

## **Full Governors 20<sup>th</sup> May 2021 Meeting – cancelled**

### **Notes/comments from Governor Hub relating to reports written by the Headteacher**

#### **Mrs J Cook**

Thank you for the comprehensive notes: my comments are:

SEN drop in sessions - will these be able to continue with the new member of staff once the SENCO has left. I have attended a couple and can see the benefit to the parents with having these in place.

Is half a day enough to cover this role in the SENCO's absence considering she was a full day?

Can you please remind me what ELSA is in the SEN terminology?

I really appreciated having the SEN summary - is this something we could incorporate regularly into the Governors meetings?

Staffing changes - are all staff on board with the changes being implemented and do they all feel adequately supported for their new roles (TA's included)

OPAL - regarding the Sheet 2.1 doc, are the staff all on board now as it said there was mixed 'play' instructions coming from the staff?

Have the Health and safety risk for play now been looked at (apologies if i have missed that bit).

Is the relevant 'play' training in hand across the staff?

#### **Cllr E Nockolds**

The Learning Outside and Play Policy I am very happy with. Under the SEN report it is showing 19 pupils on the SEN Register, are some of the pupils been effected because of the Pandemic as couldn't learn at home successfully? As only 5.5% of the parents of SEN pupils attend the Drop In sessions, do you make regular contact with the other parents? What type of Social Media is used?

I would like to know more about the work of the Mental Health Champion.

On the OPAL Recording Sheet Doc 2.1 there are lots of suggestions. Are the OPAL staff in attendance during playtime?

#### **Headteacher**

Thank you for your comments and questions.

The children on the SEN register have not been affected by the Pandemic to any greater extent than those not on the SEN register apart from the 2 that attend the Specialist Resource Base for Speech and Language. This was closed during lockdown so both missed a term of specialist teaching. They will remain at the Base for longer as a result.

The SENCO has made regular contact with parents during lockdown via telephone. She uses Facebook to communicate.

We will continue to offer SEN drop in sessions in the Autumn Term and onwards. Hopefully these can be face to face if regulations allow.

We have allowed a half day for SEN cover as the member of staff already works in school. She has direct contact with a third of the children through her class teacher role so is able to pick things up whereas the SENCO has not taught the children / does not know them as well.

ELSA stands for Emotional Literacy Support Assistants. TAs will be trained to work with children who may need extra support with emotional well-being etc, It will replace THRIVE but will use many of the same principles around nurture. The programme is already used at the Junior School and they find it very successful.

Teaching staff are all on board with the changes for September. They are trained to teach all age ranges but we will look for CPD that can support their new role eg EYFS and Year 2 assessment for the staff moving into these year groups. Most TAs have worked across all ages. There was some resistance to change initially but they all seem on board now.

We are just starting on our Mental Health Champion journey. The idea is that there will be staff to consult with when there are concerns around a child's mental/emotional well-being and also lead the school ethos in this area. There are a lot of new initiatives around mental health at the moment. Norfolk have set up Mental Health Services teams in the various regions with trained practitioners able to support children, families and schools with this area. I have already made two referrals to this new service and they have been accepted meaning that the children and families will be supported around issues around anger and OCD tendencies.

We are at the early stages of the OPAL project having had the initial audit meeting. Staff training around developing play will happen at the beginning of the Autumn Term. We are hoping to develop MSAs who are trained to lead play during lunchtimes. We will be looking at the staffing etc in the next section of the project.