

## Inclusion and Well-being November 2019

**Attendees; T Roberts (Chair), I Withers, S Cohen (from 6pm)**

### Escalation

- Board members to note the current demand for provision of Mental health support to students. Key themes include; self -harm, drugs, suicidal thoughts, general mental health issues. Concern raised that social care have 'stepped down' children inappropriately to school FSWs. This has been escalated and outcome awaited. Should the numbers of children requiring support with Mental health issues (in the broadest sense, I.e. from 'routine' support to those with local authority involvement / external support) then investment of additional resource will be pivotal
- The Committee reviewed the Equality & Diversity provided by the 'national school draft equal opportunities' policy and agreed that this area sits with Quality of Education – IW to discuss further and agree moment to relevant committee
- To confirm current Governor compliance & process for/ with; a) annual safeguarding training, b) reporting of female genital mutilation, c) aware of and read section 6 of the Governors handbook (safeguarding)

### Assurance

- IW has produced 3 data sets for; attendance, behaviour and well-being. These are available on one drive and provide school performance data compared to same period last year, year to date, and comparisons against national performance, & critically for those children with a SEN/D
- Attendance – overall performance in line with national (95%). SENK and SENE at 92% and 84% respectively. The latter results impacted by 1 student due to transfer to neigh-bouring school. Whilst noting the importance of facilitating equal access and outcomes for all children, recognition must be made of the inherent challenges in this regard and the role of support outside of school. It was clear that IW was aware of each child, their specific individual needs and an over-riding intention to maintain attendance as opposed to consideration of punitive action (unless in severe cases where the welfare of the student and/or others is at risk)
- Behaviour report – triangulation with well-being data shows a significant number of students who were involved in behavioural escalations were also experiencing significant emotional challenges (child protection / educational psychology support)
- Well-being – as 'escalated' - the Board can be assured that both quantitative and qualitative data demonstrates a tenacious approach to maximising individual

support to all students. The risk remains however with the ability to maintain this should numbers of students requiring this support increase

- Safeguarding – the current information provided was compared against recommended templates / data set provided by ‘the key’ - all areas were covered with the sole exception of policy information confirming expiry dates
- Safeguarding – the annual audit was jointly completed by IW & TR in November as a table-top exercise. A further visit is scheduled for the 17.12.19 where both TR and IW will a) review the safeguarding ‘checklist’ provided by the ‘Key’ and TR will also review some randomly selected areas of the audit for confirmed verification of outcomes

### **For Noting**

- Safeguarding data / process and outcomes, when reviewed against benchmarked suggested templates is consistent and comprehensive – potential however to provide the Board with an overall summary template detailing key areas of information (this may be more effective utilising a specific Safeguarding template as opposed to the SWOT analysis)
- SEND data – potential for further enhancement of data and provision of summary template information for the Board (to include accessibility plan, key numbers of student of Education & Health Plan (EHC) etc – for discussion January 20 I&W committee
- Pupil Premium – focus of deep dive January 2020 and subsequent update to FGB

### **Link Safeguarding & PP Governor activities**

- November 2019 – completion of annual safeguarding audit
- December 2019 – completion of safeguarding checklist and ad hoc verification of randomly selected areas of the audit for verification
- Jan – March 20 – to agree date to attend a full school council and/or sub-committee for dialogue with students on pupil welfare / bullying interventions effectiveness

### **Recommendations**

- To note that from completion of the annual audit, review of data and discussion with IW, that current systems, processes and outcome measures in respect of Safeguarding are robust. Final implementation of governance related actions (such as forward provision of data relating to policy expiry / leaflet provision) could arguably increase safeguarding provision to outstanding
- To note the data now available on the I&W section of the 'one drive' which provides a mixture of assurance and reassurance in both compliance with statutory information provision and, importantly, closing the gap in relation to student outcomes and KPIs between those students with additional needs / support
- To note that both Safeguarding and SEND provision would benefit from submission to a future FGB utilising a recommended template that would illustrate both data and outcomes for students with educational needs and/or a disability
- To note that Pupil Premium will be subject to a 'deep dive' in January 2020
- To note that *provisions* may need to be considered by the Finance committee in view of current demands on resources for supporting students with a mental health need and/or those students with behavioral needs with significantly challenging personal home circumstances

## Appendix A – SEND definitions (taken from the Key)

SEN jargon buster We have created a glossary of key terms related to special educational needs (SEN). The definitions in the glossary are based on the SEN and disabilities (SEND) Code of Practice, with additional material from content published on The Key for School Governors.

