

Home Farm Primary School

Appendix 2

Home Farm Primary School Governor Visit Report

Name: Pamela Higham.
Date of Visit: November 2014
Focus of Visit (linked to SDP): Development and implementation of new SEND Code of Practice.
Classes / Staff visited: Ms T. Cooper
<p>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch, etc.:</p> <p>My report will focus on my visit in November 2014, but I would like to draw together the development of SEN, now SEND, since my involvement in school year 2012-13.</p> <p>A visit in December 2012, showed the Action Plan for centralising the filing system, so that each pupil with SEN would have a file accessible to all teachers and LSAs. There was a clear picture of those who have SEN and those who needed more differentiation in teachers' lesson plans.</p> <p>September 2013 was a year of big change for the administration and development of SEND. I was privileged to meet with the SENCO on several occasions and also to attend conferences with her. I was confident that the new policy, due to happen in September 2014, would be fully implemented at Home Farm.</p> <p>I have previously reported on the wonderful "Busy Bees" which continues on three mornings a week, to help selected pupils with various "motor skills" activities. There is considerable fun and success---but they are sad to leave the group---even with their certificate of achievement!</p> <p>When I met with Ms Cooper in November, I was assured that "one page profiles" are in place (these replace IEPs for those with additional needs). Pupils on the SEND register are regularly assessed and monitored on "Provision Maps." Those with medical, gifted/talented, more able, behavioural and attendance needs are also tracked. Amber on the map triggers further intervention, either in small groups or one to one support. Parents now have greater involvement and LSAs are receiving further training. Busy Bees continues.</p> <p>Since the Code of practice now covers the needs of pupils from 0-25 years, there is considerably more "paper work." It has been perceived that not all pupils come into Reception with an acceptable level of speech and language. There will be a Speech and Language programme for all in reception and it is also hoped that any medical conditions will be picked up too. Likewise, case study/ records will be prepared and in place for when pupils transfer to another school.</p>

I look forward to continuing to work with Ms Cooper and I also congratulate her on her success in the SEN Accreditation Course.

What I have learned as result of my visit e.g. evidence of reports to committee, observing material needs of school.

I have learned that a vast amount of work and effort has gone into developing the SEN department and implementing the new code of practice for SEND.

Comments about the focus / discussions arising:

We should register our thanks to staff for their commitment to supporting pupils with SEND

Conclusions to be considered at committee re SDP:

Signed Pamela Higham.....(Governor)

Signed(Headteacher / Subject Leader)