

TLR REPORT FROM HILARY TURNER  
GOVERNOR FOR SPECIAL NEEDS& DISABILITIES (SEND)  
JANUARY 2020

On Wednesday, 8<sup>th</sup> January, I met with Mrs Jessica Sargent, Inclusion Manager.

We had an informative meeting and the discussion was broadly based on four pre identified areas which were agreed on the day with the Inclusion Manager.

How many children across the school have been identified with SEND?

- 65 pupils (10%) including nursery children, which is roughly in line with the national average for primary schools. Of these 58 children have a speech and language plan.
- Nine children have an EHCP (Educational HealthCare Plan) with a further one child already identified and currently being assessed and three waiting for an assessment
- There are five children who have been diagnosed with ASD (Autistic Spectrum Syndrome) with four children waiting for a diagnosis. However, initial referrals to CAMHS (Child & Adolescent Mental Health Services) have not met the threshold. It is concerning to note that the Local Authority has a very long waiting list for assessments, which is similar to many other Local Authorities, which can take up to several years. This means that during this time children are not having their individual needs appropriately met by professionals with the expertise. So there is an increase in teaching and support staff being used to support these children.
- Social & Emotional needs are high across the school, but the highest need is for SLT (Speech and Language Therapy)

What support mechanisms do the school have in place for children with SEND?

- Intervention timetables- Each child has a provision map where termly targets are identified, and the Phase Lead Practitioner uses this to support the child. It is also used as monitoring and evaluation tool.
- The Inclusion Manager provides support and advice to teaching and support staff as and when required and meets with staff to monitor children's progress.
- The Inclusion manager delivers at least one training session per term at a staff meeting

- The school work with several external professionals from the Local Authority who provide specialised support in their area of expertise

#### Who are the external partners the school work with?

- There are three Speech and Language Therapists one is a buy-in, the second is provided by the Local Authority and the third is allocated for the EHCP using funding allocated for these children
- Due to the large number of children with Speech and Language needs the school SLT buy in is now completing more assessments rather than providing support and advice
- An EP (Educational Psychologist) visits x3 per year, however because of the high levels of need visits now are being used to also do assessments rather than the supportive advisory role
- The school buy-in a Play Therapist who sees a total of eight children per term (weekly/ fortnightly)
- The Inclusion Manager also meets with Social Workers and Safe Workers as part of safeguarding and her role as a Designated Safeguarding Lead

#### Partnership Work with Parents

- Working with parents is an integral role of the school in supporting parents of child who may have additional needs, receiving the appropriate support, to obtaining an assessment & diagnoses. The Inclusion Manager is available to meet with parents to offer support and advice, however usually parents would in the first instance meet with the teacher.
- Parents meet with the teacher termly once the provision map for their child has been reviewed.
- Over the last term the Inclusion Manager has met with over 70% of the parents
- The Inclusion Manager provides teachers with home strategies to share with parents

#### Challenges / Areas for Development

- Budgets/resourcing -allocating staff across SEND provision
- Ensuring that strategies used within interventions are carried through consistently in the classrooms by teaching staff

#### Next Steps

- Formalise intervention folders which can be monitored and evaluated consistently across the school

- Implementation across the school of Colourful Semantics to be used in lessons and evidenced in books
- Whole school approach to the Introduction of Zones of Regulation (Supporting children with social and emotional needs/ their mental health and well- being, with the long term intention that pupils will be able to provide peer to peer support)

Next Visit agreed for the summer term to discuss the school action plan and rag rating system