEND pupils across the school? | |
| **Actions for the governing body to consider:**  None at this point – The visit was an initial overview of SEND for new to role governors. | |
| **Any other comments/ideas for future visits:**  Looking in more detail at specific interventions – SALT interventions and the impact of these.  **Signed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed: ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Governor/s)** | |