



**Groby Community College
Governor Visit Record 2014-15**

Name of Governor	Julie O'Connor
Date and Time of visit	10am 27th November 2014
Purpose of visit	First meeting with SENCo to understand how Special Educational Needs and Disability (SEND) students' needs are considered and supported within the college.
<p>Links with the College Improvement Plan (CIP) (How does the visit relate to a priority in the College Improvement Plan e.g. closing the gap for disadvantaged students, developing curriculum partnership 11-16, embedding effective feedback and follow-up, improving rewards)</p> <ul style="list-style-type: none"> As a new SEN Governor, I have noted that there is very little in the College Improvement Plan (CIP) which references the needs of our SEND students and how the college aims to improve or continue to support this very vulnerable population. This requires discussion at appropriate Governor meetings as the CIP tends to focus on Pupil Premium (PP) students and their disadvantage, with less consideration for our SEND students who may not meet the formula for classification as PP. I additionally believe that it is important that SEND students are acknowledged as a vulnerable group in their own right and that there is a need for specific items within the CIP which states how the college intends to move forwards with improving outcomes for these young people. 	<p>Links with the Faculty Improvement Plan (FIP) and priorities as identified at the exam results feedback meeting in the Autumn Term:</p> <ul style="list-style-type: none"> Not applicable at this time.
<p>Governor challenge - observations and comments about the visit E.g. How long did the visit last? What did you observe? What did you learn? What good practice was seen? What would you like clarified? (see policy for example questions – Appendix B)</p> <p>My meeting with SENCo and Asst SENCo and lasted approximately 1.5 hours. It was a first meeting, allowing SENCo and Asst SENCo to explain their roles in SEND, how they support our young people and for me to ask questions/ask how Governors could best support their work. I was extremely impressed by the dedication of SENCo and her team and acknowledge the demands of complying to the new SEND Code of Practice (CoP). The SENCo and Asst SENCo have undertaken training with regard to the new CoP and Sue is an active member of the Special Educational Needs Coordinator Network, which is invaluable in terms of both sharing of information and of gaining new knowledge. There is an ever increasing workload for the SENCo and the SEND team and this is something which should be given consideration through future Governor meetings. One example of this is the newly introduced Form 8 which requires completion for each student requiring exam concessions. Each form, with its associated assessment of the student can take a minimum of one hour to complete.</p> <p>The CoP requires in depth interpretation and there are grey areas within the document and issues with Local Authority changes. The Educational Psychology Service in Leicestershire is under review and there is potential for this service to be removed, which will have a negative impact on our college.</p> <p>Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs) s are employed throughout the college, generally in areas of their subject specialism or interest. To comply with the terms of Statements of Educational Need, it is important that the provision for students is appropriate and meets need and the SENCo and the team strive to achieve this. The LSAs and HLTAs are well deployed and provide interventions for students under the guidance of, or alongside teaching staff. The SENCo monitors and quality assures interventions to ensure effectiveness. There is a shortage of LSAs within the college and this is an area for further discussion within the appropriate staffing committee board.</p> <p>I was very impressed by the various staff meetings which take place each week. The college ensures that LSAs and HLTAs are able to attend meetings outside of their normal working hours through an additional payment to their salary. This approach gives</p>	



consistency and ensures that support staff have the opportunity to both receive training alongside teaching staff and have the opportunity to share their own experiences or concerns. All LSAs and HLTAs have a data file which includes photographs of students, their essential data e.g. are they a Pupil Premium student/SEN, their classroom seating plan etc. Support staff can then annotate the data file when they perceive significant problems and share this with teaching staff.

A new initiative is in place whereby Groby LSAs shadow Brookvale staff in order to understand the needs of pupils transferring to college. This initiative should improve the support given to students and allow them an easier transition process across campus.

In all I feel that the SENCo, Asst SENCo and the team are working extremely hard in their support of our SEND students and if anything, it is we as Governors who are not specifying this very vulnerable group of students as a priority in our college plans and discussions.

Any key issues arising for the governing body

e.g. The way resources are allocated, the way the school communicates, progress in implementing a key policy

Our Governing Body need to specifically address the needs of SEND students to ensure continued support.

Forward to: Principal for checking as draft. Will then be circulated to the full governing body by Jill Massingham.

Follow up action

Record any action agreed by the governing body with regard to this visit.