

Governor Visit to School

<p>Name: Father Paul Elliott</p> <p>Responsibility: SEND and Safeguarding, LAC & Pupil Premium</p>	<p>Date: 10/12/2019</p>
<p>Met with: Rachel Squirrell (SENDco)</p>	
<p>Purpose of visit: Observe SEND provision at Liscard Primary School.</p>	
<p>Governors observations and comments:</p> <ul style="list-style-type: none"> • Carried out a tour of school during which many interventions were taking place, especially within the “Rapid Groups”. Foundation Stage 2 is obviously going to have an impact, the future of this year group will be an ongoing concern. • SENDco role is a full time non-classroom based job. Although the role is full time, the SENDco is employed on a 0.6 contract and working the rest of her role at home in her own time. The workload is large and carried out to an amazing standard which is obviously bearing fruit. • Very little support from the LA. Little to no flexibility left in the budget, if the budget is stretched further there will be further challenges ahead with difficult decisions to be made. • Very few EHCPs given the size of the school. • Very clear displays throughout school which will aid everyone to access the curriculum regardless of need. Displays are inclusive which enables every child to feel that they are valued and respected regardless of need or level of progress or ability. • The “soft” things are valued and recognised. • Diversity is celebrated throughout school. Race, equality and diversity all in evidence throughout all classrooms. • Differentiation is obvious and natural to teaching styles and classroom practice. • There is a high level of skill and experience amongst TAs, they are essential and make an impact. • Family Support Workers are absolutely essential. They enable many children and their families to keep access to the high quality of teaching and learning. • Pupil Premium is used very well to support the needs of disadvantaged pupils. The number of disadvantaged pupils in school is high, although you would not realise this from walking around school. • Behaviour throughout school is excellent. Systems are in place to support children who have additional needs, especially ADHD (the SENDco has a high degree of expertise in this area). • The mental wellbeing of the children is a high priority for the staff and well-resourced in terms of training and shared expertise. • SENDco is not a member of SLT but has access to SLT on a continuous basis. Many schools have the SENDco as a member of SLT but in this regime, open access is sufficient. This set up needs continual review. SENDco does not technically manage the budget for SEND but is very knowledgeable about the deployment of resources and involved in financial decisions. SENDco does not manage the TAs or have involvement in their appraisals but does have involvement in identifying training needs and individuals who can deliver training or specific interventions. SENDco knows the strengths and skills of the staff very well so is able to feel assured that the needs the children are being met. • A member of the admin team assists Rachel with filing once a week. This support is very important as often the paperwork for SEND is a huge burden for any SENDco. 	

- SENDco's assessment skills are excellent and secure, she is very experienced and knowledgeable.

Impact of curriculum:

- Engaging – even though it is Christmas, there is a very engaging curriculum being delivered in every classroom. A great deal of evidence about dealing with environments and feelings.
- Enriching – local and international aspects to the displays. Lots of purposeful uses of the environment, lots of flexibility. Global citizenship – very respectful of themselves and others.
- Enhancing – devised to include the children as much as possible. Plenty of discussion and debate.
- Lots of evidence across school in display and content of the teaching and learning. Motivation appears to be very high and there seems to be ownership of the curriculum.
- Relationship between the children and the staff is really special.

Links with the school improvement Plan, where appropriate:

Feedback to the Governing Body:

Overall, SEND at Liscard is a strength of the school, it permeates the school and is very well led by the SENDco and SLT. There is much to celebrate and governors should continue to support the SEN department as fully as possible.

As pupils with additional needs progress well and are well managed in terms of their welfare and behaviour this enables learning for those with less identifiable needs to be able to progress with minimum disturbance. Lessons are well ordered and well managed and the quality of teaching is very high. All pupil needs are well met and the school should be rightly proud of its achievements.