**ANNUAL REVIEW** A review of a pupil's EHC plan carried out by the LA at least every 12 months

**AREAS OF NEED** Four broad categories used to describe a pupil's SEN. They are: communication and interaction, cognition and learning, SEMH (see below), sensory and/or physical needs

**ASD** Autistic spectrum disorder

**CCG** Clinical commissioning group. A group of NHS professionals which is responsible for planning and arranging the delivery of the healthcare provision for people in its area

### **DISAGREEMENT RESOLUTION**

A service for resolving disagreements about provision between parents or young people and other bodies, commissioned by the LA. Available to all children and young people with SEN, not just those with EHC plans

**EHC NEEDS ASSESSMENT** Initial assessment, carried out by the LA, for deciding whether a child or young person needs an EHC plan. Can be requested by parents, young people or schools

**EHC PLAN** Education health and care plan. A statutory document drawn up by the LA, setting out the education, health and social care support to be provided to a child or young person with SEN or a disability. Replacing statements and learning difficulty assessments by April 2018

GRADUATED APPROACH A four-part cycle for assessing, planning, delivering and reviewing provision for pupils with SEN

IEP Individual education plan. See 'school-based plans'

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LA Local authority

LDA Learning difficulty assessment. A statutory document drawn up by the LA describing the provision for a young person with SEN in post-16 education, training or higher education. Being replaced by EHC plans by April 2018

LOCAL OFFER Sets out information about provision that the LA expects to be available in its area for children and young people with SEND. Published by the LA

MEDIATION A form of disagreement resolution for parents and young people considering appealing decisions about EHC needs assessments and plans at the tribunal

MLD Moderate learning difficulties

ONE-PAGE PROFILE See school-based plans

OUTCOME Describes the difference that will be made to an individual as a result of special educational and other provision. Must be specific, measurable, achievable, realistic and time-bound (SMART)

PERSONAL BUDGET An amount of money requested by parents or young people for securing provision set out in the EHC plan. The budget, prepared by the LA, can be held directly by the parent or young person, or managed on their behalf by the LA, school or other organisation

PMLD Profound and multiple learning difficulties

PUPIL PASSPORT See school-based plans

PUPIL PROFILE See school-based plans

SALT Speech and language therapy, sometimes speech and language therapist

SCHOOL-BASED PLAN A non-statutory document setting out school-based support and interventions for a pupil with SEN. Examples of school-based plans include IEPs, SEN support plans, pupil passports, and one-page profiles

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SEMH Social, emotional and mental health difficulties

SEN Special educational needs. A pupil has SEN if he or she needs special educational provision due to a learning difficulty or disability (see special educational provision)

SEN INFORMATION REPORT

A document published on the school website, setting out the school's provision for pupils with SEN

SEN POLICY Sets out the vision, values and aims of the school's SEND arrangements. Does not have to be a standalone document

SEN SUPPORT An overall term that refers to pupils needing special educational provision who do not have EHC plans. Replaces the previous categories of School Action (SA) and School Action Plus (SA+)

SEN SUPPORT PLAN See school-based plans

SENCO Special educational needs co-ordinator. The person in a school responsible for co-ordinating provision for pupils with SEN

SEND Special educational needs and disability

SEND CODE OF PRACTICE Statutory guidance setting out the duties and responsibilities of organisations, including schools, in relation to children and young people with SEND

SEND RESOURCE BASE Specialist provision within a mainstream school, also known as an SEN unit or specialist resource base

SENSORY ROOM A space which uses special lighting, music, and objects to creating a calm environment or develop certain senses. Often used as a therapy for pupils with limited communication

SLCN Speech and language communication needs

SLD Severe learning difficulties. Can also refer to speech and language difficulties

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## SPECIAL EDUCATIONAL PROVISION

Provision to help pupils with SEN of disabilities access the curriculum that is different from or additional to the provision normally available to pupils of the same age

SPECIAL SCHOOL A school that is specifically organised to make special educational provision for pupils with SEN

SPLD Specific learning difficulties. SpLD affect one or more particular aspects of learning. Examples include dyslexia, dyscalculia and dyspraxia

**STATEMENT** A statutory document drawn up by the LA describing the provision for a child or young person with SEN who is still at school. Being replaced by EHC plans by April 2018

**TOP-UP FUNDING** Additional funding available from the LA for pupils with high needs, i.e. those whose educational provision costs more than £10,000 per year

**TRANSITION PLANNING** Preparation for moves between phases of education or for adult life

**TRIBUNAL** An independent body that determines appeals by parents or young people against LA decisions on EHC needs assessments and EHC plans, as well as claims of disability discrimination