

Nutfield Church (C of E) School



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

Name of Governor: Jane Vorster & Liz Townsend		Date: 06.05.2026		
Focus Area(s): SEND Progress				
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 With a move to her role as Deputy Headteacher, Mrs. Cordey now has time to dedicate to her role as SENDCo outside of class time, spending 40% of her time on SEN work. This remains a challenging area as an increasing number of children across the school are on the SEN register. This monitoring session focused on three key areas: 1) Assessment of the new initiatives introduced in Autumn 1 2) Review of curriculum progress 3) Clarity of funding and meeting ECHP requirements • <u>Assessment of the new initiatives introduced in Autumn 1</u> There have been several new initiatives introduced for Autumn 1 – sensory circuits, calm corners, mindfulness in support of children. To evaluate the impact of these initiatives Mrs. Cordey has 4 areas under review at varying stages of development. A Pupil Voice questionnaire, a parent questionnaire, teacher voice and tracking of attendance trends. Mrs. Cordey is undertaking ad hoc monitoring in class to ensure the initiatives are being used and used correctly. The sensory circuits are constantly under review – for example it was initially provided daily for all children but is now delivered in smaller groups to improve effectiveness and taking onboard feedback. Pupil voice with KS2 has demonstrated that the initiatives are having a positive impact on most of the pupil's day, engagement & learning. The questionnaire expanded its questions beyond the initiatives to get a broader picture of pupils' views. Now this baseline has been established it will be repeated with KS1 and refreshed at regular intervals to assess impact and trends. The parent questionnaire has been drafted and is under review with Mrs. Farray-Green before circulating in the summer term. Once this baseline has been established it will be repeated at regular intervals. Teacher voice is to be drafted and rolled out in Summer term. By the end of Summer term there will be a baseline assessment available for these three perspectives. Attendance within the SEN community is typically lower than the overall school population. Attendance is 90% overall and Mrs. Cordey will follow up with the trends in the last year to enable us to track progress. • <u>Review of curriculum progress</u> Whilst assessments have continued as usual throughout the academic year, there have been some challenges collating the data holistically to review. This is currently being resolved, and Arbor is now being used to record results which should make future reviews less manual and quicker to create.				

Progress reviews are required for maths, writing and reading but the school tracks across all topics for a broader picture. Writing is a challenge within the SEN cohort, over 50% of children are WTS. Writing is an area the whole school is reviewing and is an improving picture. The school has invested in the Literacy Tree, and a senior consultant has attended school to review Year 6 creative writing to support the school in this area to improve. 50% of SEN children are WTS in Maths and the effectiveness of White Rose is under review, particularly the jump from KS1 to KS2. The school is provided with support by the Autism and STIP team as required. Mrs. Cordey is going to provide a summary of the trends in results over the last 3 terms to enable us to assess progress.

- Clarity of funding and meeting ECHP requirements

There are 6 ECHPs at the school and the number is growing. Some are specific, in terms of the number of hours a child must have 121 support, and some are more general about the tools and support that should be in place. Funding structures have changed, and funding does not always match the requirements. The school has appointed a SEN TA who is primarily supporting ECHPs and the sensory initiatives. Mrs. Cordey is working closely with parents to ensure timetables and individual children's needs are met, whilst making best use of the scarce resources and setting children up well for transitions from one year to the next. It is important that handovers of staff are carefully managed to ensure ECHP requirements are upheld. The school work to best match the provision map with the funding available. Each ECHP should have an assigned LA case worker, there has been a high turnover, 3 in the last year, and Mrs. Cordey is persistent in gaining access to the relevant case worker as required.

Other areas:

- Speech & Language – school have retained the Infant Language Link tool to assess children in KS1 for early identification of issues. The SCC have changed their approach to now stay with a child throughout their journey, rather than just at the end of Autumn term which is positive.
- External agencies are being well utilised with SALT (Speech & Learning), STIP (supporting with inclusive training), Autism outreach and the Primary Mental Health Team.
- Mrs. Cordey continues to be supported with a pupil in Year 5 who is still not attending school. LA are providing advise but this is a sensitive case to manage.
- Mindworks support the assessment of needs for children or cohorts as required.
- Year 6 SATs – Whilst SEN covers and supports those specifically with an ECHP or on the SEN register it is further reaching. 10 Year 6 students required additional/alternative support for SATS which required careful thought – using offices, southward/music room/hall/classroom, as well as briefing parents, applying for additional needs with LA.
- Mrs. Cordey is looking to start a whole school provision map.
- Mrs. Cordey is using her network to support Nutfield's ways of working - understand how other schools manage the deputy and SENCo role and operate.
- There is a SEN reform/overhaul expected in 2028, so a watching brief remains over the potential impact of this.

Key Issues/Actions for GB:

- To remain invested and engaged in this growing area which will impact reputation and results.

Action agreed in GB meeting with regard to visit:

- Repeat Pupil Voice with KS1 in Summer Term and repeat at regular intervals.
- Distribute parent & teacher questionnaire and repeat at regular intervals.
- Mrs. Cordey to share attendance trends for SEN for the last year.
- Mrs. Cordey to share the assessment data across the last year to enable governors to review progress