



# Fleet Primary School

Fleet Road Hampstead London NW3 2QT

Tel: 020 7485 2028

E-mail: [admin@fleet.camden.sch.uk](mailto:admin@fleet.camden.sch.uk)

Headteacher: Don McGibbon



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## Governor visit report

### Special Educational Needs and Disabilities (SEND)

### January 2019

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**Date of Meeting:** 24<sup>th</sup> January 2019

**Present at Meeting:** Rhian Mulji (SENDCo); Marianthi Papadimitriou (SEND Governor); Kim Issroff (Chair of Governors)

#### **Context:**

The Special Educational Needs Co-ordinator (SENDCo) manages and oversees the provision for Special Educational Needs and Disabilities across the school. There is a governor assigned as 'link governor' for this important area of school. Periodically the SENDCo and link governor meet and go through a checklist together and discuss various aspects of SEND within the school. The outcome of this meeting is then shared with the Governing Body of the school via this report.

#### **Meeting Report:**

Discussed the meaning of ENG – exceptional needs grant. Discussed the difference between this and EHCP (Education Health Care Plan) and it is very concerning that schools are restricted in applying for EHCPs. In particular, the way in which the ENG does not lead to statutory provision.

How do you identify and specify the difference between a primary and secondary need? The school does this by observing the child, scrutinising the child's work, discussion with teachers and parents along with the views of external experts.

We discussed the description terms used on the form and we suggested one change.

Discussed moving forward: Need to think about how we present the progress that children have made. This may be done using Classroom Monitor (the school's existing package for monitoring progress and attainment) and children with SEND will be tracked as best fit in for example, a lower year group. This is more challenging now there are no levels. Also how to celebrate the achievements of our pupils with SEND

Interventions: need to take clear baselines so that can measure impact.

Discussed the role of the learning mentor. Works in class and also does a lot of group interventions and takes a lead on pastoral care. She is used very flexibly in the school. She has more independence and runs her own interventions.

Plans to train the Teaching Assistants (TAs) in the use of comic strip conversations.

Individual Educational Psychologists are fantastic but time is limited and is focused on applications for EHCPs and ENGs.

Impact of not having Speech and Language therapist. This has led to a backlog and the number of hours has decreased significantly. There is not enough time for the referrals.

Discussed how children with behavioural difficulties are supported. Primary Learning Support Service (PLSS); Lisa who runs nurture and friendship group; and Lara who has been trained in ELSA (Emotional Literacy Support Assistant). CAMHS (Child and Adolescent Mental Health Service) is limited so Don is exploring the use of TOPS (Tavistock Outreach in Primary Schools). CAMHS is ineffective for long term work as it is not often enough.

Discussed the school nurse and the disruption in the service. The nurse is doing the bare bones and there are issues around the provision.

Currently working on the list of children with medical needs. A letter is due to go out but some parents are difficult to reach and ensure all medicines are in date.

Outcomes:

- Report back on tracking progress and how this is presented
- Measuring impact of interventions
- Dons progress on exploring TOPS
- Report on provision from external agencies

**Report compiled by: Kim Issroff**