

Nutfield Church (C of E) School



GOVERNOR MONITORING **COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY**

Name of Governor: Liz Townsend, Jane Vorster			Date: Tuesday 11 th March 2025 at 1.00pm	
Name of Teaching staff: Charlotte Cordey				
Focus Area(s): SEND and Inclusion				
SIAMS	Vision and Leadership	Wisdom, Knowledge, and Skills	Character Development	Community and Living Well Together
	Dignity and Respect	Collective Worship	Religious Education	
OFSTED	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
Any safeguarding Issues: None				
Governor comments: • At the time of review the school are supporting 15 children with formal diagnosis and 11 whom have an expected need. There are 4 ECHP, which remain increasingly hard to attain. • Where it is needed children have an SSA to review and evidence progress. This also forms part of a 3 yearly parent discussion. • The network CC built whilst completing her SENCo training and accreditation remains invaluable both in developing a deeper understanding of this area and building a network of likeminded individuals to share insight and best practice. • Having previously highlighted the importance of Speech & Language, it is great to report that the support remains good, with attendance, interest, and tools provided. This year 20 children in KS1 have been assessed through the Language Link assessment tool. The children assessed had not EAL or ECHP and this assessment enables the school to identify early markers with 2 of the 20 children needing support. • For the first time in 3 years, we have a case worker assigned for EHCP which is great progress, whilst resource and support in this area remains a challenge. The LA have introduced SEND support advisors as a new role. There should be an annual review of ECHPs yet a student in Year 4 has not had a review from LA since Year 2. CC remains proactive to ensure school are supporting the children and parents. • This year there is a project 'PINS' (Partnership for Inclusion of Neurodiversity in Schools) which focuses on strengthening knowledge, skills and improving environments to better meet the needs of neurodiverse children. PINS have provided Occupational Therapy support as part of this project and information sharing and consolidation of existing training. They have identified options to the school. • Consideration is being made to providing self-regulation time for children and a sensory room. • Awareness through teaching team - There is a clear process for cascading learnings to the rest of the school, this is done through weekly SENDCO updates at leadership meetings and thought of the day. CC will also introduce learning walks, visual timetables in all classrooms and staff training in the Summer Term.				

- During this term an external LA nurse came in to talk about sleep and eating support. There has also been Autism training which has been provided through staff meetings.
- There is a focus on using assessment data to inform decisions and tracking children's performance overall in a number of topics, not just core subjects.
- Wellbeing Ambassadors have been introduced and rolled out across the school, led by Year5.
- As always CC continues to proactively seek opportunities to engage support and insight from third parties, demonstrating her passion and dedication to this role.

This term focus:

- PINS Project
- Mrs. Bainbridge used to hold the ELSA (Learning Support Assistant) role and has left – there is potential to train a TA which should be considered.
- Mrs. Benjamin has left, and she was inclusion lead – watching brief to ensure this transition does not affect the existing SENDCo set up and clarity of roles. No issues noted.
- Speech and Language is an area of focus with the Language tool being available this year to KS1. As S&L continues to grow as a need, is there anything the school could consider investing in to enhance this in the future?

The challenge of supporting SEND is not underestimated and real time, focus and dedication is put in to ensure school remain proactive, up to date and forward thinking in this space. There is a great access to information, training, and awareness of the challenges in this area and an awareness of the importance of cascading this across the school to maximize benefits.

Key Issues/Actions for GB:

- Robust evidence gathering to continue – ensure the “journey” is being evidenced.
- Inclusion lead – clear plan to ensure seamless transition.
- Sharing the information with the wider teaching team – consider additional avenues.

Action agreed in GB meeting with regard to visit: