



# Fleet Primary School

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## Governor Visit Report

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Area of focus for visit:	<b>Special Educational Needs &amp; Disabilities (SEND)</b>	Link Governor:	<b>Oonagh Pierce</b>
Date of meeting:	<b>12/02.20</b>	Link Staff Member and role:	<b>Rhian Mulji - SENDCo</b>

### Context:

Some children have needs that means they learn at a different rate than the typical child or that need certain adaptations to be able to access the curriculum. This could be due to a diagnosed condition that affects learning or it could simply be due to the rate of their development that they require support to access the curriculum and make progress. There are also cases where it could be due to a particular area of strength meaning they are working above the usual level for their age and need the curriculum adapted to stretch them. Any children who require support or the curriculum to be adapted in a way that is over and above that usual typically is considered to have a Special Educational Need or Disability (SEND). This could be in one or more different areas including speech and language, cognition and learning, a physical need, or a social or emotional need.

It is the role of the school to provide an educational experience for all our learners that allows them to access the curriculum and make progress. Our Special Needs and Disabilities Co-ordinator (SENDCo) and Inclusion Leader is tasked with ensuring that this happens and as such oversees the day to day operation of our SEND procedures. The SENDCo ensures, through following guidance in the SEND Code of Practice, that all teachers and other staff have the training, skills and advice they need to be able to do this. The SENDCO has overall responsibility for SEND and inclusion and is a member of the School Leadership Team.

The link governor meets with the SENDCo to discuss SEND in the school and our approach and support to children identified as having SEND. They look at the number of children that are on the current SEND list, looking at support and provision available both in school and from external services. They will discuss any challenges currently facing the school and the families and what is done to support and will look at progress and attainment of this group. The outcome of this meeting is then shared via this report to the full governing body and published on the governor's page of the school website.

### Meeting Report:

I met with Rhian Mulji – the school's SENDCO on 12.2.2020. This was my first meeting as SEND link governor.

We began by looking at the numbers and needs of children on the current SEND list. There were forty children on the SEND list, with nine of those having an EHCP, ENG or CLIF funding. The number of children with EHCP/ENGs is higher than average for a one form entry school. Rhian felt that more children with ASD are applying to the school or being identified within the school

community, some with a very high level of need. I asked how children other than those with EHCPs/ENGs were placed on the SEND list and Rhian explained that these were children who had extra input from health professionals, who needed interventions and had Individual Education Plans to ensure that their progress was monitored carefully.

We discussed the issue of funding, acknowledging that “delegated” funding was not nearly enough to fund additional support for all the children with SEND and this was causing strains on the school budget.

We discussed SEND with reference to the new OFSTED framework, considering the need for all SEND children to have access to an ambitious curriculum and also for teachers to be aware of the longer term and broader outcomes for children with SEND.

We discussed Rhian’s Action plan as a starting point for further meetings. Word Aware had been discussed at the Curriculum and Standards meeting and it was useful to hear about this intervention in more detail. Rhian has devised a new way of monitoring interventions which support staff are starting to use. We will review its use at our next meeting. Rhian is researching into how to represent the child’s voice effectively at Annual Review meetings. She is also starting to put in place Pupil Passports for children with significant needs. Rhian and the Deputy HT attended MITA training at UCL and, as a result of this, they are working together on improving Support Staff Performance Management.

This year, the school has joined the Camden Learning SEND hub. The focus of their meetings has been ASD. The hub is based at Kentish Town School which has an ASD resource base. Teachers and support staff have been able to visit the base. They have seen interventions being delivered and have discussed good practice. Through the hub, Rhian is arranging whole school staff training in ASD.

We discussed the assessment of children with SEND and different ways of measuring progress.

The visit was interesting and thought provoking and I really appreciate the time that Rhian took out of her hectic day to meet with me - Thank you Rhian.

**Written By: Oonagh Pierce**

**Date Written: 12/02/12**